

Skills for Choir DESK Standards

All Levels

	Choir Level I	Choir Level II	Choir Level III
	With guidance and teacher and peer support	With limited guidance and peer support	With little or no instructor or peer support
CREATE – Students will generate artistic ideas and musical works.			
1. Listen to, discuss, and apply a variety of musical ideas to a musical work. <i>(L3.MC.CR.1)</i>	Students will listen for and recognize basic musical elements, such as but not limited to; tempo, dynamics, genres/style, language and instrumentation.	Students will listen for and recognize basic and intermediate musical elements such as but not limited to; form, modality, diction/articulation, meters and phrasing.	Students will listen for and recognize basic, intermediate, and advanced musical elements such as but not limited to; texture, text analysis, chord progressions/cadences, rhythmic motives and syncopation.
2. Explore improvisation through rhythmic, melodic, and harmonic ideas. <i>(L3.MC.CR.2-3)</i>	Students will improvise a rhythmic pattern given a structure and model.	Students will improvise a rhythmic/melodic pattern given a structure.	Students will improvise a rhythmic/melodic/harmonic pattern within a given style.
3. Dictate intervals, rhythms and melodies in various modes. <i>(L3.MC.CR.4)</i>	Student will dictate a simple rhythms, quarter and 8th values and stepwise melody within a major scale.	Student will dictate a rhythms, up to an 8th value with triplets and melody including intervals of a 3rd, 4th, 5th and 8va within a major scale.	Students will dictate complex rhythms with syncopations up to a dotted 8th and melodies which may utilize any intervals in major and minor modes.
4. Notate rhythmic and melodic ideas of increasing complexity. <i>(L3.MC.CR.5)</i>	Students will notate a rhythmic pattern given a structure and model.	Students will notate a rhythmic/melodic pattern given a structure.	Students will notate a rhythmic/melodic/harmonic pattern within a given style.
5. Evaluate, identify and rehearse elements of music expression that lead to interpretation of a musical work. <i>(L3.MC.CR.6)</i>	Students will demonstrate basic musical elements, such as but not limited to; tempo, dynamics, genres/style, language and instrumentation.	Students will demonstrate basic and intermediate musical elements such as but not limited to; form, modality, diction/articulation, meters and phrasing.	Students will demonstrate basic, intermediate, and advanced musical elements such as but not limited to; texture, text analysis, chord progressions/cadences, rhythmic motives and syncopation.
PERFORM – Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through musical performance.			

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<p>1. Select appropriate music to perform for a short solo or ensemble performance, and explain why each piece was chosen. <i>(L3.MC.P.1)</i></p>	<p>Students will select from instructor selected appropriate repertoire to perform.</p>	<p>Students will select from instructor guided selections of appropriate repertoire to perform.</p>	<p>Students will independently select appropriate repertoire to perform.</p>
<p>2. Individually identify and discuss as a group the various elements of a musical work. <i>(L3.MC.P.2)</i></p>	<p>Students will identify and discuss basic musical elements, such as but not limited to; tempo, dynamics, genres/style, language and instrumentation.</p>	<p>Students will identify and discuss basic and intermediate musical elements such as but not limited to; form, modality, diction/articulation, meters and phrasing.</p>	<p>Students will identify and discuss basic, intermediate, and advanced musical elements such as but not limited to; texture, text analysis, chord progressions/cadences, rhythmic motives and syncopation.</p>
<p>3. Sing within an appropriate range demonstrating proper: phonation, breathing and posture, tone placement, intonation, vowels, diction, vocal physiology and care. <i>(L3.MC.P.3)</i></p>	<p>Students will apply the elements in the standard, with beginning proficiency.</p>	<p>Students will apply the elements in the standard, with intermediate proficiency.</p>	<p>Students will apply the elements in the standard, with advanced proficiency.</p>
<p>4. Demonstrate technical performance skills by singing correct pitches and rhythms in skill-appropriate literature. <i>(L3.MC.P.4)</i></p>	<p>Students will perform the elements in the standard, with beginning proficiency.</p>	<p>Students will perform the elements in the standard, with intermediate proficiency.</p>	<p>Students will perform the elements in the standard, with advanced proficiency.</p>
<p>5. Demonstrate proficiency in sight-singing and notational literacy. <i>(L3.MC.P.5)</i></p>	<p>Students will sight-sing a rhythmic pattern given a structure and model.</p>	<p>Students will sight-sing a rhythmic/melodic pattern given a structure.</p>	<p>Students will sight-sing a rhythmic/melodic/harmonic pattern within a given style.</p>

