# Women's and Men's Choirs

| Reporting Standard: | Performance | | | | | | |
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| Priority Standard: | **1. Singing, alone and with others, a varied repertoire of music** | | | | | | |
| | *Proficient:* <br><br> • Students sing with expression and technical accuracy 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 <br> • Students sing music written in four parts, with and without accompaniment <br> • Students demonstrate well-developed ensemble skills | | | | | | |
| Learning Targets: | I can describe and demonstrate proper singing posture. | I can describe proper breath support. | I can describe vertical vowels. | In a large group, I can sing a warm-up song or round with expression. | In a large group, I can sing a concert selection with expression (Oct. concert.) | In a small ensemble, I can sing a song with expression. | I can demonstrate an ensemble skill TBD.* |
| Reporting Standard: | Music Reading | | | | | | |
| Priority Standard: | **5. Reading and notating music** | | | | | | |
| | *Proficient:* <br><br> • Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used <br> • Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 | | | | | | |
| Learning Targets: | I can sing a major scale while performing hand-signs. | I can identify duple an triple meter. | I can read quarter, half, eighth notes/rests in duple and triple meter. | I can read do-so skips using syllables. | I can read stepwise motion examples using syllables. | I can read (on syllables) examples with do-so skips, stepwise motion, quarters, halves, and rests. | |
| Reporting Standard: | Musical Concept Analysis | | | | | | |
| Priority Standards: | **6. Listening to, analyzing, and describing music** | | | | | | |
| | *Proficient:* <br><br> • Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices <br> • Students demonstrate extensive knowledge of the technical vocabulary of music <br> • Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and | | | | | | |

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| | ## 7. Evaluating music and music performances |
| | *Proficient:* |
| | • Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music<br>• Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models |
| | ## 9. Understanding music in relation to history and culture |
| | *Proficient:* |
| | • Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications<br>• Students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them<br>• Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements |
| Learning Targets: | **TBD*** |

# Concert Choir

| Reporting Standard: | Performance | | | | | | |
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| Priority Standard: | **1. Singing, alone and with others, a varied repertoire of music** | | | | | | |
| | *Advanced:* | | | | | | |
| | • Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6<br>• Students sing music written in more than four parts<br>• Students sing in small ensembles with one student on a part | | | | | | |
| Learning Targets: | I can describe and demonstrate proper singing posture. | I can describe proper breath support. | I can describe vertical vowels. | In a large group, I can sing a warm-up song or round with expression. | In a large group, I can sing a concert selection with expression (Oct. concert.) | In a small ensemble, I can sing a song with expression. | I can demonstrate an ensemble skill TBD.* |
| Reporting | Music Reading | | | | | | |

| Standard: | |
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| **Priority Standard:** | ## 5. Reading and notating music<br><br>*Advanced:*<br><br>- Students demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs<br>- Students interpret nonstandard notation symbols used by some 20th-century composers<br>- Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6 |

| **Learning Targets:** | I can identify duple and triple meter. | I can read off-beat rhythms. | I can read the dotted quarter-eighth motive. | I can read pitch-only examples including skips of a third. | I can read examples including varying rhythms and skips of a third. | I can read my part of a four-part sight-reading example. |
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| **Reporting Standard:** | Musical Concept Analysis |
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| **Priority Standards:** | ## 6. Listening to, analyzing, and describing music<br><br>*Advanced:*<br><br>- Students demonstrate the ability to perceive and remember music events by describing in detail significant events (e.g., fugal entrances, chromatic modulations, developmental devices) occurring in a given aural example<br>- Students compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style<br>- Students analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive<br><br>## 7. Evaluating music and music performances<br><br>*Advanced:*<br><br>- Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions<br><br>## 9. Understanding music in relation to history and culture<br><br>*Advanced:*<br><br>- Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context<br>- Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences |
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| **Learning Targets:** | **TBD\*** |
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# Chamber Choir

| Reporting Standard: | Performance | | | | | | |
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| **Priority Standard:** | **1. Singing, alone and with others, a varied repertoire of music** | | | | | | |
| | *Proficient:* <br><br> • Students sing with expression and technical accuracy 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 <br> • Students sing music written in four parts, with and without accompaniment <br> • Students demonstrate well-developed ensemble skills | | | | | | |
| **Learning Targets:** | I can describe and demonstrate proper singing posture. | I can describe proper breath support. | I can describe vertical vowels. | In a large group, I can sing a warm-up song or round with expression. | In a large group, I can sing a concert selection with expression (Oct. concert.) | In a small ensemble, I can sing a song with expression. | I can demonstrate an ensemble skill TBD.* |
| **Reporting Standard:** | Music Reading | | | | | | |
| **Priority Standard:** | **5. Reading and notating music** | | | | | | |
| | *Proficient:* <br><br> • Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used <br> • Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 | | | | | | |
| **Learning Targets:** | **TBD*** | | | | | | |
| **Reporting Standard:** | Musical Concept Analysis | | | | | | |
| **Priority Standards:** | **6. Listening to, analyzing, and describing music** | | | | | | |
| | *Proficient:* <br><br> • Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices <br> • Students demonstrate extensive knowledge of the technical vocabulary of music <br> • Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques | | | | | | |

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| | ## 7. Evaluating music and music performances<br><br>*Proficient:*<br><br>- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music<br>- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models<br><br>## 9. Understanding music in relation to history and culture<br><br>*Proficient:*<br><br>- Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications<br>- Students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them<br>- Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements |
| Learning Targets: | **TBD*** |

*TBD: In some cases, students will create their own learning targets based on various opportunities I provide.  The class will create these learning targets as part of discussions and activities throughout the quarter.

# Guitar

| Reporting Standard: | Lead and Rhythm Guitar Skills | | | | | |
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| Priority Standard: | **2. Performing on instruments, alone and with others, a varied repertoire of music** | | | | | |
| | *Proficient:* <br><br> • Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6 <br> • Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills <br> • Students perform in small ensembles with one student on a part | | | | | |
| Learning Targets: | I can perform level one strumming patterns. | I can play from memory Em, G, Am, and C chords. | I can play from memory D, A, E, and A7 chords | I can read and play notes on string 1. | I can read and play notes on strings 1 and 2 | I can read and play notes on strings 1, 2, and 3. |
| Reporting Standard: | Music Reading Skills | | | | | |
| Priority Standard: | **5. Reading and notating music** | | | | | |
| | *Proficient:* <br><br> • Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used <br> • Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 | | | | | |
| Learning Targets: | I can identify basic musical notation symbols. | I can identify notes on the treble clef staff. | | I can read quarter notes, rests, and half notes. | I can read quarters, rests, halves, and eighth notes. | |