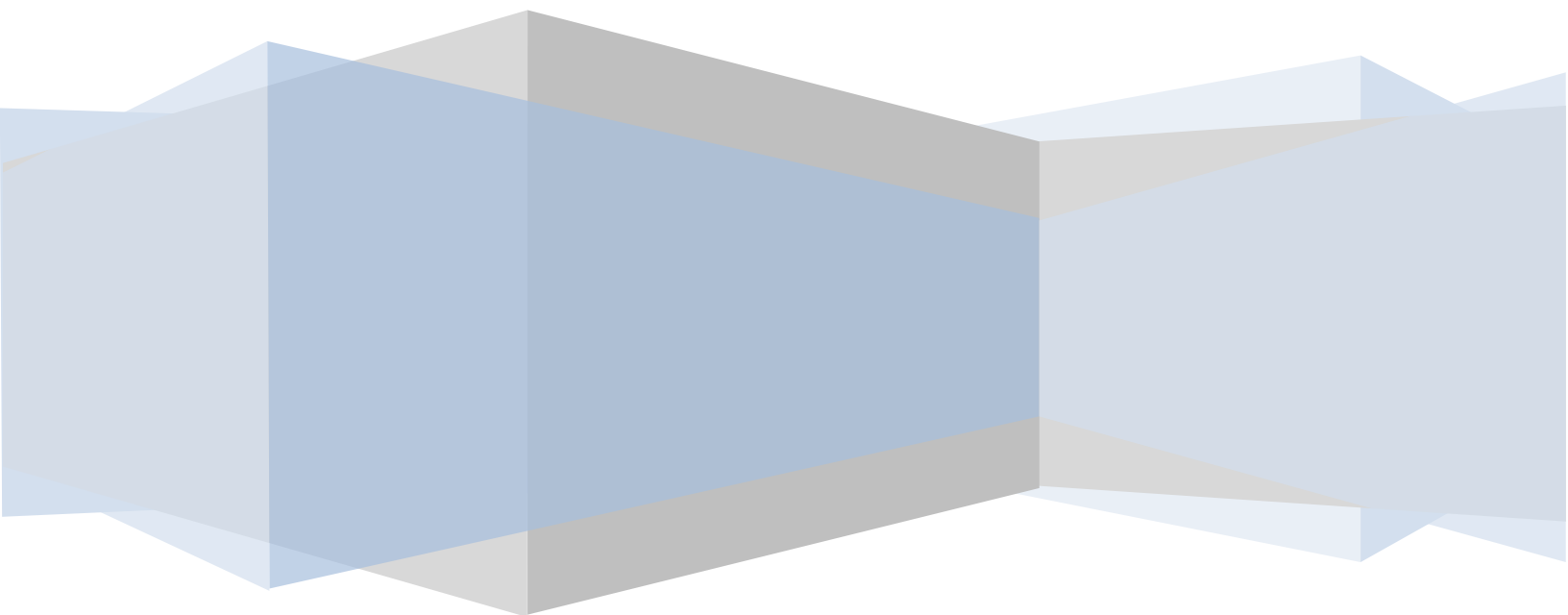


White Plains City School District
White Plains, NY
Fine Arts Department
Gary West, Coordinator of Fine Arts K-12

Choral Music Student Learning Outcomes

**Created by the secondary choral music teachers in the 2010-11 School
year and revised regularly**



WHITE PLAINS PUBLIC SCHOOLS
WHITE PLAINS, NY
Fine Arts Department

6th Grade Chorus – Learning Outcomes

Students will be able to:

I. Vocal skills/Development

Diction

1. Demonstrate consistent vowel and consonant production.
2. Articulate initial and final consonants

Tone Quality

3. Perform with “head voice”
4. Recognize lower, middle, and upper resonances.
5. Perform accurate intonation within the ensemble.

Blend

6. Perform with attention to unified sound utilizing vocal space, forward placement, relaxed vocal apparatus, and a round tone.
7. Perform text with appropriate vowel formation.

Breath Management

8. Demonstrate low diaphragmatic breathing.
9. Performs breath at marks or at end of musical phrase.
10. Perform staggered breathing technique in the ensemble where appropriate.

