

ODE Music Standards: Traditional & Emerging Ensembles Strand

**Priority Standards for Salem-Keizer**

(ODE codes in green boxes below, SK codes in the following scope & sequence)

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

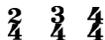
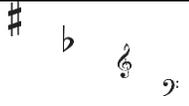
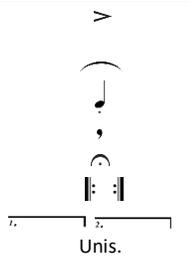
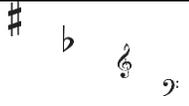
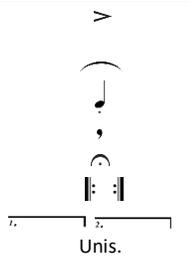
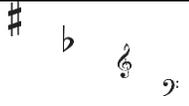
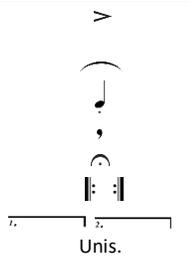
**Essential Question:** How do musicians improve the quality of their performance?

<b>Novice</b> MU.TE.5.PR2.HS1	<b>Intermediate</b> MU.TE.5.PR2.HS2	<b>Proficient</b> MU.TE.5.PR2.HS3	<b>Accomplished</b> MU.TE.5.PR2.HS4	<b>Advanced</b> MU.TE.5.PR2.HS5
Use self-reflection and peer feedback to <b>refine individual and ensemble performances</b> of a varied <b>repertoire</b> of music.	<i>Develop strategies to address technical challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</i>	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

