

MADISON METROPOLITAN SCHOOL DISTRICT

**Content Standards with
Grade Level Performance Standards**

CHORAL MUSIC

Grades 6-8



June 2001

Madison Metropolitan School District

Choral Music

Performance Standards Grades 6-8

Choral Music 6-8 Standards:

Standard 1: Singing

alone and with others, a varied repertoire of music

Standard 2: Playing

alone and with others, a varied repertoire of music

Standard 3: Improvising

music

Standard 4: Composing

and arranging music

Standard 5: Reading

and notating music

Standard 6: Analyzing

and describing music

Standard 7: Evaluating

music and music performances

Standard 8: Relating

music to all arts and disciplines

Standard 9: Associating

music to history and world culture

Introduction

The Middle School Choral Grade Level Performance Standards Committee developed expectations that all students need to achieve in order to reach the Performance Standards for grade eight. Each Grade Level Performance Standard is important in the process of reaching the grade eight performance standard. These standards were developed from the national standards and are in alignment with the state standards which were developed afterwards.

The standards embody important elements that have been implemented by excellent teachers over decades as choral instruction evolved across the nation. At this point in the history of art education, this widespread successful practice has been placed in written form for the benefit of all students. A goal of choral teachers across the nation for the 21st century is to have students learn that which is essential and enduring, that to which students have a right, and which transcends specific pieces of music, as they meet or exceed the standards.

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Madison Metropolitan School District

CHORAL MUSIC – Grades 6, 7, and 8

Grade Level Performance Standards

Content Standard One...Sings alone and with others, a varied repertoire of music.

The student will be able to:

State Performance Standard Grade 8	MMSD Standard Grade 6	MMSD Standard Grade 7	MMSD Standard Grade 8
Sings accurately with good breath control, diction, posture, and tone quality.	Sings accurately within an appropriate range (a-E ²) with good breath control, diction, posture, and tone quality.	Sings accurately within an appropriate range (treble voices - a-F ² , changing voices [reference Cooksey classifications]) with good breath control, diction, posture, and tone quality.	Sings accurately within an appropriate range (treble voices - a-F ² , changing voices, [reference Cooksey classifications]) with good breath control, diction, posture, and tone quality.
Sings with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2-3, on a scale of 1 to 6, including some songs performed from memory.	Sings with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.	Sings with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.	Sings with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2-3, on a scale of 1 to 6, including some songs performed from memory.
Sings music representing diverse genres and cultures, with expression appropriate for the work being performed	Sings a varied repertoire of songs with expression and interpretation appropriate to the genre – including works in a foreign language (at least one)	Sings a varied repertoire of songs with expression and interpretation appropriate to the genre – including works in a foreign language (at least two)	Sings a varied repertoire of songs with expression and interpretation appropriate to the genre – including works in a foreign language (at least two)
Sings music written in two and three parts.	Sings music written in 2 parts	Sings music written in 3 parts	Sings music written in 3 parts and part divisi.
Sings in groups, blending vocal timbres, matching dynamic levels, and responds to the cues of a conductor.	Sings in groups, blending vocal timbres, while responding to the interpretive cues of a conductor (phrasing, dynamics, articulation, tempo).	Sings in groups, blending vocal timbres, while responding to the interpretive cues of a conductor (phrasing, dynamics, articulation, tempo).	Sings in groups, blending vocal timbres, while responding to the interpretive cues of a conductor (phrasing, dynamics, articulation, tempo).

Content Standard Two...Plays alone and with others, a varied repertoire of music on instruments.

The student will be able to:

State Performance Standard Grade 8	MMSD Standard Grade 6	MMSD Standard Grade 7	MMSD Standard Grade 8
Performs music representing diverse genres and cultures, with expression appropriate for the work being performed.	Plays music representing diverse genres and cultures, with expression appropriate to the music (unpitched percussion instruments).	Plays music representing diverse genres and cultures, with expression appropriate to the music (unpitched percussion and melodic instruments).	Plays music representing diverse genres and cultures, with expression appropriate to the music (unpitched percussion and melodic instruments).
Plays by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.	Plays simple melodies on melodic instruments. Plays simple accompaniments on a percussion instrument.	Plays simple melodies on melodic instruments. Plays simple accompaniments on a percussion instrument.	Plays simple melodies on melodic instruments. Plays simple accompaniments on a percussion instrument and harmonic instrument.
Plays on a classroom instrument accurately and independently, alone and in small and large ensembles.	Plays on a classroom instrument accurately and independently in a large ensemble.	Plays on a classroom instrument accurately and independently in a large ensemble.	Plays on a classroom instrument accurately and independently in a small or large ensemble.

