



Key Learnings High School Chorus Level Four

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Key Learnings

High School Chorus

Level Four

1. I can consistently demonstrate proper vocal technique, singing in tune with good tone quality.
2. I can accurately sight-read rhythmic and melodic patterns in 3 or more parts.
 - a) in 2/2, 4/4, 3/4, 2/4, and 6/8, using whole, half, quarter, eighth (single and beamed), dotted half and dotted quarter, tied notes, triplets and rests, anacrusis, and syncopated rhythms.
 - b) using diatonic skips, stepwise chromaticism, arpeggiated skips on chords in major or minor keys.
3. I can sing and identify major, minor, and perfect intervals and triads.
4. I can sing, analyze and/or notate simple rhythmic and melodic phrases performed by someone else.
 - a.) in 4/4, 3/4, 2/4, and 6/8, using whole, half, quarter, eighth (single and beamed), dotted half and dotted quarter, and syncopated rhythms.
 - b.) using diatonic skips within the tonic and dominant triads in major and minor keys.
5. I can improvise musical phrases to various chord progressions.
6. I can arrange a musical piece by manipulating two or more aspects of the composition.
7. I can analyze and compare the structural and expressive elements of familiar and unfamiliar musical works and describe, using correct music vocabulary, the implied musical intent of the composer and/or performer.
8. I can follow a vocal score applying terms and symbols accurately.
9. I can offer various constructive suggestions to improve the performances, compositions, or improvisations of others and myself, and make appropriate adjustments with practice and guidance from teachers and peers.
10. I can analyze the cultural significance and social impact of a variety of musical styles genres and the influences of technology within the field.
11. I can demonstrate personal responsibility and leadership as a chorus member through self-discipline and collaboration in all areas of rehearsal and performance.
12. I can explain and promote responsible behavior as a consumer of musical resources and media.
13. I can design a personal learning plan related to the study of music, which articulates my skills and knowledge in the field of music and its transfer to other areas of study for use in higher learning or the workforce.

High School Chorus

Level Four

Name _____

School Year _____

Key Learning		Record dates you demonstrated mastery		Record practice dates	
		Level 4	Level 3	Level 2	Level 1
1	I can consistently demonstrate proper vocal technique, singing in a) in tune b) with good tone quality	a) b)	a) b)	a) b)	a) b)
2	I can accurately sight-read rhythmic and melodic patterns in 3 or more parts. a) in 2/2, 4/4, 3/4, 2/4, and 6/8, using whole, half, quarter, eighth (single and beamed), dotted half and dotted quarter, tied notes, triplets and rests, anacrusis, and syncopated rhythms. b) using diatonic skips, stepwise chromaticism, arpeggiated skips on chords in major or minor keys	a) b)	a) b)	a) b)	a) b)
3	I can sing and identify major, minor, and perfect intervals and triads.				
4	I can analyze and/or notate simple rhythmic and melodic phrases performed by someone else. a) in 2/2, 4/4, 3/4, 2/4, and 6/8, using whole, half, quarter, eighth (single and beamed), dotted half and dotted quarter, and syncopated rhythms. b) using diatonic skips within the tonic and dominant triads in major and minor keys.	a) b)	a) b)	a) b)	a) b)
5	I can improvise musical phrases to various chord progressions.				
6	I can arrange a musical piece by manipulating two or more aspects of the composition.				

Key Learning – HS Chorus 4		Record dates you demonstrated mastery		Record practice dates	
		Level 4	Level 3	Level 2	Level 1
7	I can analyze and compare the structural and expressive elements of familiar and unfamiliar musical works and describe, using correct music vocabulary, the implied musical intent of the composer and/or performer.				
8	I can follow a vocal score applying terms and symbols accurately.				
9	I can offer various constructive suggestions to improve the performances, compositions, or improvisations of others and myself, and make appropriate adjustments with practice and guidance from teachers and peers.				
10	I can analyze the cultural significance and social impact of a variety of musical styles and the influences of technology within the field.				
11	I can demonstrate personal responsibility and leadership as a chorus member through self-discipline and collaboration in all areas of rehearsal and performance.				
12	I can explain and promote responsible behavior as a consumer of musical resources and media.				
13	I can design a personal learning plan related to the study of music, which articulates my skills and knowledge in the field of music and its transfer to other areas of study for use in higher learning or the workforce.				