# Choir

**Novice | End of 6th Grade:** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU.TE.5.PR2.HS1).

## Essential Learning & Skills

Musical Critique/Strategies									
C.1: Develop <b>criteria for music criticism</b> and comparison. C.2: <b>Critique performances</b> of self and others. C.3: Prepare music from <b>representative cultures, periods, and styles.</b>									
Individual Skills	Notational Literacy	Ensemble Skills	Knowledge						
<p>IS.1: <b>Vowels.</b> Shape [i, e, a, o, u].</p> <p>IS.2: <b>Resonance.</b> Sing with tall vowels and open tone.</p> <p>IS.3: <b>Mix.</b> Sing with and differentiate between upper and lower registers.</p> <p>IS.4: <b>Range.</b> Sing comfortably across range, developing ease within a 6th-10<sup>th</sup> – as determined by age, gender, and vocal maturity.</p> <p>IS.5: <b>Melody, Intervals &amp; Audiation.</b> Aurally identify and sing at a moderate tempo (ascending and descending): stepwise and pentatonic melodies, octaves, major scale, and arpeggio.</p> <p>IS.6: <b>Independence.</b> Maintain independence in partner songs and canons.</p> <p>IS.7: <b>Intonation.</b> Match pitch, accurately echo short melodic patterns, and sing major scales, pentatonic scales, and simple diatonic melodies with good intonation.</p> <p>IS.8: <b>Body.</b> Demonstrate understanding of effective body alignment.</p> <p>IS.9: <b>Breath.</b> Demonstrate low expanded breath. Sustain breath energy through long tones and phrase endings.</p> <p>IS.10: <b>Dynamics.</b> Demonstrate contrasting dynamics, including p, mp, mf, f, crescendo, and decrescendo.</p> <p>IS.11: <b>Articulation.</b> Demonstrate effective articulation, as listed in K.7.</p> <p>IS.12: <b>Diction.</b> Demonstrate consonant clarity at onsets of phrases and louder dynamics.</p>	<p>NL.1: <b>Scales &amp; Intervals.</b> Visually and aurally identify steps vs. skips, scalar movement, and octaves. Perform a major scale and arpeggio in solfege with Curwen hand signs</p> <p>NL.2: <b>Pitch.</b> Locate the clef signs, describe their function, and identify pitches on the treble and bass clefs, up to one ledger line.</p> <p>NL.3: <b>Key Signatures.</b> Locate the key signature and describe “Do” as tonic of the “key center”.</p> <p>NL.4: <b>Pulse &amp; Rhythm.</b> Identify note and rest values for:              Perform these, using a counting system and at a steady pulse, at moderate tempi in the meters listed in NL.5.</p> <p>NL.5: <b>Meter.</b> Locate the time signature and describe the function of the top and bottom numbers. Identify 2/4, 3/4, 4/4 (including common) meters.  </p> <p>NL.6: <b>Vocab/Symbols.</b> Read and respond to the music vocabulary and symbols listed in K.7.</p> <p>NL.7: <b>Form.</b> Identify and describe the organization of a musical score. Locate voice part in two-part music. Observe all “roadmap” terms, abbreviations, and symbols found in K.4 and K.7.</p> <p>NL.8: <b>Sight-Reading.</b> Sing at sight a 4-measure diatonic stepwise melody with simple rhythm.</p>	<p>ES.1: <b>Blend &amp; Balance.</b> Adjust vowel space and volume to match tone and unify sound. Most successful on vowels [i, e, a, o, u], in a range less than a 10th, in simple passages, and in head register.</p> <p>ES.2: <b>Intonation.</b> Sing unison music with good intonation. Most successful in middle voice, and on basic vowels.</p> <p>ES.3: <b>Diction &amp; Articulation.</b> Begin and end words and phrases with the ensemble. Recognize issues of “togetherness.”</p> <p>ES.4: <b>Rhythm &amp; Tempo.</b> Demonstrate physical sense of a common pulse and rhythmic awareness of the ensemble.</p> <p>ES.5: <b>Style &amp; Expression.</b> Sing with energy, involve body, and use facial expression according to musical style and desired mood.</p> <p>ES.6: <b>Ensemble Responsibility.</b> Demonstrate ability to attend rehearsals and performances as required, punctually, and with necessary materials.</p> <p>ES.7: <b>Comportment.</b> Demonstrates ability to uphold behavior expectations and rules – including rehearsal and concert etiquette – as appropriate to varying venues and as communicated by the director.</p>	<p>K.1: <b>Key Signatures.</b> Describe the function of key signatures.</p> <p>K.2: <b>Harmony.</b> Describe differences between melody v. harmony, and harmonic v. melodic intervals.</p> <p>K.3: <b>Rhythm &amp; Meter.</b> Explain and differentiate between meter, beat, and rhythm.</p> <p>K.4: <b>Form.</b> Identify formal sections of a piece in verse/refrain or ABA form, including the introduction if applicable.</p> <p>K.5: <b>Texture.</b> Identify all of the voices in a composition, including accompaniment.</p> <p>K.6: <b>Expression.</b> Define dynamics, tempo, and articulation and describe how they are varied.</p> <p>K.7: <b>Terms &amp; Symbols.</b> Define and describe the function of the following musical terms, abbreviations, and symbols:</p> <table border="1"> <tbody> <tr> <td></td> <td>Crescendo (cresc.) Decrescendo (decrec.)</td> </tr> <tr> <td></td> <td>Sharp Flat Treble clef Bass clef</td> </tr> <tr> <td></td> <td>Accent Legato Slur Staccato Breath Fermata Repeat sign 1<sup>st</sup>/2<sup>nd</sup> endings Unison</td> </tr> </tbody> </table>		Crescendo (cresc.) Decrescendo (decrec.)		Sharp Flat Treble clef Bass clef		Accent Legato Slur Staccato Breath Fermata Repeat sign 1 <sup>st</sup> /2 <sup>nd</sup> endings Unison
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## Choir

**Intermediate | End of 8th Grade:** Develop strategies to address technical challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU.TE.5.PR2.HS2).

