

## 6<sup>th</sup> Grade Choir I

The purpose of this document is to clarify what students should know and be able to do each grading period.

Competencies	Q1	Q2	Q3	Q4
<b>C1 Music Literacy:</b> The student identifies and interprets musical symbols and patterns in music.	X	X	X	X
<b>C2 Performance:</b> Students will perform with appropriate fundamentals of tone production, articulation, and technique.	X	X	X	X
<b>C3 Sight Reading:</b> Students will apply the fundamentals of tone, rhythm, technique, and musicality while sight-reading music.	X	X	X	X
<b>C4 Concert Etiquette:</b> Students will behave in appropriate ways as an audience member and as a performer during a musical performance.	X	X	X	X
<b>C5 Critical Evaluation and Response:</b> Students will observe and reflect on self and other's performances to develop their craft.	X	X	X	X



**Learning Progression for Competency 1: Music Literacy**

The student identifies and interprets musical symbols and patterns in music.

Developing	Progressing	Proficient	Advanced
Identifies the lines and spaces on either the treble or the bass clef staves	Identifies the lines and spaces on the treble and bass clef staves	Identifies ledger lines above and below the treble and bass clef staves	Identifies the lines and spaces on, above, and below the treble and bass clef staves
Identifies various note/rests	Identifies corresponding note/rest values	Identifies note/rest values in relation to time signatures	Predicts various note/rest values in relation to time signatures
Explains two levels of the note values pyramid up to half notes	Explains three levels of the note values pyramid up to quarter notes	Explains all levels of the note value pyramid up to eighth notes	Explains the note values pyramid up to sixteenth notes
Identifies double bar lines	Identifies double bar lines and repeat signs	Identifies double bar lines, repeat signs, and trace the “roadmap” with my finger on the music	Identifies and be able to trace 1 <sup>st</sup> /2 <sup>nd</sup> endings in the music score
Defines what skips and leaps are in a melody.	Identifies skips and leaps in a music score.	Identifies steps, skips, leaps, and repeats in a music score.	Identifies the intervals of steps, skips, leaps, and repeats in a music score.
Recognize all dynamic symbols.	Match all dynamic symbols to their terms.	List and recognize dynamic levels from <i>pp</i> to <i>ff</i> . Define crescendo and decrescendo.	Perform concert literature incorporating all dynamic markings indicated in the score.

**Success Criteria for Proficient for Music Literacy:**

**The student can:**

**Quarter 1:**

- identify the placement of basic music symbols.
- identify the lines and spaces on the treble and bass clef staves and Middle C.
- identify the function of the time signatures with varying top numbers.
- explain all levels of the note value pyramid up to eighth notes.
- identify melodies that move stepwise.

**Quarter 2:**

- identify ledger lines above and below the treble and bass clef staves.
- identify note/rest values in relation to time signatures.
- explain all levels of the note value pyramid up to eighth notes.
- identify double bar lines, repeat signs, and trace the “roadmap” with my finger on the music.
- identify steps, skips, leaps, and repeats in a music score.

**Quarter 3:**

- identify ledger lines above and below the treble and bass clef staves.
- identify note/rest values in relation to time signatures.
- explain all levels of the note value pyramid up to eighth notes.
- identify double bar lines, repeat signs, and trace the “roadmap” with my finger on the music.
- identify steps, skips, leaps, and repeats in a music score.
- list and recognize dynamic levels from *pp* to *ff*, define crescendo and decrescendo.

**Learning Progression for Competency 2: Performance**

The student performs with appropriate fundamentals of tone production, articulation, and technique.

