



### Course Numbers

- VOC101/102 (and VOC101IB/102IB) Concert Choir Non-Audition S1/S2
- VOC209/210 Concert Choir Audition S1/S2
- VOC203/204 Prep Choir Audition S1/S2
- VOC311/312 Chamber Choir S1/S2
- VOC601/602 (and VOC601IB/VOC602IB) 6<sup>th</sup> Grade Performing Arts S1/S2
- VOC701/702 (and VOC701IB/VOC702IB) 7<sup>th</sup> Grade Performing Arts S1/S2
- VOC801/802 (and VOC801IB/VOC802IB) 8<sup>th</sup> Grade Performing Arts S1/S2

# Secondary Vocal Music

## 2017-2018



<http://performingarts.dmschools.org>  
<http://grading.dmschools.org>

Version: Pre-Alpha

## Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

Each lettered bullet point represents one **Learning Target**. Each arrow bullet point represents an **unpacked requirement** of the target

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.



The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked requirement** of the target

Scale Level Symbols	
⊕	The targets on this level can be <b>changed</b>
🔒	Targets on this level can <b>not</b> be changed
➡	<b>More</b> targets can be added to this level
⊗	<b>No</b> targets are written at this level

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

## Multiple Opportunities

*It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning.* Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. It's about allowing students to demonstrate their learning multiple times in units subsequent to their current unit, or when learning is scaffolded into future units.

Multiple Opportunities will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections through their PLCs.

### Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester's end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

### Phase Model:

The Phase Model is an Organizational Curriculum Model for SRG. Topics are arranged in sequence with the topic scale adjusting to account for the level of learner. This allows for yearlong topics. Once a student becomes proficient in the topic at a particular level they change “phase” to continue to deepen their knowledge base.

Learning Goals for all curricular areas are organized by overarching concepts called topics. Within those topics live a learning goal. All learning goals for the performing arts are guided by the 2014 National Music Standards and assessed on the provided reporting scales.

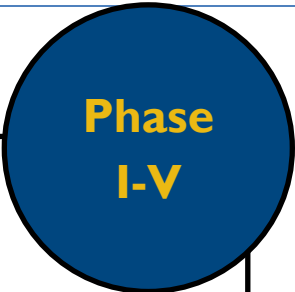
### Learning Guide:

	Intonation/Vocal Technique	Rehearsal Skills	Presentation	Literacy	Solfege
<b>PHASE I</b>	3A: Matches pitch with assistance.	3A: Consistently traces the development of collaboration with others using self-awareness and shared focal point throughout a rehearsal.  <b>PHASE I-V</b>	3A: Formally performs using technical knowledge and skills with artistic intent to achieve sustained communication with the audience.  <b>PHASE I-V</b>	3A: Navigates an octavo with assistance 3B: Analyzes combinations of... whole notes and rests, half notes and rests, quarter notes and rests, eighth notes in pairs...in order to count and perform music in simple meters.	3A: Sings and signs stepwise passages in major keys. 3B: Identifies treble clef note names.
<b>PHASE II</b>	3A; Matches pitch with assistance in 2-3 part harmony.			3A: Navigates an octavo 3B: Analyzes combinations of...tied notes, dotted half notes and rests, dotted quarter notes and rests, eighth notes and rests, sixteenth notes in fours...in order to count and perform music in simple meters	3A: Sings and signs passages containing steps and triad skips in major keys.  3B: Identifies bass clef note names.

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<b>PHASE III</b>	3A: Matches pitch in 3-4 part harmony.			3A: Navigates an octavo 3B: Analyzes combinations of... triplets, eighth and sixteenth notes and rests in combinations... in order to count and perform music in simple meters. 3C: Analyzes combinations of... eighth notes, dotted quarter notes... in order to count and perform music in compound meters.	3A: Sings and signs passages containing steps and triad skips in major keys and stepwise passages in minor keys.  3B: Identifies movable <i>do</i> with assistance.
<b>PHASE IV</b>	3A: Matches pitch in 2-4 part harmony a cappella.			3A: Navigates an octavo 3B: Analyzes combinations of... patterns of syncopation... in order to count and perform music in simple meters. 3C: Analyze combinations of... dotted half notes, sixteenth notes... in order to count and perform music in compound meters.	3A: Sings and signs passages containing steps and triad skips in major and minor keys. 3B: Identifies movable <i>do</i> .
<b>PHASE V</b>	3A: Matches pitch in 4 or more part harmony a cappella.			3A: Navigates an octavo 3B: Analyzes combinations of... hemiolas, rhythms in irregular and mixed meters... in order to count and perform music.	3A: Sings and signs passages containing all major, minor, and chromatic intervals.

