

Standard 1: Skills and Techniques¹

Grade 6 ² Choir	Grade 7 Choir	Grade 8 Choir
<i>Students will be able to:</i>	<i>Students will be able to:</i>	<i>Students will be able to:</i>
6C.1.1 Demonstrate an awareness of alignment while sitting or standing.	7C.1.1 Demonstrate proper alignment while sitting or standing.	8C.1.1 Perform with proper alignment while sitting or standing.
6C.1.2 Demonstrate an awareness of proper breathing techniques necessary for supporting tone in a two measure phrase.	7C.1.2 Demonstrate proper breathing techniques necessary for supporting tone in a two measure phrase.	8C.1.2 Perform with proper breathing techniques necessary for supporting tone for a four measure phrase.
6C.1.3 Demonstrate the use of staggered breathing.	7C.1.3 Sing at various dynamic levels while maintaining correct breath support.	8C.1.3 Sing at various dynamic levels while maintaining correct breath support and tone quality.
6C.1.4 Produce a characteristic vocal tone using a relaxed throat.	7C.1.4 Sing with a sustained legato line using proper breath compression and further developing a sense of phrasing.	8C.1.4 Sing with a sustained legato and staccato line using proper breath compression.
6C.1.5 Sing musically with a developing understanding of phrasing.	7C.1.5 Sing musically with an increasing understanding of phrasing.	8C.1.5 Perform musically with an understanding of phrasing.
6C.1.6 Explore proper vowel placement.	7C.1.6 Explore the unification of vowels to achieve ensemble blend.	8C.1.6 Sing with unified vowels to achieve ensemble blend.
6C.1.7 Sing do-so and pentatonic scale pitches accurately without scooping or sliding unless stylistically correct.	7C.1.7 Sing major scale do-do' pitches accurately without scooping or sliding unless stylistically correct.	8C.1.7 Sing major scale do-do and minor scale la-la' pitches accurately without scooping or sliding unless stylistically correct.
6C.1.8 Maintain own part while singing in 2 parts in a large group.	7C.1.8 Maintain own part while singing in two parts, canons, descants and ostinati in a large group.	8C.1.8 Maintain his/her own part while singing in two or three parts (SA, Treble I Treble II, SSA, SAB), canons, descants and ostinati in a large group.
6C.1.9 Display the ability to follow conductor gestures.	7C.1.9 Recognize individual and ensemble intonation discrepancies.	8C.1.9 Recognize individual and ensemble intonation discrepancies.
		8C.1.10 Adjust personal volume level appropriately.
		8C.1.11 Sing from the lower register to the upper register comfortably with maintained breath support.
		8C.1.12 Develop an awareness of articulating the beginning and ending consonants.

¹ Standard 1 correlates with MENC Standards 1 and 2: *Singing, alone and with others, a varied repertoire of music ; Performing on instruments, alone and with others, a varied repertoire of music*

² The choral curriculum is built as a progression of skills from Grades 5 – 12. However, students may enter the choral program at any level.

Adapted from MENC Standards (National Association for Music Education)

Adopted by the Board on Mat 18, 2010

Standard 2: Creation and Communication³

Grade 6 Choir	Grade 7 Choir	Grade 8 Choir
<p><i>Students will be able to:</i></p> <p>6C.2.1 Improvise a simple melody using a pentatonic scale and do-so pitches.</p> <p>6C.2.2 Improvise call and response in the same style to given rhythmic and melodic phrases in a two measure phrase.</p> <p>6C.2.3 Compose a rhythmic composition using quarter and half notes and rests.</p> <p>6C.2.4 Compose a melody using pentatonic pitches.</p>	<p><i>Students will be able to:</i></p> <p>7C.2.1 Improvise a simple melody using a major scale (do-do').</p> <p>7C.2.2 Improvise call and response in the same style to given rhythmic and melodic phrases in a four measure phrase.</p> <p>7C.2.3 Compose a rhythmic composition using eighth notes and rests.</p> <p>7C.2.4 Compose a melody using do-la pitches.</p> <p>7C.2.5 Improvise simple ostinato vocal accompaniments.</p>	<p><i>Students will be able to:</i></p> <p>8C.2.1 Improvise a simple melody using major and minor pitches (do-do', la-la').</p> <p>8C.2.2 Improvise call and response in the same style to given rhythmic and melodic phrases in an eight measure phrase.</p> <p>8C.2.3 Compose a rhythmic composition using sixteenth notes and rests.</p> <p>8C.2.4 Compose a melody using do-la pitches.</p> <p>8C.2.5 Improvise simple V-I bordun vocal and non-pitched accompaniments.</p> <p>8C.2.6 Improvise over a 12 bar blues structure.</p>