High School Chorus-Level Four

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

C	Critical Thinking & Reflection
S	Skills, Techniques, & Processes
O	Organizational Structure
H	Historical & Global Connections
F	Innovation, Technology, & Future

	Key Learning	NGSSS	Recommended Assessment
1	I can consistently demonstrate proper vocal technique, singing in tune with good tone quality.	MU.912.S.3.1 MACC.K12.MP.6	Performance
2	I can accurately sight-read rhythmic and melodic patterns in 2-4 parts. a) in 2/2, 4/4, 3/4, 2/4, and 6/8, using whole, half, quarter, eighth (single and beamed), dotted half and dotted quarter, tied notes, triplets and rests, anacrusis, and syncopated rhythms. b) using diatonic skips, stepwise chromaticism, arpeggiated skips on chords in major or minor keys.	MU.912.S.3.2 MACC.K12.MP.5 MACC.K12.MP.6 MACC.K12.MP.7	Performance
3	I can sing and identify major, minor, and perfect intervals and triads.	MU.912.S.2.1 MACC.K12.MP.5 MACC.K12.MP.6 MACC.K12.MP.7	Performance Observation
4	I can analyze and/or notate simple rhythmic and melodic phrases performed by someone else. a) in 2/2, 4/4, 3/4, 2/4, and 6/8, using whole, half, quarter, eighth (single and beamed), dotted half and dotted quarter, and syncopated rhythms. b) using diatonic skips within the tonic and dominant triads in major and minor keys.	MU.912.S.1.4 MU.912.S.3.3 MACC.K12.MP.5 MACC.K12.MP.6 MACC.K12.MP.7	Performance Written
5	I can improvise musical phrases to various chord progressions.	MU.912.S.1.1 MACC.K12.MP.5 MACC.K12.MP.7	Performance
6	I can arrange a musical piece by manipulating two or more aspects of the composition.	MU.912.O.2.1 MU.912.S.1.3 LACC.1112.WHST.2.4 MACC.K12.MP.5 MACC.K12.MP.7	Written
7	I can analyze and compare the structural and expressive elements of familiar and unfamiliar musical works and describe, using correct music vocabulary, the implied musical intent of the composer and/or performer.	MU.912.O.1.1 MU.912.O.3.1 MU.912.O.3.2 MU.912.C.1.1 MU.912.C.1.2 MU.912.H.1.2 MU.912.H.1.3 LACC.1112.SL.2.4 LACC.1112.RST.2.4 MACC.K12.MP.7	Oral Written

8	I can follow a vocal score applying terms and symbols accurately.	MU.912.S.2.1 MU.912.S.2.2 MU.912.O.3.2 LACC.1112.RST.2.4 MACC.K12.MP.6 MACC.K12.MP.7	Observation
9	I can offer various constructive suggestions to improve the performances, compositions, or improvisations of others and myself, and make appropriate adjustments with practice and guidance from teachers and peers.	MU.912.C.2.1 MU.912.C.2.2 MU.912.C.2.3 MU.912.C.3.1 MU.912.S.3.4 MU.912.H.3.1 LACC.1112.SL.1.1 LACC.1112.SL.1.2 LACC.1112.SL.1.3 LACC.1112.SL.2.4 LACC.1112.WHST.2.4	Oral Written Observation
10	I can analyze the cultural significance and social impact of a variety of styles of music and the influences of technology within the field.	MU.912.C.1.4 MU.912.H.1.1 MU.912.H.1.4 MU.912.H.1.5 MU.912.H.2.1 MU.912.H.2.2 MU.912.H.2.3 MU.912.H.2.4 MU.912.F.1.1 MU.912.F.2.2 LACC.1112.WHST.2.4	Oral Written Observation
11	I can demonstrate personal responsibility and leadership as a chorus member through self-discipline and collaboration in all areas of rehearsal and performance.	MU.912.F.3.1 MU.912.F.3.3 MU.912.F.3.4 DA.912.S.2.1 DA.912.F.3.8	Observation
12	I can explain and promote responsible behavior as a consumer of musical resources and media.	MU.912.F.3.2 MU.912.H.2.4 LACC.1112.WHST.3.9 MACC.K12.MP.5	Observation Written
13	I can design a personal learning plan related to the study of music, which articulates my skills and knowledge in the field of music and its transfer to other areas of study for use in higher learning or the workforce.	MU.912.C.3.1 MU.912.F.2.1 MU.912.F.3.4 LACC.1112.SL.1.1 LACC.1112.SL.1.2 LACC.1112.SL.1.3 LACC.1112.SL.2.4 LACC.1112.WHST.2.4 LACC.1112.WHST.3.9	Oral Written

