# CHORAL MUSIC STANDARDS OF LEARNING

## 2013 – 2020 CROSSWALK

**Middle School Choral Music, Beginning Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| MCB.1 | MCB.12 | ✓ |  | ✓ |  | MCB.~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   1. a) I~~i~~dentify~~ing~~, define~~ing~~, and use~~ing~~ basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.~~;~~   b) Notate student-created compositions using standard notation.   1. c) E~~e~~cho~~ing~~, read~~ing~~, count, and notate~~ing~~ rhythmic patterns. ~~that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests;~~ 2. d) S~~s~~ight-sing~~ing~~ eight-measure melodic patterns~~,~~ while maintaining a steady beat.~~;~~ 3. e) D~~d~~ifferentiate~~ing~~ by sight call-and-response songs, canons, and partner songs.~~;~~ ~~and~~ 4. ~~using contemporary media and technology in the study and creation of music.~~ |
| MCB.2 | MCB.13 | ✓ |  | ✓ |  | MCB.~~2~~13 The student will develop aural skills. ~~by~~   1. a) I~~i~~dentify~~ing~~ diatonic intervals. ~~(M2, M3, P4, P5, and octave);~~ 2. b) D~~d~~istinguish~~ing~~ major and minor tonalities.~~;~~ 3. c) I~~i~~dentify~~ing~~ similar and contrasting musical phrases and sections.~~;~~ 4. d) D~~d~~ifferentiate~~ing~~ melodic and harmonic patterns.~~; and~~ 5. ~~using contemporary media.~~ |
| MCB.3 | MCB.14 | ✓ |  | ✓ |  | MCB.~~3~~14 The student will demonstrate vocal techniques and choral skills.~~,~~ ~~including~~   1. a) U~~u~~se~~ing~~ proper posture ~~for choral singing;~~ and breathing techniques that support vocal production. 2. [Moved to MCB14.a] ~~using breathing techniques that support vocal production;~~ 3. b) I~~i~~dentify~~ing~~ components of the vocal anatomy and vocal health.~~;~~ ~~including the functions of the diaphragm and soft palate in singing;~~ 4. c) D~~d~~evelop~~ing~~ vocal ~~independence,~~ agility~~,~~ and range through ~~by singing developmentally appropriate~~ vocal exercises.~~;~~ 5. d) U~~u~~se~~ing~~ correct intonation.~~;~~ 6. e) B~~b~~lend~~ing~~ with other singers on the same vocal part.~~;~~ 7. f) U~~u~~se~~ing~~ proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants).~~;~~ 8. g) S~~s~~ing~~ing~~ an assigned vocal part in a small group.~~; and~~ 9. ~~singing music literature from memory and from score~~ |
| MCB.4 | MCB.15 | ✓ |  | ✓ |  | MCB. ~~4~~15 The student will identify and demonstrate expressive qualities of choral music. ~~sing expressively, including~~   1. a) I~~i~~nterpret~~ing~~ tempo markings (allegro, andante, adagio).~~;~~ 2. b) P~~p~~erform~~ing~~, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests.~~;~~ 3. c) I~~i~~nterpret~~ing~~ dynamic markings (*p, mp, mf, f,* crescendo, decrescendo).~~;~~ 4. d) D~~d~~emonstrate~~ing~~ expressive phrasing techniques.~~;~~ 5. e) R~~r~~espond~~ing~~ to basic conducting patterns and interpretive gestures.~~; and~~ 6. f) U~~u~~se~~ing~~ facial and physical expressions that reflect the mood and style of the music. |
| MCB.5 | MCB.16 | ✓ |  | ✓ |  | MCB.~~5~~16 The student will respond to music with movement by performing non-choreographed and choreographed movements. |
| MCB.6 | MCB.5 | ✓ |  | ✓ |  | MCB.~~6~~5 The student will identify and apply collaboration and communication skills for music rehearsal and performance. ~~demonstrate etiquette as a performer~~ ~~by~~   1. ~~participating in a variety of performances; and~~   a) Identify concert etiquette.   1. b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.   c) Identify~~demonstrateing concert etiquette as an~~ active listen~~er~~ing for rehearsal, performance, and as an audience member.[Moved from MCB.7] |
