

DeRuyter Central School District

Music

Grade 7-8 Chorus

Benchmarks 16

►Standard 1: Sings, alone and/or with others, a varied repertoire of music

CRS7/8.1.1 Sings on pitch and in rhythm, with appropriate timbre, diction and posture, and maintains a steady tempo

- small group singing on pitch
- performing with emphasis of consonants at the beginning, middle and endings of words

CRS7/8.1.2 Sings expressively, with appropriate dynamics, phrasing and interpretation in the group choral setting

- understanding definitions and meanings of commonly used dynamic markings, musical markings and tempo markings (derived from the Italian language)

CRS7/8.1.3 Blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group

- recognizing conducting patterns for use in musical performance
- recognizing conducting cues for dynamic level and tone quality

CRS7/8.1.4 Knows songs representing genres and styles from diverse cultures and styles of music

- identify vocal timbres that are appropriate for different genres of music

CRS7/8.1.5 Associates solfege syllables (do, re, mi, etc.) with melodic passages performed individually for the teacher

- use of Kerwin hand signs associated with each syllable
- understanding of intervallic relationships between each pitch of the scale (advanced technique based on previous experience with the material)

►Standard 2: Performs on instruments, alone and with others, a varied repertoire of music.

Standard 2 applies only to the instrumental performance ensembles

►Standard 3: Improvises melodies, variations and accompaniments.

Standard 3 does not apply to a choral music setting. (Used in Vocal Jazz Ensembles-extra curricular)

►Standard 4: Composes and arranges music within specified guidelines.

Standard 4 does not apply to a choral music setting.

►Standard 5: Reads and notates music.

CRS7/8.5.1 Reads sixteenth and dotted notes and rests in 6/8, 3/8, and alla breve (2/2) meter signatures

CRS7/8.5.2 Reads at sight simple melodies in both the treble and bass clefs.

- Student can identify the tonic pitch using various major key signatures through sight

- reading skills
- Student can sing various intervallic relationships using the scale tones and solfege syllable

CRS7/8.5.3 Knows symbols and traditional terms referring to dynamics, tempo, and articulation.

- Piano
- Forte
- Mezzo forte
- Forte
- Sforzando
- Accents
- Legato
- Staccato
- Marcato
- Phrasing (breath marks)
- pianissimo
- fortissimo
- crescendo
- diminuendo
- presto
- ritard
- accelerando

CRS7/8.5.4 Reads a vocal score of up to four staves.

CRS7/8.5.5 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

- Knowledge of different registers of the voice (eg. Head Voice, Chest Voice, Falsetto, Belt)

►Standard 6: Knows and applies appropriate criteria to music and music performances.

CRS7/8.6.1 Understand how the elements of music are used in various genres and cultures.

CRS7/8.6.2 Understands the basic principles of meter, rhythm, tonality intervals, chords and harmonic progressions.

- Ability to objectively reflect on a performance and give constructive criticism

CRS7/8.6.3 Knows the criteria that affect the quality and effectiveness of music performances and compositions.

- Expressive impact
- Musical elements (dynamic, tone quality, major vs. minor, tempo) affect the overall emotion that is conveyed

► **Standard 7: Understands the relationship between music, history and culture .**

CRS7/8.7.1 Understands distinguishing characteristics of representative music genres and styles from a variety of cultures.

- Relating to instrumentation
- Relating to texture/harmony
- Relating to rhythmic quality
- Relating to melodic lines
- Relating to form

CRS7/8.7.2 Understands the functions music serves, roles of musicians, and conditions under which music typically performed in various cultures of the world.

CRS7/8.7.3 Understands the roles of musicians in various music settings and cultures.

- Relating various artists with their musical style throughout the history of music

DeRuyter Central School District

Music

Grade 9-12 Chorus

Benchmarks 19

►Standard 1: Sings, alone and/or with others, a varied repertoire of music.

CRS9-12.1.1 Sings on pitch and in rhythm, with appropriate timbre, diction and posture, and maintains a steady tempo.