Developing	Progressing	Proficient	Advanced
Identifies the steps needed for posture	Demonstrates the steps for posture	Exhibits correct posture, balance and body alignment during warm-ups and rehearsal with few reminders	Exhibits correct posture, balance, and body alignment during warm-ups and rehearsal without any reminder
Performs with expanded rib cage	Performs with expanded rib cage and deep diaphragmatic breath	Performs with expanded rib cage, deep diaphragmatic breath, and coordinated onset	Performs with deep diaphragmatic breath, expanded rib cage, coordinated onset, and produce a characteristic tone
Demonstrates a relaxed jaw and vertical space inside the mouth.	Reproduces a relax jaw and vertical space inside the mouth	Demonstrates and matches vowel formation within the group	Performs with correct posture, breath support, and tone production needed to produce a characteristic choral tone.
Performs (ooh and ee) with the proper mouth shape	Performs (ooh, ee, and eh) with the proper mouth shape	Performs (ooh, ee, eh, oh and ah) with the proper mouth shape by moving my tongue and mouth as little as possible, keeping the vowel clear	Performs different combinations of pure vowels with the proper mouth shape in a row by moving my tongue and mouth as little as possible, keeping the vowel clear
Performs using proper articulator (lips, teeth, and tongue) for text using voiceless (T and K) consonants	Performs with proper articulator (lips, teeth, and tongue) for English text using voiceless (P,T,F,K,Q,) consonants	Performs with proper articulator (lips, teeth, and tongue) for English text using voiceless (P,T,C,F,K,Q,S) consonants	Performs with proper articulator (lips, teeth, soft palate, and tongue) to use based upon the consonant
Echo-sings simple vocal exercises using the five singing vowel sounds	Sings 5-note scale pattern vocal exercises using the five singing vowel sounds	Sings various scale patterns using the five singing vowels	Performs literature utilizing the singing vowels developed in the vocal exercises
Sings unison songs accurately	Sings unison songs accurately with good tone quality	Sings unison songs and rounds accurately with good tone quality and proper breath support	Sings unison songs, rounds, and partner songs accurately with good tone quality, proper breath support and musicality
Defines melodic and harmonic intervals/melodies	Aurally differentiates between harmonic (stacked) and melodic intervals.	Sings melodies accurately which have stacked intervals in major keys.	Sings melodies accurately which have stacked intervals in major and minor keys

**Success Criteria for Proficient for Performance:**

**The student can:**

**Quarter 1:**

- Exhibit correct posture, balance and body alignment during warm-ups and rehearsal with few reminders.
- Perform with expanded rib cage, deep diaphragmatic breath, and coordinated onset.
- Demonstrate and match vowel formation within the group.
- Demonstrate singing different pure vowels (AH, EH, EE, OH, OO) in a row with the proper mouth shape, by moving my tongue and mouth as little as possible, keeping the vowel clear.
- Perform with proper articulator (lips, teeth, and tongue\_ for English text using voiceless (P, T, C, F, K, Q, S) consonants.
- Sing various scale patterns using the five singing vowels.
- Sing stepwise melodies in Common (4/4) time accurately with good tone quality and proper breath support.
- Sing unison songs and rounds accurately with good tone quality and proper breath support.

**Quarter 2:**

- Exhibit correct posture, balance and body alignment during warm-ups and rehearsal with few reminders.
- Perform with expanded rib cage, deep diaphragmatic breath, and coordinated onset.
- Demonstrate and match vowel formation within the group.
- Perform (ooh, ee, eh, oh and ah) with the proper mouth shape by moving my tongue and mouth as little as possible, keeping the vowel clear.
- Perform with proper articulator (lips, teeth, and tongue) for English text using voiceless (P,T,C,F,K,Q,S) consonants.
- Sing various scale patterns using the five singing vowels.
- Sing unison songs and rounds accurately with good tone quality and proper breath support.
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**Quarter 3:**

- Exhibit correct posture, balance and body alignment during warm-ups and rehearsal with few reminders.
- Perform with expanded rib cage, deep diaphragmatic breath, and coordinated onset.
- Demonstrate and match vowel formation within the group.
- Perform (ooh, ee, eh, oh and ah) with the proper mouth shape by moving my tongue and mouth as little as possible, keeping the vowel clear.
- Perform with proper articulator (lips, teeth, and tongue) for English text using voiceless (P,T,C,F,K,Q,S)consonants.
- Sing various scale patterns using the five singing vowels.
- Sing unison songs and rounds accurately with good tone quality and proper breath support.
- Sing melodies accurately which have stacked intervals in major keys.

