

VOCAL MUSIC CURRICULUM STANDARDS

Grades 9-12

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 expression and technical accuracy in a large and varied repertoire of vocal literature with appropriate level of difficulty on a scale of 1-6, including some songs performed from memory.
- 1.2 Demonstrate the fundamentals of correct vocal production.
- 1.3 Demonstrate the ability to sing in multiple styles, genres, and languages with instrumental accompaniment and a cappella.
- 1.4 Demonstrate ensemble skills by singing in large and small ensembles.

Checks for Understanding

- 1.1 Level 1. Sing, alone and in a group, vocal literature on a difficulty level of 3-4 using expressive qualities and technical accuracy (rhythmic and melodic precision, dynamics, and articulation).
Level 2. Sing, alone and in a group, vocal literature on a difficulty level of 4-5 using expressive qualities and technical accuracy (rhythmic and melodic precision, dynamics, articulation, and phrasing).
Level 3. Sing, alone and in a group, vocal literature on a difficulty level of 5-6 using expressive qualities and technical accuracy (rhythmic and melodic precision, dynamics, articulation, phrasing, and style).
Level 4. Sing, alone and in a group, vocal literature on a difficulty level of 6 using expressive qualities and technical accuracy (rhythmic and melodic precision, dynamics, phrasing, and style appropriate to the genre).
- 1.2 Level 1-2. Sing, alone and in a group, demonstrating the fundamentals of posture, breath support, and control.
Level 3-4. Sing, alone and in a group, using a free and clear tone.
- 1.3 Level 1. Sing, alone and in a group, multiple styles and genres in English and Latin, with accompaniment and a cappella.
Level 2-4. Sing, alone and in a group, multiple styles and genres in multiple languages with accompaniment and a cappella using correct diction.
- 1.4 Sing, in a group, expressively, using correct intonation, balance, discipline, and stage presence following conductor cues.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Sing with correct dynamics, articulation, and phrasing appropriate to the genre and style period.
- 1.1.2 Sing with correct dynamics, articulation, phrasing, and style appropriate to the genre and style period.
- 1.1.3 Sing, expressively and musically, with variation of dynamics, articulation, phrasing and timbre appropriate to the genre and style period.
- 1.1.4 Sing, expressively and with musicality, using correct dynamics, phrasing, and timbre appropriate to the genre and style period.

- 1.2.1 Sing using deep abdominal breathing, which includes support and control, correct posture, and developing agility and resonance.
- 1.2.2 Sing with efficient use of breath management (i.e., continued development of abdominal breathing, support, and control), correct posture, and continued development of agility and resonance.
- 1.2.3 Sing with consistent use of breath management, correct posture, agility, and resonance.
- 1.2.4 Sing with consistent and efficient use of breath management, correct posture, agility, resonance, and use of the singer's formant.

- 1.3.1 Sing an individual voice part with support from an instrument or another singer in two- or three-part music, with and without accompaniment, in multiple style periods, genres, and languages.
- 1.3.2 Sing an individual voice part with support from an instrument or another singer in three- or four-part music, with and without accompaniment, in multiple style periods, genres, and languages.
- 1.3.3 Sing and maintain an individual voice part in three- or four-part music, with and without accompaniment, in multiple style periods, genres, and languages.
- 1.3.4 Sing and maintain an individual voice part in three- or four-part music, with and without accompaniment, in multiple style periods, genres, and languages.

- 1.4.1 Sing in ensembles with varying voice groupings developing skills in ensemble unity (e.g., breathing together, watching the conductor, unified vowels and consonants).
- 1.4.2 Sing in both large and small ensembles with varying voice groupings demonstrating skills in ensemble unity (e.g., breathing together, responding to conductor cues, unified vowels and consonants).
- 1.4.3 Sing in both large and small ensembles with varying voice groupings, independent of a conductor during performance, demonstrating skill in ensemble unity.
- 1.4.4 Sing in both large and small ensembles with varying voice groupings, independent of a conductor during performance and some rehearsal, demonstrating skill in ensemble unity.