³ Standard 2 corresponds with MENC Standards 3 and 4: *Improvising melodies, variations, and accompaniments; Composing and arranging music within specified guidelines*

Adapted from MENC Standards (National Association for Music Education)

Adopted by the Board on Mat 18, 2010

Standard 3: Reading and Notating Music ⁴		
Grade 6 Choir	Grade 7 Choir	Grade 8 Choir
<p><i>Students will be able to:</i></p> <p>6C.3.1 Identify and explain the function of the common meter signatures of 4/4, 3/4, and 2/4.</p> <p>6C.3.2 Sight read pitches do-so in C and F major in quarter notes and rests.</p> <p>6C.3.3 Recognize the values of whole, half, and eighth notes, including dotted rhythms and their equivalent rests.</p> <p>6C.3.4 Count and clap four measure phrases of rhythmic notation.</p> <p>6C.3.5 Identify various tempo and dynamic markings.</p> <p>6C.3.6 Demonstrate an understanding of the relationship between the bass and treble clefs.</p> <p>6C.3.7 Identify and explain AB and ABA forms.</p>	<p><i>Students will be able to:</i></p> <p>7C.3.1 Identify and explain the function of the common meter signatures in simple and compound time.</p> <p>7C.3.2 Sight read do-do' in C and F major in eighth notes and rests.</p> <p>7C.3.3 Recognize and explain the values of whole, half, and eighth notes, including dotted rhythms and their equivalent rests.</p> <p>7C.3.4 Count and clap eight measure phrases of rhythmic notation.</p> <p>7C.3.5 Identify various tempo and dynamic markings and begin to understand Italian terms used to indicate these.</p> <p>7C.3.6 Begin to identify intervals using correct terminology e.g., perfect fifth.</p> <p>7C.3.7 Begin to identify and respond to musical symbols relating to structure and form e.g., repeat signs</p>	<p><i>Students will be able to:</i></p> <p>8C.3.1 Identify the various key signatures of the music being performed.</p> <p>8C.3.2 Sight read movable do-do' pitches in various key signatures.</p> <p>8C.3.3 Recognize, explain and notate the values of whole, half notes, including dotted rhythms and their equivalent rests.</p> <p>8C.3.4 Sights read and perform various rhythmic notations.</p> <p>8C.3.5 Identify and explain Italian expressive and tempo indications in music notation in the music studied.</p> <p>8C.3.6 Identify P4, P5, and P8 intervals using correct terminology.</p> <p>8C.3.7 Identify and respond to musical symbols relating to structure and form e.g., repeat signs.</p> <p>8C.3.8 Begin to read a vocal score of two to three parts.</p>

⁴ SAS Standard 3 correlates with MENC Standard 5: *Reading and notating music*

⁵ SAS Standard 4 correlates with to MENC Standards 6 and 7: *Listening to, analyzing, and describing music; Evaluating music and music performances*

Adapted from MENC Standards (National Association for Music Education)