**Learning Progression for Competency 3: Sight-Reading**

The student applies the fundamentals of tone, rhythm, technique, and musicality while sight-reading music.

Developing	Progressing	Proficient	Advanced
Counts using the Traditional or Kodaly Counting System, clap, and chant all rhythmic combinations of whole and half notes/rests in simple time with a metronome, leg tap, and steady pulse	Counts using the Traditional or Kodaly Counting System, clap, and chant all rhythmic combinations of whole, half, and quarter notes/rests in simple time with a metronome, leg tap, and steady pulse.	Counts using the Traditional Counting System, clap and chant all rhythmic combinations of whole, half, quarter, and paired eighth notes/rests in simple time with metronome, leg tap, and steady pulse	Counts using the Traditional Counting System, clap, chant all rhythmic combinations of whole, half, quarter, paired and detached eighth notes/rests in simple time with a metronome, leg tap, and steady pulse
Chants a major scale using solfege syllables and Kodaly/Curwen hand-signs	Sings a major scale using solfege syllables and the Kodaly/Curwen hand-signs	Sings a major scale with pure vowels, proper breath support using solfege syllables and the Kodaly/Curwen hand-signs	Sings a major scale using pure vowels, proper breath support, and legato movement with solfege syllables and the Kodaly/Curwen hand-signs
Chants the tonic triad and use the correct Kodaly/Curwen hand-signs	Sings the tonic triad intervals and use the correct Kodaly/Curwen hand-signs	Sings the tonic triad intervals with pure vowels, proper breath support with the correct Kodaly/Curwen hand-signs	Sings the tonic triad intervals with pure vowels, proper breath support, and legato motion with correct Kodaly/Curwen hand-signs
Sight-reads stepwise melodies in Common (4/4) Time accurately using solfege.	Sight-reads stepwise melodies in Common (4/4) Time accurately using solfege and Kodaly/Curwen hand-signs	Sight-reads stepwise melodies in Common (4/4) Time accurately in the Key of F/G major using solfege with pure vowels and Kodaly/Curwen hand-signs	Sight-reads stepwise melodies in Common (4/4) Time accurately in the Key of F/G major using solfege, pure vowels and Kodaly/Curwen hand-signs

**Success Criteria for Proficient for Sight-Reading:**

**The student can:**

**Quarter 1:**

- count using the traditional counting system, clap and chant all rhythmic combinations of whole, half, quarter, and paired eighth notes/rests in simple time with metronome, leg tap, and steady pulse.
- sing a major scale with pure vowels, proper breath support using solfege syllables and the kodaly/curwen hand-signs.
- sing the tonic triad intervals with pure vowels, proper breath support with the correct kodaly/curwen hand-signs.
- sight-read stepwise melodies in common (4/4) time accurately in the key of f/g major using solfege with pure vowels and kodaly/curwen hand-signs.

**Quarter 2:**

- count using the traditional counting system, clap and chant all rhythmic combinations of whole, half, quarter, and paired eighth notes/rests in simple time with metronome, leg tap, and steady pulse.
- sing a major scale with pure vowels, proper breath support using solfege syllables and the kodaly/curwen hand-signs.
- sing the tonic triad intervals with pure vowels, proper breath support with the correct kodaly/curwen hand-signs.
- sight-read stepwise melodies in common (4/4) time accurately in the key of f/g major using solfege with pure vowels and kodaly/curwen hand-signs.

