

Vocal/Choral

Sixth– Eighth Grades

Content Standards and Learning Expectations

Course Description:

Vocal music is a course that seeks to give students in grades 6-8 experiences in the study and performance of a diverse repertoire of vocal/choral music. The course will include instruction in proper vocal technique, musicianship skills, and the cultural and historical context of choral literature. The course will encourage self-expression through performance and creation of music.

Content Standard 1.0: Singing

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

Learning Expectations:

The student will

- 1.1 Demonstrate expression and technical accuracy in a large and varied repertoire of vocal literature with a level of difficulty of 4 on a scale of 1 to 6, including some songs performed from memory.
- 1.2 Continue developing 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 ensembles.

Performance Indicators:

At Level 1, the student is able to

- explore singing with expression a varied repertoire of age-appropriate vocal literature;
- display fundamentals of correct vocal production;
- explore consonant and vowel production appropriate to the style of vocal literature;
- proficiently perform unison music in an ensemble.

At Level 2, the student is able to

- apply expressive style and vocal techniques to age-appropriate vocal literature;
- sing alone using age-appropriate vocal production techniques;

- apply correct diction in several styles of selected literature;
- proficiently perform two-part music in a variety of ensembles.

At Level 3, the student is able to

- demonstrate expressive style and technical accuracy appropriate to the genre and historical period of the music being performed;
- apply age-appropriate vocal production techniques throughout vocal range;
- illustrate the ability to sing in a variety of languages and dialects with appropriate diction for each;
- proficiently perform in a variety of ensembles.

Sample Performance Task:

Perform a solo of an artsong at difficulty level of 2. Evaluate personal performance utilizing a rubric designed to assess the level of success of the student and compare the rubric and the scoring of the individual student with those of the entire class.

Integration/Linkages:

Language Arts, Foreign Language, Science (Anatomy), History, Theater, District Music Standards, State Music Standards, National Standards for Arts Education, Professional Singer.

Content Standard 2.0: Playing Instruments

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

Learning Expectations:

The student will

- 2.1 Use melodic instruments to enhance choral compositions, when appropriate.
- 2.2 Use rhythmic instruments to enhance choral compositions, when appropriate.

Performance Indicators:

At Level 1, the student is able to

- explore various melodic instruments as to sound and capabilities;
- explore qualities of various rhythmic instruments.

At Level 2, the student is able to

- employ knowledge of instruments to play simple melodic phrases;
- employ knowledge of rhythm instruments to play simple rhythmic patterns.

At Level 3, the student is able to

- appropriately utilize melodic instruments in the performance of a choral composition;
- appropriately utilize rhythmic instruments in the performance of a choral composition.

Sample Performance Task:

Student will accurately play a rhythmic ostinato on tambourine in performance of an African-American gospel piece in a classroom setting. Assessment will be done by teacher observation of student accuracy.

Integration/Linkages:

Instrumental Music, District Music Standards, State Music Standards, National Standards for Arts Education.

Content Standard 3.0: Improvising

Students will improvise melodies, variations, and accompaniments.

Learning Expectations:

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.

Performance Indicators:

At Level 1, the student is able to

- experiment with a non-notated rhythmic accompaniment to a melody;

- explore sounds of several variations and imitate them;
- improvise simple accompaniments.

At Level 2, the student is able to

- perform a simple non-notated melody;
- improvise a simple variation to a familiar song;
- employ short accompaniment passages with a selected song.

At Level 3, the student is able to

- perform a non-notated melody in a stylistically appropriate manner;
- improvise an appropriate variation within specified guidelines;
- create a non-notated accompaniment in a stylistically appropriate manner.

Sample Performance Task:

Student will perform an improvised accompaniment based on specific criteria with teacher observation of level of success and accuracy.

Integration/Linkages:

Music History, Music Theory, District Music Standards, State Music Standards, National Standards for Arts Education, Jazz Musician

Content Standard 4.0: Composing

Students will compose and arrange music within specified guidelines.

Learning Expectations:

The student will

- 4.1 Compose vocal and/or instrumental descants, obbligati and/or ostinati.
- 4.2 Compose vocal warm-ups.
- 4.3 Combine a group of pieces into a medley or a partner song.

