



# CW High School

## Choir A

### 1. Fall Concert Repertoire (25.00%)

#### Learning Targets

#### 1.1 I sing as an individual and with others using accurate rhythms (MP2.P.25 and 29.h).

Learning Target	Descriptor	Definition
4	Proficient	I sing as an individual and with others using accurate rhythms (MP2.P.25 and 29.h).
3	Developing	I sing as an individual and with others using mostly accurate rhythms.
2	Basic	I sing with others using mostly accurate rhythms.
1	Minimal	I sing with others using somewhat accurate rhythms.
0	No Evidence	No evidence shown.

#### 1.2 I sing as an individual and with others using accurate pitches. I may not sing in-tune with the ensemble but I strive to improve through rigorous practice and seeking help from the teacher (MP2.P.25 and 29.h).

Learning Target	Descriptor	Definition
4	Proficient	I sing as an individual and with others using accurate pitches. I may not sing in-tune with the ensemble but I strive to improve through rigorous practice and seeking help from the teacher (MP2.P.25 and 29.h).
3	Developing	I sing as an individual and with others using mostly accurate pitches. I may not sing in-tune with the ensemble but I strive to improve through rigorous practice and seeking help from the teacher.
2	Basic	I sing with others using mostly accurate pitches. I may not sing in-tune with the ensemble but I seek additional help from the teacher.
1	Minimal	I sing with others using somewhat accurate pitches. I may not sing in-tune with the ensemble but I do not seek additional help from the teacher.
0	No Evidence	No evidence shown.

#### 1.3 I sing while blending with appropriate consonant and vowel formations (MP2.P.25, 29, and 30.h).

Learning Target	Descriptor	Definition
4	Proficient	I sing while blending with appropriate consonant and vowel formations (MP2.P.25, 29, and 30.h).
3	Developing	I sing while blending with appropriate consonant and vowel formations in most cases.
2	Basic	I sing while blending with appropriate consonant and vowel formations in many cases.
1	Minimal	I sing while blending with appropriate consonant and vowel formations in some cases.
0	No Evidence	No evidence shown.

#### 1.4 I use a singer's posture and breath (centered, tall, and relaxed; diaphragmatic breathing) (MP2.P.25, 29, and 30.h).


  
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Learning Target	Descriptor	Definition
4	Proficient	I use a singer's posture and breath (centered, tall, and relaxed; diaphragmatic breathing) (MP2.P.25, 29, and 30.h).
3	Developing	I use a singer's posture and breath (centered, tall, and relaxed; diaphragmatic breathing) in most cases.
2	Basic	I use a singer's posture and breath (centered, tall, and relaxed; diaphragmatic breathing) in many cases.
1	Minimal	I use a singer's posture and breath (centered, tall, and relaxed; diaphragmatic breathing) in some cases.
0	No Evidence	No evidence shown.

#### 1.5 I improvise harmonies, melodies, and/or rhythms in the style of the music we study (MP1.Cr.14.h).

Learning Target	Descriptor	Definition
4	Proficient	I improvise harmonies, melodies, and/or rhythms in the style of the music we study (MP1.Cr.14.h).
3	Developing	I improvise melodies and/or rhythms in the style of the music we study.
2	Basic	I improvise melodies and/or rhythms.
1	Minimal	I improvise melodies or rhythms.
0	No Evidence	No evidence shown.



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### 2. Rehearsal Technique (25.00%)

#### Learning Targets

2.1 I demonstrate rehearsal techniques (responsibility and responsiveness) which improve performance quality (MP2.P.26, 30, and.32.h; MP3.R.17.h).

Learning Target	Descriptor	Definition
4	Proficient	I demonstrate rehearsal techniques (responsibility and responsiveness) which improve performance quality (MP2.P.26, 30, and.32.h; MP3.R.17.h).
3	Developing	I usually demonstrate rehearsal techniques (responsibility and responsiveness) which improve performance quality.
2	Basic	I sometimes demonstrate rehearsal techniques (responsibility and responsiveness) which improve performance quality
1	Minimal	I occasionally demonstrate rehearsal techniques (responsibility and responsiveness) which improve performance quality
0	No Evidence	No evidence shown.

2.2 I apply constructive feedback to improve and refine musical performance and response (MP2.P.30 and 32.h; MP3.R.17 and 18.h; MP4.Cn.15.h).

Learning Target	Descriptor	Definition
4	Proficient	I apply constructive feedback to improve and refine musical performance and response (MP2.P.30 and 32.h; MP3.R.17 and 18.h; MP4.Cn.15.h).
3	Developing	I usually apply constructive feedback to improve and refine musical performance and response.
2	Basic	I sometimes apply constructive feedback to improve and refine musical performance and response.
1	Minimal	I occasionally apply constructive feedback to improve and refine musical performance and response.
0	No Evidence	No evidence shown.

### 3. Music Interpretation (25.00%)

#### Learning Targets

3.1 I identify and describe most of the emotions found in music through writing or discussion (MP3.R.16 and 18.h; MP4.Cn.13 and 15.h; MP4.Cn.16.h).

Learning Target	Descriptor	Definition
4	Proficient	I identify and describe most of the emotions found in music through writing or discussion (MP3.R.16 and 18.h; MP4.Cn.13 and 15.h; MP4.Cn.16.h).
3	Developing	I identify and describe many of the emotions found in music through writing or discussion.


