

Fairfield Public Schools
Music Department
Curriculum
Choral Skill Levels

Blend and Balance

Level I (5th grade)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble.

Level II (6th grade)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble.
- Students will demonstrate the ability to adjust tone quality in chest voice to blend within the ensemble.
- Students will demonstrate the ability to blend in unison and blend and balance in two-part harmony.

Level III (7th grade)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble.
- Students will demonstrate the ability to adjust tone quality in both chest voice and head voice to blend within the ensemble.
- Students will demonstrate the ability to blend in unison and blend and balance in two-part harmony and three-part harmony.

Level IV (8th grade)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble.
- Students will demonstrate the ability to adjust tone quality in all registers to blend within the ensemble.
- Students will demonstrate the ability to blend in unison, two-part harmony and three-part mixed harmony (with the addition of a baritone line).

Level V (Concert Choir)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble
- Students will demonstrate the ability to adjust tone quality in all registers to blend within the ensemble.
- Students will demonstrate the ability to blend in three-part mixed (SAB) and SATB music when appropriate.

Level VI (Concert Choir (Bass) Treble Choir (Treble))

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble ranging from piano to forte.
- Students will demonstrate the ability to adjust tone quality in all registers to blend within the ensemble and section.

- Students will demonstrate the ability to blend in mixed harmony. Depending on the ensemble, repertoire arrangements will be: SAB, SATB, SSA and/or SSAA.

Level VII (Chamber Choir)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble at all dynamic levels.
- Students will demonstrate the ability to adjust a developed and mature tone quality in all registers to blend within the ensemble and section.
- Students will demonstrate the ability to blend in mixed harmony. Repertoire arrangements will be SATB with additional divisi of parts when appropriate

Level VIII (Chamber Singers (Bass) Bel Canto Singers (Treble))

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble at all dynamic levels.
- Students will demonstrate the ability to adjust a developed and mature tone quality in all registers to blend within the ensemble AND section.
- Students will demonstrate the ability to blend in mixed harmony. Depending on the ensemble, repertoire arrangements will be: SATB and SSAA with additional divisi of parts when appropriate.

Rhythmic Accuracy

Level I (5th grade)

- Students will demonstrate steady beat in simple and compound meters.
- Students will accurately perform rhythmic patterns accurately by ear.
- Students will accurately enumerate and perform whole, half, quarter and eighth note rhythms and their corresponding rests excluding eighth note rests.

Level II (6th grade)

- Students will accurately enumerate and perform whole, half, dotted half, quarter, dotted quarter and eighth note rhythms and their corresponding rests.
- Students will accurately sing and read repertoire in $\frac{3}{4}$ and $\frac{4}{4}$ time signatures.

Level III (7th grade)

- Students will accurately enumerate and perform whole, half, dotted half, quarter, dotted quarter, eighth and a grouped set of four sixteenth note rhythms and their corresponding rests excluding sixteenth note rests.
- Students will accurately sing and read repertoire in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ and cut time signatures.

Level IV (8th grade)

- Students will accurately enumerate and perform whole, half, dotted half, quarter, dotted quarter and eighth note rhythms and their corresponding rests in simple and compound meter, and grouped sixteenth note rhythms and their corresponding rests in simple meter.
- Students will accurately sing and read repertoire in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, cut time and $\frac{6}{8}$ time signatures.

Level V (Concert Choir)

- Students will accurately enumerate and perform whole, half, dotted half, quarter, dotted quarter, syncopation, eighth notes and their corresponding rests and grouped sixteenth note rhythms.
- Students will accurately sing and read repertoire in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, cut time and $\frac{6}{8}$ time signatures.

Level VI (Concert Choir (Bass) or Treble Choir (Treble))

- Students will accurately enumerate and perform whole, half, dotted half, dotted quarter, quarter, syncopation, eighth and sixteenth notes in any pattern. Students will be able to enumerate and perform quarter note triplets.
- Students will sing and read repertoire in simple meters: $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, cut time, $\frac{6}{8}$ and $\frac{9}{8}$ time signatures.

