

**Newport Public Schools
Curriculum Framework**

Subject: El Chorus

Grade Level 3-5

Standard	Benchmarks	Suggested Resources/ Instructional Strategies	Assessments Student Work
<p>Standard #1 – Singing, alone and with others, a varied repertoire of music</p>	<p>Sing on pitch and in rhythm with appropriate timbre, text, diction and posture, maintaining a steady tempo.</p> <p>Sing with appropriate dynamics, phrasing, and interpretation of text and melody.</p> <p>Sing rounds, partner songs, and ostinati.</p> <p>Sing in groups in performance ensembles blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Perform music from graded lists (NYYSMA, MENC, RIMEA, etc.) with a difficulty level of 1. These lists will include required repertoire representing the highest standards in choral music. New pieces will be added yearly. • Perform warm-up and skill development exercises from a variety of texts. Exercises will include studies and drills in the following: range development, tonal development, reading skills, rhythms, articulation and pronunciation. • Students will perform in required and elective concerts as indicated in the music calendar of events. <p>To achieve the above, students may elect to participate in chorus at their school. Chorus will meet a minimum of one block of 40 minutes per week.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to sing accurately, independently tonal and rhythmic patterns that include rests • Demonstrates the ability to sing and interpret lyrics of multicultural songs in English and other languages • Demonstrate the ability to sing tonal patterns using solfege with accuracy • Sings to cues of conductor/teacher/student • Sings in harmony 2 part rounds, partner songs ostinati, descants and other songs in 2 parts <p>Assessment strategies for the above will include</p> <ul style="list-style-type: none"> • Rubric based assessments • Recorded student performances • Check lists • Teacher observation

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<p>Standard #6 - Listening to, analyzing and describing music</p>	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate perceptual skills through movement, and verbal descriptions of musical examples of various styles representing diverse cultures. • use appropriate terminology in explaining music, voices and instruments, music notation, and music performances. • listen to a musical selection and identify simple music forms (e.g. repetition/ contrast, call and response) when presented aurally • respond through purposeful movement and/or other forms of reflective commentary to selected prominent music characteristics (e.g. tempo, beat, dynamics, high and low) • identify the sounds of a variety of voices (e.g. children's, adult's, male and female voices) 	<ul style="list-style-type: none"> • Students will perform and experience a varied repertoire of music representing diverse genres and cultures • Review the elements of music and describe the expressive devices utilized in a specific aural example. • Describe social uses and functions of a given piece of music. • Define and describe the form of a music example using appropriate music vocabulary. 	<p>Students will:</p> <ul style="list-style-type: none"> • Indicate aural recognition of musical characteristics, i.e., melodic direction, rhythmic patterns, dynamic changes, form - through body movements, dance, speech and written examples (symbols, pictures) • Students will be able to describe musical elements in a variety of songs representing diverse cultures • Students will describe the functional use of music in various cultures • Student will identify the sounds of children's voice and the male/female adult voice <p>The above will be assessed through:</p> <ul style="list-style-type: none"> • teacher observation • checklists • rubric based evaluations • peer evaluation

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<p>Standard # 8 - Understanding relationships between music, the other arts and disciplines outside the arts</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify similarities and differences in terminology common to the various arts. • examine historical and cultural works for similarities in style within the various arts. • identify the interrelationships between music and other disciplines. 	<p>Students will:</p> <ul style="list-style-type: none"> • Perform music from graded lists (NYYSMA, MENC, RIMEA, etc.) with a difficulty level of 1. These lists will include required repertoire representing the highest standards in choral music. New pieces will be added yearly. • discuss how musical performances share similar elements with art and literature • describe use of musical elements in creating emotional responses in music and other arts • compare shared characteristics of two or more arts or disciplines 	<p>Students will:</p> <ul style="list-style-type: none"> • identify common terms presented in various arts (e.g. form, line, repetition, contrast, texture). • locate the origin of songs learned and selections explored on a map or globe • sing songs with English text and other languages • compare duration of sound and math- whole, half, quarter, sixteenth notes and rests • critique performances, relating musical elements to non-musical content areas. A rubric will be used to measure student understanding of musical and non-musical relationships. <p>Assessment strategies for the above will include</p> <ul style="list-style-type: none"> • Rubric based assessments • Check lists • Teacher observation • Class discussion

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<p>Standard # 9 - Understanding music as it relates to history and culture</p>	<p>Students will:</p> <ul style="list-style-type: none"> • understand the musical similarities and differences of various cultures • identify by genre and style aural examples of music from various historical periods and cultures • identify and describe the role of music in daily experiences • display audience/performance behavior appropriate for various performance settings 	<ul style="list-style-type: none"> • Perform music from graded lists (NYYSMA, MENC, RIMEA, etc.) with a difficulty level of 1. These lists will include required repertoire representing the highest standards in choral music. New pieces will be added yearly. • Students will attend performances of professional and other groups • Explore the various cultures represented within the school community and use as source for building repertoire of songs <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify and describe the various roles that musicians fulfill. • Collect information on the cultural diversity in their school community. • Perform musical selections that are of interest to members of the community. • Describe similarities and differences in musical examples from identified school cultures. • Research, visit and report on local music institutions and performance organizations: (e.g., the RI Philharmonic, Lyric Opera of RI, Newport Navy Choristers, Swanhurst Chorus, Salve Regina University Chorus, music schools, churches, synagogues, theaters, etc.) 	<ul style="list-style-type: none"> • Describe music characteristics that make certain genre unique, e.g. lullabies, marches, play/work songs, spirituals • Demonstrate audience behavior appropriate for the context and style of the music performed • Perform and listen to the music of various periods, events, and cultures <p>Assessment strategies for the above will include</p> <ul style="list-style-type: none"> • Class discussion • Rubric based assessments • Recorded student performances • Check lists • Teacher observation