Performance Indicators:

At Level 1, the student is able to

- create a simple obbligato figure to a familiar song;
- develop a non-notated vocal warm-up of a specified number of measures;
- arrange specified songs into a medley.

At Level 2, the student is able to

- create a descant for a simple song;
- develop a vocal warm-up using a descant;
- arrange two specified songs into a partner song.

At Level 3, the student is able to

- create a stylistically appropriate descant, obbligato or ostinato;
- develop age-appropriate vocal warm-ups for a specific aim;
- arrange both medleys and partner songs using specified guidelines.

Sample Performance Task:

Student will arrange a medley of three songs using specified criteria. Teacher will assess through observation.

Integration/Linkages:

Music History, Music Theory, Math, District Music Standards, State Music Standards, National Standards for Arts Education, Composer/Arranger

Content Standard 5.0: Reading and Notating

Students will read and notate music.

Learning Expectations:

The student will

5.1 Demonstrate the ability to read/sing an assigned vocal part (both rhythm and pitch) from choral music with a level of difficulty 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 and expressively, music with a level of difficulty of 2 or above, on a scale of 1 to 6.

5.4 Demonstrate ability to notate vocal parts using standard symbols, signs, and formats.

Performance Indicators:

At Level 1, the student is able to

- explore notation in choral music with a difficulty level of 1;
- explore specified terms, signs, and musical symbols in a choral music score;
- apply sight-reading skills in choral music with a difficulty level of 1;
- explore notation of vocal parts using standard symbols.

At Level 2, the student is able to

- interpret notation of choral music with a difficulty level of 2;
- Vocally demonstrate terms, signs and musical symbols at a proficient level in a classroom setting;
- apply sight-reading skills in choral music with a difficulty level of 2;
- apply standard symbols and signs to simple vocal part notation.

At Level 3, the student is able to

- accurately interpret notation in choral music with a difficulty level of 3 in a performance context;
- vocally demonstrate terms, signs and musical symbols accurately in a choral performance context;
- sight-read accurately and expressively music with a level of difficulty of 2 or above;
- use standard notation accurately in dictation exercises.

Sample Performance Task:

Student will perform a specified choral composition using a vocal score. Assessment will be done with a rubric designed for evaluation of accuracy in interpreting terms, signs, and musical symbols.

Integration/Linkages:

Music Theory, Math, Technology, District Music Standards, State Music Standards, and National Standards for Arts Education.

Content Standard 6.0: Listening and Analyzing

Students will listen to, analyze, and describe music.

Learning Expectations:

The student will

6.1 Analyze rehearsal and performance literature to identify the uses of musical elements, forms, expressive devices.

6.2 Analyze and describe uses of the elements of music in a recorded work that make it unique, interesting and expressive.

6.3 Compare and contrast ways in which musical materials are used in works of the same genre or style.

6.4 Listen to a variety of musical styles and genres.

Performance Indicators:

At Level 1, the student is able to

- explore choral literature to identify musical elements, forms and expressive devices;
- explore use of musical elements in a recorded work;
- explore use of timbre, melody, and harmony in works of similar genres;
- explore music recordings of a variety of musical styles and genres.

At Level 2, the student is able to

- distinguish the use of musical elements in choral literature at a proficient level;
- recognize the use of musical elements in a recorded work at a proficient level;
- identify the use of timbre, melody, and rhythm in works of similar genres;
- listen to music recordings and classify according to styles.

At Level 3, the student is able to

- accurately distinguish the use of musical elements in choral literature;
- describe the use of musical elements in a recorded work at an age appropriate level;
- accurately differentiate use of timbre, melody, rhythm, harmony, and form in works of similar genres;
- inventory and correctly classify music from a variety of styles and genres.

Sample Performance Task:

Students will assemble a portfolio of recordings to which they have listened in class. Assessment will be based on student ability to successfully classify recordings according to style.

Integration/Linkages:

Social Studies, Language Arts, Technology, Music History, Music Theory, District Music Standards, State Music Standards, National Standards for Arts Education.

Content Standard 7.0: Evaluating

Students will evaluate music and music performances

Learning Expectations:

The student will

7.1 Use specific student/teacher developed criteria to evaluate personal participation in a choral performance.

7.2 Use specific student/teacher developed criteria to evaluate choral performances as compared to similar or exemplary models.

