

Calvert County Public School
Exit Expectations
High School Chamber Chorus

All exiting High School Chamber Chorus students should be able to do the following:

1. Demonstrate knowledge of proper vocal mechanics, including:
 - a. Posture, diction, voice classification, vocal health
 - b. Pitch matching (harmonization)
 - c. Breath (vibrato, stagger breathing)
 - d. Vowel production (diphthongs, triphthongs)
 - e. Phonation (resonators, articulators)
 - f. Concert preparation (facial expression, audition skills, staging)
 - g. A cappella singing

2. Read and interpret music notation, including:
 - a. Rhythms in simple, compound and irregular meters
 - i. Subdivisions
 - b. Note and rest values (full bar duration to the subdivision with syncopation)
 - c. Melodic passages extending beyond the octave within acceptable voice classification
 - i. Stepwise motion
 - ii. Any M2/m2, M3/m3, P4, P5 within the Diatonic Scale
 - iii. Chromatic passing tones, neighboring tones
 - iv. Skips within triad form, ascending and descending
 - d. 4 part polyphonic reading
 - e. Basic theory
 - i. Minor scales using solfege
 - ii. Changing meter
 - iii. Pitch names, enharmonic, altered pitches (Treble/Bass Cleff)
 - iv. Key Signatures
 - v. Cadence, dissonance consonance, and suspension/resolution
 - vi. Conduct in simple, compound and irregular meters

3. Use music terminology to explain musical preferences and evaluate musical performance.
 - a. Musical Forms (AB,ABA, Strophic, Rondo)
 - b. Tempo (grave, largo, moderato, molto)
 - c. Phrasing motif, syllabic stress, and text interpretation

4. Discuss cultural and historical stylistic context of literature performed.
 - a. Reflect on choral performance
 - b. Reflect on individual performance within the ensemble
 - c. Perform repertoire representing various periods, languages, and cultures
 - d. Describe personal emotions when listening to and performing repertoire
 - e. Describe how the text/sonority of a piece reflects the composer's intent