



**Key Learnings  
Middle School Chorus  
Level One**

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# Key Learnings

## Middle School Chorus

### Level One

1. I can consistently demonstrate proper vocal technique, singing in tune with good tone quality.
2. I can accurately sight-read short rhythmic and melodic patterns
  - a) in 4/4, 3/4, and 2/4, using whole, half, quarter, paired eighth, and dotted half notes and rests.
  - b) using stepwise movement in the keys with up to one sharp or flat in the key signature
3. I can sing a major (do) and minor (la) scale in unison using *solfege* and hand signs.
4. I can notate simple rhythmic and melodic phrases performed by someone else.
  - a) rhythmic: two measures in 4/4 or 2/4 using whole, half, and quarter notes
  - b) melodic: 3-5 stepwise pitch patterns using only quarter notes
5. I can improvise musical phrases in call and response form.
6. I can arrange a simple melody by manipulating the musical elements.
7. I can describe what I hear using basic musical vocabulary (rhythm, melody, form, harmony, timbre, dynamics, and texture) and how these elements contribute to its expressive qualities.
8. I can follow a vocal score and apply terms and symbols accurately.
9. I can offer simple constructive feedback and recognize improvements in the performances of others and myself.
10. I can classify music by genre and describe its function within various cultures.
11. I can demonstrate responsible behavior as a chorus member by
  - a) caring for my voice and uniform
  - b) participating in all ensemble activities
  - c) engaging in appropriate behavior in rehearsals, on stage, and in the audience
12. I can demonstrate responsible and law-abiding behavior as a consumer of musical resources and media.
13. I can discuss the role of music in my life and my community.

# Middle School Chorus

## Level One

Name \_\_\_\_\_

School Year \_\_\_\_\_

Key Learning		Record the dates you demonstrated mastery		Record the practice dates	
		Level 4	Level 3	Level 2	Level 1
1	I can demonstrate proper vocal technique, singing: a) in tune b) with good tone quality.	a) b)	a) b)	a) b)	a) b)
2	I can accurately sight-read short rhythmic and melodic patterns. a) in 4/4, 3/4, and 2/4, whole, half, quarter, paired eighth, and dotted half notes & rests. b) using stepwise movement in the keys with up to one sharp or flat in the key signature	a) b)	a) b)	a) b)	a) b)
3	I can sing a major (do) and minor (la) scale in unison using <i>solfege</i> and hand signs.				
4	I can notate simple rhythmic and melodic phrases performed by someone else. a) rhythmic: two measures in 4/4 or 2/4 using whole, half and quarter notes. b) melodic: 3-5 note stepwise pitch patterns using only quarter notes.	a) b)	a) b)	a) b)	a) b)
5	I can improvise musical phrases in call and response form.				
6	I can arrange a simple melody by manipulating the musical elements.				
7	I can describe what I hear using music vocabulary (rhythm, melody, form, harmony, timbre, dynamics, and texture) and how these elements contribute to its expressive qualities.				
8	I can follow a vocal score and apply terms and symbols accurately.				
9	I can offer constructive feedback and recognize improvements in the performances of others and myself.				
10	I can classify music by genre and describe its function within various cultures.				
11	I can demonstrate responsibility as a chorus member by: a) caring for my voice and uniform b) participating in all ensemble activities c) engaging in appropriate behavior in rehearsals, on stage, in the audience, and at any time I am representing my choir or school.	a) b) c)	a) b) c)	a) b) c)	a) b) c)
12	I can demonstrate responsible and law-abiding behavior as a consumer of musical resources and media.				
13	I can discuss the role of music in my life and my community.				

# Middle School Chorus-Level One

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

<b>C</b>	<b>Critical Thinking &amp; Reflection</b>
<b>S</b>	<b>Skills, Techniques, &amp; Processes</b>
<b>O</b>	<b>Organizational Structure</b>
<b>H</b>	<b>Historical &amp; Global Connections</b>
<b>F</b>	<b>Innovation, Technology, &amp; Future</b>