II. Musical Literacy

Navigating the Score

11. Follow own vocal part in a unison, 2 or 3 part score.
12. Recognize terms and markings relevant to literature.

Reading

13. Maintain a steady beat, reads, and claps rhythmic passages for octavo music.
14. Sings at sight examples at NYSSMA level 1.
15. Perform and recognize moveable “Do”.
16. Decode a melody using moveable “Do”.
17. Recognize and perform music in duple, triple, and compound meters.

Expressive Elements

18. Identify and perform a vocal phrase.
19. Recognize and perform expressive terms and markings in compositions.

Repertoire

20. Read and perform a variety of musical styles.

21. Recognize and perform repertoire in major and minor tonalities.

III. Non-Singing Performance Skills

Posture

22. Perform seated forward, shoulders down, ribcage lifted, feet on floor.

23. Perform standing with both feet on the floor, weight evenly distributed, shoulders down, ribcage lifted.

Conducting

24. Perform in response to the conductor's expressive gestures and cues.

Listening

25. Listen, analyze and critique various performances including their own.

Facial Expression

26. Demonstrate and perform facial expression that is appropriate to the composition.

Concert Etiquette

27. Demonstrate focused behavior during a performance.

WHITE PLAINS PUBLIC SCHOOLS
WHITE PLAINS, NY
Fine Arts Department

7^h Grade Chorus – Learning Outcomes

Students will be able to:

I. Vocal skills/Development

Diction

1. Demonstrate consistent vowel and consonant production.
2. Articulate initial and final consonants.
3. Identify the difference between voiced and unvoiced consonants.

Tone Quality

4. Demonstrate the difference between head voice and chest voice.
5. Recognize lower, middle, and upper resonances.
6. Perform accurate intonation within the ensemble.
7. Discuss the adolescent changing voice.

Blend

8. Perform with attention to unified sound utilizing vocal space, forward placement, relaxed vocal apparatus, and a round tone.
9. Perform text with appropriate vowel formation.
10. Maintain own singing part in a two or three part mixed arrangement with an equal balance of sound.
11. Demonstrate awareness of listening while singing.

Breath Management

12. Demonstrate low diaphragmatic breathing.
13. Performs breath at marks or at end of musical phrase.
14. Perform staggered breathing technique in the ensemble where appropriate.

II. Musical Literacy

Navigating the Score

15. Follow own vocal part in unison, 2 or 3 part mixed score.
16. Recognize terms and markings relevant to literature.

Reading

17. Maintain a steady beat, reads, and claps rhythmic passages using rhythm syllables for octavo music.
18. Sings at sight simple NYSSMA level one excerpts.
19. Perform and recognize moveable “Do”.
20. Decode a melody using moveable “Do”.

21. Recognize and perform music in duple, triple, and compound meters.

Expressive Elements

22. Identify and perform a vocal phrase.

23. Recognize and perform expressive terms and markings in compositions.

24. Recognize and perform the dynamic mezzo forte (NYSSMA Level One).

Repertoire

25. Read and perform a variety of musical styles.

26. Recognize and perform repertoire in major and minor tonalities.

III. Non-Singing Performance Skills

Posture

27. Perform seated forward, shoulders down, ribcage lifted, feet on floor.

28. Perform standing with both feet on the floor, weight evenly distributed, shoulders down, ribcage lifted.

29. Demonstrate difference between relaxed and singing postures.

Conducting

30. Perform in response to the conductor's expressive gestures and cues.

Listening

31. Use musical vocabulary to listen to, analyze and critique various performances including their own.

Facial Expression

32. Demonstrate and perform facial expression that is appropriate to the composition.

Concert Etiquette

33. Demonstrate focused behavior during a performance.

WHITE PLAINS PUBLIC SCHOOLS
WHITE PLAINS, NY
Fine Arts Department

8th Grade Chorus- Learning Outcomes

Students will be able to:

I. Vocal skills/Development

Diction

1. Demonstrate consistent vowel and consonant production.
2. Articulate initial and final consonants.
3. Identify the difference between voiced and unvoiced consonants.
4. Discuss and identify how to sing diphthongs.

Tone Quality

5. Demonstrate the difference between head voice and chest voice.
6. Recognize the lower, middle and upper resonances.
7. Perform accurate intonation within the ensemble.
8. Discuss the adolescent changing voice.
9. Demonstrate singing in the baritone voice.