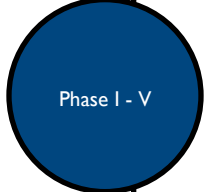
## Topic One: Intonation/Vocal Technique



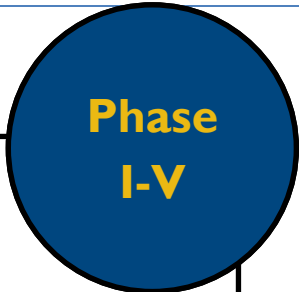
**Success Criteria:** breath support, posture, vowel shape, resonant space, diction, tone appropriate to musical style, smooth transitions across registers, investigate weaknesses and develop and individualized strategy to improve, evaluate the work of self and others

**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.

	4-Exceding	3-Meeting	2-Developing
I PHASE	4A: Models at a level above learning goal.	3A: Matches pitch with assistance.	2A: Determines correctly matched pitches.
II PHASE	4A: Models at a level above learning goal.	3A: Matches pitch with assistance in 2-3 part harmony.	2A: Determines correctly matched pitches in 2-3 part harmony.
III PHASE	4A: Models at a level above learning goal.	3A: Matches pitch in 3-4 part harmony.	2A: Determines correctly matched pitches in 4 part harmony.
IV PHASE	4A: Models at a level above learning goal.	3A: Matches pitch in 2-4 part harmony a cappella.	2A: Determines correctly matched pitches in 2 part harmony a cappella.
V PHASE	4A: Models at a level above learning goal.	3A: Matches pitch in 4 or more part harmony a cappella.	2A: Determines correctly matched pitches in 4 part harmony a cappella.

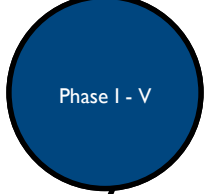
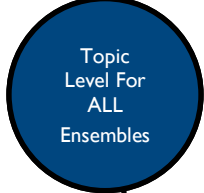


Topic Two: Rehearsal Skills

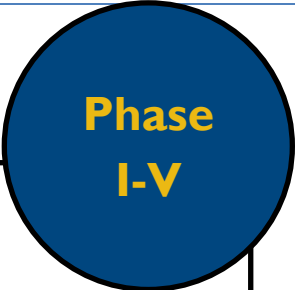


**Success Criteria:** engages in the learning process, maintains focus on the task, acts as a productive member of the ensemble, collaborates within sectional or ensemble, keeps appropriate score markings, investigates weaknesses and develops an individualized strategy to improve, evaluates the work of self and others

	4-Exceding	3-Meeting	2-Developing
	4A: Develop a strategy to lead sectional and rehearsal work.	3A: Consistently traces the development of collaboration with others using self-awareness and shared focal point throughout a rehearsal.	2A: Demonstrates collaboration with others using self-awareness and shared focal point throughout a rehearsal.

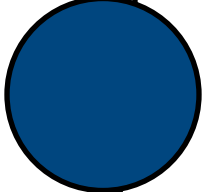
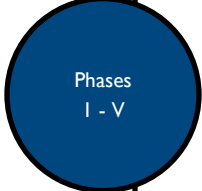


Topic Three: Presentation



**Success Criteria:** demonstrates formal concert etiquette as a performer and as an audience member, is prepared to perform (including concert attire, memorization of repertoire, participates in pre-concert warmup, etc.), reflects and evaluates self and others' performances

	4-Exceding	3-Meeting	2-Developing
	4A: Models at a level above learning goal.	3A: Formally performs using technical knowledge and skills with artistic intent to achieve sustained communication with the audience.	2A: Performs using technical knowledge and skills.



Topic Four: Literacy

Phase I-V

**Success Criteria:** performs musical terminology appropriate to classroom repertoire, investigates weaknesses and develops an individualized strategy to improve, evaluates the work of self and others

\* see Literacy appendix for grade-appropriate terminology to be assessed

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

8<sup>th</sup> Grade Literacy Appendix: *fermata, sharp, flat, natural, accent, staccato, treble clef, soprano, alto, tenor, bass*

7<sup>th</sup> Grade Literacy Appendix: *mezzo, -issimo, ritardando, accelerando, DS, DC, coda, fine, crescendo, decrescendo, andante, moderato, segno, soprano, alto, baritone*

	4-Exceeding	3-Meeting	2-Developing
PHASE I	4A: Modeling at a level above learning goal.	3A: Navigates an octavo with assistance  3B: Analyzes combinations of... <ul style="list-style-type: none"> <li>○ whole notes and rests</li> <li>○ half notes and rests</li> <li>○ quarter notes and rests</li> <li>○ eighth notes in pairs</li> </ul> ...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.
PHASE II	4A: Modeling at a level above learning goal.	3A: Navigates an octavo  3B: Analyzes combinations of... <ul style="list-style-type: none"> <li>○ tied notes</li> <li>○ dotted half notes and rests</li> <li>○ dotted quarter notes and rests</li> <li>○ eighth notes and rests</li> <li>○ sixteenth notes in fours</li> </ul> ...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.

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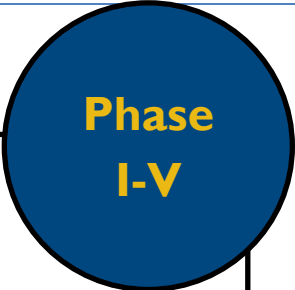
<b>PHASE III</b>	4A: Modeling at a level above learning goal.	<p>3A: Navigates an octavo</p> <p>3B: Analyzes combinations of...  <ul style="list-style-type: none"> <li>○ triplets</li> <li>○ eighth and sixteenth notes and rests in combinations</li> </ul>                     ...in order to count and perform music in simple meters.</p> <p>3C: Analyzes combinations of...  <ul style="list-style-type: none"> <li>○ eighth notes</li> <li>○ dotted quarter notes</li> </ul>                     ...in order to count and perform music in compound meters.</p>	<p>2A.1: Identify and define applicable tempo markings.</p> <p>2A.2: Identify and define applicable navigation markings.</p> <p>2B: identify and define applicable duration symbols.</p>
<b>PHASE IV</b>	4A: Modeling at a level above learning goal.	<p>3A: Navigates an octavo</p> <p>3B: Analyzes combinations of...  <ul style="list-style-type: none"> <li>○ patterns of syncopation</li> </ul>                     ...in order to count and perform music in simple meters.</p> <p>3C: Analyze combinations of...  <ul style="list-style-type: none"> <li>○ dotted half notes</li> <li>○ sixteenth notes</li> </ul>                     ...in order to count and perform music in compound meters.</p>	<p>2A.1: Identify and define applicable tempo markings.</p> <p>2A.2: Identify and define applicable navigation markings.</p> <p>2B: identify and define applicable duration symbols.</p>
<b>PHASE V</b>	4A: Modeling at a level above learning goal.	<p>3A: Navigates an octavo</p> <p>3B: Analyzes combinations of...  <ul style="list-style-type: none"> <li>○ <u>hemioias</u></li> <li>○ rhythms in irregular and mixed meters</li> </ul>                     ...in order to count and perform music.</p>	<p>2A.1: Identify and define applicable tempo markings.</p> <p>2A.2: Identify and define applicable navigation markings.</p> <p>2B: identify and define applicable duration symbols.</p>

Anchor Standards: 8, 9, 10

Phases 1 & 2 Middle School

Levels 1 & 4 trigger change in PHASE

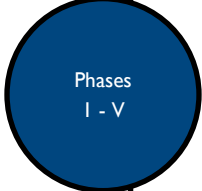
Topic Five: Solfege



**Success Criteria:** engages with a variety of key signatures, investigates weaknesses and develops and individualized strategy to improve, evaluates the work of self and others

**Topic-Specific Descriptors:** 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.

	4-Exceding	3-Meeting	2-Developing
PHASE I	4A: Modeling at a level above learning goal.	3A: Sings and signs stepwise passages in major keys.  3B: Identifies treble clef note names.	2A: Identifies and signs stepwise passages in major keys.
PHASE II	4A: Modeling at a level above learning goal.	3A: Sings and signs passages containing steps and triad skips in major keys.  3B: Identifies bass clef note names.	2A: Identifies and signs passages containing steps and triad skips in major keys.



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	4-Exceding	3-Meeting	2-Developing
PHASE III	4A: Modeling at a level above learning goal.	3A: Sings and signs passages containing steps and triad skips in major keys and stepwise passages in minor keys.  3B: Identifies movable <i>do</i> with assistance.	2A: Identifies and signs passages containing steps and triads skips in major keys and stepwise passages in minor keys.
PHASE IV	4A: Modeling at a level above learning goal.	3A: Sings and signs passages containing steps and triad skips in major and minor keys.  3B: Identifies movable <i>do</i> .	2A: Identifies and signs passages containing steps and triads skips in major and minor keys.
PHASE V	4A: Modeling at a level above learning goal.	3A: Sings and signs passages containing all major, minor, and chromatic intervals.	2A: Identifies and signs passages containing all major, minor, and chromatic intervals.