VOCAL MUSIC CURRICULUM STANDARDS
GRADES 6-8

Standard 1.0 Singing

Students will sing alone and with others a varied repertoire of music.

Course Level Expectations (CLEs)

The student will

1.1   Demonstrate expressive and technical accuracy in a large and varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs performed from memory.
1.2   Demonstrate, individually, the fundamentals of correct vocal production.
1.3   Demonstrate diction appropriate to the style of selected literature.
1.4   Demonstrate ensemble skills by singing in small groups.

Checks for Understanding

1.1   Level 1. Sing alone in tune, with rhythmic accuracy, a short memorized teacher-selected musical example with a difficulty level of 1 on a scale of 1 to 6.
        Level 2. Sing alone in tune, with rhythmic, pitch and dynamic accuracy, a short memorized teacher-selected musical example with a difficulty level of 2 on a scale of 1 to 6.
        Level 3. Sing alone in tune, with rhythmic, pitch and dynamic accuracy and with stylistic expression a short memorized teacher-selected musical example with a difficulty level of 3 on a scale of 1 to 6.
1.2   Sing alone, using good posture, breath support and control, proper vowel placement, and proper use of consonants.
1.3   Sing a teacher-selected song using appropriate diction (language or dialect).
1.4   Sing teacher-selected music with blended vocal timbres within an ensemble.

Student Performance Indicators (SPIs)

The student is able to

1.1.1   Sing, alone and with others, in tune and with rhythmic accuracy, selections from appropriate literature with appropriate vocal range.
        Perform a varied repertoire from memory.
1.1.2   Sing, alone and with others, with pitch, rhythmic, and dynamic accuracy using age appropriate literature.
        Perform an expanded varied repertoire from memory.
1.1.3   Sing, alone and with others, with pitch, rhythmic, and dynamic accuracy, and with stylistic expression using age appropriate literature.

Perform an expanded varied repertoire (including music in a variety of languages) from memory.

1.2.1   Sing using good posture, breath support, and proper vowel placement.
1.2.2   Sing using good posture, breath support, proper vowel placement, and proper use of consonants.
1.2.3   Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.

1.3.1   Produce consonant and vowel sounds appropriate to the style of vocal literature.
1.3.2   Apply correct diction in several styles and languages.
1.3.3   Sing in a variety of languages and dialects with appropriate diction for each.

1.4.1   Perform unison music with blended vocal timbres within the ensemble while following the cues of the conductor.
1.4.2   Sing and maintain an individual voice part in two-part music with accompaniment.
Perform two-part music with blended vocal timbres within an ensemble while following the cues of the conductor.
1.4.3   Sing and maintain an individual voice part in two or more part music with or without accompaniment in multiple styles
Perform multi-part music with blended vocal timbres within an ensemble while following the cues of the conductor.

Content Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Course Level Expectations (CLEs)

The student will

2.1   Use pitched instruments to enhance choral experience.
2.2   Use non-pitched instruments to enhance choral experience.

Checks for Understanding

2.1   Play a simple, teacher-selected melody or accompaniment on a pitched instrument within a choral selection.
2.2   Play a simple, teacher-selected rhythm on a non-pitched instrument within a choral selection.

Student Performance Indicators (SPIs)

The student is able to

2.1.1   Explore the use of pitched instruments.
2.1.2   Play a simple melodic phrase on pitched instruments.
2.1.3   Use, appropriately, pitched instruments in a choral selection.

2.2.1   Explore various timbres of non-pitched instruments.
2.2.2   Play simple rhythmic ostinati patterns using instruments or body percussion.
2.2.3   Use, appropriately, rhythm instruments in a choral selection.

Content Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Course Level Expectations (CLEs)

The student will

3.1   Demonstrate the ability to improvise a melodic passage.
3.2   Demonstrate the ability to improvise a variation.
3.3   Demonstrate the ability to improvise an accompaniment.

Checks for Understanding

3.1   Improvise a melodic passage on a well-known song of at least four measures.
3.2   Improvise a variation to a teacher-selected melody of at least four measures.
3.3   Improvise an accompaniment (ostinati, descant or harmonic progression) of at least four measures to a teacher-selected composition.

Student Performance Indicators (SPIs)

The student is able to

3.1.1   Experiment with melodic improvisation, such as question and answer, call and response, or with simple pentatonic patterns.
3.1.2   Improvise a simple non-notated melody.
3.1.3   Improvise a non-notated melody in a stylistically appropriate manner.

