

CURRICULUM

MUSIC

MEN'S or WOMEN'S CHORUS

(Elective Courses)

Supports Academic Learning Expectation # 3

Students and graduates of Ledyard High School will employ problem-solving skills effectively

**Approved by Instructional Council
6/2/08**

STUDENT LEARNING OBJECTIVES

Women's and Men's Chorus

As a result of music education, students will be able to:

| GOAL: District Goal # 1 (State Standard # 1) | |
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| Sing, alone and with others, a varied repertoire of songs | |
| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <i>Students will know how to:</i> 1.1 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 1-6, including some songs performed from memory 1.2 Sing ensemble music up to four parts, with and without accompaniment 1.3 Demonstrate well developed ensemble skills | <i>Students will be able to:</i> a. Perform alone and with others a varied repertoire of vocal music with a level of difficulty of 1-2 b. Sing alone repertoire and exercises with appropriate tone quality. a. Demonstrate choral technique in small ensembles singing up to three parts a. Demonstrate basic rehearsal skills in an ensemble setting <i>Assessments:</i> ➤ <i>Student self assessment (rubric)</i> ➤ <i>Concert Written Reflections (rubric)</i> ➤ <i>Class ensemble and small ensemble performance (teacher assessment)</i> ➤ <i>Rehearsal skills (rubric)</i> |

STUDENT LEARNING OBJECTIVES

Women's and Men's Chorus

As a result of music education, students will be able to:

| GOAL: District Goal #5 (State Standard # 5) | |
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| Read and notate music | |
| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <i>Students will know how to:</i> 5.1 Demonstrate the ability to read a vocal score up to four staves by describing how the elements of music are used 5.2 Sight-read accurately and expressively , music with a level of difficulty of 3, on a scale of 1 to 6 | <i>Students will be able to:</i> a. Identify and perform musical symbols related to rhythm, pitch, tempo, dynamics, and style in music with two staves a. Interpret and perform at sight music with a level of difficulty of 1-2 <i>Assessments:</i> ➤ <i>Bi-quarterly quizzes</i> ➤ <i>Self assessments</i> ➤ <i>Teacher evaluation</i> ➤ <i>Quarterly performance</i> |

STUDENT LEARNING OBJECTIVES

Women's and Men's Chorus

As a result of music education, students will be able to:

| GOAL: District Goal # 7 (State Standard # 7) | |
|---|--|
| Evaluate music and music performances | |
| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <p><i>Students will know how to:</i></p> <p>7.1 Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria in their personal participation in music</p> <p>7.2 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models</p> | <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> a. Evaluate, based on specific criteria, their individual musical performance b. Evaluate based on specific criteria, the musical performance of their section. <ul style="list-style-type: none"> a. Evaluate, based on specific criteria, the musical performance of their ensemble b. Evaluate, based on specific criteria, the musical performance of other ensembles or recordings <p><i>Assessments:</i></p> <ul style="list-style-type: none"> ➤ <i>Self assessments (rubric)</i> ➤ <i>Post Performance and rehearsal written reflections (rubric)</i> ➤ <i>Guest performance writing prompts (rubric)</i> |

STUDENT LEARNING OBJECTIVES

Women's and Men's Chorus

As a result of music education, students will be able to:

| GOAL: District Goal # 9 (State Standard # 9) | |
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| Understand music in relation to history and culture | |
| LEARNING OBJECTIVES | SAMPLE INDICATORS/ASSESSMENTS OF LEARNING |
| <i>Students will know how to:</i> 9.1 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 | <i>Students will be able to:</i> a. Sing and play music in a variety of styles and genres using appropriate technique. b. Perform music with an understanding of historical and cultural context. <i>Assessments:</i> ➤ <i>Performances (post concert written reflection)</i> ➤ <i>Class discussions (teacher evaluation)</i> |