| MCB.7 | MCB.6  Also  MCB.5  MCB.8  MCB.9  MCB.11 | ✓ |  | ✓ |  | MCB.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music, ~~by~~   * + - 1. a) I~~i~~dentify~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~       2. b) I~~i~~dentify~~ing~~ ways in which culture and history influences the development of choral music and vocal music styles.~~;~~       3. [Moved to MCB.11]  ~~identifying the relationship of choral music to the other fine arts and other fields of knowledge;~~       4. [Moved to MCB.9] ~~examining career options in music;~~       5. [Moved to MCB.8] ~~identifying ethical standards as applied to the use of social media and copyrighted materials; and~~       6. [Moved to MCB.5] ~~demonstrating concert etiquette as an active listener.~~ |
| MCB.8 | MCB.3 | ✓ |  | ✓ |  | MCB.~~8~~3 The student will analyze, interpret, and evaluate choral music. ~~by~~   1. a) D~~d~~escribe~~ing~~ works of music~~,~~ using inquiry skills and music terminology.~~;~~ 2. b) E~~e~~xamine~~ing~~ accepted criteria used for evaluating works of music.~~;~~ 3. c) D~~d~~escribe~~ing~~ performances of music~~,~~ using music terminology.~~;~~ ~~and~~ 4. d) E~~e~~xamine~~ing~~ accepted criteria used for critiquing musical performances. |
| MCB.9 | MCB.4 | ✓ |  | ✓ |  | MCB.~~9~~4 The student will ~~investigate aesthetic concepts related to music by~~ formulate and justify personal responses to music.   1. ~~proposing a definition of~~ *~~music~~* ~~and supporting that definition;~~ 2. ~~describing aesthetic criteria used for determining the quality of a work of music;~~ 3. a) I~~i~~dentify~~ing~~ reasons for preferences among works of music~~,~~ using music terminology.~~; and~~ 4. b) I~~i~~dentify~~ing~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive. |
| - | MCB.1 |  |  |  | ✓ | MCB.1 The student will create music as a means of individual expression.   1. Compose a four-measure rhythmic-melodic variation. 2. Improvise simple rhythmic and melodic examples in call-and-response styles. 3. Play and write rhythmic variations of four-measure selections taken from ~~folk~~ songs, exercises, or etudes. |
| - | MCB.2 |  |  |  | ✓ | MCB.2 The student will apply a creative process for music.   1. Identify and apply steps of a creative process in a variety of contexts in choral music. 2. Refine choral music ideas and skills collaboratively with teacher feedback. |
| - | MCB.7 |  |  |  | ✓ | MCB.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment. |
| - | MCB.10 |  |  |  | ✓ | MCB.10 The student will explore ways in which new media and technology influence the development and performance of music and musical styles. |

**Middle School Choral Music, Intermediate Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| MCI.1 | MCI.12 | ✓ |  | ✓ |  | MCI. ~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   1. a) I~~i~~dentify~~ing~~, define~~ing~~, and use~~ing~~ standard notation for pitch, rhythm, meter, dynamics, and other elements of music.~~;~~   b) Notate student-created compositions using standard notation.   1. c) E~~e~~cho~~ing~~, read~~ing~~, count, and notate~~ing~~ rhythmic patterns. ~~that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, and corresponding rests;~~ 2. d) S~~s~~ight-sing~~ing~~ eight-measure, stepwise melodic patterns from unison examples~~,~~ using the major scale ~~and maintaining a steady beat~~.~~;~~ 3. e) I~~i~~dentify~~ing~~ components of a vocal score.