Blend

10. Perform with attention to unified sound utilizing vocal space, forward placement, relaxed vocal apparatus and a round tone.
11. Perform text with appropriate vowel formation.
12. Maintain own singing part in a two or three part mixed arrangement with an equal balance of sound.
13. Demonstrate awareness of listening while singing.
14. Demonstrate beginner level a cappella singing.

Breath Management

15. Demonstrate low diaphragmatic breathing.
16. Performs breaths at marks or at end of musical phrase.
17. Perform staggered breathing techniques in the ensemble where appropriate.
18. Describe and demonstrate the differences between abdominal-thoracic breathing and clavicular breathing.

II. Music Literacy

Navigating the Score

19. Follow own vocal part in unison, 2 or 3 part mixed score.
20. Recognize terms and markings relevant to literature.
21. Independently identify own vocal part in unison, 2 or 3 part mixed score.

Aural Skills

22. Sing a 5 note (do-sol) scale in unison and in canon.
23. Sing all skips and steps in the pentatonic major scale.
24. Decode steps and skips in the diatonic major scale.
25. Sing ascending "Do mi sol" (NYSSMA Level 2)
26. Perform beat and divided beat in simple duple and triple duple meter.

Reading

27. Maintain a steady beat, rests and clap rhythmic passages using rhythm syllables for octavo music.
28. Sight-sing examples at (at least) NYSSMA Level 2: the examples are in the major keys of C, F, and G and in time signatures of 4/4, $\frac{3}{4}$, and 2/4.
Melodies are primarily stepwise with skips and jumps within the tonic chord and use rhythmic values of whole, half, dotted half, quarter, and eighth notes, with the equivalent rests.
29. Perform and recognize moveable "do".
30. Decode a melody using moveable "do".
31. Identifies and recognizes the key signatures of C, F and G major.

Expressive Elements

32. Identify and perform a vocal phrase.
33. Recognize and perform expressive terms and markings in compositions.
34. Recognize and perform dynamic levels: piano, forte, mezzo forte, crescendo, diminuendo, and accent marks. (NYSSMA Level 2).
35. Discuss and be able to interpret the composer's emotional intent.

Repertoire

36. Read and perform a variety of musical styles.
37. Recognize and perform repertoire in major and minor tonalities.
38. Identify and categorize different genres of musical styles.

III. Non-Singing Performance Skills

Posture

39. Perform seated forward, shoulders down, ribcage lifted and feet on the floor.

40. Perform standing with both feet on the floor, weight evenly distributed, shoulders down, ribcage lifted.
41. Demonstrate difference between relaxed and singing postures.

Conducting

42. Perform in response to the conductor's expressive gestures and cues.

Listening

43. Use musical vocabulary to listen to, analyze and critique various performances including their own.
44. Aurally identify the voice types (soprano, alto, tenor, baritone, bass).
45. Aurally identify the musical genres.

Facial Expressions

46. Demonstrate and perform facial expression that is appropriate to the composition.

Concert Etiquette

47. Demonstrate focused behavior during a performance.

WHITE PLAINS PUBLIC SCHOOLS
WHITE PLAINS, NY
Fine Arts Department

White Plains High School Mixed Chorus – Learning Outcomes

Students will be able to:

I. Vocal skills/Development

Diction

1. Perform the pure, open vowels used in Latin. [u, i, o, E, a].
2. Perform and describe diphthongs using those same vowels.
3. Recognize and match those vowels with others in the ensemble.

Phonation/Tone Quality/Range

4. Perform and recognize three kinds of vocal onsets: balanced, aspirated, and glottal.
5. Access different registrations in their voice: 'chest, head, mix, falsetto, etc.'
6. Use proper registration in expanding their vocal range.

Blend

7. Recognize and match those registrations with others in the ensemble.
8. Recognize and match those vowels with others in the ensemble.

Breath Management

9. Describe the mechanisms that are engaged in breathing for singing.
10. Control and understand when they should take a breath while performing.
11. Use 'staggered breathing' in the ensemble where appropriate.

II. Musical Literacy and Aural Skills

Navigating the Score

12. Follow own vocal part in a unison, 2-, 3-, or 4- part score.
13. Follows repeat signs, dal segno, coda, 1st/2nd endings indications in the score.
14. Understand the terms 'system, line, and measure' as it pertains to locations in the score.

Aural skills

15. Sing a one-octave major scale in unison and in canon.
16. Sing all diatonic skips in the major scale.
17. Sing all major and perfect intervals from first scale degree in a major scale.
18. Perform rhythms that include quarter, eighth, half, and whole notes and their equivalent rests.