### Essential Learning & Skills

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C.2: <b>Evaluate performances</b> of self and others.																																	
C.3: Prepare music from <b>representative cultures, periods, and styles.</b>																																	
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<p>IS.1: <b>Vowels.</b> Perform correct Latin vowel shapes. Diphthongs introduced.</p> <p>IS.2: <b>Resonance.</b> Create resonant space in middle register using tall vowels.</p> <p>IS.3: <b>Mix.</b> Sing comfortably in upper register; begin mix into lower register for treble voices. (Male voices addressed individually.)</p> <p>IS.4: <b>Range.</b> Sing comfortably across vocal range, as determined by age, gender, and vocal maturity.</p> <p>IS.5: <b>Melody, Intervals &amp; Audiation.</b> Aurally identify and sing at a moderate tempo: half-steps, M-m 3rds, 4ths, 5ths, scales, and arpeggios.</p> <p>IS.6: <b>Independence.</b> Maintain independence in music with multiple parts, including parallel motion and simple counterpoint.</p> <p>IS.7: <b>Intonation.</b> Demonstrate consistent intonation in middle voice with basic vowels.</p> <p>IS.8: <b>Body.</b> Demonstrate effective body alignment when coached.</p> <p>IS.9: <b>Breath.</b> Demonstrate low expanded breath at the beginning of a song or major section. Staggered breathing introduced. Maintain sustained breath energy across varied phrase lengths and dynamic levels.</p> <p>IS.10: <b>Dynamics.</b> Demonstrate variable dynamics, from song to song and from phrase to phrase.</p> <p>IS.11: <b>Articulation.</b> Demonstrate effective articulation, as listed in K.7.</p> <p>IS.12: <b>Diction.</b> Demonstrate effective enunciation, including an awareness of diphthongs.</p> <p>IS.13: <b>Audition.</b> Prepare an audition to include a major scale and arpeggio, and <i>My Country 'Tis of Thee</i> or comparable work.</p>	<p>NL.1: <b>Scales &amp; Intervals.</b> Visually and aurally identify: whole step, half step, m3, M3, P4, P5, major scale</p> <p>NL.2: <b>Pitch.</b> Label and place all pitches on the grand staff, including ledger lines.</p> <p>NL.3: <b>Key Signatures.</b> Identify key signatures up to 3 sharps or flats and label "Do".</p> <p>NL.4: <b>Pulse &amp; Rhythm.</b> Identify note and rest values for eighth divisions (beamed &amp; flagged), simple dotted, and tied notes. Perform these, using a counting system, at various tempi in the meters listed in NL.5.</p> <p>NL.5: <b>Meter.</b> Identify 6/8 and cut time (symbol and 2/2).</p> <p>NL.6: <b>Vocab/Symbols.</b> Read and respond to the music vocabulary and symbols listed in K.7.</p> <p>NL.7: <b>Form.</b> Locate SATB voice parts in both open and short score notation. Observe all "roadmap" terms, abbreviations, and symbols found in K.4 and K.7.</p> <p>NL.8: <b>Sight-Reading.</b> Sight-read notation containing skills and content outlined in Novice NL.1-7.</p>	<p>ES.1: <b>Blend &amp; Balance.</b> Modify vowel shape and color in response to inconsistencies in the sound. Demonstrate capability in lower register, wider ranges, and increased musical difficulty.</p> <p>ES.2: <b>Intonation.</b> Sing in tune within the section. Recognize tuning issues with other sections. Adjusting resonance to improve intonation is developing.</p> <p>ES.3: <b>Diction &amp; Articulation.</b> Match rhythmic placement of consonants and accents with the ensemble. Fully participate in all parts of words.</p> <p>ES.4: <b>Rhythm &amp; Tempo.</b> Unify diction and energize consonants to achieve rhythmic clarity. Develop sense of inner pulse.</p> <p>ES.5: <b>Style &amp; Expression.</b> Participate in the delivery of text, dynamics, articulation, and physical movement to achieve the desired musical expression. Discuss general mood of the poetry.</p> <p>ES.6: <b>Ensemble Responsibility.</b> Demonstrate ability to attend rehearsals and performances as required, punctually, and with necessary materials.</p> <p>ES.7: <b>Comportment.</b> Demonstrate ability to uphold behavior expectations and rules – including rehearsal and concert etiquette – as appropriate to varying venues and as communicated by the director.</p>	<p>K.1: <b>Key Signatures.</b> Describe how key signatures are deciphered.</p> <p>K.2: <b>Harmony.</b> Explain the difference between major and minor tonalities. Identify the parts of a triad in root position.</p> <p>K.3: <b>Rhythm &amp; Meter.</b> Explain the concept and expressive use of rubato and tenuto.</p> <p>K.4: <b>Form.</b> Identify major sections of a piece according to melodic themes, key/meter changes, and repeats.</p> <p>K.5: <b>Texture.</b> Recognize and explain countermelodies, pedal tones, and descants.</p> <p>K.6: <b>Expression.</b> Describe the effect of dynamics, tempo, diction, and articulation on delivering emotion, mood and meaning.</p> <p>K.7: <b>Terms &amp; Symbols.</b> Define and describes the function of the following musical terms, abbreviations, and symbols:</p> <table border="1"> <tbody> <tr> <td>Accelerando (accel.)</td> <td>Accelerate</td> </tr> <tr> <td>Ritardando (rit.)</td> <td>Gradually slowing</td> </tr> <tr> <td><i>pp</i></td> <td>Pianissimo</td> </tr> <tr> <td><i>p</i></td> <td>Piano</td> </tr> <tr> <td><i>mp</i></td> <td>Mezzopiano</td> </tr> <tr> <td><i>mf</i></td> <td>Mezzoforte</td> </tr> <tr> <td><i>f</i></td> <td>Forte</td> </tr> <tr> <td><i>ff</i></td> <td>Fortissimo</td> </tr> <tr> <td></td> <td>Natural</td> </tr> <tr> <td></td> <td>Marcato: Strong accent</td> </tr> <tr> <td></td> <td>Tenuto: Held, sustained</td> </tr> <tr> <td>Da Capo</td> <td>Repeat from the beginning</td> </tr> <tr> <td>Dal Segno </td> <td>Repeat from the sign</td> </tr> <tr> <td>Fine</td> <td>End, close</td> </tr> <tr> <td>Soli/Tutti</td> <td>Alone/Together</td> </tr> </tbody> </table>	Accelerando (accel.)	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## Choir