~~;~~ 4. ~~identifying da capo, dal segno, coda, and fine;~~ 5. f) I~~i~~dentify~~ing~~ key signatures. ~~(C, F, and G); and~~ 6. ~~using contemporary technology to reinforce intermediate choral skills.~~ [Deleted] |
| MCI.2 | MCI.13 | ✓ |  | ✓ |  | MCI. ~~2~~13 The student will ~~develop~~ demonstrate aural skills. ~~by~~   1. a) I~~i~~dentify~~ing~~ diatonic intervals ~~(M2, m3, M3, P4, P5, M6, and octave)~~.~~;~~ 2. b) D~~d~~istinguish~~ing~~ ascending half-step and whole-step intervals.~~;~~ 3. c) I~~i~~dentify~~ing~~ same and different melodic patterns. ~~AB and ABA musical forms; and~~ 4. d) W~~w~~rite~~ing~~ melodic phrases from dictation. |
| MCI.3 | MCI.14 | ✓ |  | ✓ |  | MCI.~~3~~14 The student will demonstrate vocal techniques and choral skills.~~,~~ ~~including~~   1. a) M~~m~~aintain~~ing~~ proper posture and breathing techniques that support vocal production. ~~for~~ ~~choral singing;~~ 2. [Moved to MCI.14.a] ~~using breathing techniques that support vocal production;~~ 3. ~~demonstrating diaphragmatic breathing;~~ 4. b) I~~i~~dentify~~ing~~ the difference between head voice and chest voice.~~;~~ 5. c) S~~s~~trengthen~~ing~~ vocal ~~independence,~~ agility~~,~~ and range by singing developmentally appropriate vocal exercises.~~;~~ 6. d) U~~u~~se~~ing~~ correct intonation.~~;~~ 7. e) B~~b~~lend~~ing~~ with other singers on the same vocal part.~~;~~ 8. f) Apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).~~;~~ 9. g) S~~s~~ing~~ing~~ an assigned vocal part in music written in two or three parts.~~;~~ 10. h) S~~s~~ing~~ing~~ *a cappella* and with accompaniment.~~;~~ ~~and~~ 11. i) S~~s~~ing~~ing~~ in at least one language other than English.~~; and~~ 12. ~~singing music literature from memory and from score~~. |
| MCI.4 | MCI.15 | ✓ |  | ✓ |  | MCI. ~~4~~15 The student will identify and demonstrate expressive qualities of choral music. ~~sing expressively, including~~   1. a) I~~i~~nterpret~~ing~~ tempo markings (presto, allegro, andante, adagio, ritardando, accelerando).~~;~~ 2. b) P~~p~~erform~~ing,~~ rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, and corresponding rests.~~;~~ 3. c) A~~a~~pply~~ing~~ dynamic markings (*pp, p, mp, mf, f, ff,* crescendo, decrescendo).~~;~~ 4. d) A~~a~~pply~~ing~~ phrasing techniques.~~;~~ 5. e) R~~r~~espond~~ing~~ to a wide range of conducting patterns and interpretative gestures.~~; and~~ 6. f) C~~c~~onsistently use~~ing~~ facial and physical expressions that reflect the mood and style of the music. |
| MCI.5 | MCI.16 | ✓ |  | ✓ |  | MCI. ~~5~~16 The student will respond to music with movement by performing choreography associated with various styles of music. |
| MCI.6 | MCI.5 | ✓ |  | ✓ |  | MCI.~~6~~5 The student will describe and apply collaboration and communication skills for music rehearsal and performance. ~~demonstrate etiquette as a performer~~ ~~by~~   1. a) Demonstrate concert etiquette.~~participating in a variety of performances; and~~ 2. b) C~~c~~ooperate~~ing~~ and collaborate~~ing~~ as a singer during rehearsal.~~; and~~   ~~MCI.7.6~~ c) ~~consistently~~ D~~d~~emonstrate~~ing concert etiquette as an~~ active listen~~er~~ing in rehearsal, performance, and as an audience member.[moved from MCI.7] |