Reading

19. Sight-sing examples at (at least) NYSSMA level 4: Major keys of C, F, G, D, and E-flat in 4/4, 3/4, and 2/4. Melodies are primarily stepwise with skips and jumps within the tonic chord and using eighth, quarter and half notes.
20. Sight-sings music in unison, two-, and three- parts.

Expressive Elements

21. Recognize and perform dynamic levels: piano, forte, mezzo- and –issimo, crescendo/diminuendo (text or graphic), and staccato and accents (. and >)

Repertoire

22. Read and perform a variety of musical styles.
23. Performs repertoire in major and minor tonalities.
24. Perform repertoire 'a cappella.'

III. Non-Singing Performance Skills

Posture

25. Perform seated forward, shoulders down, ribcage lifted, feet on floor.
26. Perform standing with both feet on the floor, weight evenly distributed, shoulders down, ribcage lifted.

Conducting

27. Perform in response to the conductor's expressive gestures and cues.

Listening

28. Listen, analyze and critique various performances including their own.

Facial Expression

29. Demonstrate and perform facial expression that is appropriate to the composition.

Concert Etiquette

30. Demonstrate focused behavior during a performance.

WHITE PLAINS PUBLIC SCHOOLS
WHITE PLAINS, NY
Fine Arts Department

White Plains High School Choir and Treble Choir – Learning Outcomes

Students will be able to do all the learning outcomes specified in the High School Mixed Chorus document and:

I. Vocal skills/Development

Diction

1. Perform the pure, open vowels used in Latin. [u, i, o, E, a], as well as the vowels found in German and French and other commonly sung languages (and not in English, Latin, Italian, or Spanish), ü and é, for example
2. Perform and describe diphthongs using those same vowels.
3. Perform those consonants sounds not found in English, Latin, or Italian.
4. Use International Phonetic Alphabet as a pronunciation aid.
5. Read and pronounce Latin, Italian, and German texts as well as other languages.

Phonation/Tone Quality/Range

6. Utilize at will and make choices in different registrations of their voice based on stylistic and expressive demands of the repertoire.

Blend

7. Recognize and match those registrations with others in the ensemble.
8. Recognize and match those vowels with others in the ensemble.

Breath Management

9. Describe the mechanisms that are engaged in breathing for singing.
10. Control and understand when they should take a breath while performing.
11. Use 'staggered breathing' in the ensemble where appropriate.

II. Musical Literacy and Aural Skills

Navigating the Score

12. Follow own vocal part in scores contain more than 4 voices, including antiphonal choirs.
13. Perform different vocal parts in the score.
14. Perform multi-movement works.

Aural skills

15. Sing all three forms of the minor scale in unison and in canon.
16. Sing all diatonic skips in the minor scale.
17. Sing all major, minor, and perfect intervals from first scale degree in a minor scale.
18. Perform all tetrachords within a major scale. (wwh, whw, hww)

19. Perform rhythms that sixteenth notes, dotted rhythms, and syncopations.

Reading

20. Sight-sing examples at (at least) NYSSMA level 6: Major keys of C, F, G, D, and E-flat in 4/4, 3/4, 2/4, and 6/8. Melodies include skips and jumps within the tonic triad and dominant chords, and using eighth, quarter, dotted quarter, and half notes.

21. Sight-sings music in unison, two-, three-, and four-parts.

Expressive Elements

22. Recognizes and performs sforzando, tenuto, and staccato.

23. Recognizes and performs accelerando, ritardando, and rubato.

Repertoire

24. Read and perform a variety of musical styles.

25. Performs repertoire that has key changes and changes between in major and minor tonalities.

26. Performs repertoire 'a cappella.'

III. Non-Singing Performance Skills

Formation

27. Performs in 'mixed formation.'

Posture

28. Perform seated forward, shoulders down, ribcage lifted, feet on floor.

29. Perform standing with both feet on the floor, weight evenly distributed, shoulders down, ribcage lifted.

Conducting

30. Perform in response to the conductor's expressive gestures and cues.

Listening

31. Listen, analyze and critique various performances including their own.

Facial Expression

32. Demonstrate and perform facial expression that is appropriate to the composition.

Concert Etiquette

33. Demonstrate focused behavior during a performance.