**Proficient | HS I:** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU.TE.5.PR2.HS3).

### Essential Learning & Skills

Musical Critique/Strategies																														
C.1: Develop <b>strategies</b> for advancing the technique outlined below. C.2: <b>Evaluate performances</b> of self and others. C.3: Prepare music from <b>representative cultures, periods, and styles.</b>																														
Individual Skills	Notational Literacy	Ensemble Skills	Knowledge																											
<p>IS.1: <b>Vowels.</b> Perform correct vowel shape and placement according to musical style and culture.</p> <p>IS.2: <b>Resonance.</b> Sing with tall vowels, resonant space, and ability to implement forward vowel modification.</p> <p>IS.3: <b>Mix.</b> Sing comfortably in upper and lower registers. Passaggio developing.</p> <p>IS.4: <b>Range.</b> Sing comfortably across vocal range; developing ease within 1.5 octaves, as determined by vocal maturity.</p> <p>IS.5: <b>Melody, Intervals &amp; Audiation.</b> Aurally identify and sing at moderately fast tempi (ascending and descending): 6ths, 7ths, and chromatic intervals; all minor mode scales.</p> <p>IS.6: <b>Independence.</b> Maintain independence in music with multiple parts, including simple divisi and polyphony.</p> <p>IS.7: <b>Intonation.</b> Demonstrate consistent intonation in both melodic and harmonic context.</p> <p>IS.8: <b>Body.</b> Demonstrate effective body alignment, working toward independence.</p> <p>IS.9: <b>Breath.</b> Demonstrate onset and resonance as a function of coordinated breath. Independently employ staggered breathing. Correlate sustained breath energy to phrase shaping.</p> <p>IS.10: <b>Dynamics.</b> Demonstrate expressive use of dynamics across a phrase.</p> <p>IS.11: <b>Articulation.</b> Demonstrate effective use of articulation in the middle and ending of words.</p> <p>IS.12: <b>Diction.</b> Perform consonants with expressive clarity. Developing effective rhythmic placement of diphthongs.</p> <p>IS.13: <b>Audition.</b> Prepare an audition to include major and minor scales, sight-reading, and <i>America the Beautiful</i> or comparable work.</p>	<p>NL.1: <b>Scales &amp; Intervals.</b> Visually and aurally identify 6ths, 7ths, and chromatic intervals, and distinguish between natural, harmonic, and melodic minor scales.</p> <p>NL.2: <b>[Pitch]</b></p> <p>NL.3: <b>Key Signatures.</b> Identify all major key signatures and label "Do".</p> <p>NL.4: <b>Pulse &amp; Rhythm.</b> Identify note and rest values for sixteenth subdivisions, all dotted notes, triplets. Perform these, using a counting system, at various tempi in the meters listed in NL.5.</p> <p>NL.5: <b>Meter.</b> Demonstrate familiarity with duple and triple meters.</p> <p>NL.6: <b>Vocab/Symbols.</b> Read and respond to the music vocabulary and symbols listed in K.7.</p> <p>NL.7: <b>Form.</b> Locate voice parts in SATB divisi. Identify repertoire in through-composed and strophic form.</p> <p>NL.8: <b>Sight Reading.