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 Perform on pitched instruments in both classroom and concert settings.
- 2.2 Perform on non-pitched instruments in both classroom and concert settings.

Checks for Understanding

- 2.1 Play pitched instruments in either a classroom or concert setting.
- 2.2 Play non-pitched instruments in either a classroom or concert setting.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Demonstrate recognition of chord changes using pitched instruments.
- 2.1.2 Recognize and perform tonic/dominant chord structure using pitched instruments.
- 2.1.3 Recognize and perform tonic/dominant/subdominant chord structure using pitched instruments.
- 2.1.4 Indicate and/or play changes in chord structure using pitched instruments.
- 2.2.1 Play simple rhythmic ostinato patterns using instruments or body percussion.
- 2.2.2 Choose and play instruments with appropriate timbres for different styles and genres.
- 2.2.3 Choose and play instruments (including body percussion) with appropriate timbres and appropriate rhythmic ostinati for different styles and genres.
- 2.2.4 Choose and perform rhythmic patterns with appropriate instrumental timbres (including body percussions) for different styles and genres.

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 within specified guidelines aligned with performance levels.
- 3.2 Improvise a variation within specified guidelines aligned with performance levels.
- 3.3 Improvise an accompaniment within specified guidelines aligned with performance levels.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Improvise melodic and rhythmic patterns.
- 3.1.2 Improvise melodic phrases.
- 3.1.3 Improvise consequent melodic phrases.
- 3.1.4 Improvise antecedent and consequent melodic phrases.

- 3.2.1 Improvise an ending to a melody (e.g., cadenza).
- 3.2.2 Improvise a melody within an existing chord structure.
- 3.2.3 Improvise texts to an existing melody.
- 3.2.4 Improvise a recitative within specified parameters.

- 3.3.1 Improvise a bass accompaniment or vocal part to an existing melody.
- 3.3.2 Improvise contrary or parallel motion accompaniment or vocal part to an existing melody.
- 3.3.3 Improvise a vocal harmony part to an existing melody that contains tonic/dominant relationships.
- 3.3.4 Improvise a vocal harmony part to an existing melody with more complex chordal relationships.

Standard 4.0 Composing

Students will compose and arrange music within specified guidelines.

Course Level Expectation (CLEs)

The student will

- 4.1 Compose melodic and rhythmic motives and/or arrange melodic and rhythmic motives into a phrase.
- 4.2 Compose vocal warm-ups.
- 4.3 Compose vocal and/or instrumental ostinati and/or descants.

Checks for Understanding

- 4.1 Level 1. Arrange melodic and rhythmic motives into a phrase
Level 2. Compose melodic and rhythmic motives.

Level 3-4. Compose or arrange melodic and rhythmic motives into antecedent and consequent phrases

- 4.2 Compose vocal warm-ups using patterns from choral literature aligned with performance levels.
- 4.3 Compose vocal and/or instrumental ostinati and/or descants aligned with performance levels.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Arrange rhythmic and melodic motives into short phrases that make musical literary sense.
- 4.1.2 Compose short rhythmic and melodic motives within specified parameters that make musical literary sense.
- 4.1.3 Arrange or compose melodic and rhythmic phrases that make musical literary sense.
- 4.1.4 Arrange or compose melodic and rhythmic phrases into antecedent and consequent phrases.

- 4.2.1 Compose a short melodic or rhythmic warm-up within specified parameters (e.g., a melodic or rhythmic pattern from selected literature).
- 4.2.2 Compose a melodic warm-up following teacher provided guidelines.
- 4.2.3 Compose a bass harmony for an existing melodic warm-up using tonic/dominant structure.
- 4.2.4 Compose a bass harmony for an existing melodic warm-up using tonic/dominant/subdominant structure.

- 4.3.1 Compose a short rhythmic and/or melodic ostinato pattern to a familiar melody.
- 4.3.2 Choose a phrase from an existing melody and compose a harmony part for the chosen phrase that moves in contrary motion.
- 4.3.3 Choose a phrase from an existing melody and compose a harmony part for it that moves in parallel motion.
- 4.3.4 Compose a descant for an existing melody.

