



## GRADE 9-12 CHOIR 1 FRAMEWORK

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### 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 melodies and rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. DOK 3 E

Share personally-developed melodies, rhythmic passages, and arrangements – 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

Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres. DOK 2

Identify, read, and perform simple and compound meters in ensemble situations. DOK 2 E

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

**RESPOND**

Evaluate works and performances, utilizing recording and playback technologies, based on personally, collaboratively, or teacher-developed criteria. DOK 3

Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. DOK 2

**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