

## What is it we expect students to learn? Identifying Essential Standards

**Grade Level:** 9 - 12

**Subject:** Concert Choir

**Team Members:** N. Vasquez

1. Standard/Description	2. Evidence of Proficiency	3. Prior Skills Needed	4. Common Summative Assessment	5. When Taught ?	6. Enrichment Standards
<b>Students will complete independent practice logs to chart practice time and progress.</b>	Students will complete the provided logs and complete a self-assessment	Students need knowledge of tracking	Students will provide completed logs every four weeks	Continuous, procedures and policies discussed heavily at beginning of year	
<b>Students will participate in and evaluate solo and corporate singing/performance</b>	Students will evaluate various vocal performances using a provided rubric	Students need knowledge of quality vocal production, tone and timbre	Students will use knowledge from rubrics in preparation for performance events	Most often in preparations for All-District Choir Auditions and District/State Music Festival	
<b>Students will demonstrate proper concert etiquette both on and off stage.</b>	Students will participate in the Winter and Spring Concert and Large Ensemble Festival	Students need knowledge of proper concert etiquette	Students will demonstrate correct behavior during all performance events	Continuous, most often just prior to concert performances	
<b>Students will apply knowledge from various musical time periods to their rehearsal and performance.</b>	Student will demonstrate knowledge through correct performance practice of each concert piece	Students need knowledge of the musical timeline and various period characteristics	Students will respond to various questions regarding music history on the final and demonstrate performance practice	A minimum of one musical period will be discussed each quarter	

## What is it we expect students to learn? Identifying Essential Standards

			at concerts and festivals	
<b>Students will demonstrate integrity, honesty, character, and teamwork at all times.</b>	Students will participate in team building activities that reinforce various positive character traits	Students need prior knowledge of working for the betterment of the team	Students will complete a self-assessment of how they demonstrated these qualities throughout the semester	Continuous, various character traits reviewed on a weekly basis
<b>Students will rehearse using solfeggio syllables.</b>	Students will sing several pieces of music read each day using solfeggio syllables	Students need a brief history and background of Solfeggio	Students will complete a solo singing example, using solfeggio, at the end of each quarter	Daily rehearsal, most often at introduction of new music/pieces
<b>Students will construct major/minor scales.</b>	Using tetra chords, students will construct major and various minor scales	Students must have knowledge of whole and half steps and intervals	Students will construct tetra chords and scales on the final exam for each semester	1 <sup>st</sup> quarter, reviewed throughout entire year
<b>Students will regularly sing music at sight (sight reading) to reinforce intervals, tuning, and pitch.</b>	Students will sing various sight reading examples a cappella	Students need knowledge of basic music theory	Students will complete a solo sight-reading example at the end of each quarter	Daily practice

1. Standard: What is the essential standard to be learned? Describe in student-friendly vocabulary
2. Example/ Rigor: What does the proficient student work look like? Provide an example and/or description.
3. Prior skills needed: What prior knowledge, skills, and/or vocabulary is needed for a student to master this standard?
4. Common Assessment: What assessments(s) will be used to measure the student mastery?
5. When will this standard be taught?
6. Enrichment: What supplementary standards/ skills enrich the essential standard?

## **What is it we expect students to learn? Identifying Essential Standards**