

# Choral Music

## Rubric Assessment

**4- Excellent    3 – Good    2 – Average    1 – Poor    0 – No Attempt**

Students' Name \_\_\_\_\_ Period \_\_\_\_\_

### SCORE

<b>4</b>	Student performs music/literature with very few or no errors pertaining to rhythm, pitch, dynamics, intonation, and diction.		
<b>3</b>	Student performs music/literature with some errors pertaining to rhythm, pitch, dynamics, intonation, and diction.		
<b>2</b>	Student performs music/literature with numerous errors pertaining to pitch, dynamics, intonation, and diction.		
<b>1</b>	Student performs music/literature without demonstrating proper skill/technique pertaining to pitch, dynamics, intonation, and diction.		
<b>0</b>	Unacceptable performance or No Attempt!		

# Choral Music Assessment Rubric

Student Name:	Period:	Date:
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Instructions: Mark the highest level achieved in each category.  <b>CRITERIA:</b>  6 = Superior (above 99%) 5 = Above Average (above 90%) 4 = Average (above 75%) 3 = Below Average (above 50%) 2 = Well Below Average (below 50%) 1 = No Effort (below 20%)						
	+	+	+	+	-	-
	99%	90%	75%	50%	50%	20%
<b>Rhythm</b> - <i>accuracy of values, duration, pulse, steadiness, meter</i>	6	5	4	3	2	1
<b>Tone Quality</b> - <i>resonance, control, clarity, focus, consistency, warmth, breathing and support</i>	6	5	4	3	2	1
<b>Notes</b> - <i>accuracy of printed pitches and intonation within the appropriate range</i>	6	5	4	3	2	1
<b>Articulation and Diction</b> , - <i>accuracy of pronunciation and releases</i>	6	5	4	3	2	1
<b>Musicianship</b> - <i>expressive elements, interpretation, dynamics</i>	6	5	4	3	2	1

# Choral Music

## Rubric Assessment

**4- Excellent    3 – Good    2 – Average    1 – Poor    0 – No Attempt**

Students' Name \_\_\_\_\_ Period \_\_\_\_\_

### SCORE

<b>4</b>	Student addresses all questions with strong and confident responses; well thought out and organized writing with supporting statements.		
<b>3</b>	Student addresses most questions having a good response; well thought out and organize with some supporting statements for each question.		
<b>2</b>	Student addresses some of the questions with well intended responses. Lacks supporting statements; needs better organization of thoughts.		
<b>1</b>	Student addresses at least one question with a response. Lacks supporting statements; needs better organization of thoughts.		
<b>0</b>	No Attempt!		

# Content Standard 1

Students shall demonstrate and apply the essential skills and techniques to produce music.

## ST.1.VMI.1

Sing using proper vocal technique

- breathing and posture
- free and clear *tone*, using accurate *intonation*
- *articulation* (e.g., pure vowels, consonant sounds)

- *dynamics* and *tempi* as indicated by markings in the *score*

# Content Standard 1

Students shall demonstrate and apply the essential skills and techniques to produce music.

## ST.1.VMI.2

Demonstrate independence by performing alone or in an *ensemble*

# **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

**ST.1.VMI.3**

Respond to basic  
conducting gestures

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

**ST.1.VMI.4**

Sing easy literature with and without instrumental *accompaniment* (e.g., *rounds, canons, descants, two-part harmony*)

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

**ST.1.VMI.5**

Demonstrate appropriate small and large *ensemble performance* techniques during formal and/or informal *performances* (e.g., *balance, blend*)

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

**ST.1.VMI.6**

*Sight-sing* simple  
*melodies* chosen by the  
instructor using a  
consistent method

## **Content Standard 1**

Students shall demonstrate and  
apply the essential skills and  
techniques to produce music.

**ST.1.VMI.7**

*Sight-sing ensemble parts*

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

**ST.1.VMI.8**

Demonstrate through *performance* an understanding of the language of music

- *basic notation* (e.g., *staves, clefs, note* and *rest* values, *intervals, chords*)
- *interpretive notation* (e.g., *music symbols*)
- *simple meter* (e.g.,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ )

## **Content Standard 2**

Students shall demonstrate creative expression through music.

### **CE.2.VMI.1**

Sing in a manner reflecting the expressive qualities of music in rehearsal and *performance* including *dynamic* and *tempo markings*

- *piano (p)*
- *mezzo piano (mp)*
- *mezzo forte (mf)*
- *forte (f)*
- *crescendo*
- *decrescendo*
- *andante*
- *adagio*

## **Content Standard 2**

Students shall demonstrate creative expression through music.

### **CE.2.VMI.2**

*Improvise call-and-response patterns*

## **Content Standard 3**

Students shall listen to, analyze, describe, and evaluate music.