</b> Sight-read notation containing skills and content outlined in Intermediate NL.1-7.</p>	<p>ES.1: <b>Blend &amp; Balance.</b> Listen for issues of tone and uniformity, adjusting resonance and embouchure to match. Achieving success in mixed voice, more complex rhythms, and lyrics.</p> <p>ES.2: <b>Intonation.</b> Sing with good intonation in wider ranges and within homophonic chordal structures</p> <p>ES.3: <b>Diction &amp; Articulation.</b> Demonstrate lyrical and rhythmic clarity and expression in the horizontal musical line and on more legato passages. Turning of the diphthong is rhythmically unified.</p> <p>ES.4: <b>Rhythm &amp; Tempo.</b> Demonstrate rhythmic precision and consistency during dynamic and tempo changes, and in more complex musical contexts.</p> <p>ES.5: <b>Style &amp; Expression.</b> Demonstrate understanding of musical shaping as connected to the poetry and compositional form.</p> <p>ES.6: <b>Ensemble Responsibility.</b> Demonstrate ability to attend rehearsals and performances as required, punctually, and with necessary materials.</p> <p>ES.7: <b>Compartment.</b> Demonstrate ability to uphold behavior expectations and rules – including rehearsal and concert etiquette – as appropriate to varying venues and as communicated by the director.</p>	<p>K.1: <b>Key Signatures.</b> Describe the function of accidentals.</p> <p>K.2: <b>Harmony.</b> Identify the parts of a triad in inversions.</p> <p>K.3: <b>Rhythm &amp; Meter.</b> Describe the expressive connection rhythm and meter have to dynamic shaping, word stress, and articulation.</p> <p>K.4: <b>Form.</b> Identify the compositional high points within formal sections and across the piece as a whole.</p> <p>K.5: <b>Texture.</b> Describe the effect open vs. close voicing has on chordal texture.</p> <p>K.6: <b>Expression.</b> Describe expressive techniques to achieve desired mood, emotion, and meaning in the poetry.</p> <p>K.7: <b>Terms &amp; Symbols.</b> Define and describes the function of the following musical terms, abbreviations, and symbols:</p> <table border="1" data-bbox="1585 1136 1942 1396"> <tr> <td>Fortepiano</td> <td><i>fp</i></td> <td>Loud then soft</td> </tr> <tr> <td>Sforzando</td> <td><i>sfz</i></td> <td>Sudden strong accent</td> </tr> <tr> <td>Divisi</td> <td></td> <td>Divided, separate</td> </tr> <tr> <td>a tempo</td> <td></td> <td>Original tempo</td> </tr> <tr> <td>Allegro</td> <td></td> <td>Fast</td> </tr> <tr> <td>Andante</td> <td></td> <td>Walking speed</td> </tr> <tr> <td>Moderato</td> <td></td> <td>Moderate speed</td> </tr> <tr> <td>Largo</td> <td></td> <td>Very slow</td> </tr> <tr> <td>Caesura //</td> <td></td> <td>Grand pause</td> </tr> </table>	Fortepiano	<i>fp</i>	Loud then soft	Sforzando	<i>sfz</i>	Sudden strong accent	Divisi		Divided, separate	a tempo		Original tempo	Allegro		Fast	Andante		Walking speed	Moderato		Moderate speed	Largo		Very slow	Caesura //		Grand pause
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## Choir

