

Students will be able to...SINGING

- Sing independently with attention to intonation (*singing in tune*), maintaining steady beat, producing a full and age appropriate vocal tone, using precise diction and appropriate singing posture.
- Practice singing expressively with appropriate dynamics, phrasing and interpretation.
- Be introduced to the mechanisms of vocal production and breath support.
- Perform varied choral repertoire representing various genres, style, cultures, historical periods and languages.
- Perform music in at least 2 (usually 3 or 4) vocal parts, with and without accompaniment.
- Be provided with opportunities for both solo and ensemble singing: two Choral concerts per year, along with special ceremonies. Daily rehearsals will improve ensemble singing skills, including blend, balance and responding to a conductor.

Students will be able to...READING AND NOTATION

- Be introduced to and practice the ‘moveable Do’ solfège system. Beginning level pedagogy starts with basic Do, Re, Mi, Fa So, La, and Ti.
- Have knowledge of basic rhythm reinforced, whole notes through 16th notes including dotted and triplet rhythms.
- Be introduced to and practice reading simple melodies in simple key signatures, up to 5 accidentals primarily in treble clef.
- Be encouraged and given the opportunity to sight-read basic repertoire by the middle of the sophomore year.

Students will be able to...IMPROVISATION AND COMPOSITION

- Be introduced to and can follow basic (I-V-I and I-IV-V-I) harmonic progressions as the foundation for improvising melodies.
- Write/compose simple rhythmic and melodic patterns, after they have mastered concepts at oral and aural levels. (*Students at the Junior and Senior level*)

Students will be able to...CRITICAL RESPONSE

- Listen, perceive, describe and respond to basic elements of music, including meter, tempo, pitch, texture, dynamics, style and form, primarily through concert performance repertoire.
- Listen to and describe aural examples from various genres, cultures and historical periods, primarily through concert performance repertoire.
- Develop musical vocabulary and use appropriate terminology to describe musical performances.
- Critique their own performances, both in daily class activities and after major performances through video and audio tapes.

Students will be able to...SINGING

- Continue to sing independently with attention to intonation (*singing in tune*), maintaining a steady beat, producing a full and age appropriate vocal tone. Using precise diction and appropriate singing posture have become automatic components of performance. Singing expressively with appropriate dynamics, phrasing and interpretation become student initiated behaviors by their junior year.
- Continue to practice and understand the mechanisms of vocal production and breath support.
- Perform varied choral repertoire representing various genres, style, cultures, historical periods and languages, including a major work at year's end.
- Perform music in 4 or more vocal parts, with and without accompaniment.
- Practice singing alone and with others. Performance opportunities are provided for both solo and ensemble singing. Two Choral concerts per year, along with special ceremonies. Many additional performances in community for this choir. Daily rehearsals will improve well-developed ensemble singing skills. Blend, balance and responding to a conductor have become automatic components of rehearsal and performance practices by the sophomore year.
- Sing independently (one on a voice part) as members of a vocal ensemble, in practice and performance. (*Select Choir only*)

Students will be able to...READING AND NOTATION

- Continue to practice ‘moveable Do’ solfège system. Melodic diatonic sight-reading is practiced in major and minor tonalities, including more difficult intervals.
- Continue to practice sight reading rhythm syllables in both duple and triple meters. Rhythmic content spans from whole note to 16~ notes and rests and include mixed meter.
- Master sight reading simple melodies in simple keys (F,G,C) and continue reading more difficult exercises in various key signatures, in bass and treble clefs.
- Infer learning from sight-reading exercises and learn much of concert repertoire through reading.

Students will be able to...IMPROVISATION AND COMPOSITION

- Sing I-V-I and I-I V-V-I harmonic progressions. Beginning melodies are improvised over a given chord progression.
- Write/compose simple rhythmic and melodic patterns, after they have mastered concepts at oral and aural levels.

Students will be able to...CRITICAL RESPONSE

- Listen, perceive, describe and respond to basic elements of music, including meter, tempo, pitch, texture, dynamics, style and form, primarily through concert performance repertoire.
- Listen to and describe aural examples from various genres, cultures and historical periods, primarily through concert performance repertoire.
- Develop musical vocabulary and use appropriate terminology to describe musical performances.
- Critique their own performances, both in daily class activities and after major performances through video and audio tapes.

*Students will be able to:* SINGING

- Develop basic use of their singing voice, for whom voice is not their principal instrument through singing (whenever feasible) their individual instrument parts.

*Students will be able to:* READING AND NOTATION

- Sight-read warm-up exercises in daily rehearsals.
- Demonstrate fluency when sight reading accurately, music with a difficulty level of 4 by their junior year.
- Demonstrate the ability to define and execute standard notation markings of expression, dynamics, and articulation.
- Demonstrate mastery of their primary instrument in 8 keys by their junior year. (*progress charts are updated for all students at least twice per year*)
- Demonstrate comfortable execution of complex rhythms and meters.

*Students will be able to:* PLAYING INSTRUMENTS

- Demonstrate quality tone production through use of good embouchure, body posture, breath control, and hand position.
- Demonstrate musical independence by performing individual parts within complex musical textures.
- Demonstrate competence in using appropriate articulation, dynamics, and phrasing.
- Demonstrate the ability to maintain awareness of the performance of their fellow band members, as well as the directives of the conductor.
- Perform diverse musical styles and genres with confidence.
- Demonstrate strong performance endurance and fluency of range.

*Students will be able to:* IMPROVISATION AND COMPOSITION

- Participate in the Jazz ensemble and demonstrate the ability to improvise in a range of styles.
- Participate in the Jazz ensemble and compose introductions and endings to the repertoire performed when appropriate.
- Demonstrate superior ability and perform in concerto and improvise at least a part of their cadenza.

*Students will be able to:* CRITICAL RESPONSE

- Demonstrate a sound ability to critique a musical performance and make noticeable musical improvements. This is accomplished through making recordings of rehearsals on a regular basis and listening as a class.

Students will be able to:**SINGING**

- Demonstrate an ability to sing basic major and minor melodies using solfege. Daily solfege exercises facilitate this ability.
- Demonstrate an ability to sing rhythms (*ta,ti-ti,tiki-tiki*)

Students will be able to:**READING AND NOTATION**

- Develop and demonstrate a thorough knowledge of basic grand staff notation, key signatures (*up to 5 accidentals major and minor*), rhythmic notation. (*up to 16th notes including dotted rhythms*)
- Practice reading rhythms on a frequent basis.
- Demonstrate the ability to read simple melodies in major and minor modes.
- Follow musical scores from melody plus accompaniment up to chamber orchestra works.

Students will be able to:**PLAYING INSTRUMENTS**

- Perform simple pieces of music on keyboard, and on guitar, both as part of an ensemble, and alone in order to demonstrate competence.
- Improvisation and Composition
- Participate in music theory classes and will practice composition assignments in class in order to learn about various rhythmic, stylistic, and melodic aspects of a variety of musical styles.
- Demonstrate an ability to improvise modal melodies over an ostinato provided by fellow students.
- Demonstrate a knowledge of harmonic progression by writing a basic four part chorale. (*Advanced students*)

Students will be able to:**CRITICAL RESPONSE**

- Listen, perceive, describe and respond to basic elements of music.
- Develop musical vocabulary and use appropriate terminology to describe music performances.
- Learn critical thinking skills, in music history classes, through a study of particular musical periods from various cultures and times. Students demonstrate these skills by writing stylistic and structural analysis of music from those periods studied.