International School of Kenya
Empowering students to create solutions for tomorrow's challenges

Strand 1: Developing practical knowledge and skills							
HS Choir							
Standard 1.1: Plays/Sings alone and with others, a varied repertoire of music		*Standard 1. 2: Performs on instruments, alone and with others, a varied repertoire of music*		*Standard 1.3: Improvises melodies, variations and accompaniments*		*Standard 1.4: Reads and notates music*	
Choir 1.1.1	Sing repertoire from many cultures, styles, and time periods.			Choir 1.3.1	Improvise rhythmic pattern accompaniments using body patching, clapping, or on their instrument.	Choir 1.4.1	Can sight-read a melodic phrase using solfege syllables and hand signs.
Choir 1.1.2	Hold a melodic or harmonic part within a four- to eight-part texture.			Choir 1.3.2	Improvise melodic patterns in the same style as given phrases.	Choir 1.4.2	Can sight-read a two-part harmonic piece in the ensemble using solfege syllables and hand signs.
Choir 1.1.3	Accurately echo and sing rhythmic and melodic phrases within more lengthy pieces.			Choir 1.3.3	Improvises simple rhythmic and melodic ostinati.	Choir 1.4.3	Read all note and rest values from whole to sixteenth, in all duple and triple time signatures as well as 5/8 and 7/8.
Choir 1.1.4	Sing on pitch and in rhythm, and maintains a steady beat when singing with a group or independently.			Choir 1.3.4	Improvise complex rhythmic variations and simple melodic embellishments on familiar melodies.	Choir 1.4.4	Know symbols and traditional terms for dynamics, tempo, and articulation.
Choir 1.1.5	Sing expressively, with appropriate dynamics, phrasing and interpretation.			Choir 1.3.5	Improvise short songs and instrumental pieces body sounds.		
Choir. 1.1.6	Sing with appropriate timbre, diction, and posture.						

Strand 2: Developing creative expression of concepts and ideas	
High School Choir	
Standard 2.: Composes and arranges music within specified guidelines	
Choir 2.5.1	Create and arrange short songs and vocal pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)
Choir 2.5.2	Create vocal music to accompany readings or dramatizations (e.g., manipulate dimensions such as the variety of sounds, tempo, loudness, mood)

Strand 3: Communicating, interpreting and reflecting in the arts			
High School Choir			
Standard 3.6: Listens to, analyzes and describes music		*Standard 3.7: Evaluates music and music performances*	
Choir 3.6.1	Listen to and analyzes a composition to identify meter, form, rhythmic and melodic elements, syncopation, melodic contour, codas, 1st, 2nd endings.	Choir 3.7.1	Create and apply criteria for evaluating performances and compositions of others and of self.
Choir 3.6.2	Demonstrate the ability to define and describe what is heard using a broad music vocabulary, and identifies specific instruments.	Choir 3.7.2	Know own preferences and evaluates and describes the success of a performance using appropriate vocabulary (e.g. what should be changed? Adjusts performance accordingly.)
Choir 3.6.3	Identify more complex music forms when presented aurally, and recognizes slight differences (addition of introduction, coda); identifies tonalities		
Choir 3.6.4	Identify accurately western vs. world culture instruments		

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Strand 4: Understanding the arts in context	
High School Choir	
Standard 4.8: Understands relationships between music, other arts and disciplines outside the arts	
Choir 4.8.1	Demonstrate proper audience behavior in such settings as classroom and school performances (e.g., listening quietly, clapping at the end, proper concert etiquette)
Choir 4.8.2	Identify and describe common elements within and among dance, theater, music and the visual arts (e.g. movement, form, repetition)
Choir 4.8.3	Describe ways in which the subject matter of other disciplines is related to music (e.g. folk songs/folk art and connections to history)
Choir 4.8.4	Describe the use of music in the media (as in movie trailers, commercials, TV shows like American Idol or Dancing with the Stars)
Choir 4.8.5	Explain and demonstrate how musical preferences reflect own personal experiences.

Strand 5: Developing connections, relationships and applications in the arts			
High School Choir			
Standard 5.9: Understands music in relation to history and culture		*Standard 5.10: Understands music in relation to technology*	
Choir 5.9.1	Identify examples of music that represent various historical periods and events including modern popular music.	Choir 5.10.1	Identify musical elements through watching and listening to videos and recordings downloaded from the internet
Choir 5.9.2	Know how basic elements of music are used in music from various cultures of the world, and classifies selected works by genre (e.g. folk song) or style (e.g. pop rock)	Choir 5.10.2	Use recording software to capture individual or group compositions.
Choir 5.9.3	Explain how important composers have influenced various genres of music throughout history.		
Choir 5.9.4	Describe how the use of specific musical elements (e.g. rhythm, melody, timbre, expressive devices) is characteristic of music from various cultures.		

PASSION | CREATIVITY | AMBITION