3.2.1   Compare and contrast different examples of variations.
3.2.2   Improvise a simple variation to a familiar song.
3.2.3   Improvise an appropriate variation within specified guidelines

3.3.1   Improvise simple accompaniment patterns such as ostinati.
3.3.2   Improvise within a given harmonic progression.
3.3.3   Improvise a non-notated accompaniment in a stylistically appropriate manner.

Content Standard 4.0 Composing

Students will compose and arrange music within specified guidelines.

Course Level Expectations (CLEs)

The student will

4.1   Arrange a song within specified guidelines.
4.2   Compose vocal warm-ups and/or short melodies.
4.3   Compose rhythmic and/or melodic ostinati.

Checks for Understanding

4.1   Arrange and sing/play a known melody of at least eight measures using rhythmic variation.
        Arrange and sing/play a known melody of at least eight measures using a different style (e.g., waltz, calypso, march).
4.2   Compose a melodic vocal warm-up or a short melody of at least four measures using teacher-selected guidelines.
4.3   Compose a vocal or instrumental ostinato of at least four measures.

Student Performance Indicators (SPIs)

The student is able to

4.1.1   Arrange a known melody through rhythmic variation.
4.1.2   Arrange a known song into a different style.
4.1.3   Use a variety of sound, notational, and/or technological sources to arrange a given song.

4.2.1   Develop a non-notated vocal warm-up or song of a specified number of measures.
4.2.2   Compose a melodic vocal warm-up.
4.2.3   Compose an age-appropriate vocal warm-up for a specified goal.

4.3.1   Compose ostinati to accompany short texts, readings, dramatizations and/or themes.
4.3.2   Create an alternate introduction or ending to a specified song using an ostinato.
4.3.3   Create a stylistically appropriate ostinato to accompany a melody.

Content Standard 5.0 Reading and Notating

Students will read and notate music.

Course Level Expectations (CLEs)

The student will

5.1   Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6.
5.2   Interpret terms, signs, and musical symbols necessary for performing a choral music score.
5.3   Sight-read, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.
5.4   Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats.

Checks for Understanding

5.1   Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6.
        Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6.
        Level 3. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6.

5.2   Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher.
        Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.

5.3   Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy.
        Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy.
        Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.

5.4   Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation.
        Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation.
        Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.

Student Performance Indicators (SPIs)

The student is able to

5.1.1   Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.
5.1.2   Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2.
5.1.3   Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 3.

5.2.1 Identify and define specified terms, signs, and musical symbols in a choral music score.
5.2.2 Demonstrate, vocally, terms, signs, and musical symbols in a classroom setting.
5.2.3 Demonstrate, with vocal accuracy, terms, signs, and musical symbols in a choral performance context.

5.3.1 Sight-read melodies with a difficulty level of 1.
5.3.2 Sight-read melodies with a difficulty level of 2.
5.3.3 Sight-read choral music with a difficulty level of 2 or above.

5.4.1 Notate simple rhythmic and/or melodic patterns.
5.4.2 Notate, accurately, melodic and rhythmic patterns in dictation exercises.
5.4.3 Write music using standard symbols and signs.

Content Standard 6.0 Listening and Analyzing

Students will listen to, analyze, and describe music.

Course Level Expectations (CLEs)

The student will

6.1 Listen to a variety of musical styles and genres.
6.2 Identify the uses of musical elements in rehearsal and performance literature.
6.3 Analyze and describe uses of the elements of music in a recorded work that make it unique, interesting and expressive.
6.4 Compare and contrast works of the same genre or style.

Checks for Understanding

6.1 List musical compositions, heard in class, representing a variety of musical styles or genres.

6.2 Identify and define symbols in a musical composition and explain how they are used.

6.3 Level 1. Identify the elements of music used in a teacher-selected listening example.
Level 2. Describe how the elements of music are used in a teacher-selected listening example.
Level 3. Describe how the elements of music are used to create a unique, interesting or expressive composition.

6.4 Level 1. Compare two or more musical examples from the same genre or style.
Level 2-3. Compare and contrast two or more musical examples from the same genre or style.

Student Performance Indicators (SPIs)

The student is able to

6.1.1   Identify a variety of musical styles and genres.
6.1.2   Identify a wide variety of musical styles and genres.
6.1.3   Identify musical styles and genres from a variety of recorded and/or live performances.

6.2.1   Explain basic terms commonly found in musical literature.
6.2.2   Describe terms and symbols commonly found in musical literature.
6.2.3   Identify the uses of musical elements in rehearsal and performance literature.

6.3.1   Identify musical elements used in a recorded work.
6.3.2   Describe how musical elements make a recorded work unique.
6.3.3   Analyze a recorded work and describe how elements of music make the selection unique, interesting, and expressive.

