

**Calvert County Public School**  
**Exit Expectations**  
**High School Concert Chorus**

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

1. Demonstrate knowledge of proper vocal mechanics, including:
  - a. Posture, breath, diction, pitch matching, voice classification, vocal health
  - b. Vowel production (diphthongs, triphthongs)
  - c. Phonation (resonators, articulators)
  - d. A cappella singing
  
2. Read and interpret music notation, including:
  - a. Rhythms in simple and compound meters of 2, 3, and 4
    - 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. Skips within triad form, ascending and descending
  - d. 4 part homophonic reading
  - e. Basic theory
    - i. Meter
    - ii. Pitch names, enharmonic (Treble/Bass Cleff)
    - iii. Key Signatures
    - iv. Cadence, dissonance consonance, and suspension/resolution
    - v. Conduct in simple and compound meter
  
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.