7.3 Evaluate a given choral work in terms of its aesthetic qualities and explain the musical means used by the composer to evoke feelings and emotions.

Performance Indicators:

At Level 1, the student is able to

- list elements for evaluation of personal participation in a choral performance;
- list musical elements for comparison of choral performances with similar or exemplary models;
- list aesthetic qualities of a given choral work.

At Level 2, the student is able to

- identify criteria for evaluation of personal participation in a choral performance;
- identify criteria for comparison of choral performances with similar or exemplary models;
- explore musical means used to create the feelings or emotions in a choral work.

At Level 3, the student is able to

- develop and utilize an age-appropriate rubric for evaluation of personal participation in a choral performance;
- develop and utilize an age-appropriate rubric for evaluation of ensemble in a choral performance as compared to other groups or exemplary models;
- appropriately assess a choral work’s aesthetic qualities by explaining musical elements used to create that aesthetic.

Sample Performance Task:

Design a rubric for evaluation of individual performance in an adjudicated venue and utilize the rubric to rate the performance. Assess the appropriateness of the rubric for evaluating the particular event and the level of success of the student in using the rubric by comparing the rubric and the scoring of the individual student with those of the entire class.

Integration/Linkages:

Language Arts, Math, Science, Technology, District Music Standards, State Music Standards, National Standards for Arts Education, Music Critic

Content Standard 8.0: Interdisciplinary Connections

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

Learning Expectations:

The student will

8.1 Recognize how elements (i.e. color, balance, texture, form, etc.) are used in similar and distinctive ways in the various arts.

8.2 Compare characteristics of two or more arts within a particular historical period or style.

8.3 Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

8.4 Demonstrate an understanding of the role of technology in creating, producing and listening to music.

8.5 Demonstrate an understanding of the many presences of music in today's environment.

Performance Indicators:

At Level 1, the student is able to

- list basic elements common in the arts;
- list characteristics of art forms within a particular historical period or style;
- determine if various disciplines are related to music;
- list technological developments utilized in creating, producing, and listening to music;
- define the role of music in today's environment.

At Level 2, the student is able to

- explore the use of basic elements common in the arts;
- describe how characteristics are displayed within each art form within a particular historical period or style;
- describe how various disciplines are related to music;
- appropriately analyze the influence of music technology on the creation of, production of, and listening to music;
- describe the impact of music in today's environment.

At Level 3, the student is able to

- compare and contrast the use of basic elements in two or more of the arts at a proficient level;
- construct an appropriate comparison between two art forms within one historical context;
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- appropriately assess the relationship of principles and subject matter of disciplines outside the arts to those of music;
- utilize music technology in creating, producing, and listening to music;
- appropriately evaluate the impact of music on today's environment.

Sample Performance Task:

Students will create a presentation displaying similarities between examples of Baroque music, art and architecture. Assessment will be based on students' ability to demonstrate the relationship between music and the other arts.

Integration/Linkages:

Art, Drama, Dance, Literature, Language Arts, Math, Science, Technology, Social Studies, District Music Standards, State Music Standards, National Standards for Arts Education, Environmental Studies, Music Critic, Music Teacher, Recording Engineer.

Content Standard 9.0: Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Learning Expectations:

The student will

9.1 Distinguish selected choral literature by historical period and culture.

9.2 Examine the origins of various American music genres.

Performance Indicators:

At Level 1, the student is able to

- explore musical characteristics of various cultures.
- list various American music genres.

At Level 2, the student is able to

- identify musical characteristics of historical periods within given cultures.
- determine the origin of specified American genres.

At Level 3, the student is able to

- differentiate selected choral literature into particular historical periods and cultures.
- analyze the relationship between an American musical genre and its origin.

Sample Performance Task:

Propose a concert program of choral music demonstrating various American music genres. Each programmed title should contain program notes explaining its inclusion in that American music genre. Assessment will be based on the design of the concert program and the accuracy of the program notes.

Integration/Linkages:

Social Studies, Language Arts, Technology, District Music Standards, State Music Standards, National Standards for Arts Education, Musicologist