| MCI.7 | MCI.6  Also  MCI.5  MCI.7  MCI.8  MCI.9  MCI.11 | ✓ |  | ✓ |  | MCI.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music, ~~by~~   1. a) D~~d~~escribe~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~ 2. [Moved to MCI.7] ~~describing how musicians, consumers of music, and music advocates impact the community.~~ 3. [moved to MCI.9] ~~comparing and contrasting career options in music;~~ 4. [moved to MCI.11] ~~examining the relationship of choral music to the other fine arts;~~ 5. [moved to MCI.8]~~examining ethical standards as applied to the use of social media, and copyrighted materials, and intellectual property~~. 6. [moved to MCI.5]~~consistently demonstrating concert etiquette as an active listener.~~   b) E~~e~~xplain~~ing~~ how the factors of time and place influence the characteristics that give meaning and value to a work of music.~~;~~ [Moved from MCI.9] |
| MCI.8 | MCI.3 | ✓ |  | ✓ |  | MCI.~~8~~3 The student will analyze, interpret, and evaluate choral music. ~~by~~   1. a) I~~i~~nterpret~~ing~~ works of music~~,~~ using inquiry skills and music terminology.~~;~~ 2. b) A~~a~~pply~~ing~~ accepted criteria for evaluating works of music.~~;~~ ~~and~~ 3. c) A~~a~~pply~~ing~~ accepted criteria for critiquing music performances. |
| MCI.9 | MCI.4 | ✓ |  | ✓ |  | MCI.~~9~~4 The student will ~~investigate aesthetic concepts related to music by~~ formulate and justify personal responses to music.   1. [Moved to MCI.6] ~~explaining how the factors of time and place influence the characteristics that give meaning and value to a work of music;~~ 2. a) D~~d~~escribe~~ing~~ personal responses to music~~,~~ using music terminology.~~;~~ 3. b) A~~a~~nalyze~~ing~~ ways in which music can evoke emotion and be persuasive.~~; and~~ 4. ~~applying aesthetic criteria for determining the quality of a work of music.~~[Deleted] |
| - | MCI.1 |  |  |  | ✓ | MCI.1 The student will create music as a means of individual expression.   1. Compose a four-measure rhythmic-melodic variation. 2. Improvise simple rhythmic and melodic examples in call-and-response styles. 3. Write and perform rhythmic-melodic variations of four- to eight-measure selections taken from songs, exercises, or etudes. |
| - | MCI.2 |  |  |  | ✓ | MCI.2 The student will apply a creative process for music.   1. Apply steps of a creative process in a variety of contexts in choral music. 2. The student will collaboratively identify and examine inquiry-based questions related to choral music. 3. Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback. |
| - | MCI.10 |  |  |  | ✓ | MCI.10 The student will identify and explore ways that new media is used to create and edit music. |

**Middle School Choral Music, Advanced Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| MCAD.1 | MCAD.12 | ✓ |  | ✓ |  | MCAD.~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   1. a) ~~identifying, defining, and using advanced~~ Apply standard notation for pitch, rhythm, meter, dynamics, and other elements of music.~~;~~   b) Notate student-created compositions using standard notation.   1. c) E~~e~~cho~~ing~~, read~~ing~~, count, and notate~~ing~~ rhythmic patterns. ~~that include eighth-note, half-note, and quarter-note triplets;~~ 2. d) S~~s~~ight-sing~~ing~~ eight-measure, stepwise melodic patterns from two-part scores~~,~~ using the major scale and maintaining a steady beat.~~;~~ 3. e) I~~i~~dentify~~ing~~ components of a three-part choral score.~~;~~ 4. f) C~~c~~ompose~~ing~~ and perform~~ing~~ basic rhythmic patterns.~~;~~ 5. g) I~~i~~dentify~~ing~~ key signatures.~~(C, F, and G); and~~ 6. ~~applying contemporary technology to reinforce advanced choral skills.~~ [Deleted] |
| MCAD.2 | MCAD.13 | ✓ |  | ✓ |  | MCAD.~~2~~13 The student will ~~develop~~ demonstrate aural skills. ~~by~~   1. a) I~~i~~dentify~~ing~~ all diatonic intervals.~~;~~ 2. b) D~~d~~istinguish~~ing~~ descending half-step and whole-step intervals.~~;~~ 3. c) Identify simple musical forms. ~~identifying ABBA and rondo musical forms;~~ 4. d) R~~r~~ecognize~~ing~~ monophonic and homophonic textures.~~;~~ 5. e) R~~r~~ecognize~~ing~~ *a cappella* vs. accompanied singing, descants, and ostinatos.~~;~~ ~~and~~ 6. f) W~~w~~rite~~ing from dictation~~ complex melodic and rhythmic phrases from dictation. |