Standard 5.0 Read and notate music

Students will read and notate music.

Course Level Expectations (CLEs)

The student will

- 5.1 Demonstrate the ability to sing an assigned vocal part from choral music.

- 5.2 Interpret terms, signs and musical symbols necessary for performing a choral music score.
- 5.3 Sight-read music accurately and expressively.
- 5.4 Demonstrate ability to notate music.

Checks for Understanding

- 5.1 Level 1. Sing a vocal part with the difficulty level of 3 with at least 70% accuracy.
Level 2. Sing a vocal part with the difficulty level of 4 with at least 70% accuracy.
Level 3. Sing a vocal part with the difficulty level of 4-5 with at least 70% accuracy.
Level 4. Sing a vocal part with the difficulty level of 5-6 with at least 70% accuracy.
- 5.2 Sing choral music interpreting terms, signs, and symbols aligned with student performance levels with at least 70% accuracy.
- 5.3 Level 1. Sight-sing a vocal part with the difficulty level of 2 with at least 70% accuracy.
Level 2. Sight-sing a vocal part with the difficulty level of 3 with at least 70% accuracy.
Level 3. Sight-sing a vocal part with the difficulty level of 3-4 with at least 70% accuracy.
Level 4. Sight-sing a vocal part with the difficulty level of 4 with at least 70% accuracy.
- 5.4 Notate music aligned with student performance levels with at least 80% accuracy.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Sing a vocal part with the difficulty level of 3.
- 5.1.2 Sing a vocal part with the difficulty level of 4.
- 5.1.3 Sing a vocal part with the difficulty level of 4-5.
- 5.1.4 Sing a vocal part with the difficulty level of 5-6.
- 5.2.1 Interpret non-standard notation to read short songs.
- 5.2.2 Interpret standard notation to read short songs.
- 5.2.3 Interpret musical terminology in choral music.
- 5.2.4 Interpret musical signs and symbols in choral music.
- 5.3.1 Sight-read a vocal part with the difficulty level of 2.
- 5.3.2 Sight-read a vocal part with the difficulty level of 2-3.
- 5.3.3 Sight-read a vocal part with the difficulty level of 3-4.
- 5.3.4 Sight-read a vocal part with the difficulty level of 4.
- 5.4.1 Notate simple rhythmic and melodic patterns using standard or non-standard notation.
- 5.4.2 Notate simple rhythmic and/or melodic phrases using standard notation.
- 5.4.3 Notate short, simple melodies using standard notation.

- 5.4.4 Notate short, simple examples of choral music using standard and/or non-standard notation.

Standard 6.0 Listening, Analyzing and Describing

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 Analyze and describe printed literature to identify the uses of musical elements, forms, expressive devices, and/or compositional techniques.
- 6.3 Analyze and describe recordings of literature to identify the use of the elements of music, forms, expressive devices, and/or compositional techniques.
- 6.4 Compare and contrast works of the same genre or style.

Checks for Understanding

- 6.1 Create a listening journal exhibiting a variety of musical styles and genres aligned with student performance levels
- 6.2 Identify, list and describe the use of musical elements in printed literature
Identify, list and describe the use of form in printed literature
Identify, list and describe the use of expressive devices in printed literature
Identify, list and describe the use of compositional techniques in printed literature
- 6.3 Identify, list and describe the use of musical elements in recorded literature
Identify, list and describe the use of form in recorded literature
Identify, list and describe the use of expressive devices in recorded literature
Identify, list and describe the use of compositional techniques recorded literature
- 6.4 Compare and contrast works of the same genre aligned with student performance levels.
Compare and contrast works of the same style aligned with student performance levels.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Listen to selected examples of American music, connecting and/or comparing it to music being sung.
- 6.1.2 Listen to selected examples of American and European music, connecting and/or comparing it to music being sung.

