

## Chorus 4-8 Curriculum Standards

<b>Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.</b>	4	5	6	7	8
sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo;	I	P	M		
sing expressively, with appropriate dynamics, phrasing, and interpretation;	I	P	M		
sing from memory a varied repertoire of songs representing genres and styles from diverse cultures;	I/P	P/M	M		
sing ostinatos, partner songs, and rounds;	I	P/M			
sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.	I/P/M				
sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;	I	P	M		
sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2 on a scale of 1 to 6, including some songs performed from memory;			I	P	M
sing music representing diverse genres and cultures, with expression appropriate for the work being performed;			I	P	M
sing music written in two and three parts.		I	P	M	
Choral Performance: sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs from memory.					I
<b>Curriculum Standard 5: Read and notate music.</b>	4	5	6	7	8
read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures;	P	P	M		
use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys;	P	P	M		
identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing;	P	P	M		
use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.	P	P	M		

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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 signatures;			I	P	M
read at sight simple melodies in both the treble and bass clefs;				I	P
identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;	I	P	P	P	M
(for choral/instrumental students) sight-read accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.				I	P
<b>Curriculum Standard 7: Evaluate music and music performances.</b>	4	5	6	7	8
devise criteria for evaluating performances and compositions;			I		
explain, using appropriate music terminology, personal preferences for specific musical works and styles.			I	P	M

I - Introduce	P - Practice
M - Master	Not Covered