Content Standard Three...Improvises music

The student will be able to:

State Performance Standard Grade 8	MMSD Standard Grade 6	MMSD Standard Grade 7	MMSD Standard Grade 8
Improvises simple harmonic accompaniments.	Improvises simple rhythmic accompaniments.	Improvises simple rhythmic and some harmonic accompaniments (i.e. I, IV, V roots with rhythm embellishments).	Improvises simple harmonic accompaniments.
Improvise melodic embellishments and simple rhythmic and melodic variations on melodies in major and/or minor modes.	Improvises simple rhythmic variations and simple melodic embellishments on given pentatonic melodies.	Improvises simple rhythmic variations and simple melodic embellishments on given pentatonic and major melodies.	Improvises simple rhythmic variations and simple melodic embellishments on given pentatonic, major and/or minor melodies.
Improvises short melodies, each in a consistent style, meter, and tonality.	Improvises short rhythm patterns, each in a consistent style and meter.	Improvises short rhythm patterns and melodies, each in a consistent style, meter, and tonality.	Improvises short melodies, each in a consistent style, meter, and tonality.



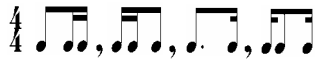


Content Standard Four...Composes and arranges music

The student will be able to:

State Performance Standard Grade 8	MMSD Standard Grade 6	MMSD Standard Grade 7	MMSD Standard Grade 8
Composes short pieces within specific guidelines demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.	Arranges and creates a short song (4-8 measures) demonstrating knowledge of the following elements of music: form (AB or ABA), melody and rhythm.	Arranges and creates a short song (4-8 measures) demonstrating knowledge of the following elements of music: form (AB, ABA, rondo), dynamics, melody and rhythm.	Arranges and creates a short song (4-8 measures) demonstrating knowledge of the following elements of music: form (AB, ABA, rondo, AABA), dynamics/expression, melody, harmony (2-pt.) and rhythm.
Arranges simple pieces for voices or instruments other than those for which the pieces were written.	Arranges simple pieces for voices or instruments other than those for which the pieces were written: 1 part with simple modifications – i.e. text, phrasing).	Arranges simple pieces for voices or instruments other than those for which the pieces were written: 1 part with more modifications – i.e. tonality, rhythm).	Arranges simple pieces for voices or instruments other than those for which the pieces were written: 2 parts with any modifications previously used.
Composes and arranges music for a variety of traditional and nontraditional sound sources and electronic media.	Composes and arranges music using sounds available in the classroom (non-traditional).	Composes and arranges music combining traditional and non-traditional sounds and styles.	Composes and arranges music combining traditional, non-traditional, and ethnic sounds and styles.

Content Standard Five...Reads and notates music

The student will be able to:

State Performance Standard Grade 8	MMSD Standard Grade 6	MMSD Standard Grade 7	MMSD Standard Grade 8
Reads whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2 3 4 6 3 4 4 4 8 8 and alla breve meter signatures.	Uses the number counting system to read  eighth rest and eighth note.	Uses the number counting system to read  eighth note, triplet, and alle breve.	Uses the number counting system to read  and the quarter note and triplet.
Reads at sight simple melodies in both the treble and bass clefs, in major and minor modes.	Reads step-wise melodies in the major mode key using whole, half, quarter, eighth notes and pairs, and the corresponding rests in the treble clef.	Reads step-wise melodies in the major and minor mode using whole, half, quarter, eighth notes and pairs, and the corresponding rests in the voice appropriate clef.	Reads adding skips in "do" chord.
Identifies and defines standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	Identifies symbols and traditional terms with the addition of: Cresc., decresc., rit., repeat signs Demonstrates ability to read standard 2-part choral octavo.	Identifies symbols and traditional terms with the addition of: D.C. al fine Demonstrates ability to read standard 3-part choral octavo.	Identifies symbols and traditional terms with the addition of: D.C. and/or D.S al coda Demonstrates ability to read standard 3-part choral octavo and part divisi.
Uses standard notation to record their musical ideas and the musical ideas of others.	Notates simple rhythmic and melodic (stepwise) patterns – 2 measures. 	Notates simple rhythmic and melodic (stepwise) patterns – 2 measures. 	Notates simple rhythmic and melodic (steps & skips of a third) patterns – 4 measures. 
Sight reads accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.	Sight reads accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.	Sight reads accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.	Sight reads accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Content Standard Six...Analyzes and describes music