**Accomplished | HS II:** Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their SUCCESS (MU.TE.5.PR2.HS4).

### Essential Learning & Skills

<u>Musical Critique/Strategies</u> C.1: Develop and apply <b>rehearsal strategies</b> for advancing the individual and ensemble technique outlined below. C.2: <b>Evaluate performances</b> of self and others, both individual and ensemble. C.3: Prepare music from <b>representative cultures, periods, and styles.</b>			
<u>Individual Skills</u>	<u>Notational Literacy</u>	<u>Ensemble Skills</u>	<u>Knowledge</u>
<p>IS.1: <b>Vowels.</b> Demonstrate flexibility of vowel, placement, and resonance according to musical style and culture.</p> <p>IS.2: <b>Resonance.</b> Demonstrate resonances and vowel space as it relates to vowel modification.</p> <p>IS.3: <b>Mix.</b> Developing coordination of upper and lower registers.</p> <p>IS.4: <b>Range.</b> Sing comfortably across vocal range. Developing ease within 2 octaves. Demonstrate technical modification at extremes.</p> <p>IS.5: <b>Melody, Intervals &amp; Audiation.</b> Aurally identify and sing at moderately fast tempi (ascending and descending): intervals up to a 9th, major, minor, and chromatic scales.</p> <p>IS.6: <b>Independence.</b> Maintain independence in music with multiple parts, including close harmony.</p> <p>IS.7: <b>Intonation.</b> Demonstrate consistent intonation at range extremes.</p> <p>IS.8: <b>Body.</b> Demonstrate musically expressive body awareness and movement.</p> <p>IS.9: <b>Breath.</b> Demonstrate understanding of appoggio breathing. Consistently employ breath energy according to desired onset, dynamics, and tone.</p> <p>IS.10: <b>Dynamics.</b> Perform macro- and micro-dynamic changes across a given phrase. Sing with control at dynamic extremes.</p> <p>IS.11: <b>Articulation.</b> Demonstrate effective use of articulation as appropriate to the text and the character of the piece.</p> <p>IS.12: <b>Diction.</b> Perform with expressive clarity in all parts of the word. Demonstrate rhythmic clarity as a function of diction.</p> <p>IS.13: <b>Audition.</b> Prepare an audition to include a prepared piece.</p>	<p>NL.1: <b>Scales &amp; Intervals.</b> Visually and aurally demonstrate familiarity with all intervals of major, minor, and chromatic scales up to a 9th.</p> <p>NL.2: <b>[Pitch]</b></p> <p>NL.3: <b>Key Signatures.</b> Determine major or minor tonalities and describe reasoning. Label all notes with solfege in all major keys.</p> <p>NL.4: <b>Pulse &amp; Rhythm.</b> Identify note and rest values for quarter-note triplets, advanced sixteenth-note variations, and syncopations. Perform these at various tempi in the meters listed in NL.5.</p> <p>NL.5: <b>Meter.</b> Perform, identify, and label rhythmic groupings of 2 and 3 in a variety of meters.</p> <p>NL.6: <b>Vocab/Symbols.</b> Read and responds to the music vocabulary and symbols listed in K.7.</p> <p>NL.7: <b>Form.</b> Recognize polyphonic, homophonic, and aleatoric forms.</p> <p>NL.8: <b>Sight-Reading.</b> Sight-read notation containing skills and content outlined in Proficient NL.1-7.</p>	<p>ES.1: <b>Blend &amp; Balance.</b> Analyze choral sound and adjust resonance and vowel shape according to musical context. Developing awareness of vibrato and its effect on blend.</p> <p>ES.2: <b>Intonation.</b> Demonstrate ability to maintain melodic and harmonic tuning. Recognize intonation issues and make adjustments.</p> <p>ES.3: <b>Diction &amp; Articulation.</b> Demonstrate connection of diction and articulation to the breath, and match energy to the expressive intent of the ensemble. Clarity and enunciation improving in wider ranges and in more complex passages.</p> <p>ES.4: <b>Rhythm &amp; Tempo.</b> Demonstrate flexibility in rhythmic approach according to historical and cultural context, and musical genre.</p> <p>ES.5: <b>Style &amp; Expression.</b> Demonstrate flexibility in elements of musical expression according to historical and cultural context, and musical genre.</p> <p>ES.6: <b>Ensemble Responsibility.</b> Demonstrate ability to attend rehearsals and performances as required, punctually, and with necessary materials.</p> <p>ES.7: <b>Compartment.</b> Demonstrate ability to uphold behavior expectations and rules – including rehearsal and concert etiquette – as appropriate to varying venues and as communicated by the director.</p>	<p>K.1: <b>Key Signatures.</b> Describe how relative minor keys are derived.</p> <p>K.2: <b>Harmony.</b> Identify and analyze temporary key shifts.</p> <p>K.3: <b>[Rhythm &amp; Meter]</b></p> <p>K.4: <b>Form.</b> Identify connections between the formal structure, the poetry, composed textures, key changes, and other indicators of expressive intent.</p> <p>K.5: <b>Texture.</b> Describe the concept and textural result of overtones.</p> <p>K.6: <b>Expression.</b> Describe expressive techniques to achieve desired mood, emotion, and meaning in the poetry, harmonic structures, and compositional form.</p> <p>K.7: <b>Terms &amp; Symbols.</b> Define and describe all common markings. Additional phrases and terms can be coached as needed for given repertoire.</p>