- small group and solo singing on pitch
- performing with emphasis of consonants at the beginning, middle and endings of words

CRS9-12.1.2 Sings expressively, with appropriate dynamics, phrasing and interpretation in the group choral setting.

- understanding definitions and meanings of commonly used dynamic markings, musical markings and tempo markings (derived from the Italian language)

CRS9-12.1.3 Blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.

- recognizing conducting patterns for use in musical performance
- recognizing conducting cues for dynamic level and tone quality

CRS9-12.1.4 Knows songs representing genres and styles from diverse cultures and styles of music.

- identify vocal timbres that are appropriate for different genres of music

CRS9-12.1.5 Associates solfege syllables (do, re, mi, etc.) with melodic passages performed individually for the teacher.

- use of Kerwin hand signs associated with each syllable
- understanding of intervallic relationships between each pitch of the scale (advanced technique based on previous experience with the material)

►Standard 2: Performs on instruments, alone and with others, a varied repertoire of music.

Standard 2 applies only to the instrumental performance ensembles

►Standard 3: Improvises melodies, variations and accompaniments.

Standard 3 does not apply to a choral music setting.

►Standard 4: Composes and arranges music within specified guidelines.

Standard 4 does not apply to a choral music setting.

►Standard 5: Reads and notates music.

CRS9-12.5.1 Reads sixteenth and dotted notes and rests in 6/8, 3/8, and alla breve (2/2) meter signatures.

CRS9-12.5.2 Reads at sight simple melodies in both the treble and bass clefs.

- Student can identify the tonic pitch using various major and minor key signatures through sight reading skills
- Student can sing various intervallic relationships using the scale tones and solfege syllable

CRS9-12.5.3 Knows symbols and traditional terms referring to dynamics, tempo, and articulation.

- Piano
- Forte
- Mezzo forte
- Forte
- Sforzando
- Accents
- Legato
- Staccato
- Marcato
- Phrasing (breath marks)
- Pianissimo
- Fortissimo
- Crescendo
- Diminuendo
- Presto
- Ritard
- Accelerando

CRS9-12.5.4 Reads a vocal score of up to six staves.

CRS9-12.5.5 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

- Knowledge of different registers of the voice (eg. Head Voice, Chest Voice, Falsetto, Belt)
- Understands the use of vocal ranges in the typical Mixed Chorus setting

►Standard 6: Knows and applies appropriate criteria to music and music performances.

CRS9-12.6.1 Understand how the elements of music are used in various genres and cultures.

CRS9-12.6.2 Understands the basic principles of meter, rhythm, tonality intervals, chords and harmonic progressions.

- Ability to objectively reflect on a performance and give constructive criticism
- Ability to adjust and improve on a performance based on constructive criticism

CRS9-12.6.3 Knows the criteria that affect the quality and effectiveness of music performances and compositions.

- Expressive impact
- Musical elements (dynamic, tone quality, major vs. minor, tempo) affect the overall emotion that is conveyed

CRS9-12.6.4 Uses standard notation to record musical ideas.

- In class work is done on writing simple melodies in different keys and time signatures

► **Standard 7: Understands the relationship between music, history and culture.**

CRS9-12.7.1 Understands distinguishing characteristics of representative music genres and styles from a variety of cultures.

- Relating to instrumentation
- Relating to texture/harmony
- Relating to rhythmic quality
- Relating to melodic lines
- Relating to form

CRS9-12.7.2 Understands the functions music serves, roles of musicians, and conditions under which music typically performed in various cultures of the world.

- Understands the use of music in religious traditions and cultural celebrations

CRS9-12.7.3 Understands the roles of musicians in various music settings and cultures.

- Relating various artists with their musical style throughout the history of music

CRS9-12.7.4 Classifies unfamiliar but representative aural examples of music.

- Genre
- Style
- Historical Period

CRS9-12.7.5 Knows sources of American music genres and the evolution of the genres and musicians associated with them.