Adopted by the Board on Mat 18, 2010

Standard 4: Aesthetic and Critical Analysis⁵

Grade 6 Choir	Grade 7 Choir	Grade 8 Choir
<p><i>Students will be able to:</i></p> <p>6C.4.1 Use appropriate music vocabulary to describe music.</p> <p>6C.4.2 Begin to aurally identify, by genre or style, examples of music from western or non-western traditions.</p> <p>6C.4.3 Analyze music events within a composition using musical elements: melody, rhythm, pitch, dynamics, timbre, form as applicable.</p> <p>6C.4.4 Apply given criteria for listening to and critiquing performances, of self, peers and others, providing feedback as appropriate.</p>	<p><i>Students will be able to:</i></p> <p>7C.4.1 Use appropriate music vocabulary to describe music.</p> <p>7C.4.2 Analyze music events within a composition using musical elements: melody, rhythm, pitch, dynamics, timbre, form as applicable.</p> <p>7C.4.3 Identify and apply suitable criteria for listening to and critiquing performances of self, peers and others, providing feedback as appropriate.</p>	<p><i>Students will be able to:</i></p> <p>8C.4.1 Use an expanded music vocabulary to describe music.</p> <p>8C.4.2 Analyze music events within a composition, using musical elements melody, rhythm, pitch, dynamics, timbre, form, across diverse cultures and genres, as applicable.</p> <p>8C.4.3 Identify and apply a range of suitable criteria for listening to and critiquing performances of self, peers and others, providing feedback as appropriate.</p>

Standard 5: Cultural and Historical Connections⁶

Grade 6 Choir	Grade 7 Choir	Grade 8 Choir
<p><i>Students will be able to:</i></p> <p>6C.5.1 Continue to develop a basic understanding of how music is related to history and culture. e.g., ensemble composition.</p>	<p><i>Students will be able to:</i></p> <p>7C.5.1 Demonstrate an understanding of how music is related to history and culture. e.g., ensemble composition.</p>	<p><i>Students will be able to:</i></p> <p>8C.5.1 Demonstrate an understanding through examples, of how music is related to history and culture.</p> <p>8C.5.2 Know representative examples of various musical genres.</p>

⁶ SAS Standard 5 correlates with MENC Standard 9: *Understanding music in relation to history and culture*
 Adapted from MENC Standards (National Association for Music Education)
 Adopted by the Board on Mat 18, 2010

Standard 6: Applications to Life⁷

Grade 6 Choir

Grade 7 Choir

Grade 8 Choir

Students will be able to:

- 6C.6.1** Begin to understand the functions music serves, roles of musicians, and conditions under which music is typically performed in America and Asia.
- 6C.6.2** Demonstrate an awareness of the connections between music and other subject areas.
- 6C.6.3** Begin to personal criteria to make informed music choices.
- 6C.6.4** Demonstrate responsible participation in music activities as both a performer and audience member.

Students will be able to:

- 7C.6.1** Begin to describe characteristics that make music suitable for specific occasions or events and respond appropriately within various music settings.
- 7C.6.2** Explain the functions music serves, roles of musicians, and conditions under which music is typically performed in America and Asia.
- 7C.6.3** Demonstrate an awareness of the connections between music and other subject areas.
- 7C.6.4** Begin to rationalize music choices based on personal criteria.
- 7C.6.5** Demonstrate responsible participation in music activities as both a performer and audience member.

Students will be able to:

- 8C.6.1** Describe characteristics that make music suitable for specific occasions or events and respond appropriately within various music settings.
- 8C.6.2** Compare the functions music serves, roles of musicians, and conditions under which music is typically performed in America and Asia.
- 8C.6.3** Demonstrate an extended awareness of the connections between music and other subject areas.
- 8C.6.4** Begin to rationalize and justify music choices based on criteria e.g., preference, purpose.
- 8C.6.5** Demonstrate responsible participation in music activities as both a performer and audience member.
- 8C.6.6** Begin to understand the influence of daily music experiences (e.g. television and radio commercials and background music in public places).
- 8C.6.7** Identify various career opportunities, including creators, performers, and others involved in the production and presentation of music.

⁷ SAS Standard 6 correlates with MENC Standard 8: *Understanding relationships between music, the other arts, and disciplines outside the arts*
 Adapted from MENC Standards (National Association for Music Education)
 Adopted by the Board on Mat 18, 2010