

**6-8 Vocal Music**

2018-2019

Topic 1: Intonation/Vocal Technique page 2

Topic 2: Rehearsal Skills page 3

Topic 3: Presentation page 3

Topic 4: Literacy page 4

Topic 5: Solfege page 5

**grading.dmschools.org performingarts.dmschools.org**

**Topic 1: Intonation/Vocal Technique**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4-Exceding | 3-Meeting | 2-Developing |
| 6th Grade | 4AB: Models at a level above learning goal.  | 3A: Match pitch with assistance.3B: Self-critique correct posture.  | 2A: Determine correctly matched pitches. 2B: Demonstrate correct posture.  |
| 7th Grade | 4AB: Models at a level above learning goal.  | 3A: Match pitch with assistance in 2-3 part harmony. 3B: Self-critique correct posture and vowel shape.  | 2A: Determine correctly matched pitches in 2-3 part harmony. 2B: Demonstrate correct posture and vowel shape.  |
| 8th Grade | 4AB: Models at a level above learning goal.  | 3A: Match pitch with assistance in 2-4 part harmony.3B: Self-critique correct posture, vowel shape, and diction.  | 2A: Determine correctly matched pitches in 2-4 part harmony. 2B: Demonstrate correct posture, vowel shape, and diction.  |

**Anchor standards:** 1, 4, 5, 7, 9

***Topic-specific descriptors:*** *when asking students to “match pitch”, the characteristics of the learning goal include distinguishing and differentiating pitches and developing a strategy to accurately assess one’s own pitch. Other mental processes include executing, analyzing errors, matching, and more.*

**Topic 2: Rehearsal Skills**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4AB: Develop a strategy to lead sectional and rehearsal work. | 3A: Consistently trace the development of collaboration. 3B: Use self-awareness and shared focal point throughout a rehearsal. | 2A: Demonstrate collaboration. 2B: Describe self-awareness and shared focal point throughout a rehearsal. |

**Anchor standards:** 2, 3, 9

**Topic 3: Presentation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4AB: Models at a level above learning goal.  | 3A: Formally perform using technical knowledge and skills with artistic intent to achieve sustained communication with the audience.3B: Self-critique performances.  | 2A: Perform using technical knowledge and skills. 2B: Describe successful performance etiquette skills.   |

**Anchor standards:** 1, 6, 8, 9, 10, 11

**Topic 4: Literacy**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4-Exceeding | 3-Meeting | 2-Developing |
|  6th Grade | 4AB: Models at a level above learning goal. | 3A: Navigate an octavo with assistance. 3B: Analyze combinations of rhythms\* in order to count and perform music. | 2A.1: Identify and define applicable tempo markings.2A.2: Identify and define applicable navigation markings. 2B: Identify and define applicable duration symbols. |
| 7th Grade | 4AB: Modeling at a level above learning goal.  | 3A: Navigate an octavo. 3B: Analyze combinations of rhythms\* in order to count and perform music in simple meters.  | 2A.1: Identify and define applicable tempo markings. 2A.2: Identify and define applicable navigation markings. 2B: Identify and define applicable duration symbols.  |
| 8th Grade | 4AB: Modeling at a level above learning goal. | 3A: Navigate an octavo. 3B: Analyze combinations of rhythms in order to count and perform music in simple and compound meters.  | 2A.1: Identify and define applicable tempo markings. 2A.2: Identify and define applicable navigation markings. 2B: Identify and define applicable duration symbols.  |

**Anchor standards:** 1, 6, 8, 9, 10, 11

**Rhythm Appexdix**

*6th Grade*: whole notes and rests, half notes and rests, quarter notes and rests, eighth notes in pairs

*7th Grade*: tied notes, dotted half notes and rests, dotted quarter notes and rests, eighth notes and rests, sixteenth notes in fours

*8th Grade*: combinations of the above listed

**Literacy Appendix**

*6th Grade*: piano, forte, allegro, largo, barline, measure, repeat sign, verses, 1st/2nd endings

*7th Grade*: mezzo, -issimo, ritardando, accelerando, crescendo, decrescendo, andante, moderato, coda, DC, DS, segno, fine, soprano, alto, baritone

*8th Grade*: fermata, sharp, flat, natural, accent, staccato, treble clef, bass clef, soprano, alto, tenor, bass.

**Topic 5: Solfege**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4-Exceding | 3-Meeting | 2-Developing |
| 6th Grade | 4AB: Models at a level above learning goal.  | 3A: Sing and sign stepwise passages. 3B: Sight read stepwise passages in major keys starting with Do.  | 2A: Identify and sign stepwise passages in major keys. 2B: Identify note names on the treble clef staff.  |
| 7th Grade | 4AB: Models at a level above learning goal.  | 3A: Sing and sign stepwise passages. 3B: Sight read stepwise passages in major keys starting with non-Do pitches.  | 2A: Identify and sign passages containing steps and triad skips in major keys. 2B: Identify note names on the treble clef staff including ledger lines.  |
| 8th Grade | 4AB: Models at a level above learning goal.  | 3A: Sing and sign stepwise passages containing steps and triad skips in major keys.3B: Sight read passages containing triad skips in major keys.  | 2A: Identify and sign passages containing steps and triad skips in major keys. 2B: Identify bass clef note names.  |

**Anchor standards:** 9, 10

***Topic-specific descriptor:*** *when asking students to “sing and sign”, the characteristics of the learning goal include distinguishing and differentiating movement of pitches and intervals and developing a strategy to accurately depict the physical representation of the scale. Other mental processes include executing, symbolizing, analyzing errors, classifying, and more.*