

WCSD Vocal Music Curriculum
6th Grade Choir Progress Report Statements



Vocal Music Department Philosophy Statement

The Waukeee Vocal Music Program provides instruction and opportunities for students to collaborate with peers, develop age appropriate vocal technique, and build music literacy skills through music inclusive of different historical periods and cultures. It is the goal of the Vocal Music Department to provide students with a comprehensive education full of performance experiences that promote life-long singing and appreciation.

	Progress Report Statements	Associated Essential Outcomes
1	Performs expressive qualities of music	S2:A1.6 Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble (MU:Pr4.1.E.5a) S2:A3.6 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.8a)
2	Performs with technical accuracy	S2:B2.6 Within the context of a prepared performance, focus on the conductor to perform accurate tempo, dynamics, and entrances and cut-offs (WCSD) S2:C1.6 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (MU:Pr6.1.E.5a)
3	Demonstrates appropriate physical technique while singing	S2:B3.6 Demonstrate proper posture and developmentally appropriate physical technique such as breath intake and vowel shape (WCSD)
4	Uses sight-reading skills to perform accurate rhythmic and pitch notations	S2:B4.6 Utilize sight-reading skills to read and perform accurate rhythmic and pitch notations (including the ability to sight-read in key of C major and meters including 4/4, 3/4 and 2/4) within the context of a unison exercise (WCSD)
5	Writes using standard notation	S1:B2.6 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.5b)
6	Evaluate and critique musical performances	S3:B1.6 Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.5a)

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Progress Report Statement #1:
 Performs expressive qualities of music

Essential Outcomes

- S2:A1.6 Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble (MU:Pr4.1.E.5a)
- S2:A3.6 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.8a)

Secure	Developing	Beginning	Insufficient Data
I can accurately perform the expressive qualities of music AND I can self-select an excerpt of a song that best demonstrates my ability to do so.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed	I have not shown sufficient evidence to demonstrate proficiency of this progress report statement

Progress Report Statement #2:
 Performs with technical accuracy

Essential Outcomes

- S2:B2.6 Within the context of a prepared performance, focus on the conductor to perform accurate tempo, dynamics, and entrances and cut-offs (WCSD)
- S2:C1.6 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (MU:Pr6.1.E.5a)

Secure	Developing	Beginning	Insufficient Data
I can accurately perform the technical elements of a piece of music both independently AND as part of an ensemble AND I can apply feedback from the conductor in real-time to do so	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed	I have not shown sufficient evidence to demonstrate proficiency of this progress report statement

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Progress Report Statement #3:

Demonstrates appropriate physical technique while singing

Essential Outcomes

- S2:B3.6 Demonstrate proper posture and developmentally appropriate physical technique such as breath intake and vowel shape (WCSD)

Secure	Developing	Beginning	Insufficient Data
I can use proper posture and basic breath intake when singing AND I can demonstrate proper technique when singing AND I can explain the role of vowel shape as a tool for unifying sound	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed	I have not shown sufficient evidence to demonstrate proficiency of this progress report statement

Progress Report Statement #4:

Uses sight-reading skills to perform accurate rhythmic and pitch notations

Essential Outcomes

- S2:B4.6 Utilize sight-reading skills to read and perform accurate rhythmic and pitch notations (including the ability to sight-read in key of C major and meters including 4/4, 3/4 and 2/4) within the context of a unison exercise (WCSD)

Secure	Developing	Beginning	Insufficient Data
I can accurately sight-read unison music in the key of C AND I can sight-sing steps and Do-Mi-So in a major scale AND I can perform rhythmic patterns including eighth notes in 4/4, 3/4 and 2/4 time	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed	I have not shown sufficient evidence to demonstrate proficiency of this progress report statement

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Progress Report Statement #5:

Writes using standard notation

Essential Outcomes

- S1:B2.6 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.5b)

Secure	Developing	Beginning	Insufficient Data
<p>I can write a short rhythmic and/or melodic passage using standard notation</p> <p>AND</p> <p>I can compose a melody over a basic chord progression</p>	<p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p>	<p>I show little understanding of the concept and / or significant teacher support is needed</p>	<p>I have not shown sufficient evidence to demonstrate proficiency of this progress report statement</p>

Progress Report Statement #6:

Evaluate and critique musical performances

Essential Outcomes

- S3:B1.6 Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.5a)

Secure	Developing	Beginning	Insufficient Data
<p>I can evaluate whether the expressive elements of a piece of music were performed accurately by myself and/or others</p>	<p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p>	<p>I show little understanding of the concept and / or significant teacher support is needed</p>	<p>I have not shown sufficient evidence to demonstrate proficiency of this progress report statement</p>