Westbrook Public Schools  
Westbrook High School Concert Choir Curriculum  
Grades 9-12

Music Standard Addressed: #1 Students will sing, alone and with others, a varied repertoire of music  

**Essential Question:** What makes a quality solo or group sound?

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill</th>
<th>Knowledge</th>
<th>Indicators/Assessments</th>
<th>Materials/Resources</th>
</tr>
</thead>
</table>
| Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory | Sing with expression  
Apply appropriate dynamics and articulation  
Show sensitivity in phrasing  
Show facial expression  
Sing with technical accuracy  
Correct pitches and rhythms  
Proper posture and breath control  
Appropriate diction | Pitch  
Rhythm  
Vocal technique  
Phrasing  
Dynamic terms and symbols  
Articulation terms and symbols  
Diction  
The importance of proper singing posture  
Breath control | Classroom observation  
Quarterly individual assessment (recorded or live) using performance assessment rubric | Level 4 choral selections  
Recording software |

Sing ensemble music for up to four parts, with and without accompaniment | Find and follow their part in a score  
Maintain part against competing harmonies  
Maintain tonality when singing acappella | Score  
Measure  
System  
Harmony  
Voice parts | Classroom observation  
Small group performances (mixed octets, quartets, etc.) | Projector  
Choral selections |

Demonstrate well-developed ensemble skills | Blend with their section and the large group  
Balance their section’s volume appropriately with other sections | Ensemble skills  
- Intonation  
- Diction  
- Tone quality  
- Balance  
Rehearsal etiquette | Classroom observation | Recordings of choral ensembles  
Warm up exercises |
- Demonstrate appropriate rehearsal etiquette

**Technology Integration:**
- Recording software
- SMART board

**Expectations for Student Learning Addressed:** *Westbrook HS students will...*
Communicate and process ideas and information effectively

**Assessment Techniques:**
- Performance Assessment Rubric
- School-wide Communication Rubric
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Music Standard Addressed: #5 *Students will read and notate music.*

**Essential Question:** How does one translate sound into written music, and written music into sound?

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<tr>
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<tbody>
<tr>
<td>Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used</td>
<td>Find and follow their part in a score</td>
<td>Score/measure/system</td>
<td>Classroom observation</td>
<td>4 part chorales and hymns</td>
</tr>
<tr>
<td></td>
<td>Identify pitches by note name and solfege syllable</td>
<td>Voice parts</td>
<td>Quarterly performance assessments</td>
<td>Worksheets</td>
</tr>
<tr>
<td></td>
<td>Sing correct pitches</td>
<td>Treble note names</td>
<td></td>
<td>o Solfege</td>
</tr>
<tr>
<td></td>
<td>Count rhythms correctly</td>
<td>Bass note names</td>
<td></td>
<td>o Note names</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solfege</td>
<td></td>
<td>o Counting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Duration/count singing</td>
<td></td>
<td>“Essential Musicianship”</td>
</tr>
</tbody>
</table>

| Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 | Identify pitches by note name and solfege syllable | Treble note names | Classroom observation |
| | Sing correct pitches | Bass note names | Quarterly performance assessments |
| | Count rhythms correctly | Solfege | Worksheets |
| | Perform with appropriate phrasing and dynamics | Duration/count singing | o Solfege |
| | | Phrasing | o Note names |
| | | Dynamic terms | o Counting |

| Use standard and other appropriate notational systems to record their musical ideas and the musical ideas of others | Apply counting to heard rhythmic patterns | Treble/bass note names | Dictation exercises |
| | Apply solfege syllables to heard melodic patterns | Solfege | Notation practice |
| | Notate patterns in standard notation with correct pitches and rhythms | Duration/count singing | Worksheets |
| | | Appropriate notational practice | |

**Technology Integration:**
- SMART board
**Expectations for Student Learning Addressed:**  *Westbrook HS students will...*
Communicate and process ideas and information effectively

**Assessment Techniques:**
- Teacher-created Criteria
- School-wide Communication Rubric
- Performance Assessment Rubric
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<tr>
<td>Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices</td>
<td>Explain elements of music and expressive devices</td>
<td>Elements of Music</td>
<td>Class discussion, Written analysis</td>
<td>Choral recordings from diverse genres and cultures</td>
</tr>
<tr>
<td></td>
<td>Recognize elements and devices when heard</td>
<td>Form, Timbre, Melody, Texture, Dynamics, Harmony, Rhythm, Expressive devices (including dynamics, articulation and tone color)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use vocabulary to describe what they hear</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstrate extensive knowledge of the technical vocabulary of music</td>
<td>Use vocabulary (knowledge) to describe what is heard</td>
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</tr>
<tr>
<td>Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques</td>
<td>Identify compositional devices/techniques in music</td>
<td>Compositional devices/Techniques (including augmentation, diminution)</td>
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</tr>
<tr>
<td></td>
<td>Explain how compositional devices/techniques are used in the music</td>
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</tr>
<tr>
<td></td>
<td>Give examples of literature that uses compositional devices/techniques</td>
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</table>

**Technology Integration:**
- SMART board
**Expectations for Student Learning Addressed:**  *Westbrook HS students will...*
Communicate and process ideas and information effectively

**Assessment Techniques:**
- Teacher-created Criteria
- School-wide Communication Rubric
**Westbrook Public Schools**  
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**Grades 9-12**

**Music Standard Addressed:** #7 *Students will evaluate music and music performances.*  
**Essential Question:** What makes a performance “good?”

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Skill Students will be able to...</th>
<th>Knowledge Students will understand...</th>
<th>Indicators/Assessments</th>
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</thead>
</table>
| Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music | - Verbalize what makes a good sound  
- Make informed judgments regarding others’ performances based on specific criteria  
- Self-evaluate based on specific criteria | - Blend  
- Balance  
- Tone quality  
- Diction  
- Expression | - Critical listening worksheets  
- Self-evaluations  
- Classroom discussions | - Choral recordings from diverse genres and cultures  
- Digital recorder  
- Internet/youtube.com performance videos |

| Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models | - Critique comparable performances and verbalize what makes them different or one better or worse |  |  |  |

**Technology Integration:**
- Digital recorder  
- Internet sites  
  - youtube.com  
- SMART board

**Expectations for Student Learning Addressed:** *Westbrook HS students will...*  
Communicate and process ideas and information effectively

**Assessment Techniques:**
- Teacher-created Criteria  
- Student-created Criteria (self-evaluation)  
- School-wide Communication Rubric
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Music Standard Addressed - **#9 Students will understand music in relation to history and culture.**

**Essential Question:** What roles does music play in history and culture?

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<tr>
<td>Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications</td>
<td>Identify and describe musical elements heard</td>
<td>General musical characteristics of historical periods being addressed in a particular year’s literature</td>
<td>Classroom discussion</td>
<td>Recordings from diverse historical periods and cultures</td>
</tr>
<tr>
<td>Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them</td>
<td>Identify sources of American music genres</td>
<td>American music genres and their predecessors</td>
<td>Classroom discussion</td>
<td>Representative recordings of American music genres and predecessors</td>
</tr>
<tr>
<td>Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances</td>
<td>Identify various roles of musicians</td>
<td>Ensemble types</td>
<td>Classroom discussion</td>
<td></td>
</tr>
</tbody>
</table>

**Technology Integration:**
- Internet sites
- SMART board
**Expectations for Student Learning:** *Westbrook HS students will...*

Develop an understanding of and appreciation for cultural, intellectual, and artistic accomplishments

**Assessment Techniques:**
- Teacher-created Criteria