  
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Learning Target	Descriptor	Definition
2	Basic	I identify and describe many of the emotions found in music through discussion.
1	Minimal	I identify and describe a few of the emotions found in music through discussion.
0	No Evidence	No evidence shown.

**3.2 I identify and describe most of the elements of music (dynamics, form, meter, tempo, and texture) through writing or discussion (MP2.P.27.h; MP3.R.16 and 18.h; MP4.Cn.15 and 16.h).**

Learning Target	Descriptor	Definition
4	Proficient	I identify and describe most of the elements of music (dynamics, form, meter, tempo, and texture) through writing or discussion (MP2.P.27.h; MP3.R.16 and 18.h; MP4.Cn.15 and 16.h).
3	Developing	I identify and describe many of the elements of music (dynamics, form, meter, tempo, and texture) through writing or discussion.
2	Basic	I identify and describe many of the elements of music (dynamics, form, meter, tempo, and texture) through discussion.
1	Minimal	I identify and describe a few of the elements of music (dynamics, form, meter, tempo, and texture) through discussion.
0	No Evidence	No evidence shown.


**3.3 I identify and describe most of the elements of choral performance (balance, diction, pitch, phrasing, posture, presentation, rhythm, and tone) through writing or discussion (MP2.P.27.h; MP3.R.18.h; MP4.Cn.13, 15, and 16.h).**

Learning Target	Descriptor	Definition
4	Proficient	I identify and describe most of the elements of choral performance (balance, diction, pitch, phrasing, posture, presentation, rhythm, and tone) through writing or discussion (MP2.P.27.h; MP3.R.18.h; MP4.Cn.13, 15, and 16.h).
3	Developing	I identify and describe many of the elements of choral performance (balance, diction, pitch, phrasing, posture, presentation, rhythm, and tone) through writing or discussion.
2	Basic	I identify and describe many of the elements of choral performance (balance, diction, pitch, phrasing, posture, presentation, rhythm, and tone) through discussion.
1	Minimal	I identify and describe a few of the elements of choral performance (balance, diction, pitch, phrasing, posture, presentation, rhythm, and tone) through discussion.
0	No Evidence	No evidence shown.

#### 4. Sight-Reading and Music Notation (25.00%)

##### Learning Targets

**4.1 I sing melodies at pitch using solfège syllables and hand signs (MP2.P.25 and 29.h).**


  
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Learning Target	Descriptor	Definition
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4	Proficient	I sing melodies at pitch using solfège syllables and hand signs (MP2.P.25 and 29.h).
3	Developing	I sing melodies using solfège syllables and hand signs.
2	Basic	I sing melodies using solfège syllables.
1	Minimal	I sing portions of melodies using solfège syllables.
0	No Evidence	No evidence shown.

#### 4.2 I read notes from the bass or treble staff using solfège and/or pitch contour and melodic shapes (MP2.P.25.h).

Learning Target	Descriptor	Definition
4	Proficient	I read notes from the bass or treble staff using solfège and/or pitch contour and melodic shapes (MP2.P.25.h).
3	Developing	I read most notes from the bass or treble staff using solfège and/or pitch contour and melodic shapes.
2	Basic	I read many notes from the bass or treble staff using pitch contour and melodic shapes.
1	Minimal	I read a few notes from the bass or treble staff using pitch contour and melodic shapes.
0	No Evidence	No evidence shown.

#### 4.3 I read rhythmic notation accurately (whole, half, quarter, eighth, and sixteenth notes/rests) while patting a steady beat (MP2.P.25 and 29.h).

Learning Target	Descriptor	Definition
4	Proficient	I read rhythmic notation accurately (whole, half, quarter, eighth, and sixteenth notes/rests) while patting a steady beat (MP2.P.25 and 29.h).
3	Developing	I read rhythmic notation (whole, half, quarter, eighth, and sixteenth notes/rests) while patting a steady beat.
2	Basic	I read rhythmic notation (whole, half, quarter, eighth, and sixteenth notes/rests) while maintaining a steady beat.
1	Minimal	I read rhythmic notation (whole, half, quarter, eighth, and sixteenth notes/rests) outside the context of a steady beat.
0	No Evidence	No evidence shown.

#### 4.4 I navigate a choral score accurately by following the "road map" laid out by traditional and non-traditional music notation (repeats, D.S./D.C., measure markers, parts, final bar lines, and others) (MP2.P.25.h).

Learning Target	Descriptor	Definition
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Learning Target	Descriptor	Definition
4	Proficient	I navigate a choral score accurately by following the "road map" laid out by traditional and non-traditional music notation (repeats, D.S./D.C., measure markers, parts, final bar lines, and others) (MP2.P.25.h).
3	Developing	I navigate a choral score by following the "road map" laid out by traditional and non-traditional music notation (repeats, D.S./D.C., measure markers, parts, final bar lines, and others).
2	Basic	I navigate parts of a choral score by following the "road map" laid out by traditional and non-traditional music notation (repeats, D.S./D.C., measure markers, parts, final bar lines, and others).
1	Minimal	I navigate a choral score by relying on the support of other singers.
0	No Evidence	No evidence shown.

Submitted on 7/26/2021 by