Level VII (Chamber Choir)

- Students will accurately enumerate and perform whole, half, dotted half, quarter, dotted quarter syncopation, eighth and sixteenth notes in any pattern.
- Students will accurately enumerate and perform quarter note triplets, dotted eighth notes, and eighth note triplets.
- Students will accurately sing and read repertoire in any of the following meters: 2/4, 3/4, 4/4, cut time, 6/8, 9/8 and 12/8 time signatures.

Level VIII (Chamber Choir (Bass) or Bel Canto Singers (Treble))

- Students will accurately enumerate and perform whole, half, dotted half, quarter, dotted quarter, eighth, syncopation and sixteenth notes in any pattern. Students will be able to enumerate and perform quarter note triplets, dotted eighth notes, and eighth note triplets.
- Students will accurately sing and read repertoire in any of the following meters: 2/4, 3/4, 4/4, cut time, 6/8, 9/8 and 12/8 time signatures as well repertoire in mixed meters.

Musical Expression

Level I (5th grade)

Responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.

Level II (6th grade)

Responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo, mezzo piano and mezzo forte.
- Students will perform a variety of expressive musical symbols including staccato and legato markings.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.
- Students will demonstrate "staggered breathing."
- Students will sing two to four measure phrases in one breath.

Level III (7th grade)

Responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo, mezzo piano and mezzo forte, pianissimo and fortissimo.
- Students will perform a variety of expressive musical symbols including staccato, legato, accent and fermata.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.
- Students will demonstrate "staggered breathing."
- Students will sing two to four measure phrases in one breath.

Level IV (8th grade)

Responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo, mezzo piano and mezzo forte, pianissimo, fortissimo and sforzando.
- Students will perform a variety of expressive musical symbols including staccato, legato, accent, fermata, accelerando, and ritardando.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.
- Students will demonstrate "staggered breathing."
- Students will sing four measure phrases in one breath.

Level V (Concert Choir)

Responding to conductors' cues:

- Students will accurately perform a range of dynamics including piano, forte, crescendo, decrescendo, mezzo piano and mezzo forte, pianissimo, fortissimo and sforzando.
- Students will accurately perform a variety of expressive musical symbols including staccato, legato, accent, fermata, accelerando, and ritardando.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs: big beats in homophonic music.
- Students will demonstrate “staggered breathing.”
- Students will sing four to six measure phrases in one breath.

Level VI (Concert Choir (Bass) or Treble Choir (Treble))

Responding to conductors’ cues:

- Students will accurately perform a range of dynamics including piano, forte, crescendo, decrescendo, mezzo piano and mezzo forte, pianissimo, fortissimo and sforzando.
- Students will accurately perform a variety of expressive musical symbols including staccato, legato, accent, fermata, accelerando, ritardando, a tempo and tenuto.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs: big beats in homophonic music as well as “off beats” (8th note) in homophonic music.
- Students will demonstrate “staggered breathing.”
- Students will sing four to six measure phrases in one breath.
- Students will be able to identify and perform a phrase of music using dynamics, expressions, articulations and text notated in the score.

Level VII (Chamber Choir)

Responding to conductors’ cues:

- Students will accurately perform a range of dynamics including piano, forte, crescendo (both quick and prolonged), decrescendo (both quick and prolonged), mezzo piano and mezzo forte, pianissimo, fortissimo, sforzando, fff, ppp, and subito piano.
- Students will accurately perform a variety of expressive musical symbols including staccato, legato, accent, fermata, accelerando, ritardando, a tempo, tenuto, marcato, rallentando accelerando, poco a poco, rubato, glissando and portamento.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs: big beats in homophonic music as well as “off beats” (8th note) in both homophonic and polyphonic music
Students will demonstrate “staggered breathing.”
- Students will sing six to eight measure phrases in one breath.
- Students will be able to identify, interpret and perform a phrase of music using dynamics, expressions, articulations and text notated in the score.

