

YHS HONORS CHOIRS

PERFORMANCE STANDARDS & INDICATORS, 2017 - 2018

MLR STANDARD A: DISCIPLINARY LITERACY:

Students show literacy in the discipline

A. Disciplinary Literacy: perform music that requires well-developed technical skills (45%)

1. APPROPRIATE POSTURE:

- (4) inherent application of posture techniques
- (3.5) torso is always shifted to be high, no slouching ever
- (3) torso is consistently shifted to be high
- (2) posture is inconsistent within and between rehearsals
- (1) torso is consistently slouched

2. APPROPRIATE PHYSICAL PLACEMENT - MOUTH:

- (4) inherent application of open space
- (3.5) jaw is always low with open light bulb space
- (3) jaw is usually low with open space
- (2) jaw and space placement are inconsistent
- (1) the mouth is barely open

3. APPROPRIATE NON VERBAL CONDUCTOR COMMUNICATION - EYES:

- (4) inherent application of conductor's gestures
- (3.5) 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

A. Notation: apply accumulated knowledge (45%)

4. LETTER NAME IDENTIFICATION; Identifies correct note names in treble and bass clef:

- (4) application of knowledge within musical literature
- (3.5) perfect accuracy
- (3) all notes are identified accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in identifying notes
- (1) there is no relation between identified and correct notes

5. RHYTHM NAME IDENTIFICATION:

- (4) application of knowledge within musical literature
- (3.5) perfect accuracy
- (3) all rhythm names are identified accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in identifying rhythm names
- (1) there is no relation between identified and correct rhythm names

6. TIME SIGNATURE IDENTIFICATION; Identifies correct time signatures:

- (4) application of knowledge within musical literature
- (3.5) perfect placement/understanding of measure lines,
- (3) all measure lines are placed accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in placement of time signatures
- (1) there is no relation between requested and written measure lines

7. KEY SIGNATURE IDENTIFICATION; Identifies correct key signatures:

- (4) perfect identification on sight/command
- (3.5) perfect accuracy
- (3) all keys are identified accurately with one or two minor mistakes
- (2) consistent pattern of mistakes in identifying key signatures
- (1) there is no relation between identified and correct keys

8. NUMBER/SOLFEGE IDENTIFICATION:

- (4) perfect identification on sight/command
- (3.5) perfect accuracy

- (3) solfege/numbers are identified accurately with only one or two errors
- (2) solfege/numbers are identified accurately with three or four errors
- (1) there is no correlation between identified pitch and solfege syllables/numbers

MLR STANDARD B: PERFORMANCE, RE-CREATION, EXPRESSION

Students create, perform, and express ideas through the art discipline.

B. style/genre: perform music of various styles and genres (90%)

1. RE-CREATION: PITCH NOTES; Performs notes correctly:
 - (4) perfect note accuracy in above grade-level literature
 - (3.5) 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
2. RE-CREATION: RHYTHM; Performs rhythms correctly:
 - (4) perfect rhythmic accuracy in above grade-level literature
 - (3.5) 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
3. RE-CREATION: TEMPO
 - (4) perfect consonant placement in above grade-level literature
 - (3.5) consonants are always placed ahead of the beat
 - (3) consonants are placed ahead of the beat more than 80% of the time
 - (2) consonants are placed ahead of the beat between 50% and 80% of the time
 - (1) consonants always fall on or behind the beat
4. RE-CREATION: NUMBERS; Sings notes utilizing correct numbers:
 - (4) perfect number accuracy in above grade-level literature
 - (3.5) perfect accuracy
 - (3) numbers are performed accurately with only one or two errors
 - (2) numbers are performed accurately with three or four errors
 - (1) there is no correlation between performed pitch and numbers utilized
5. RE-CREATION: DICTION; Performs with aligned consonants:
 - (4) perfect diction in above grade-level literature and tempo
 - (3.5) consonants are the same dynamic as the vowels
 - (3) consonants are the same dynamic as the vowels more than 80% of the time
 - (2) consonants are the same dynamic level as the vowels between 50% and 80% of the time
 - (1) consonants are usually quieter than the vowels
6. RE-CREATION: TONE; Sings with proper balance of "ring" and "loft":
 - (4) collegiate, developed tone
 - (3.5) singing voice is perfectly balanced
 - (3) singing voice is independent but developing
 - (2) some vowels have too much ring (speaking voice) or loft
 - (1) no unique singing voice
7. RE-CREATION: INTONATION; Sings notes with accurate pitch:
 - (4) intonation is collegiate in nature
 - (3.5) notes are sung in tune with no errors
 - (3) notes are performed in tune with one or two intonation (sharp or flat) issues
 - (2) intonation is inconsistent with issues of being too sharp and/or too flat apparent many times
 - (1) perpetual issues of being too sharp or flat
8. RE-CREATION: PHRASING; Sings with attention to the horizontal line:
 - (4) musically placed breaths, artistry displayed in expressive inflection; collegiate
 - (3.5) breaths support the line, clear leaning in and out of dynamics
 - (3) no misplaced breaths, clear change in dynamics
 - (2) one or more misplaced breaths and/or static dynamics
 - (1) no correlation between the music and sense of direction

9. RE-CREATION: VISUAL PRESENTATION; Physical attributes that reflect the music:
- (4) facial expressions and body movement are embedded with the song; collegiate
 - (3.5) outstanding facial expressions and body movement that enhance the song
 - (3) consistent facial expression and body movements that reflect the song
 - (2) minor distracting facial expression and/or body movement
 - (1) absence of physical expression

B2. composition: listen to, analyze, and evaluate music (10%)

- a. CONTEXTUAL UNDERSTANDING & EVALUATE COMPOSITION; Student analytically critiques music composition:
- (4) collegiate insights and diagnosis of issues
 - (3.5) ideas, organization and fluency reflect a thorough overview of the performance
 - (3) ideas, organization and fluency reflect a general understanding of the performance
 - (2) ideas, organization and fluency are present but incomplete
 - (1) ideas, organization and/or fluency are absent

MLR STANDARD E.: CONNECTIONS

Students make connections to peripheral skills.

E5. interpersonal skills

- (4) Is an exemplary leader
- (3.5) Always follows daily classroom expectations.
- (3) Consistently follows daily classroom expectations, treats everyone respectfully and works well with others.
- (2) Inconsistently follows daily classroom expectations, fails to treat others with respect consistently.
- (1) Routinely fails to follow daily classroom expectations and/or treats others disrespectfully.