

Choir Power Standards

Performing:

Student performs music with technical accuracy and expression.

- I can demonstrate attention to technical accuracy and expressive qualities in various pieces of music.
- I can sing the pitch and rhythms correctly.
- I can sing musically
- I can sing with expression
- I can demonstrate an understanding of the context of the music
- I can understand the importance of identifying the context of a piece of music.
- I can sing a varied repertoire of diverse genres, culture and styles of music literature.
- I can sing using good vocal techniques.
- Reflecting: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
 - I can develop strategies to address challenges in various pieces of music
 - I can practice to improve as a musician
 - I can evaluate success by using feedback from ensemble peers and other sources
 - I can improve the performance using feedback from ensemble peers and others

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
The student performs with superior technical accuracy along with a deeper expression and interpretation.	The student performs expressively with consistent technical accuracy and appropriate interpretation.	The student has gaps in technical accuracy and does not always perform expressively and have appropriate interpretations.	The student is just beginning to understand notes, rhythms, expressive musicality and context interpretation.

Music Literacy:

Student demonstrates the ability to read, understand and apply music terminology and symbols.

- I can read and notate music.
- I understand music terminology and vocabulary.
- I understand the meaning, can read and apply musical symbols.
- I can read and use solfege.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Student demonstrates superior ability to read, understand and apply music terminology and symbols.	Student demonstrates the ability to read, understand and apply music terminology and symbols. The system of reading and notating music includes; vocabulary, music theory and conventions necessary to read and notate music.	Student has gaps in understanding the system of reading and notating music. Student shows limited understanding of music vocabulary, music theory and musical conventions	Student is just beginning to understand the system of reading and notating music. Student shows limited understanding of music vocabulary, music theory and musical conventions

Responding and Connecting:

Student responds and makes connections to music through analysis, evaluation and describing.

- The learner will be able to demonstrate an understanding of the historic and cultural context of the performance literature.
- The learner will be able to analyze and evaluate the quality and effectiveness of their own and other’s performances by applying specific criteria.
- I can develop strategies to address challenges in various pieces of music
- I can practice to improve as a musician
- I can evaluate success by using feedback from ensemble peers and other sources
- I can improve the performance using feedback from ensemble peers and others
- Relate musical ideas and works with varied context to deepen understanding
 - I can demonstrate understanding of relationships between music and the other arts, other subject areas, varied context and daily life.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
The Student demonstrates higher level thinking in their ability to deeply respond to music through analysis, evaluation and application.	The Student demonstrates the ability to respond to music through analysis, evaluation and application.	The Student inconsistently demonstrates the ability to respond to music through analysis, evaluation and application.	The Student is beginning to understand how to respond to music through analysis, evaluation and application.

Ensemble Musician:

Student demonstrates respect and responsibility for equipment and other people in the music room.

- I come to rehearsal and performance prepared to sing their part in music
- I am able to mark the music to help perform and add to interpretation
- I am ready to sing my part every time it enters
- I am attentive to the director for cues and feedback
- I am respectful and supportive of my peers
- I show appropriate etiquette as a performer AND a listener
- I am responsible and take care of equipment, music and all things in the choir room.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Student demonstrates a higher level of respectful and responsible ensemble rehearsal skills along with superior audience skills on a daily basis.	The student demonstrates respectful and responsible ensemble rehearsal skills along with appropriate audience skills on a daily basis.	The student demonstrates respectful and responsible ensemble rehearsal skills along with appropriate audience skills with a few reminders.	The student demonstrates respectful and responsible ensemble rehearsal skills along with appropriate audience skills with a frequent reminders.