Level VIII (Chamber Choir (Bass) or Bel Canto Singers (Treble))

Responding to conductors’ cues:

- Students will accurately perform a range of dynamics including piano, forte, crescendo (both quick and prolonged), decrescendo (both quick and prolonged), mezzo piano and mezzo forte, pianissimo, fortissimo, sforzando, fff, ppp, and subito piano.
- Students will accurately perform a variety of expressive musical symbols including staccato, legato, accent, fermata, accelerando, ritardando, a tempo, tenuto, marcato, rallentando accelerando, poco a poco, rubato, glissando, and portamento.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs: big beats in homophonic music as well as “off beats” (8th note) in both homophonic and polyphonic music.
- Students will be able to choose what type of release is needed for musical phrases.
- Students will demonstrate “staggered breathing.”
- Students will sing eight measure phrases in one breath.
- Students will be able to identify, interpret and perform a phrase of music using dynamics, expressions, articulations and text notated in the score.

Reading the Choral Score/Ear Training & Solfege

Level I (5th grade)

- Students will demonstrate the ability to read and navigate a choral octavo containing one and/or two voice parts.
- Students will demonstrate the ability to locate and follow musical markings including: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, and piano line.
- Students will identify note names on the staff in treble clef as well as middle C and D below the staff.

Level II (6th grade)

- Students will demonstrate the ability to read and navigate a choral octavo containing one and/or two voice parts.
- Students will demonstrate the ability to locate and follow musical markings including: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, mezzo piano, mezzo forte, coda, dal segno, first ending and second ending.
- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to a C4.

Level III (7th grade)

- Students will demonstrate the ability to read and navigate a choral octavo containing one, two and/or three voice parts.
- Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, key signature, mezzo piano, mezzo forte, coda, dal segno, first ending and second ending.

- Students will demonstrate the ability to locate and follow musical markings including: second soprano, accent, staccato, tie, slur, flat, sharp, pianissimo, fortissimo and diminuendo.
- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to a C4.
- Students will identify major key signatures.
- Students will demonstrate the ability to declare a major key in and solfege written musical examples while understanding that “Do” is the key.
- Students will demonstrate the ability to perform short musical examples including step wise patterns.

Level IV (8th grade)

- Students will demonstrate the ability to read and navigate a choral octavo containing one, two and/or three voice parts including a baritone line.
- Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, key signature, mezzo piano, mezzo forte, coda, dal segno, first ending, second ending, second soprano, accent, staccato, tie, slur, pianissimo, fortissimo and diminuendo.
- Students will demonstrate the ability to locate and follow musical markings including: baritone, tenor, bass, sforzando, descant and accidentals (sharps/flats/naturals)
- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6.
- Students will identify all major key signatures.
- Students will demonstrate the ability to declare a major key, solfege and perform short musical examples including step wise patterns, and skips of thirds.

Level V (Concert Choir)

- Students will demonstrate the ability to read and navigate a choral octavo arranged for three part mixed (usually SAB) and/or SATB.
- Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, key signature, mezzo piano, mezzo forte, coda, dal segno, first ending, second ending, second soprano, accent, staccato, tie, slur, pianissimo, fortissimo, diminuendo, baritone, tenor, bass, sforzando, descant and accidentals (sharps/flats/naturals).
- Students will demonstrate the ability to locate and follow musical markings including: tempo marking, meter, ritardando and legato.
- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to C4: including sharps, flats and naturals.
- Students will identify all major key signatures.
- Students will demonstrate the ability to declare a major key, and label solfege of any scale degree regardless of the key signature and intervallic leap. Students will be able to

label and perform descending Do to Sol. In addition, students will be able to perform short musical examples including step wise patterns, and skips of thirds within the tonic triad.

Level VI (Concert Choir (Bass) or Treble Choir (Treble))

- Students will demonstrate the ability to read and navigate a choral octavo containing the following voice combinations depending on the ensemble: SAB, SATB, SSA and/or SSAA.
- Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, key signature, mezzo piano, mezzo forte, coda, dal segno, first ending, second ending, second soprano, accent, staccato, tie, slur, pianissimo, fortissimo, diminuendo, baritone, tenor, bass, sforzando, descant and accidentals (sharps/flats/naturals), tempo marking, meter, ritardando and legato.
- Students will demonstrate the ability to locate and follow musical markings including: tutti, a tempo, subito, tenuto, marcato and rallentando.
- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to C4: including sharps, flats and naturals.
- Students will identify all major key signatures.
- Students will demonstrate the ability to declare a major key, and label solfege of any scale degree regardless of the key signature and intervallic leap. Students will be able to label and perform descending Do to Sol. Students will be able to label accidentals with solfege (ie – Fi, Te, Le and Me) In addition, students will be able to perform short musical examples including step wise patterns, thirds and fifths as well as skips within the tonic and dominant triad. Students will also be able to sing patterns Ti to Re, Fa to La.