**Quarter 3:**

- count using the traditional counting system, clap and chant all rhythmic combinations of whole, half, quarter, and paired eighth notes/rests in simple time with metronome, leg tap, and steady pulse.
- sing a major scale with pure vowels, proper breath support using solfege syllables and the kodaly/curwen hand-signs.
- sing the tonic triad intervals with pure vowels, proper breath support with the correct kodaly/curwen hand-signs.
- sight-read stepwise melodies in common (4/4) time accurately in the key of f/g major using solfege with pure vowels and kodaly/curwen hand-signs.



**Learning Progression for Competency 4: Concert Etiquette**

Students will behave in appropriate ways as an audience member and as a performer during a musical performance.

Developing	Progressing	Proficient	Advanced
<p>Recites the call time</p> <p>Remains seated and quiet during a musical performance with frequent reminders</p> <p>Pays attention to my posture while on stage with several reminders</p>	<p>Reports on time for call</p> <p>Remains seated and quiet during a musical performance with only some reminders</p> <p>Pays attention to my posture most of the time while on stage with few reminders</p>	<p>Arrives before the call time</p> <p>Remains seated and quiet during an entire musical performance with few reminders</p> <p>Pays attention to my posture at all times while on stage with only one reminder</p>	<p>Arrives and is seated before the call time without being reminded to so</p> <p>Remains seated and quiet during an entire musical performance without reminders</p> <p>Pays attention to my posture at all times while on stage without being reminded to do so</p>

**Success Criteria for Proficient for Concert Etiquette:**

**The student can:**

**Quarter 1:**

- arrive before the call time.
- remain seated and quiet during an entire musical performance with few reminders.

**Quarter 2:**

- arrive before the call time.
- remain seated and quiet during an entire musical performance with few reminders.

**Quarter 3:**

- arrive before the call time.
- remain seated and quiet during an entire musical performance with few reminders.
- pay attention to my posture at all times while on stage with only one reminder.

**Learning Progression for Competency 5: Critical Evaluation and Response**

Students will observe and reflect on self and other’s performances to develop their craft.

Developing	Progressing	Proficient	Advanced
Makes informed evaluations of self or others’ performances	Identifies causes for what went wrong in performance	Talks about what to do differently to improve performance	Imagines and describes a flawless performance
Identifies good practice habits	Implements good practice habits sometimes (practice 1-2 days per week).	Implements good practice habits regularly (3-4 days per week)	Shows self-discipline by practicing consistently (5-6 days per week), even when student does not feel like it
Keeps going if makes a mistake	Keeps going if makes a mistake and refrains most of the time from acknowledging a mistake	Keeps going when makes a mistake and refrain from acknowledging a mistake during the performance	Keeps going when makes a mistake and refrain from acknowledging a mistake during the performance without reminders
Open to receiving constructive feedback from peers without getting upset or giving up	Listens to feedback from the teacher and peers without getting upset or giving up	Self-reflects on feedback from teacher and peers without getting upset or giving up	Gives self-feedback based on rubrics provided by the teacher without getting upset or giving up

**Success Criteria for Proficient for Critical Evaluation and Response:**

**The student can:**

**Quarter 1:**

- talk about what to do differently to improve performance.
- implement good practice habits regularly (3-4 days per week).
- keep going when makes a mistake and refrains from acknowledging a mistake during the performance.
- self-reflect on feedback from teacher and peers without getting upset or giving up.

**Quarter 2:**

- talk about what to do differently to improve performance.
- implement good practice habits regularly (3-4 days per week).
- keep going if I make a mistake and refrain from acknowledging a mistake during the performance.
- self-reflect on feedback from my teacher and peers without getting upset or giving up.

**Quarter 3:**

- talk about what to do differently to improve performance.
- implement good practice habits regularly (3-4 days per week).
- keep going if I make a mistake and refrain from acknowledging a mistake during the performance.
- self-reflect on feedback from my teacher and peers without getting upset or giving up.