

## PARENT MASTERY GUIDE

### 9-12 VOCAL/CHORAL MUSIC – LEVEL THREE

#### FIRST TERM

#### SECOND TERM

<p>~Reading &amp; Notating Music</p> <ul style="list-style-type: none"> <li>-- accurately read advanced choral music.</li> <li>-- vocally interpret musical terms, signs, and symbols in a performance setting.</li> <li>-- sight-read advanced choral music accurately and expressively.</li> <li>-- show proficiency in notating dictation exercises.</li> <li>-- show knowledge of composing and arranging music.</li> <li>-- sing a piece of choral literature using non-standard notation.</li> </ul> <p>~Singing</p> <ul style="list-style-type: none"> <li>--sing stylistically and technically accurate in relation to the historical period of the piece.</li> <li>--display proficiency in singing in head voice, falsetto, and chest voice using correct vocal production.</li> <li>--demonstrate a working knowledge English diction and its variations in performance.</li> <li>--sing pieces in a variety of languages with appropriate diction.</li> <li>--proficiently perform 4-part music in a variety of combinations</li> </ul>	<p>~Evaluating</p> <ul style="list-style-type: none"> <li>--create and use criteria for evaluation of personal participation in performances.</li> <li>--create and use criteria for evaluation of group singing in a performance.</li> <li>--evaluate a choral work's musical qualities using correct terminology.</li> </ul> <p>~Historical &amp; Cultural Relationship</p> <ul style="list-style-type: none"> <li>--be able to differentiate choral music into periods and historical cultural settings.</li> <li>--compare thoroughly the styles of American music and their origins.</li> <li>--display knowledge of the tradition, history, and cultural context of various choral works.</li> </ul>	<p>~Listening &amp; Analyzing</p> <ul style="list-style-type: none"> <li>--accurately describe the use of musical elements, forms, and compositional techniques in performance literature.</li> <li>--accurately describe the use of musical elements in recorded literature.</li> <li>--accurately describe the use of musical elements in all periods of choral literature.</li> <li>--accurately classify music from different periods</li> </ul> <p>~Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>--compare and contrast the elements of art, music, and literature.</li> <li>--construct a comparison between two or more art forms within a historical period.</li> <li>--correctly compare the relationship of subjects outside the arts to music.</li> <li>--evaluate the influence of technology on the creation, production, and distribution of music.</li> <li>--evaluate the impact of music on today's environment.</li> </ul> <p>~Composing</p> <ul style="list-style-type: none"> <li>--compose an alternate part that is appropriate to accompany a given melody.</li> <li>--develop vocal warm-ups that target specific areas of difficulty in rehearsal pieces.</li> <li>-- arrange melodies that are stylistically correct.</li> </ul>	<p>~Playing Instruments</p> <ul style="list-style-type: none"> <li>-- use melodic instruments in the performance of a choral composition.</li> <li>--use rhythmic instruments in the performance of a choral composition.</li> </ul> <p>~Improvising</p> <ul style="list-style-type: none"> <li>-- create and perform a descant that is stylistically correct to accompany a given melody.</li> <li>-- using learned techniques, create an appropriate variation of a given melody.</li> <li>-- play an original accompaniment that is stylistically correct to accompany a given melody.</li> </ul>
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