

## Vocal/Choral Music: Beginning Level

The Beginning Level standards are designed for students experiencing their first vocal/choral class. Beginning choral students may be found at any grade level within the elementary, middle, and secondary school setting, as prescribed by the local school district. The Beginning Level standards emphasize fundamental vocal development, traditional notation, and the introduction to ensemble singing. These standards require performance, creativity, and investigation at a fundamental level. Opportunities are provided for students to explore the relationship between music and the other fine arts and between music and disciplines outside the arts.

### Performance and Production

- CB.1 The student will demonstrate proper posture and breathing techniques to support vocal production.
1. Identify vocal anatomy, including the function of the diaphragm and larynx in singing.
  2. Use breathing techniques to support vocal production.
  3. Demonstrate the operation of the vocal mechanism.
- CB.2 The student will sing with a free and clear tone, using accurate intonation.
1. Sing developmentally appropriate vocal exercises.
  2. Perform assigned vocal parts in repertoire accurately.
- CB.3 The student will sing with purity of vowels and clarity of consonants.
1. Produce pure vowel sounds—ah, eh, ee, oh, and oo.
  2. Articulate consonant sounds.
- CB.4 The student will perform dynamics and tempos as indicated by markings in the score in both solo and ensemble singing.
1. Apply dynamic markings, including *p*, *mp*, *mf*, *f*, *crescendo*, *decrescendo*.
  2. Apply tempo markings, including *allegro*, *andante*, and *lento*.
- CB.5 The student will perform an assigned vocal part in unison and in simple harmony.
1. Sing at least three of the following: rounds, canons, descants, partner songs.
  2. Sing literature in two-part harmony.
  3. Sing literature with and without instrumental accompaniment.
- CB.6 The student will respond to basic conducting gestures.
- CB.7 The student will respond to music through movement.
1. Use movement to illustrate contrasting styles of music.
  2. Use body percussion to practice and perform rhythms.
- CB.8 The student will improvise short melodic and rhythmic patterns in response to aural prompts.
1. Improvise “responses” in a style similar to given rhythmic and melodic phrases.
  2. Use multimedia applications in creating original music.

## **Cultural Context and Music Theory**

- CB.9 The student will read and write basic music notation.
1. Identify notes and rests (eighth, quarter, half, whole), basic symbols, and terms.
  2. Analyze and sight-read simple four-measure phrases, using a symbol system.
  3. Read and write rhythmic patterns in simple meter at various tempos.
  4. Utilize available technology and related software.
- CB.10 The student will identify simple musical forms.
1. Identify similar and contrasting phrases.
  2. Recognize visually and aurally AB and ABA forms.
- CB.11 The student will study selections that represent various historical, stylistic, and cultural contexts of choral music.
1. Compare and contrast the functions of vocal/choral music in various cultures.
  2. Identify distinguishing characteristics of representative choral music from a variety of cultures.
  3. Classify an exemplary vocal/choral work by historical period, composer, and title.

## **Judgment and Criticism**

- CB.12 The student will apply choral techniques and musicianship in the evaluation of music performances.
1. Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions.
  2. Develop and apply criteria for evaluating vocal/choral performances.

## **Aesthetics**

- CB.13 The student will compare music to the other fine arts.
1. Identify common elements and descriptive terms used in music with those used in the dance arts, theatre arts, and visual arts.
  2. Identify careers in music.
- CB.14 The student will demonstrate an awareness of the collaborative nature of the choral art.
1. Contribute to the success of the ensemble.
  2. Demonstrate concert etiquette as a performer and listener.