

Checks for Understanding	Student performance Indicators (SPIs)	Assessments	Instructional Resources	Connections
<p>1.1 <u>Level 1.</u> 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).</p> <p><u>Level 2.</u> Sing, alone and in a group, vocal literature on a difficulty level of 4 using expressive qualities and technical accuracy (rhythmic and melodic precision, dynamics, articulation, and phrasing).</p> <p><u>Level 3.</u> 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, phrasing, and style).</p> <p><u>Level 4.</u> Sing, alone and in a group, vocal literature on a difficulty level of 5 using expressive qualities and technical accuracy (rhythmic and melodic precision, dynamics, phrasing, and style appropriate to the genre).</p> <p>1.2 <u>Level 1-2.</u> Sing, alone and in a group, demonstrating the fundamentals of posture, breath</p>	<p>The Student is able to:</p> <p>1.1.1 Sing with correct dynamics, articulation, and phrasing appropriate to the genre and style period.</p> <p>1.1.2 Sing with correct dynamics, articulation, phrasing, and style appropriate to the genre and style period.</p> <p>1.1.3 Sing, expressively and musically, with variation of dynamics, articulation, phrasing and timbre appropriate to the genre and style period.</p> <p>1.1.4 Sing, expressively and with musicality, using correct dynamics, phrasing, and timbre appropriate to the genre and style period.</p> <p>1.2.1 Sing using deep abdominal breathing, which includes support and control, correct posture, and developing agility and resonance.</p> <p>1.2.2 Sing with efficient use of breath management (i.e. continued development of abdominal breathing, support, and control), correct posture, and continued</p>	<p>Identify, describe, and be able to read basic music symbols and terms, solfege scale (pitch), melodic intervals and rhythms.</p> <p>Sing a solfege scale and melodic intervals; sing in unison and two-part harmony using beginning vocal technique with correct posture in an assigned choral arrangement.</p> <p>Written and/or aural identification of correct breath support, mechanics and physical movement involved in singing and choral music.</p>	<p>Music Its Role and Importance in our Lives: Glencoe publishing</p> <p>Alfred's Essential Music Theory Alfred Publishing</p> <p>Essential Musicianship, a comprehensive Choral Method Hal-Leonard Publishing</p> <p>Pronunciation Guide for Choral Literature MENC</p> <p>Successful Sight Singing Bks. 1 and 2</p> <p>Successful Warm Ups</p> <p>By Nancy Telfer</p> <p>Neil A. Kjos Music Co. Publisher</p>	<p>Art History</p> <p>Physics</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p> <p>History</p> <p>Language Arts/Poetry</p> <p>Architecture</p> <p>Dance/movement</p> <p>Physical Education</p> <p>Community outreach/service</p> <p>Foreign Language</p> <p>Leadership/team building</p> <p>Geography</p> <p>Technology</p> <p>Theatre Arts</p>

<p>support, and control. <u>Level 3-4.</u> Sing, alone and in a group, using a free and clear tone.</p> <p>1.3 <u>Level 1.</u> Sing, alone and in a group, multiple styles and genres in English and Latin, with accompaniment and a cappella <u>Level 2-4.</u> Sing, alone and in a group, multiple styles and genres in multiple languages with accompaniment and a cappella Using correct diction.</p> <p>1.4 <u>Level 1-4.</u> Sing, in a group, expressively, using correct intonation, balance, discipline, and stage presence following conductor cues.</p> <p>5.1 <u>Level 1.</u> Sing a vocal part with the difficulty level of 3 with at least 70% accuracy. <u>Level 2.</u> Sing a vocal part with the difficulty level of 4 with at least 70% accuracy. <u>Level 3.</u> Sing a vocal part with the difficulty level of 4 with 70% accuracy <u>Level 4.</u> Sing a vocal part with the difficulty level of 5 with at least 70% accuracy.</p>	<p>development of agility and resonance.</p> <p>1.2.3 Sing with consistent use of breath management, correct posture, agility and resonance.</p> <p>1.2.4 Sing with consistent and efficient use of breath management, correct posture, agility, resonance, and the use of singer’s formant.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Demonstrate the qualities and characteristics of correct concert etiquette in a concert and classroom setting.</p>	<p>The Choral Warm-up Collection Sally K. Albrecht Alfred Pub.</p> <p>The Complete Choral Warm-up Book Robinson/Althouse Alfred Publishing</p> <p>Sing on Sight Audrey Snyder Book 1 and 2 Hal-Leonard</p> <p>A variety of octavos for use of in demonstrating elements of music. Teacher’s discretion and choice.</p> <p>Concert Etiquette: MENC.org</p>	
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<p>5.2 Sing choral music interpreting terms, signs and symbols aligned with student performance levels with at least 70% accuracy.</p> <p>5.3 <u>Level 1.</u> Sight-sing a vocal part with the difficulty level of 2 with at least 70% accuracy. <u>Level 2.</u> Sight-sing a vocal part with the difficulty level of 3 with at least 70% accuracy. <u>Level 3.</u> Sight-sing a vocal part with the difficulty level of 3-4 with at least 70% accuracy. <u>Level 4.</u> Sight-sing a vocal part with the difficulty level of 4 with at least 70% accuracy.</p> <p>5.4 Notate music aligned with student performance levels with at least 80% accuracy.</p>	<p>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.</p> <p>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.)</p> <p>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).</p> <p>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.</p> <p>1.4.4 Sing in both large and small ensembles with varying voice groupings, independent of a conductor during performance and some</p>			
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	<p>rehearsal, demonstrating skill in ensemble unity.</p> <p>5.1.1 Sing a vocal part with the difficulty level of 3.</p> <p>5.1.2 Sing a vocal part with the difficulty level of 4.</p> <p>5.1.3 Sing a vocal part with the difficulty level of 4-5</p> <p>5.1.4 Sing a vocal part with the difficulty level of 5</p> <p>5.2.1 Interpret non-standard notation to read short songs.</p> <p>5.2.2 Interpret standard notation to read short songs.</p> <p>5.2.3 Interpret musical terminology in choral music.</p> <p>5.2.4 Interpret musical signs and symbols in choral music.</p> <p>5.3.1 Sight-read a vocal part with the difficulty level of 2.</p> <p>5.3.2 Sight read a vocal part with the difficulty level of 2-3</p> <p>5.3.3 Sight-read a vocal part with the difficulty level of 3-4</p> <p>5.3.4 Sight-read a vocal part with the difficulty level of 4</p> <p>5.4.1 Notate simple rhythmic and melodic patterns using standard or non-standard notation.</p> <p>5.4.2 Notate simple rhythmic</p>			
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	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.			
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