

2014 MV Vocal Music Priority Standards 6-8

1. Artistic Foundations

Demonstrate knowledge of the foundations of the arts area.

- Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts
- Describe elements of music, using appropriate music vocabulary, found within performance pieces
- Demonstrate knowledge of the basic principles of meter, rhythm, harmony, and intervals in the analysis and preparation of music

Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, and 6/8 meter time signatures
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- Perform a wide variety of music in large ensembles demonstrating understanding of musical elements and expression concepts
- Perform sight-reading examples with accuracy and musical expression
- Demonstrate proper breathing and posture for the body and vocal instrument

Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

- Read and discuss the cultural influences for pieces, their composers and the authors of their text

2. Artistic Process: Create or Make

Create or make in a variety of contexts in the arts area using the artistic foundations.

- Compose short musical compositions and use technology to notate them when appropriate
- Revise musical compositions based on large group feedback

3. Artistic Process: Perform or Present

Perform or present in a variety of contexts in the arts area using the artistic foundations.

- Perform accurately and independently, alone and in small and large ensembles, with good vocal technique
- Rehearse and perform with expression and technical accuracy a varied repertoire
- Rehearse and perform music representing diverse

4. Artistic Process: Respond or Critique

Respond to or critique a variety of creations or performances using the artistic foundations.

- Develop criteria for evaluating the quality and effectiveness of music performances and works through a student-created performance rubric
- Analyze the quality and effectiveness of their own and others' performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
- Use digital recording and video devices during class and performances to record singing and later evaluate the performance based on the elements of music and quality performance rubric

2014 MV Vocal Music Priority Standards 9-12

1. Artistic Foundations

Demonstrate knowledge of the foundations of the arts area.

- Describe how the elements and related concepts, such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music through in class discussions, small group work and written responses.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analysis of music.
- Apply understanding about elements of posture, breathing, muscle tension and care for the body and vocal instrument during small group lessons and large ensemble instruction.

Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

- Sing alone and in small and large groups (multi-part), or play an instrument alone and in small and large groups, a variety of music using characteristic tone, technique and expression.
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter time signatures
- Read at sight, simple melodies in either treble or bass clef
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- Use digital recording and video devices during class and performances to record singing and later evaluate the performance based on the elements of music and quality performance

2. Artistic Process: Create or Make

Create or make in a variety of contexts in the arts area using the artistic foundations.

- Create and defend a program for performance in May of each year including understanding elements of artistic choice including needs of the performers, the audience, variety of musical choices and order of performance

3. Artistic Process: Perform or Present

Perform or present in a variety of contexts in the arts area using the artistic foundations.

- Rehearse and perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- Revise class and concert performance based on artistic intent, and using multiple sources of critique and feedback.

4. Artistic Process: Respond or Critique

Respond to or critique a variety of creations or performances using the artistic foundations.

- Evaluate 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 offer constructive suggestions for improvement
- Justify personal interpretations and reactions to a variety of musical works or performances