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<p>6. Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. <i>(L3.MC.P.6)</i></p>	<p>Students will demonstrate the skills in the standard, with constant director support.</p>	<p>Students will demonstrate the skills in the standard, with limited director support.</p>	<p>Students will independently demonstrate the skills in the standard.</p>
<p>7. Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions. <i>(L3.MC.P.7)</i></p>	<p>Students will perform the skills in the standard, with beginning proficiency.</p>	<p>Students will perform the skills in the standard, with intermediate proficiency.</p>	<p>Students will perform the skills in the standard, with advanced proficiency.</p>
<p>RESPOND – Students will perceive and analyze artistic work and process, interpret intent and meaning, apply criteria to evaluate artistic work and process.</p>			
<p>1. Exhibit appropriate performance demeanor and audience concert etiquette. <i>(L3.MC.R.1)</i></p>	<p>Students will demonstrate appropriate behavior by being silent, staying in their seats, turning off their digital devices, and watching and listening to the performance.</p>	<p>In addition to Level I skills, students will demonstrate appropriate behavior by properly responding, in the correct places, and for the given styles.</p>	<p>In addition to Level I and II skills, students will watch with insight and analysis, and exemplify and encourage excellent concert etiquette.</p>
<p>2. Respond to and discuss a musical performance by identifying the musical elements, their possible meaning and context of the work and their effect on both listener and performer. <i>(L3.MC.R. 1-2)</i></p>	<p>Students will respond to and discuss basic musical elements, such as but not limited to; tempo, dynamics, genres/style, language, instrumentation, historical and social contexts and their effect on both listener and performers.</p>	<p>Students will respond to and discuss basic and intermediate musical elements such as but not limited to; form, modality, diction/articulation, meters, phrasing, historical and social contexts and their effect on both listener and performers.</p>	<p>Students will respond to and discuss basic, intermediate, and advanced musical elements such as but not limited to; texture, text analysis, chord progressions/cadences, rhythmic motives, syncopation, historical and social contexts and their effect on both listener and performers.</p>

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<p>3. Identify and describe the musical and structural elements that contribute to a quality choral work. <i>(L3.MC.R.3)</i></p>	<p>Students will identify and describe basic musical elements, such as but not limited to; tempo, dynamics, genres/style, language and instrumentation and how it contributes to the quality of a choral work.</p>	<p>Students will identify and describe basic and intermediate musical elements such as but not limited to; form, modality, diction/articulation, meters and phrasing, and how it contributes to the quality of the a choral work.</p>	<p>Students will identify and describe basic, intermediate, and advanced musical elements such as but not limited to; texture, text analysis, chord progressions/cadences, rhythmic motives and syncopation, and how it contributes to the quality of the a choral work.</p>
<p>4. Identify and describe the technical and musical skills evident in a quality performance. <i>(L3.MC.R.4)</i></p>	<p>Students will identify and describe musical skills at a beginning level, such as but not limited to; tempo, dynamics, genres/style, text interpretation, tone, intonation, balance, blend, phrasing, diction/articulation and how it contributes to the quality of a choral performance.</p>	<p>Students will identify and describe musical skills at an intermediate level, such as but not limited to; tempo, dynamics, genres/style, text interpretation, tone, intonation, balance, blend, phrasing, diction/articulation and how it contributes to the quality of a choral performance.</p>	<p>Students will identify and describe musical skills at a advanced level, such as but not limited to; tempo, dynamics, genres/style, interpretation, tone, intonation, balance, blend, phrasing, diction/articulation and how it contributes to the quality of a choral performance.</p>
<p>5. Judge and improve the quality of student’s musical performance using self-assessment. <i>(L3.MC.R.5)</i></p>	<p>Students will self-assess their musical skills at a beginning level, such as but not limited to; tempo, dynamics, genres/style, text interpretation, tone, intonation, balance, blend, phrasing, diction/articulation, and set goals for improvement.</p>	<p>Students will self-assess their musical skills at a intermediate level, such as but not limited to; tempo, dynamics, genres/style, text interpretation, tone, intonation, balance, blend, phrasing, diction/articulation, and set goals for improvement.</p>	<p>Students will self-assess their musical skills at a advanced level, such as but not limited to; tempo, dynamics, genres/style, text interpretation, tone, intonation, balance, blend, phrasing, diction/articulation, and set goals for improvement.</p>

CONNECT – Students will synthesize and communicate how to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

<p>1. Reflect how music relates to personal development and growth as a musician. <i>(L3.MC.CO.1)</i></p>	<p>Students will reflect on how their musical devepment has effected their personal growth over the course of Choir Level I.</p>	<p>Students will reflect on how their musical devepment has effected their personal growth over the course of Choir Level II.</p>	<p>Students will reflect on how their musical devepment has effected their personal growth over the course of Choir Level III.</p>
<p>2. Experience how music connects us with heritage, community, and to other academic subjects. <i>(L3.MC.CO.2)</i></p>	<p>Students will experience how music connects humanity at a beginning level, with teacher modeling, through repertoire, performance, cultural context, and interdisciplinary activities.</p>	<p>Students will experience how music connects humanity at an intermediate level, with teacher modeling, through repertoire, performance, cultural context, and interdisciplinary activities.</p>	<p>Students will experience how music connects humanity at an advanced level, with teacher modeling, through repertoire, performance, cultural context, and interdisciplinary activities.</p>

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<p>3. Demonstrate understanding of how musical works are influenced by the composer's heritage and experiences. (<i>L3.MC.CO.3</i>)</p>	<p>Students will demonstrate understanding of how basic musical elements, such as but not limited to; tempo, dynamics, genres/style, language, and instrumentation of musical works, exhibit influence of historical context, geography and personal experiences of the composer.</p>	<p>Students will demonstrate understanding of how basic and intermediate musical elements, such as but not limited to; form, modality, diction/articulation, meters, and phrasing of musical works, exhibit influence of historical context, geography and personal experiences of the composer.</p>	<p>Students will demonstrate understanding of how basic, intermediate, and advanced musical elements, such as but not limited to; texture, text analysis, chord progressions/cadences, and rhythms of musical works exhibit influence of historical context, geography and personal experiences of the composer.</p>
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