## Choir

**Advanced | CCR:** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music (MU.TE.5.PR2.HS5).

### Essential Learning & Skills

<u>Musical Critique/Strategies</u> C.1: Apply and refine <b>rehearsal strategies</b> for advancing the individual and ensemble technique outlined below. C.2: <b>Evaluate performances</b> of self and others, both individual and ensemble. C.3: Prepare music from <b>representative cultures, periods, and styles</b> .			
<u>Individual Skills</u>	<u>Notational Literacy</u>	<u>Ensemble Skills</u>	<u>Knowledge</u>
IS.1: <b>[Vowels]</b>	NL.1: <b>Scales &amp; Intervals.</b> Perform non-major melodies with increasing competency. Recognize chromatic alterations in notation.	ES.1: <b>Blend &amp; Balance.</b> Listen for and analyze issues of tone and uniformity within the ensemble, adjusting vocal approach as necessary. Achieve blend at faster tempos and range extremes.	
IS.2: <b>[Resonance]</b>	NL.2: <b>[Pitch]</b>	ES.2: <b>Intonation.</b> Adjust approach to tuning according to texture and harmonic structure. Demonstrate understanding of the concept of tempered tuning.	
IS.3: <b>Mix.</b> Sing with agility and coordination across vocal range.	NL.3: <b>[Key Signatures]</b>	ES.3: <b>[Diction &amp; Articulation]</b>	
IS.4: <b>Range.</b> Work toward vocal freedom and consistent resonance across full vocal range.	NL.4: <b>Pulse &amp; Rhythm.</b> Determine rhythmic counts as needed. Negotiate unmetered and arhythmic music.	ES.4: <b>Rhythm &amp; Tempo.</b> Maintain rhythmic clarity and stability in increasingly complex music. Demonstrate awareness of micro-rhythms within words and long tones.	
IS.5: <b>Melody, Intervals &amp; Audiation.</b> Negotiate all scales and intervals with coaching and repetition.	NL.5: <b>[Meter]</b>	ES.5: <b>Style &amp; Expression.</b> Demonstrate ability to adapt expressive and stylistic approach according to venue and audience.	
IS.6: <b>Independence.</b> Maintain independence in music with independent and harmonically complex parts.	NL.6: <b>Vocab/Symbols.</b> Read and respond to the music vocabulary and symbols listed in K.7.	ES.6: <b>Ensemble Responsibility.</b> Demonstrate ability to attend rehearsals and performances as required, punctually, and with necessary materials.	
IS.7: <b>Intonation.</b> Working toward independently solving intonation problems by identifying root causes (breath, vowel, context).	NL.7: <b>[Form]</b>	ES.7: <b>Compartment.</b> Demonstrate ability to uphold behavior expectations and rules – including rehearsal and concert etiquette – as appropriate to varying venues and as communicated by the director.	
IS.8: <b>Body.</b> Demonstrate muscle isolation and vocal freedom in variable physical stances.	NL.8: <b>Sight-Reading.</b> Sight-read notation containing skills and content outlined in HS Accomplished NL.1-7.		
IS.9: <b>Breath.</b> Developing consistency with appoggio breathing and a coordinated onset of tone. Demonstrate awareness of dynamics, diction, articulation, and intensity as functions of breath energy.			
IS.10: <b>Dynamics.</b> Perform with dynamic control at range extremes.			
IS.11: <b>[Articulation]</b>			
IS.12: <b>Diction.</b> Demonstrate understanding of consonant production and its effect on clarity, emotion, and meaning.			
IS.13: <b>Audition.</b> Prepare an audition for a collegiate placement or scholarship, or for a professional gig.			