

MUSIC Achievement Portfolio



Choir III (MU 1760)

**Practice Develops
Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

Description of Advanced Choir

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Prerequisite course is Intermediate Choir (MU 1720), or audition.*

Explanation of Standards

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (MU 1600)	Guitar (MU 1610)	
Music Aesthetics (MU 1700)	Composition (MU 1750)	
Choir I (MU 1620)	Band I (MU 1630)	Orchestra I (MU 1640)
Choir II (MU 1720)	Band II (MU 1730)	Orchestra II (MU 1740)
Choir III (MU 1760)	Band III (MU 1770)	Orchestra III (MU 1780)

Advanced Choir Student Achievement Portfolio

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

Objective A: Produce a beautiful tone.

- **Tone.** Produce a balanced and free vocal tone with the body and breath working together.
- **Posture.** Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- **Breathing.** Breathe quietly through an open throat, preparing the throat for singing with each inhalation.
- **Vowels.** Keep the proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels.
- **Consonants.** Show how clear, crisp, quick, and well-articulated consonants help focus and project the voice.
- **Resonance.** Move smoothly from low to high range with an open, free, and balanced posture of the vocal mechanism.

Objective B: Demonstrate technical performance skills.

- Perform rhythms accurately; e.g., attacks, releases, accents.
- Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns.
- Hold melodic and harmonic parts successfully in four-part a cappella and accompanied choral literature.
- Perform a range of dynamic contrasts and tempo changes with increasing precision and control.
- Match vowel colors and tone qualities within an ensemble.
- Follow the conductor's indications for spontaneous changes and adjustments.
- Demonstrate musical understanding in phrasing.

Objective C: Demonstrate notational literacy.

- Correctly write and respond to standard notation symbols in choral music.

- Sight-sing melodies fluently in unison and parts on progressive levels of music in any key and time signature.

Objective D: Demonstrate productive rehearsal habits.

- Exhibit productive rehearsal skills; e.g., preparation, conscientious attendance, mutual respect, alertness, participation, and cooperation.
- Demonstrate knowledge, care, and use of the voice.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.
- Utilize technical vocal terminology.
- Assist in the care of supplies, facilities, and equipment.

Objective E: Perform varied repertoire.

- Demonstrate ability to communicate meaning through music to an audience.
- Perform successfully in public and/or for adjudication a cappella and accompanied music from a variety of times, cultures, and styles.
- Prepare and perform a solo and/or small ensemble piece with or without accompaniment.
- Exhibit impeccable performer and audience etiquette.

Standard 2 **CREATE**

Students will improvise and compose music.

Objective A: Improvise rhythmic and melodic ideas and phrases.

- Improvise a variety of vocal sounds.
- Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as in drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.
- Improvise simple rhythm patterns, melodic patterns, rhythmic variations, and/or melodic embellishments on familiar melodies.

Objective B: Record musical thoughts in standard notation.

- Notate class and personal improvisations in a sketch book.
- As a group or individually, complete a composition process: create a tune according to given criteria, notate the rhythms and pitches on a staff.

Standard 3**LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A: Analyze and evaluate musical examples.

- Summarize, using the vocabulary of music, how performance repertoire is constructed and the musical events/changes as they occur.
- Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so.
- Make value judgments of the quality of the composition based on effectiveness of musical events, construction, and expressive effects.

Objective B: Evaluate ensemble performances.

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in both recorded and live performances.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- Compare/contrast live music performances with recordings.

Objective C: Document personal growth as a musician.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.
- Analyze how the quality of own work has affected the progress and performance of the whole group.

Standard 4 DISCOVER MEANING

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B: Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

CHOIR III LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