**CA.3.VMI.1**

Apply currently taught  
choral techniques and  
musicianship in the  
evaluation of music  
*performances*

## **Content Standard 3**

Students shall listen to, analyze,  
describe, and evaluate music.

**CA.3.VMI.2**

Evaluate a musical  
*performance* by comparing  
to exemplary models

## **Content Standard 4**

Students shall demonstrate and  
apply knowledge of connections

between music and other disciplines.

## **C.4.VMI.1**

Exhibit self-discipline and teamwork in daily rehearsals and musical *performances*

## **Content Standard 4**

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

## **C.4.VMI.2**

Model appropriate *etiquette* as both a performer and an observer

## **Content Standard 4**

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

## **C.4.VMI.3**

Perform music literature from a variety of *styles*, time periods, and cultures using appropriate interpretation

## **Content Standard 4**

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

## **C.4.VMI.4**

Identify common elements and descriptive terms used in music with those used in other disciplines

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

## **ST.1.VMII.1**

Sing using proper vocal technique

- Breathing and posture
- free and clear *tone*, using accurate *intonation*
- *articulation* (e.g., pure vowels and consonant sounds)
- *dynamics* and *tempi* as indicated by markings in the score
- *phonatory function* (e.g., *resonance*, *vocal registration*, vocal production)

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

## **ST.1.VMII.2**

Demonstrate independence by performing alone or in an *ensemble*

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

### **ST.1.VMII.3**

Respond to basic conducting gestures as they relate to *style* and interpretation

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

## **ST.1.VMII.4**

Sing easy to moderate literature with and without instrumental *accompaniment*

- *two-part harmony* (e.g., *rounds, canons, descants*)

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

## **ST.1.VMII.5**

Demonstrate and explain appropriate small and large *ensemble performance* techniques during formal and/or informal *performances*

- *balance*
- *blend*

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

## **ST.1.VMII.6**

*Sight-sing* simple to medium level *melodies* chosen by the instructor using a consistent method

## **Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

**ST.1.VMII.7**

*Sight-sing ensemble parts*

**Content Standard 1**

Students shall demonstrate and apply the essential skills and techniques to produce music.

## ST.1.VMII.8

Demonstrate through *performance* an understanding of the language of music

- basic *notation* (e.g., *staves, clefs, note* and *rest values, intervals, chords*)
- *interpretive notation* (e.g., *music symbols*)
- *simple meter* (e.g.,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ )
- *compound meter* (e.g.,  $\frac{3}{8}$ ,  $\frac{6}{8}$ )

## Content Standard 2

Students shall demonstrate creative expression through music.

## **CE.2.VMII.1**

Sing in a manner reflecting the expressive qualities of music in rehearsal and *performance* including *dynamic* and *tempo markings*

- *pianissimo (pp)*
- *fortissimo (ff)*
- *diminuendo*
- *ritardando*
- *accelerando*

## **Content Standard 2**

Students shall demonstrate creative expression through music.

## **CE.2.VMII.2**

*Improvise call-and-response patterns in vocalization*

## **Content Standard 3**

Students shall listen to, analyze, describe, and evaluate music.

## **CA.3.VMII.1**

Apply criteria for making informed judgments regarding the quality and effectiveness of musical *performances*

## **Content Standard 3**

Students shall listen to, analyze, describe, and evaluate music.

## **CA.3.VMII.2**

Evaluate musical *performances* by comparing two similar or exemplary models

## **Content Standard 4**

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

## **C.4.VMII.1**

Exhibit self-discipline and teamwork in daily rehearsals and musical *performances*

## **Content Standard 4**

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

## **C.4.VMII.2**

Model appropriate *etiquette* as both a performer and an observer

## **Content Standard 4**

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

## **C.4.VMII.3**

Perform music literature from a variety of *styles*, time periods, and cultures using appropriate interpretation

## **Content Standard 4**

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

## **C.4.VMII.4**

Identify common elements and descriptive terms used in music with those used in other disciplines

## **Content Standard 4**

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

## **C.4.VMII.5**

Identify careers in the music industry

Lesson Plans:

Teacher:

Week of:

	Period –	Period –
<b>M O N D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>
<b>T U E S D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>
<b>W E D N E S D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b>
<b>T H U R S D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>
<b>F R I D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>

NOTES:

Lesson Plans:

Teacher:

Week of:

	Period –	Period –
<b>M O N D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>
<b>T U E S D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>
<b>W E D N E S D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b>
<b>T H U R S D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>
<b>F R I D A Y</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>	<b>Objective:</b>  <b>Vocabulary:</b> <b>Activities:</b>  <b>Standards:</b> <b>Assessments:</b>

Notes: