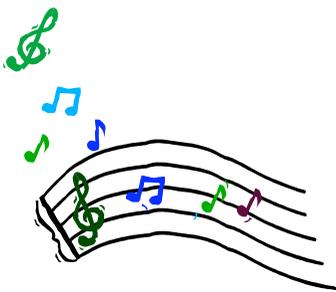


ARLINGTON PUBLIC SCHOOLS MUSIC STANDARDS Grades 9-12 Mixed Chorus

What every student should know

Benchmark	Unit 1	Unit 2	Unit 3	Unit 4	Essential Questions
<p>By the end of the course, students will:</p> <p>understand music notation and be able to read music</p> <p>sing alone and with others, a varied repertoire of music</p> <p>make connections between music and other disciplines</p> <p>be familiar with various styles, forms and genres of music</p> <p>describe and analyze music using appropriate vocabulary</p> <p>understand proper audience protocol</p> <p>recognize the historical and cultural context of music performed</p>	<p>know the technical vocabulary of music: staff, pitch note names, measure, note/rest values, clefs, meter</p> <p>demonstrate proper posture and breath control while singing</p> <p>follow a conductor</p> <p>begin to sing with good intonation/tone quality</p> <p>effectively warm up their voices through daily warm-ups</p> <p>work co-operatively on sight singing activities from: <u>Successful Sight Singing</u> by N. Telfer and <u>Conversational Solfege</u> by J. Feierabend</p> <p>Sing rounds/canons</p> <p>Study and understand octavo scores</p> <p>Perform in a concert</p> <p>2.10*, 1.6</p> 	<p>develop confidence in using the voice</p> <p>know and recognize terms such as: D.C., D.S., Fine, Coda 1st & 2nd ending</p> <p>sight-read and clap rhythms</p> <p>demonstrate accurate and clear diction</p> <p>demonstrate good ensemble skills while exploring the appropriate role of each part, i.e. melody, countermelody, accompanying voice, descant, and harmony</p> <p>accurately identify musical phrases</p> <p>analyze and describe various forms of music</p> <p>sing American Folk Music, season music and music from other cultures</p> <p>know the origins and characteristics of spiritual/Gospel music such as: call & response, code songs, work songs</p> <p>sing with/without accompaniment and by memory</p> <p>listen to performances of extended length and complexity with proper attention and audience protocol</p> <p>Write a performance critique using proper vocabulary</p> <p>sing expressively</p> <p>1.8, 1.18, 1.11, 1.14</p>	<p>recognize and describe at least one of the following basic forms: ABA, ABAC, fugal, theme and variation form</p> <p>sight read and clap more complex rhythms</p> <p>sing both <i>a'capella</i> and accompanied music</p> <p>know the origins and characteristics of and sing music from at least one of the following periods: Renaissance, Baroque, Classical, and Romantic</p> <p>know opera terms such as: <i>opera buffa</i>, <i>aria</i>, <i>coloratura</i>, <i>cadenza</i>, <i>grand opera</i>, <i>ballet</i>, <i>overture</i>, <i>libretto</i>, <i>chorus</i></p> <p>know opera composers and their works such as: Mozart, Puccini, Rossini, Verdi</p> <p>sing music from at least one of the following periods: Renaissance, Baroque, Classical, and Romantic</p> <p>know music of American composers such as: Randall Thompson, Aaron Copland, John Rutter and others</p> <p>view an opera and be able to explain the plot</p> <p>rehearse a range of repertoire to include selections from the above periods</p> <p>view and critique their own performances</p> <p>1.11, 1.7, 1.10</p>	<p>demonstrate accurate and clear diction and good ensemble skills</p> <p>sing both <i>a'capella</i> and accompanied music</p> <p>sing with technical accuracy and expression</p> <p>analyze and describe various forms of popular music</p> <p>sing popular music, Jazz, selections from Broadway Musicals, patriotic music</p> <p>know the origins/characteristics of American music</p> <p>be familiar with the lives and music of American composers such as: Gershwin, Berlin, Rogers, Lerner and others</p> <p>sing in small ensembles with one student/part</p> <p>compare/contrast their December/May concerts using appropriate vocabulary</p> <p>1.10, 1.12, 1.8, 3.11, 3.12</p> 	<p>How does the creation of music relate to the human experience?</p> <p>How does performing, creating and responding to music provide a means for artistic growth?</p> <p>How does learning to read and notate music allow students to see what they hear and hear what they see?</p> <p>What is the role of the artist in societies past and present?</p>

(*) Refers to Massachusetts Arts Curriculum Frameworks Standards