- 6.1.3 Listen to selected music of a given world culture connecting and/or comparing it to music being sung.
- 6.1.4 Listen to selected music of world cultures connecting and comparing to music being sung.
- 6.2.1 Analyze and describe printed examples of selected American music (e.g., musical elements, forms, expressive techniques, and/or compositional techniques) connecting and/or comparing it to music being sung.
- 6.2.2 Analyze and describe printed examples of selected American and European music (e.g., musical elements, forms, expressive techniques, and/or compositional techniques) connecting and /or comparing it to music being sung.
- 6.2.3 Analyze and describe printed examples of selected music from a given world culture (e.g., musical elements, forms, expressive techniques, and/or compositional techniques) connecting and/or comparing it to music being sung.
- 6.2.4 Analyze and describe printed examples of selected music from world cultures (e.g., musical elements, forms, expressive techniques, languages, and/or compositional techniques) connecting and comparing it to music being sung.
- 6.3.1 Analyze and describe recorded examples of selected American music (e.g., musical elements, forms, expressive techniques, treatment of same text by different composers or in differing style periods) connecting and/or comparing it to music being sung.
- 6.3.2 Analyze and describe recorded examples of selected American and European music (e.g., musical elements, forms, expressive techniques, treatment of same text by different composers or in differing style periods) connecting and/or comparing it to music being sung.
- 6.3.3 Analyze and describe recorded examples of selected music from a given world culture (e.g., musical elements, forms, expressive techniques, treatment of same text by different composers or in differing style periods) connecting and/or comparing it to music being sung.
- 6.3.4 Analyze and describe recorded examples of selected music from world cultures (e.g., musical elements, forms, expressive techniques, treatment of same text by different composers or in differing style periods) connecting and comparing it to music being sung.
- 6.4.1 Compare and contrast selected works of American genres or styles connecting and/or comparing it to music being sung.
- 6.4.2 Compare and contrast selected works of American and European genres or styles connecting and/or comparing it to music being sung.
- 6.4.3 Compare and contrast selected works of American and European genres and styles connecting and /or comparing it to music being sung.
- 6.4.4 Compare and contrast selected works of American, European or other world music genres and styles connecting and/or comparing it to music being sung.

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Course Level Expectations (CLEs)

The student will

- 7.1 Evaluate his/her personal contribution in a choral performance using specific criteria.
- 7.2 Analyze recorded or live choral performances to extrapolate criteria to evaluate personal or group performance.
- 7.3 Evaluate the aesthetic qualities of a choral work.

Checks for Understanding

- 7.1 Exhibit stage presence.
Follow conductor cues.
Exhibit knowledge of music, stage presence, and follow conductor cues.
Evaluate (written or verbal) his/her personal contribution to group performance.
- 7.2 Identify criteria used to evaluate group performances.
Apply criteria to evaluate group performances.
- 7.3 Identify the elements of music as presented in choral music.
Identify ways composers manipulate the elements for communication in choral music.
Identify aesthetic qualities found in choral music.
Identify stylistic techniques used to convey aesthetic qualities in choral music.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Identify criteria (e.g., discipline, stage presence, following the conductor, knowledge and performance of music) for evaluating an individual's contribution to the choral rehearsal and/or performance.
- 7.1.2 Identify and apply criteria for evaluating an individual's contribution to the choral rehearsal and performance.
- 7.1.3 Apply specified criteria to his/her personal contribution in choral rehearsals and performances.
- 7.1.4 Evaluate, using a specified criteria, his/her personal contribution in choral rehearsals and performances.
- 7.2.1 Identify criteria for evaluating choral rehearsals (e.g., standards used at adjudicated festivals).
- 7.2.2 Identify, by analyzing live or recorded performances, criteria for evaluating choral rehearsals and performances.
- 7.2.3 Determine, from analysis of live or recorded performances, specific criteria to evaluate choral rehearsals and performances.
- 7.2.4 Evaluate choral rehearsals and performances using specified criteria.

