



CHOIR LEVELS 1-3

CREATE: Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works. (Standards L1, L2, L3.MC.CR 1-6)

1. Listen to, discuss, and apply a variety of musical ideas to a musical work. *(L3.MC.CR.1)*
2. Explore improvisation through rhythmic, melodic, and harmonic ideas. *(L3.MC.CR.2 & CR.3)*
3. Dictate intervals, rhythms and melodies in various modes. *(L3.MC.CR.4)*
4. Notate rhythmic and melodic ideas of increasing complexity. *(L3.MC.CR.5)*
5. Evaluate, identify and rehearse elements of music expression that lead to creative interpretation. *(L3.MC.CR.6)*

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 the presentation of musical works (Standards L1, L2, L3.MC.P.1-7)

1. Select appropriate music to perform for a short solo or ensemble performance, and explain why each piece was chosen. *(L3.MC.P.1)*
2. Individually identify various elements of a musical work and discuss the various elements as a group. *(L3.MC.P.2)*
3. Sing within an appropriate range, demonstrating proper: phonation, breathing and posture, tone placement, intonation, vowels, diction, vocal physiology and care. *(L3.MC.P.3)*
4. Demonstrate technical performance skills by singing correct pitches and rhythms in skill-appropriate literature. *(L3.MC.P.4)*
5. Demonstrate proficiency in sight-singing and notational literacy. *(L3.MC.P.5)*
6. Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. *(L3.MC.P.6)*
7. Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions. *(L3.MC.P.7)*



DAVIS ESSENTIAL SKILLS AND KNOWLEDGE

RESPOND: Students will perceive and analyze artistic work and process, interpret intent and meaning, apply criteria to evaluate artistic work and process (*Standards L1, L2, L3 MC.R.1-7*)

1. Respond to a musical performance by identifying the musical elements, their possible meaning and context of the work. Discuss their effect on both listener and performer. Exhibit appropriate performance demeanor and audience concert etiquette. (*L3.MC.R. 1-2*)
2. Identify and describe the musical and structural elements that contribute to a quality musical work. (*L2.MC.R.3*)
3. Identify and describe the technical and musical skills evident in a quality performance. (*L2.MC.R.4*)
4. Judge and improve the quality of student's own musical performance using self-assessment. (*L2.MC.R.5*)

CONNECT: Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (*Standards L1, L2, L3.MC.CO.1-4*)

1. Reflect how music relates to personal development and growth as a musician. (*L3.MC.CO.1*)
2. Experience how music connects us with heritage, community, and to other academic subjects. (*L3.MC.CO.2*)
3. Demonstrate and understanding of how musical works are influenced by the composer's heritage and experiences. (*L3.MC.CO.3*)