Key Learning		NGSSS/CC	Recommended Assessment
<b>1</b>	I can demonstrate proper vocal technique, singing in tune and with good tone quality.	MU.68.S.1.4 MU.68.S.3.1 MU.68.S.3.2 MACC.K12.MP.6	Performance
<b>2</b>	I can accurately sight-read short rhythmic and melodic patterns. a) in 4/4, 3/4, and 2/4, whole, half, quarter, paired eighth, and dotted half notes & rests. b) using stepwise movement in the keys with up to one sharp or flat in the key signature	MU.68.S.3.3 MACC.K12.MP.6 MACC.K12.MP.7	Performance Written
<b>3</b>	I can sing a major (do) and minor (la) scale in unison using <i>solfège</i> and hand signs.	MU.68.S.1.4 MU.68.S.3.3 MACC.K12.MP.5 MACC.K12.MP.6 MACC.K12.MP.7	Performance Teacher Observation
<b>4</b>	I can notate simple rhythmic and melodic phrases performed by someone else. a) rhythmic: two measures in 4/4 or 2/4 using whole, half and quarter notes. b) melodic: 3-5 note stepwise pitch patterns using only quarter notes.	MU.68.S.3.5 MACC.K12.MP.5 MACC.K12.MP.6 MACC.K12.MP.7	Written
<b>5</b>	I can improvise musical phrases in call and response form.	MU.68.S.1.1 LACC.6.SL.2.4 MACC.K12.MP.7	Performance Teacher Observation
<b>6</b>	I can arrange a simple melody by manipulating the musical elements.	MU.68.S.1.3 LACC.68.WHST.2.4 MACC.K12.MP.5 MACC.K12.MP.7	Written
<b>7</b>	I can describe what I hear using music vocabulary (rhythm, melody, form, harmony, timbre, dynamics, and texture) and how these elements contribute to its expressive qualities.	MU.68.C.1.1 MU.68.C.1.4 MU.68.O.1.1 MU.68.O.3.1 LACC.68.RST.2.4 LACC.6.SL.2.4 MACC.K12.MP.7	Oral Written
<b>8</b>	I can follow a vocal score applying terms and symbols accurately.	MU.68.A.3.3 LACC.68.RST.2.4 MACC.K12.MP.5 MACC.K12.MP.6 MACC.K12.MP.7	Observation

9	I can offer constructive feedback and recognize improvements in the performance of others and myself.	<p>MU.68.C.2.2  MU.68.O.1.1  LACC.6.SL.1.1  LACC.6.SL.1.2  LACC.6.SL.1.3  LACC.6.SL.2.4  LACC.68.WHST.2.4</p>	Oral Written
10	I can classify music by genre and describe its function within various cultures.	<p>MU.68.C.1.4  MU.68.H.1.1  MU.68.H.2.3  MU.68.H.3.1  LACC.6.SL.2.4  LACC.68.WHST.2.4</p>	Oral Written
11	I can demonstrate responsibility as a chorus member by a) caring for my voice and uniform, b) participating in all ensemble activities, and c) engaging in appropriate behavior in rehearsals, on stage, in the audience, and at any time I am representing my choir or my school.	<p>DA.68.S.2.1</p>	Observation
12	I can demonstrate responsible and law-abiding behavior as a consumer of musical resources and media.	<p>MU.68.F.3.2  MACC.K12.MP.5  LACC.68.WHST.3.9</p>	Observation Written
13	I can discuss the role of music in my life and my community.	<p>MU.68.H.3.1  MU.68.H.3.2  LACC.6.SL.1.1  LACC.6.SL.1.2  LACC.6.SL.1.3  LACC.6.SL.2.4  LACC.68.WHST.3.9</p>	Oral Written

## Vocal Technique Rubric

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Posture and Relaxation</b>	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.
<b>Breath Support</b>	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.
<b>Pitch</b>	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.
<b>Tone Quality</b>	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.

## Level One Improvisation Rubric

Student Name: \_\_\_\_\_

Date \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Maintains Tonal Center</b>	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.	Student does not attempt improvisation.
<b>Vocal Technique</b>	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
<b>Echo</b>	do re mi fa	do re me fa
<b>Mirror</b>	do re mi fa sol	sol fa mi re do
<b>Resolve</b>	do mi sol la sol	ti sol la ti do'

**The Titanic Song**

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

## Composition Rubric

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Meter and Rhythm</b>	All measures have the correct number of beats and a variety of rhythms are used including the use of whole, half, quarter, and eighth notes.	Most of the measures have the correct number of beats and a variety of rhythms are used including the use of whole, half, quarter, and eighth notes.	Some of the measures have the correct number of beats. Rhythms are very basic and do not expand beyond quarter notes. Composition needs to be edited and resubmitted.	Few of the measure have the correct number of beats. Composition needs to be edited and resubmitted.
<b>Music Notation</b>	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.
<b>Music Score</b>	Music score is very neat and all required elements are included: Song Title, Composer Name, Clef Sign, Time Signature, and Key Signature.	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 of the required musical score elements are missing.
<b>Creativity &amp; Expression</b>	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.





# Constructive Feedback

Performer(s): \_\_\_\_\_

Piece(s) performed: \_\_\_\_\_

	Superior	Excellent	Good	Fair	Poor
Posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breathing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vowels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facial Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pitch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhythm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

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

Name \_\_\_\_\_ Date \_\_\_\_\_

# 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.

<b>6-7</b>	Great job! You are in the habit of taking care of your voice!
<b>4-5</b>	Keep working to increase your commitment to care for you voice.
<b>3 or less</b>	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.

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

**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

**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)

**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

**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)

**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. (*optional*)

## Concert Etiquette Rubric

Student Name: \_\_\_\_\_

Date \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Entering the Hall or Auditorium</b>	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.
<b>Attention</b>	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.
<b>Stays seated</b>	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.
<b>Showing Appreciation</b>	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.