6.4.1   Identify common uses of musical elements in works of the same genre or style.
6.4.2   Identify differences in two or more works of the same genre or styles.
6.4.3   Compare and contrast works of the same genre or style.

Content Standard 7.0 Evaluating

Students will evaluate music and music performances

Course Level Expectations (CLEs)

The student will

7.1   Use specified criteria to evaluate his/her own personal contribution in a choral performance.
7.2   Use specified criteria to evaluate choral performances as compared to similar or exemplary models.
7.3   Evaluate the aesthetic qualities of a choral work.

Checks for Understanding

7.1   Critique his/her personal contribution to a choral performance using a teacher-provided rubric.
7.2   Evaluate their choir's performance as compared to a similar or exemplary model using a teacher-provided rubric.
7.3   List and describe three musical elements used to create a mood in a teacher-selected choral work.

Student Performance Indicators (SPIs)

The student is able to

7.1.1   Explore criteria for evaluating personal participation in a choral performance.
7.1.2   Develop criteria to evaluate personal participation in a choral performance.
7.1.3   Apply specific criteria (rubric) to evaluate his/her personal contribution in a choral performance.

7.2.1   Explore criteria for evaluating a choral performance.
7.2.2   Develop criteria to evaluate their choir's performance as compared to other models.
7.2.3   Apply specific criteria (rubric) to evaluate their choir's performance as compared to exemplary models.

7.3.1   List musical elements used to create a mood in a choral work.
7.3.2   Describe how musical elements are used to create a mood in a choral work.
7.3.3   Evaluate the effectiveness of musical elements used in a choral work.

Content Standard 8.0 Interdisciplinary Connections

Students will understand relationships between music, the other arts, and disciplines outside the arts.

Course Level Expectations (CLEs)

The student will

8.1   Compare and contrast how elements (e.g., color, balance, texture, form) are used in music, dance, theatre, and visual art.
8.2   Compare characteristics of two or more arts disciplines within a particular historical period or style.
8.3   Describe the interrelationship of music with various academic disciplines outside the arts.
8.4   Explain the role of music-related technology in today's society.

Checks for Understanding

8.1   Level 1. List elements common among the arts disciplines.
        Level 2-3. Compare and contrast two common elements from teacher-selected examples of at least two arts disciplines.
8.2   Compare characteristics of selected works of at least two different arts disciplines from the same historical period or style.
8.3   List examples of how music and another academic discipline are related.
8.4   Level 1. Explain how technology has changed the way people listen to music.
        Level 2. List and describe how current technology is used in creating and distributing music.
        Level 3. Compare the impact of music technology today to an earlier time in history.

Student Performance Indicators (SPIs)

The student is able to

8.1.1   List elements common in the arts disciplines.
8.1.2   Describe different ways common elements are used in various arts disciplines.
8.1.3   Compare and contrast the use of common elements in artworks from two or more arts disciplines.

8.2.1   Describe characteristics of arts disciplines from a particular historical period or style.
8.2.2   Compare two or more works of two arts disciplines from a particular historical period or style.
8.2.3   Compare characteristics of arts disciplines from a particular historical period or style.

8.3.1   Identify principles and subject matter from academic disciplines outside of the arts as they intersect or overlap with the study of choral music.
8.3.2   Describe principles and subject matter from academic disciplines outside of the arts as they relate to the study of choral music.
8.3.3   Describe the relationship of music with various academic disciplines outside the arts.

8.4.1   Explain the role of technology in listening to music.
8.4.2   Explain the use of technology in the creation and distribution of music.
8.4.3   Explain ways music technology impacts today's society.

Content Standard 9.0 Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Course Level Expectations (CLEs)

The student will

9.1   Identify selected choral literature by historical period and/or culture.
9.2   Examine the origins of various American music genres.
9.3   Describe the role of music in today's society.

Checks for Understanding

9.1   Identify (aural or written) from a small selection of choices, the historical period and culture represented by an example of choral literature.
9.2   Level 1. List American music genres.
      Level 2. Describe two American music genres.
      Level 3. Describe the origin of selected American music genres.
9.3   List and/or describe at least three ways that music is used in today's society.

Student Performance Indicators (SPIs)

The student is able to

9.1.1   Examine music of specified historical periods and/or cultures.
9.1.2   Describe choral music literature of selected historical periods and/or cultures.
9.1.3   Identify historical periods and/or cultures of selected choral music literature.

9.2.1   List various American music genres.
9.2.2   Describe examples of various American music genres.
9.2.3   Examine the origins of various American music genres.

9.3.1   List ways that music is used in today's society.
9.3.2   Describe the impact of the use of music in today's society.
9.3.3   Demonstrate (aural or written) the impact of the role of music in today's society.