Level VII (Chamber Choir)

- Students will demonstrate the ability to read and navigate a choral octavo arranged for SATB with additional divisi of parts when appropriate.
- Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, key signature, mezzo piano, mezzo forte, coda, dal segno, first ending, second ending, second soprano, accent, staccato, tie, slur, pianissimo, fortissimo, diminuendo, baritone, tenor, bass, sforzando, descant and accidentals (sharps/flats/naturals), second soprano, tempo marking, meter, ritardando, legato, tutti, fermata, staccato, a tempo, subito, tenuto, marcato and rallentando, tutti, fermata, staccato, a tempo, subito, tenuto, marcato and rallentando.
- Students will demonstrate the ability to locate and follow musical markings including: accelerando, poco a poco, rubato, glissando, portamento and anacrusis.
- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to C4: including sharps, flats and naturals.

- Students will identify all major key signatures and their relative minor key signatures
- Students will be able to notate a Major Scale using the major scale formula (WWHWWWH)
- Students will be able to aurally identify all ascending intervals in a major scale: P1, M2, M3, P4, P5, M6, M7 and P8.
- Students will be able to aurally identify the following descending intervals in a major scale: m2, M2, m3, P4, P5.
- Students will demonstrate the ability to declare a major key, and label solfege of any scale degree regardless of the key signature and intervallic leap. Students will be able to label and perform descending Do to Sol. Students will be able to label accidentals with solfege (ie – Fi, Te, Le and Me) In addition, students will be able to perform short musical examples including step wise patterns, thirds, fourths, fifths as wells as skips within the tonic, dominant, subdominant and supertonic triad. Students will also be able to sing patterns Ti to Re, Fa to La, Do to La, Fa to Re.

Level VIII (Chamber Choir (Bass) or Bel Canto Singers (Treble))

- Students will demonstrate the ability to read and navigate a choral octavo containing the following voice combinations depending on the ensemble: SATB and/or SSAA with additional divisi of parts when appropriate.
- Students assimilate the following terms and symbols into their vocabulary and performances: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, key signature, mezzo piano, mezzo forte, coda, dal segno, first ending, second ending, second soprano, accent, staccato, tie, slur, pianissimo, fortissimo, diminuendo, baritone, tenor, bass, sforzando, descant and accidentals (sharps/flats/naturals), second soprano, tempo marking, meter, ritardando, legato, tutti, fermata, staccato, a tempo, subito, tenuto, marcato and rallentando, accelerando, poco a poco, rubato, glissando, portamento and anacrusis.
- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to C4: including sharps, flats and naturals.
- Students will identify all major key signatures and their relative minor key signatures
- Students will be able to notate a Major Scale using the major scale formula (WWHWWWH)
- Students will be able to aurally identify all ascending intervals in a major scale: P1, M2, M3, P4, P5, M6, M7 and P8.
- Students will be able to aurally identify the following descending intervals in a major scale: m2, M2, m3, P4, P5.
- Students will be able to identify and perform the following intervals: m2, M2, m3, M3.
- Students will demonstrate the ability to declare a major or minor key, and label solfege of any scale degree regardless of the key signature and intervallic leap. Students will be able to label and perform descending Do to Sol and Do to Fa. Students will be able to label accidentals with solfege (ie – Fi, Te, Le and Me). Students will be able to perform short musical examples including step wise patterns, thirds, fourths, fifths and sixths as wells as skips within the tonic, dominant, subdominant and supertonic, submediant triad. Students will also be able to sing patterns Ti to Re, Fa to La, Do to La, Fa to Re.