Vocal Technique Rubric

Student Name: _____

Date: _____

CATEGORY	4	3	2	1
Posture and Relaxation	Student stands correctly and sings using a proper singing stance with no visible tension in the throat, jaw, or other body parts.	Student stands somewhat correctly and most of the time demonstrates a proper singing stance with limited tension visible in the throat, jaw, or other body parts.	Student is sometimes standing correctly but often shows tension or improper body position during singing.	Student rarely demonstrates proper posture and singing stance and tension is highly visible in the throat, jaw, and/or other body parts.
Breath Support	Student is breathing properly and supporting the tone to the best of his/her ability.	Student is usually breathing properly, but occasionally does not support the tone until the end of each phrase.	Student sometimes breathes properly and only occasionally supports the tone until the end of each phrase.	Student is rarely breathing correctly and never supports the tone until the end of each phrase.
Pitch	Student consistently sings pitches accurately.	Student sings pitches accurately most of the time.	Student sings some accurate pitches, but there are frequent and/or repeated errors.	Student sings very few accurate or secure pitches.
Tone Quality	Student sings with a consistently focused, clear, and centered tone throughout the range of the voice.	Student usually sings with a focused, clear and centered tone. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance.	Student sometimes sings a focused, clear and centered tone, but sometimes the tone is uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Occasionally the tone quality detracts from overall performance.	Student has difficulty singing a focused, clear or centered tone regardless of the range, significantly detracting from the overall performance.

Improvisation Rubric

Student Name: _____ Date: _____

CATEGORY	4	3	2	1
Follows given chord progression	Student maintains clearly and securely the tonality and cadence. Melody is diatonic and ends on a resting note.	Student maintains the tonality, but lacks a bit in security. Melody is diatonic and ends on a resting note.	Student is unable to maintain tonality and is sometimes discordant, or student sings only one note, or repeats what others have already done.	Student does not attempt improvisation.
Vocal Technique	Student consistently demonstrates proper posture, breathing, and tone quality during improvised performance.	Student usually demonstrates proper posture, breathing, and tone quality during improvised performance.	Student experiences difficulty demonstrating proper posture, breathing and tone quality during improvised performance.	Student uses a speaking voice during improvised performance.

Listen to the "call" from the teacher (or tape) and sing a response. (4 times)

EXAMPLES	CALL	RESPONSE	EMBELLISHED RESPONSE
Echo	do re mi fa	do re mi fa	do re mi re mi fa
Mirror	do re mi fa sol	sol fa mi re do	sol fa mi re mi re do
Resolve	do mi sol la sol	ti sol la ti do'	

The Titanic Song

"oh it was sad" breaks in m.9-10

12-bar blues

scat singing

Composition Rubric

Student Name: _____

Date _____

CATEGORY	4	3	2	1
Rhythm	All measures have the correct number of beats.	Most of the measures have the correct number of beats.	Some of the measures have the correct number of beats. Rhythms are very basic.	Few of the measures have the correct number of beats. Composition needs to be edited and resubmitted.
Form	Composition has AB or ABA form. A clear motive defines each section.	Composition has AB or ABA form. Motives are not always clear.	AB or ABA form is not clear, and missing a well-defined motive.	Composition is not in AB or ABA form, and does not have a motive.
Music Notation	All notes, rhythms, and symbols are written accurately and neatly.	Most notes, rhythms, and symbols are written accurately and clearly.	Some notes, rhythms, and symbols are written accurately and neatly. Composition is difficult to read.	Notes are written in a sloppy and illegible manner. Unreadable.
Music Score	Music Score is very neat and all required elements are included.	Music score is neat. Few of the required elements are missing from the musical score.	Music score is legible. Some of the required elements are missing from the musical score.	Music Score is illegible and many/all of the required musical score elements are missing.
Creativity & Expression	Composition clearly and creatively expresses the composer's idea.	Composition expresses the composer's idea, but is lacking somewhat in originality.	Composition expresses somewhat the composer's idea, and is lacking in originality.	Composition does not express the composer's idea, and/or is completely lacking in originality.

COMPOSITION

Criteria:

Write a short explanation (2-3 sentences) of your composition and the choices you made.

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The top margin is slightly larger than the bottom margin. The paper appears to be from a notebook or a standard sheet of stationery.

Performance Review by _____ **Date** _____

Performer(s): _____

Piece(s) performed: _____

Write at least three paragraphs giving constructive feedback about the performance. Each paragraph should contain at least four (4) complete sentences. First, identify at least three (3) successful aspects of the performance. Secondly, comment on at least two (2) things that needed improvement and make suggestions on ways to improve those aspects of the performance.

FOR ADDITIONAL WRITING SPACE, USE THE OTHER SIDE OF THIS PAPER.

Vocal Health Checklist

Name _____

Check the items that you do on a consistent basis.

THINGS TO DO:

- ☐ Drink 6-8 glasses of water daily.
- ☐ Treat allergies and infections promptly.
- ☐ Rest your voice in times of illness.
- ☐ Keep background noise to a minimum - don't yell to be heard.
- ☐ Stay relaxed – manage stress.
- ☐ Get plenty of rest each night.
- ☐ Work on your vocal technique with a teacher.

