

ORMS CHORUS 15-16

Assessment: Standards and Indicators

Vocal Technique:

I CAN APPLY FOUNDATIONAL TECHNIQUES OF SINGING

- A. Implements low **breathing**, free from unnecessary tensions: (4) shoulders neutral, abdomen always expands, (3) shoulders neutral, abdomen usually expands, (2) student demonstrates high, shallow breathing, (1) Does not implement low breathing
- B. Demonstrates proper singing **alignment**: (4) torso is high, free from unnecessary tension, (3) torso is generally high, unnecessary tension is minimal, (2) alignment is inconsistent between and within rehearsals, (1) student consistently slouches
- C. Sings with a **jaw free of tension** and light bulb space: (4) jaw is relaxed with open space, (3) jaw is usually relaxed with open space, (2) jaw and space placement are inconsistent, (1) the mouth is barely open

Re-creation, Performance, Expression:

I CAN USE MY SINGING VOICE WHEN PERFORMING MUSIC ALONE OR COLLABORATIVELY

- D. Sings with a **head dominant singing voice**: (4) voice is balanced and singer uses round vowels, (3) voice is independent but developing, (2) some pitches have too much speaking voice, (1) no unique singing voice

I CAN SING ON PITCH

- E. NOTES; Performs notes correctly: (4) perfect note accuracy, (3) notes are performed accurately with only one or two errors, (2) notes are performed accurately with three or four errors, (1) there is no relation between written and performed notes

I CAN SING THE CORRECT RHYTHM

- F. RHYTHM; Performs rhythms correctly: (4) rhythms are performed with perfect accuracy, (3) rhythms are performed accurately with only one or two errors, (2) rhythms are performed accurately with three or four errors, (1) there is no relation between identified notation and correct rhythm

I CAN APPLY A TECHNICAL SYSTEM OF SINGING

- G. Sings notes utilizing correct numbers or solfege syllables: (4) perfect accuracy, (3) virtually all solfege syllables are utilized and identified accurately, (2) some passages are sung with many inaccurate solfege syllables, (1) there is no relation between sung notation and solfege syllables used

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Disciplinary Literacy: Theory and Ensemble Skills

I CAN VISUALLY CONNECT MY ACTIONS TO MY CONDUCTORS WHEN SINGING

H. **Maintains a steady beat** with the conductor: (4) eyes are focused on the conductor at all times, (3) eyes are generally on the conductor, (2) is sometimes unaware of the conductor's beat, (1) looks up only when told

I CAN IDENTIFY FOUNDATIONAL MUSIC NOTATION

I. **Identifies notes on the staff:** (4) identifies note names with 100% accuracy, (3) identifies note names with 95% accuracy, (2) identifies some note names correctly, (1) does not identify any note names correctly

J. **Identifies correct time signatures:** (4) identifies notation with 100% accuracy, (3) identifies notation with 95% accuracy, (2) identifies some notation correctly, (1) does not identify any notation correctly.

K. **Identifies correct rhythms:** (4) perfect accuracy, (3) virtually all rhythms are identified accurately, (2) some passages are identified with many inaccurate rhythms, (1) there is no relation between identified notation and correct rhythm

I CAN APPLY A TECHNICAL SYSTEM OF SINGING

L. **Sings notes utilizing correct numbers** or solfege syllables: (4) perfect accuracy, (3) virtually all solfege syllables are utilized and identified accurately, (2) some passages are sung with many inaccurate solfege syllables, (1) there is no relation between sung notation and solfege syllables used

Connections

I CAN IDENTIFY AND DEMONSTRATE THE POSITIVE INTERPERSONAL SKILLS NECESSARY TO GET ALONG WITH OTHERS AND PARTICIPATE IN CHORUS.

M. **Engagement:** (4) models collaboration and demonstrates exemplary questioning skills, seeks help and feedback, and provides help to others, (3) is a strong collaborator and contributor in the learning environment, (2) is a weak collaborator and contributor in the learning environment, (1) fails to collaborate or contribute in the learning environment

N. **Social Interaction:** (4) uses appropriate language & holds others to the same standard, leads by example in daily classroom expectations, encourages others to be respectful, (3) uses appropriate language, follows daily classroom expectations, treats everyone respectfully, (2) does not consistently use appropriate language, follow daily classroom expectations or treat others with respect, (1) consistently uses inappropriate language and/or routinely fails to follow daily classroom expectations and/or treats others disrespectfully