Vocal Technique *Ensemble 5-8, Individual 9-12

Level I (5th grade)

- Posture
 - Students will demonstrate correct singing posture while standing:
 - Feet shoulder width apart
 - Shoulders relaxed
 - Knees slightly bent, relaxed
 - Arms down at sides
 - Students will demonstrate correct singing posture while sitting:
 - Sitting at the edge of the chair
 - Feet flat on the floor
 - “sit tall”
 - Hands on lap or holding music
- Tone Production
 - Students will sing in both head voice and chest voice with accurate pitch.
 - Students will demonstrate increased breath management through rib-cage control and slow emission of the air column upon exhalation.
 - Students will sing with a tension free supported and open sound.
- Intonation
 - Students will match pitch.
 - Students will sing notes “on the bulls eye,” not flat or sharp.

Level II (6th grade)

- Posture
 - Students will demonstrate correct singing posture while standing:
 - Feet shoulder width apart
 - Shoulders relaxed
 - Knees slightly bent, relaxed
 - Arms down at sides
 - Students will demonstrate correct singing posture while sitting:
 - Sitting at the edge of the chair
 - Feet flat on the floor
 - “sit tall”
 - Hands on lap or holding music
- Tone Production
 - Students will sing in both head voice and chest voice with accurate pitch.
 - Students will demonstrate proper diaphragmatic breathing.
 - Students will sing with a tension free supported and open sound in head voice.
 - Students will sing with forward placed sound and a lifted soft palate.
- Intonation
 - Students will match pitch.

- Students will sing notes “on the bulls eye,” not flat or sharp.
- Students will shape vowels uniformly.
- Students will share the harmonic responsibility between sections to develop inner ear by singing soprano and alto. (Students will sing both soprano and alto throughout the course of the year.)

Level III (7th grade)

- Posture
 - Students will demonstrate correct singing posture while both sitting and standing.
- Tone Production
 - Students will sing in both head voice and chest voice with accurate pitch.
 - Students will demonstrate proper diaphragmatic breathing.
 - Students will sing with a tension free, supported and open sound in both head voice and chest voice, avoiding a breathy sound.
 - Students will sing with forward placed sound and a lifted soft palate.
- Intonation
 - Students will match pitch.
 - Students will sing notes “on the bulls eye,” not flat or sharp.
 - Students will shape vowels uniformly.
 - Students will share the harmonic responsibility between sections to develop inner ear by singing soprano, second soprano and alto. (Students will sing soprano, second soprano and alto throughout the course of the year.) Baritone may be added if necessary.

Level IV (8th grade)

- Posture
 - Students will demonstrate correct singing posture while both sitting and standing.
- Tone Production
 - Students will sing in both head voice and chest voice with accurate pitch.
 - Students will demonstrate proper diaphragmatic breathing.
 - Students will sing with a tension free, supported and open sound in both head voice and chest voice, avoiding a breathy sound.
 - Students will sing with forward placed sound and a lifted soft palate.
- Intonation
 - Students will match pitch.
 - Students will sing notes “on the bulls eye,” not flat or sharp.
 - Students will shape vowels uniformly.
 - Students will share the harmonic responsibility between sections to develop inner ear by singing soprano, alto and baritone.

Level V (Concert Choir)

- Posture
 - Students will demonstrate correct singing posture while both sitting and standing.
- Tone Production
 - Students will sing in both head voice and chest voice with accurate pitch.

- Students will begin to connect head and chest voice.
- Tenors and Basses will be able to produce sound in their falsetto.
- Students will demonstrate proper diaphragmatic breathing.
- Students will sing with a tension free, supported and open sound in both head voice and chest voice, avoiding a breathy sound.
- Students will sing with forward placed sound and a lifted soft palate.
- Intonation
 - Students will match pitch.
 - Students will demonstrate consistent intonation in all but the highest and lowest registers.
 - Students will be able to identify when they are not singing in tune.
 - Students will sing notes “on the bulls eye,” not flat or sharp.
 - Students will shape vowels uniformly.
 - Students will share the harmonic responsibility between sections to develop inner ear by singing soprano, alto, baritone and tenor/bass when appropriate.

Level VI (Concert Choir (Bass) or Treble Choir (Treble))

- Posture
 - Students will demonstrate correct singing posture while both sitting and standing without prompting.
- Tone Production
 - Students will sing in both head voice and chest voice with accurate pitch.
 - Students will begin to connect head and chest voice: creating a semi-consistent sound throughout their passaggio.
 - Tenors and Basses will be continue to strengthen their falsetto.
 - Students will sing with a clear and focused tone with the exception of extreme highs and lows (register).
 - Students will be able to place sound in multiple locations within the facial mask.
 - Students will demonstrate proper diaphragmatic breathing.
 - Students will sing with a tension free, supported and open sound in both head voice and chest voice, avoiding a breathy sound.
 - Students will sing with forward placed sound and a lifted soft palate.
- Intonation
 - Students will match pitch.
 - Students will demonstrate consistent intonation in all but the highest and lowest registers.
 - Students will be able to identify when they are not singing in tune and adjust the pitch as necessary to make it in tune.
 - Students will sing notes “on the bulls eye,” not flat or sharp.
 - Students will shape vowels uniformly.
 - Students will appropriately modify vowel shape when necessary.
 - Students will share the harmonic responsibility between sections to develop inner ear by singing soprano, alto, tenor and/or bass when appropriate.

Level VII (Chamber Choir)

- Posture

- Students will demonstrate correct singing posture while both sitting and standing without prompting.
- Tone Production
 - Students will sing in both head voice and chest voice with accurate pitch.
 - Students will be able to connect their head and chest voice: creating a consistent sound throughout their passaggio.
 - Tenors and Basses will be able to utilize their falsetto as part of their vocal range.
 - Students will sing with a clear and focused tone in all registers.
 - Students will be able to place sound in multiple locations within the facial mask.
 - Students will be able to alter their resonance and tone through the change in placement and space.
 - Students will demonstrate proper diaphragmatic breathing.
 - Students will sing with a tension free, supported and open sound in both head voice and chest voice, avoiding a breathy sound.
 - Students will sing with forward placed sound and a lifted soft palate.
- Intonation
 - Students will match pitch.
 - Students will demonstrate consistent intonation in all registers.
 - Students will be able to identify when they are not singing in tune and adjust the pitch as necessary to make it in tune.
 - Students will sing notes “on the bulls eye,” not flat or sharp.
 - Students will shape vowels uniformly.
 - Students will appropriately modify vowel shape when necessary.
 - Students will share the harmonic responsibility between sections to develop inner ear by singing soprano, alto, tenor and/or bass when appropriate.

Level VIII (Chamber Choir (Bass) or Bel Canto Singers (Treble))

- Posture
 - Students will demonstrate correct singing posture while both sitting and standing without prompting.
- Tone Production
 - Students will sing in both head voice and chest voice with accurate pitch.
 - Students will be able to connect their head and chest voice: creating a consistent sound throughout their passaggio.
 - Tenors and Basses will be able to sing with clear and consistent tone across all registers including falsetto.
 - Sopranos and Altos will sing with a clear and focused tone in all registers.
 - Students will be able to place sound in multiple locations within the facial mask.
 - Students will be able to alter their resonance and tone through the change in placement and space.
 - Students will be able to demonstrate various tones reflective of the style of music at hand.
 - Students will demonstrate proper diaphragmatic breathing.
 - Students will sing with a tension free, supported and open sound in both head voice and chest voice, avoiding a breathy sound.
 - Students will sing with forward placed sound and a lifted soft palate.

- Intonation
 - Students will match pitch.
 - Students will demonstrate consistent intonation in all registers.
 - Students will be able to identify when they are not singing in tune and adjust the pitch as necessary to make it in tune.
 - Students will sing notes “on the bulls eye,” not flat or sharp.
 - Students will shape vowels uniformly.
 - Students will appropriately modify vowel shape when necessary.
 - Students will share the harmonic responsibility between sections to develop inner ear singing soprano, alto, tenor and/or bass when appropriate.