6-7	Great job! You are in the habit of taking care of your voice!
4-5	Keep working to increase your commitment to care for you voice.
3 or less	Choose at least two things from this “to do list” that you will try to implement in your daily routine. Your voice will thank you!

Check the items that you have difficulty avoiding.

THINGS TO AVOID:

- ☐ caffeinated, alcoholic and acidic beverages
- ☐ smoking and/or smoke-filled environments
- ☐ frequent aspirin use -- it may contribute to vocal cord bleeding.
- ☐ whispering, excessive yawning and phonating while yawning -- this may strain the muscles in your throat and voice.
- ☐ unnatural uses of the voice such as imitating noises, sirens and animals, etc.
- ☐ excessive loud talking. This, too, may lead to vocal strain.
- ☐ clearing your throat -- sip water or take a deep breath instead.
- ☐ coughing if you don't have to -- it will become a bad habit.
- ☐ clenching your teeth -- this causes tension in the jaw muscles.
- ☐ using your chest voice at high pitch levels.
- ☐ raising your voice when you are angry -- instead, take deep breaths through your mouth and let the air out with a soft sigh. Yelling may injure your vocal cords.

1-2	Keep working hard to avoid harmful situations and habits.
3-4	You may be at risk for damaging your voice. Choose at least two new things to start avoiding today!
5 or more	You are at risk for vocal damage. Choose at least two new things to start avoiding today!

Name: _____

Date: _____

CHORUS PARTICIPATION SELF-ASSESSMENT

Instructions: Assess yourself honestly on the quality of your daily participation in chorus. Choose the description in each section that describes you best and circle it. At the bottom, add it all up and write your total in the box.

1. Attendance:

- 5 I am never absent and/or tardy
- 4 I am rarely absent and/or tardy
- 3 I am sometimes absent and/or tardy
- 2 I am often absent and/or tardy
- 1 I am frequently absent and/or tardy

2. Participation:

- 5 I participate consistently
- 4 I often participate
- 3 I participate sometimes
- 2 I rarely participate
- 1 I never participate (or almost never)

3. Listening to teacher or other speakers:

- 5 I always listen
- 4 I often listen
- 3 I listen sometimes
- 2 I rarely listen
- 1 I never listen (or almost never)

4. Required materials (chorus folder & pencil):

- 5 I always have my required materials
- 4 I often have my required materials
- 3 I sometimes have my required materials
- 2 I rarely have my required materials
- 1 I never/almost never have materials

5. Singing posture:

- 5 I always use tall singing posture
- 4 I often use tall singing posture
- 3 I sometimes use tall singing posture
- 2 I rarely use tall singing posture
- 1 I never/almost never use tall singing posture

6. Gum / Food / Drink – BONUS or PENALTY

- +3 I have NOT had gum, candy, food, or drink in class since the last report card.
- 3 I HAVE had gum, candy, food, or drink in class since the last report card

MY TOTAL POINTS: _____ (28 points maximum)

QUESTIONNAIRE

Instructions: Answer the following questions honestly and completely.

- ✓ What is something that you do well in chorus?

- ✓ What is something you need to work on in chorus?

- ✓ What do you think the OTHER STUDENTS in your class need to work on? I'm not asking for you to be a tattletale.

- ✓ If you're concerned about anything in class, please write to me in the space below or on the back (Not required).

Concert Etiquette Rubric

Student Name: _____

Date _____

CATEGORY	4	3	2	1
Entering the Hall or Auditorium	Stands quietly outside the door and quietly moves to assigned seat.	Talks in a soft voice outside the door, whispers while moving to assigned seat.	Talks in a soft voice while waiting and while being seated.	Talks in a loud voice while waiting OR being seated.
Attention	Listens politely to the music. Has an interested expression almost all the time.	Listens politely to the music. Looks interested some of the time. Does not distract others when not listening.	Does not appear to be listening or interested, but keeps quiet and does not distract others.	Distracts others by talking, moving, rattling things, playing with toys, etc. during the actual performance.
Stays seated	Student keeps all body parts within own seating area during entire performance, politely sharing armrest with at least one neighbor.	Student keeps all body parts within own seating area during most of the performance, politely sharing armrest with at least one neighbor. Movements do not distract or irritate others.	Student leans toward another student to talk quietly, but stays in seat and keeps hands and feet to himself/herself.	Student gets out of seat OR lets arms, hands, legs stray into the space of another.
Showing Appreciation	Claps at an appropriate volume at the end of all musical selections. Has pleasant expression and looks toward the performers while clapping.	Claps at an appropriate volume at the end of all musical selections. Does not look at performers when clapping.	Does not clap for all selections OR claps at the wrong time.	Claps too loudly, drawing audience attention, OR whistles and screams while clapping.