



GRADE 9-12 CHOIR 2 FRAMEWORK

Contents

| | |
|-----------------------------------|---|
| EXPECTED PERFORMANCES | 1 |
| MUSICAL SKILLS AND CONCEPTS | 1 |
| PERFORMANCE INDICATORS | 2 |

EXPECTED PERFORMANCES

CAISL students learn skills in Music through the preparation for the performances for the school community. The performances are the demonstration of student learning and it is important that each student participates in these performances. Not doing so diminishes their learning as well as their joy of learning and sharing music.

- **Winter Concert-** Students work on vocal skills to perform 3-4 songs including a combined choral finale.
- **Spring Concert-** Students work on vocal skills to perform 3-4 songs including a combined choral finale.

MUSICAL SKILLS AND CONCEPTS

Rhythm

Sing and play with attention to steady beat and strong and weak beats.

Chant, play, create, read, and write patterns using quarters, eighths, sixteenths, half and dotted half notes, whole notes, and quarter and half rests.

Sing melodies in simple and compound meters.

Play, create, and read rhythm patterns in simple meters.

Sing, play, and create music alone and with others.

Melody

Sing tonal patterns using do, re, mi, fa, sol, la, ti, do.

Play, create, read, and write patterns using do, re, mi, fa, sol, la, ti, do.

Sing, read, and write short melodies with steps, skips, and repeated notes.

Sight sing using a 5-line staff and moveable do in the keys of C, F, and G.

Reading and recognizing the musical alphabet.

Sing in tune with good tone production.

Harmony

Sing songs in major and minor keys.

Read and sing 2 pt, 3-part and 4-pt songs.

Sing partner songs.

Recognize major and minor chord changes.

Form

Recognize musical phrasing.

Recognize musical form (AB, ABA, ABACABA).

Recognize introduction, interlude.

Expression

Recognize tempo.

Know all major musical terms and symbols: repeat, sharp, flat, natural, coda, barline, double barline, brace, tie, slur, crescendo, decrescendo, ritardando, accelerando, allegro, andante, treble clef, fermata, legato, accent, staccato, chord, triad, octave.

Sing and play with dynamic expression (f, p).

Experience music from a variety of cultures .

PERFORMANCE INDICATORS**CREATE**

Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal. DOK 3 E

Share personally-developed arrangements, sections, and short compositions- individually or as an ensemble- that address identified purposes. DOK 1

PERFORM

Sing, alone and with others, with and without accompaniment, with correct pitch, rhythm, timbre, diction, posture, range, style, techniques and breath control. DOK 2 E

Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success. DOK 3 E

Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. DOK 2

Identify, read and perform using musical notation and symbols including simple and compound meters in solo and ensemble literature. DOK 2

Demonstrate sight-reading skills, using musical literature appropriate to ability. DOK 2

RESPOND

Evaluate works and performances based on research as well as personally- and collaboratively- developed criteria, including analysis and interpretation of the structure and context. DOK 3

Describe how technology has influenced the composition and performance of music. (Use of computers, electronic keyboards, etc.) DOK 1

CONNECT

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. DOK 4

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. DOK 3 E