- 7.3.1 Identify the musical means used by a composer to communicate to the listener or performer.
- 7.3.2 Identify how composers manipulate the musical elements to communicate in a choral work.
- 7.3.3 Identify the stylistic features that a composer uses to define aesthetic qualities in a given choral work.
- 7.3.4 Evaluate the effect of stylistic features that a composer uses to define aesthetic qualities in a given choral work.

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 the elements of music relate to the elements of other arts in similar and distinctive ways.
- 8.2 Describe the interrelationship of music with academic disciplines outside the arts.
- 8.3 Demonstrate an understanding of the role of technology in creating, producing and listening to music.

Checks for Understanding

- 8.1 Extrapolate (e.g., identify, analyze, list) elements that are common to music and another arts discipline.
Compare and contrast the relationship between the elements of music and another arts discipline.
- 8.2 Extrapolate (e.g., identify, analyze, list) elements that are common to music and an academic discipline outside the arts.
Compare and contrast the use of common elements in music and an academic discipline outside the arts.
- 8.3 Identify the relationship between technology and creators of music.
Identify the relationship between technology and producers of music.
Identify the relationship between technology and consumers of music.

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Extrapolate (e.g., analyze, identify, list) elements common to music and other arts disciplines.
- 8.1.2 Compare the elements of music to the elements of other arts disciplines.
- 8.1.3 Compare and contrast the elements of music with the elements of another arts discipline.
- 8.1.4 Compare and contrast the elements of music with the elements of two or more other arts disciplines.

- 8.2.1 Extrapolate (e.g., analyze, identify, list) elements common to music and academic disciplines outside the arts.
- 8.2.2 Compare the elements of music to those of an academic discipline outside the arts.
- 8.2.3 Compare and contrast the elements of music with those of an academic discipline outside the arts.
- 8.2.4 Compare and contrast the elements of music with those of two or more academic disciplines outside the arts.

- 8.3.1 Identify items of technology used to listen to and share music.
- 8.3.2 Identify technology used to create music.
- 8.3.3 Identify technology used to produce music.
- 8.3.4 Identify responsible uses of technology for both consumer and producer.

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 the historical period and/ or culture of selected choral literature.
- 9.2 Compare and contrast various music genres and their origins.
- 9.3 Analyze the role of music in today's society.
- 9.4 Evaluate the relationship between music and historical and political events.

Checks for Understanding

- 9.1 Identify the historical period or culture of selected choral literature.
- 9.2 Compare and contrast selected music genres and their origins.
- 9.3 Identify the role of music in today's society.
Describe the role of music in today's society.
Analyze the role of music in today's society.
- 9.4 Analyze (written and/or verbal) the relationship between music and selected historical events.

Analyze (written and/or verbal) the relationship between music and selected political events.

Evaluate (written and/or verbal) the effect of selected historical and/or political events on music.

Evaluate (written and/or verbal) the effect of music on selected historical and/or political events.

Student performance Indicators (SPIs)

The student is able to

- 9.1.1 Identify the historical period or culture of music being rehearsed.
- 9.1.2 Identify characteristics of the historical period or culture of music being rehearsed.
- 9.1.3 Discuss the characteristics of the historical period or culture found in music being rehearsed.
- 9.1.4 Discuss the characteristics of the historical period or culture found in music being rehearsed and connect to music previously sung.

- 9.2.1 Identify the genre of selected American choral works.
- 9.2.2 Identify the genre and origin of selected American choral works.
- 9.2.3 Compare and contrast the genre and origin of selected American and/or European choral works.
- 9.2.4 Compare and contrast the genre and the origin of selected choral works.

- 9.3.1 Identify the role of music in today's society
- 9.3.2 Describe the impact of music in today's society.
- 9.3.3 Analyze the role of music in today's society.
- 9.3.4 Evaluate the role of music in today's society.

- 9.4.1 Analyze the relationship between music and given historical events.
- 9.4.2 Analyze the relationship between music and given political events.
- 9.4.3 Evaluate the effect of given historical or political events on music.
- 9.4.4 Evaluate the effect of music on given historical or political events.