



### I Can...

#### 6th Grade Choir

- find and highlight or underline the music terms or symbols in the music.
- use my voice and hand gestures to show louds and softs.
- identify basic parts of the body used for breathing and singing.
- demonstrate proper breathing and posture for singing.
- suggest a song for our choir to perform.
- what I've already learned in my rehearsal time to improve the music to performance quality.
- show through my voice, facial expression, and body movement a general understanding of dynamics (softs and louds), phrasing (musical sentences), rhythm (proper beats), and pronunciation (sung words verses spoken words), what the music and text are saying during a concert.
- sing basic phrasing, rhythm, dynamics, diction, and vocal tone that help show the meaning of the music.
- identify why music we sing in class improves our choir, my individual voice, and my music knowledge.
- identify similarities and differences when I listen to music we sing compared to music from older students or groups.
- rehearse my music with the class and hear my own voice part. I may be melody or harmony and I can tell the teacher which one I am and demonstrate.
- state what was musically performed well and what could be improved for each performance based on questions provided by the teacher during an evaluation.

#### 7th and 8th Grade Choir

- highlight, circle, or underline phrase markings and important terms.
- sing a crescendo and decrescendo.
- suggest a level appropriate song.
- perform music using basic and intermediate understanding of the elements in the music.
- identify parts of the body used for breathing and parts of the vocal apparatus used for singing.
- demonstrate proper use of my breathing apparatus, posture, and vocal apparatus for singing.
- use what I've already learned (analyzing, interpreting, selecting, and developing music during rehearsal time to improve (refine) the music to performance quality.
- demonstrate basic phrasing, rhythm, dynamics, pronunciations, and tone that help convey the meaning of the music the composer intended.
- show through my voice, facial expression, and body movement what the music and text are saying during a performance.
- identify the differences and similarities in different levels of music and identify why these pieces were selected for each group.
- discuss, write, and evaluate my performance of music.
- state if the music was performed as the composer intended and also met the goals we practiced for as a choir.
- identify improvements that would help future performances
- state why the composer chose to write a piece based on the lyrics, the music, or the history, societal, and cultural events happening at the time the music was composed.



### 9th - 12th Choir

- improvise a scat solo in auditioned jazz choir if I am a member.
- show through my voice, facial expression, and body movement what the music and text are saying during an improvised performance.
- identify, understand, and mark important terms or phrasings that will help me in my performance.
- understand the interpretation of the music through director conducting and voice cues.
- choose my own level of solo music if I choose to do a solo at a state level contest.
- perform music showing simple, intermediate, and advanced elements of the music.
- rehearse in the large group, small groups, and individually to change and improve music to a performance level.
- show through my voice, facial expression, body movement, correct embouchure, and correct breathing what the music and text are saying during a performance.
- demonstrate specific phrasing, rhythm, dynamics, diction, and vocal tone that convey the meaning of the music the composer intended.
- hear the harmonies and identify the specific movement of voice parts to create a balanced choral sound.
- state what the composer intended and how well the group and myself as an individual fulfilled what the composer intended through our own interpretation.
- listen to my final performance and state how this compares to earlier performances or performances by other ensembles.
- listen to and identify specific music criteria that were performed well and identify specific music criteria that may need improvement.
- self-generate questions to discuss and write about my performance.
- read a judge's ballot and understand all the terminology on the ballot.
- read a judge's ballot and understand why the judge would have written and scored the music the way they did during the performance.
- state the history and culture involved in each piece of music I sing and state why I chose the music, or why the music was chosen for the class.
- perform with the choir, an ensemble and/or by myself at a judged state level competition.
- identify how much practice is involved, why music was chosen, and how this impacts the music program as a whole.