The student will be able to:

State Performance Standard Grade 8	MMSD Standard Grade 6	MMSD Standard Grade 7	MMSD Standard Grade 8
Identifies simple music forms when presented aurally and visually.	Identifies AB, ABA, Rondo both aurally and visually.	Identifies Theme and Variations, AABA aurally and visually.	Identifies a variety of musical forms aurally and visually
Describes specific music events in a given aural example, using appropriate terminology.	Describes the rhythm and melody in a given aural example, using appropriate terminology.	Describes the form and expression in a given aural example, using appropriate terminology.	Describes the timbre, texture and harmony in a given aural example, using appropriate terminology.
Analyzes the uses of elements of music in aural examples representing diverse genres and cultures.	Analyzes the uses of rhythm and melody in aural examples representing diverse genres and cultures.	Analyzes the uses of form and expression in aural examples representing diverse genres and cultures.	Analyzes the uses timbre, texture and harmony in aural examples representing diverse genres and cultures.
Demonstrates knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music.	Demonstrates knowledge of the basic principles of meter, rhythm in their analysis of music.	Demonstrates knowledge of the basic principles of tonality and intervals in their analysis of music.	Demonstrates knowledge of the basic principles of chords and harmonic progressions in their analysis of music.
Identifies the sound of a variety of instruments including many orchestral and band instruments from various cultures as well as male and female adult voices.	Identifies the sound of male and female adult voices from a variety of cultures.	Identifies the sound of male and female adult voices and their broad categorizations (SATB) from a variety of cultures.	Identifies the sound of male and female adult voices and their more distinct categorizations (i.e. contralto, coloratura) from a variety of cultures.
Describes selected prominent music characteristics or specific music events while listening to music.	Recognizes selected prominent music characteristics in choral music such as timbre, texture and harmony.	Identifies selected prominent music characteristics in choral music.	Describes selected prominent music characteristics in choral music.

Content Standard Seven...Evaluates music and music performances

The student will be able to:

State Performance Standard Grade 8	MMSD Standard Grade 6	MMSD Standard Grade 7	MMSD Standard Grade 8
Develops criteria for evaluating the quality and effectiveness of music performances and compositions and applies the criteria in their personal listening and performing.	Evaluates a musical performance or composition, based on given criteria for musicality and technicality using appropriate vocabulary.	Evaluates a musical performance or composition, based on at least three student-generated criteria for musicality and technicality using appropriate vocabulary.	Evaluates a musical performance or composition, based on student generated criteria for musicality and technicality using appropriate vocabulary.
Explains, using the appropriate music terminology, their personal preferences for specific musical works and styles.	Listens to a choral work and explains his/her personal preference, using given music terminology (i.e. blend, tempo, voicing, phrasing, texture, balance, and musicianship).	Compares and contrasts two different styles of the same composition and explains his/her personal preference using appropriate music terminology.	Compares and contrasts a group of works and explains his/her personal preference using appropriate music terminology.
Evaluates the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offers constructive suggestions for improvement.	Evaluates one performance of his/her class and one performance by others, using appropriate terminology and offers a minimum of two suggestions to improve each performance.	Evaluates one performance of his/her class and one performance by others, using appropriate terminology and offers minimum of three suggestions to improve each performance.	Evaluates one performance of his/her class and one performance by others, using appropriate terminology and offers a minimum of four suggestions to improve each performance.

