

YHS CHOIRS ~~~ PERFORMANCE STANDARDS 2013 - 2014

LITERACY: SMARTMUSIC (MLR A.)

- a. **TONE**; Sings with proper balance of “ring” and “loft”: (4) 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
- b. **PITCH**; Performs pitches correctly: (4) perfect pitch accuracy, (3) pitches are performed accurately with only one or two errors, (2) pitches are performed accurately with three or four errors, (1) there is no relation between written and performed pitches
- c. **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
- d. **NUMBER/SOLFEGE USE**; Sings notes utilizing correct numbers or solfège syllables: (4) perfect accuracy, (3) virtually all solfège syllables are utilized accurately, (2) some passages are sung with many inaccurate solfège syllables, (1) there is no relation between sung notation and solfège syllables used
- e. **DICTION**; Performs with aligned consonants: (4) 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

LITERACY: MUSIC THEORY (MLR A.)

- f. **NOTE NAMES**; Identifies correct letter names: (4) perfect accuracy (3) all notes are identified accurately with one or two minor mistakes (2) consistent pattern of mistakes in identifying note names (1) there is no relation between identified and correct notes
- g. **KEY SIGNATURES**; Identifies correct key signatures: (4) 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
- h. **TIME SIGNATURES**; Identifies correct time signatures: (4) 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

TECHNIQUE: DAILY ASSESSMENT (MLR B1.)

- i. **EYES**; 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
- j. **POSTURE**; Displays proper singing posture: (4) torso is high, no slouching ever (3) torso is generally high (2) posture is inconsistent within and between rehearsals (1) torso is consistently slouched
- k. **MOUTH**; Sings with dropped jaw and light bulb space: (4) jaw is always low with open space (3) jaw is usually low with open space (2) jaw and space placement are inconsistent (1) the mouth is barely open

YHS SOCIAL & CIVIC EXPECTATIONS: DAILY ASSESSMENT

- l. **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.
- m. **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.
- n. **TARDINESS**: (4) arrives on time for all classes. (3) arrives on time for all but one or two class per quarter. (2) arrives on time for all but three or four classes for quarter. (1) arrives late more than five times per quarter.