Content Standard Eight...Relates relationships between music, the other arts, and disciplines outside the arts

The student will be able to:

State Performance Standard Grade 8	MMSD Standard Grade 6	MMSD Standard Grade 7	MMSD Standard Grade 8
Compares in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.	Compares the characteristics of works in two or more art forms (music, visual art, dance, theatre), that share similar subject matter, historical periods, or cultural context with a focus on <i>subject matter</i> .	Compares the characteristics of works in two or more art forms (music, visual art, dance, theatre), that share similar subject matter, historical periods, or cultural context with a focus on <i>historical periods</i> .	Compares the characteristics of works in two or more art forms (music, visual art, dance, theatre), that share similar subject matter, historical periods, or cultural context with a focus on <i>cultural context</i> .
Describes ways in which the principles and subject matter of other school disciplines taught in the school are interrelated with those in music.	Recognizes and identifies the connections of music with basic concepts taught in other disciplines focusing on language arts, e.g., Describes how the principle of <i>rhythm</i> is related to the subject matter of <i>poetry</i> in language arts.	Recognizes and identifies the connections of music with basic concepts taught in other disciplines focusing on social studies, e.g., Describes how the principle of <i>harmony</i> (dissonance/resonance) is related to the subject matter of <i>conflict and resolution</i> in social studies.	Recognizes and identifies the connections of music with basic concepts taught in other disciplines focusing on science and mathematics, e.g., Describes how the principle of <i>form</i> (repetition) is related to the subject matter of <i>tessellation</i> in math.

Content Standard Nine...Associates music to history and world cultures

The student will be able to:

State Performance Standard Grade 8	MMSD Standard Grade 6	MMSD Standard Grade 7	MMSD Standard Grade 8
Identifies by genre or style aural examples of music from various historical periods and world cultures.	Recognizes the characteristics of musical works in various eras and cultures.	Identifies and compares the characteristics of musical works in various eras and cultures.	Describes the characteristics of musical works in various eras and cultures.
Describes distinguishing characteristics of representative music genres and styles from a variety of world cultures.	Recognizes the historical and cultural context of a variety of musical works.	Identifies and compares the historical and cultural context of a variety of musical works.	Describes a variety of musical works and their historical and cultural context.
Identifies by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works.	Identifies by genre and style a varied body of exemplary music works.	Identifies by historical period, a varied body of exemplary music works.	Identifies by composer and title a varied body of exemplary music works.
Identifies various uses of music in their daily experiences and describes characteristics that make certain music suitable for each use.	Recognizes a variety of music in their daily experiences and events for which they are used.	Identifies and contrasts a variety of music in their daily experiences and events for which they are used.	Describes the various uses of music in their daily experiences and characterize what makes music suitable for each use.
Compares in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.	Recognizes music from a variety of cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.	Identifies and contrasts a variety of cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.	Describes the music from several cultures of the world, functions it serves, roles of musicians, and conditions under which music is typically performed.
Demonstrates audience behavior appropriate for the context and style of music performed.	Demonstrates audience behavior appropriate for the context and style of music performed.	Demonstrates audience behavior appropriate for the context and style of music performed.	Demonstrates audience behavior appropriate for the context and style of music performed.

Cooksey Classification

The first system of musical notation consists of two staves, treble and bass. It is divided into three measures. The first measure, labeled 'Unchanged', shows a treble clef with a whole note G4 and a bass clef with a whole note G2. The second measure, labeled 'Stage I Midvoice I', shows a treble clef with a whole note G4 and a bass clef with a whole note G3. The third measure, labeled 'Stage II Midvoice II', shows a treble clef with a whole note G4 and a bass clef with a whole note G4.

Unchanged

Stage I
Midvoice I

Stage II
Midvoice II

The second system of musical notation consists of two staves, treble and bass. It is divided into three measures. The first measure, labeled 'Stage III Midvoice IIA', shows a treble clef with a whole note G4 and a bass clef with a whole note G3. The second measure, labeled 'Stage IV New Baritone', shows a treble clef with a whole note G4 and a bass clef with a whole note G4. The third measure, labeled 'Stage V Setting Baritone', shows a treble clef with a whole note G4 and a bass clef with a whole note G4.

Stage III
Midvoice IIA

Stage IV
New Baritone

Stage V
Setting Baritone