| MCAD.3 | MCAD.14 | ✓ |  | ✓ |  | MCAD.~~3~~14 The student will demonstrate vocal techniques and choral skills.~~, including~~   1. a) ~~consistently maintaining~~ Maintain proper posture and breathing techniques ~~for choral singing~~ that support vocal production.~~;~~ 2. [Moved to MCAD.14.a] ~~consistently using breathing techniques that support vocal production;~~ 3. b) I~~i~~dentify~~ing~~ the effect of physiological changes on the voice.~~;~~ 4. c) I~~i~~ncrease~~ing~~ breath control through strength and endurance exercises.~~;~~ 5. d) I~~i~~ntegrate~~ing~~ principles of vocal health in singing ~~(e.g., diaphragmatic support, open throat, raised soft palate)~~.~~;~~ 6. e) E~~e~~nhance~~ing~~ vocal ~~independence,~~ agility~~,~~ and range by singing developmentally appropriate vocal exercises, including use of head and chest voices.~~;~~ 7. f) B~~b~~lend~~ing~~ with other singers on the same vocal part and across sections~~,~~ using correct intonation.~~;~~ 8. g) S~~s~~ing~~ing~~ an assigned vocal part in music written in three or more parts.~~;~~ 9. h) A~~a~~pply~~ing~~ proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).~~;~~ 10. i) S~~s~~ing~~ing~~ music literature with and without instrumental accompaniment in at least one language other than English.~~; and~~ 11. ~~singing music literature from memory and from score.~~ |
| MCAD.4 | MCAD.15 | ✓ |  | ✓ |  | MCAD. ~~4~~15 The student will identify and demonstrate expressive qualities of choral music. ~~sing expressively, including~~   1. a) F~~f~~ollow~~ing~~ and maintain~~ing~~ indicated tempos while singing.~~;~~ 2. b) P~~p~~erform~~ing,~~ rhythmic patterns that include eighth-note, half-note, and quarter-note triplets.~~;~~ 3. c) C~~c~~onsistently apply~~ing~~ dynamic markings while maintaining correct intonation.~~;~~ 4. d) I~~i~~nterpret~~ing~~ expressive phrasing techniques.~~;~~ 5. e) R~~r~~espond~~ing~~ to advanced conducting patterns and interpretive gestures.~~; and~~ 6. f) C~~c~~onsistently use~~ing~~ facial and physical expressions that reflect the mood and style of the music. |
| MCAD.5 | MCAD.16 | ✓ |  | ✓ |  | MCAD.~~5~~16 The student will respond to music with movement. ~~by~~   1. a) C~~c~~reate~~ing~~ movement individually or collaboratively to interpret a musical composition.~~; and~~ 2. b) A~~a~~pply~~ing~~ choreography as a form of expression and communication (e.g., sign language, riser choreography). |
| MCAD.6 | MCAD.5 | ✓ |  | ✓ |  | MCAD.~~6~~5 The student will ~~demonstrate~~ explain and apply collaboration and communication skills for music rehearsal and performance.~~concert etiquette as a performer~~ ~~by~~   1. a) Demonstrate concert etiquette. ~~participating in a variety of performances; and~~ 2. b) ~~applying expected rehearsal skills; and~~ Cooperate and collaborate as a singer during rehearsal.~~; and~~ 3. c) C~~c~~onsistently demonstrate~~ing exemplary concert etiquette as an~~ active listen~~er~~ing in rehearsal, performance, and as an audience member. |
| MCAD.7 | MCAD.6  Also  MCAD.5  MCAD.7  MCAD.8  MCAD.9  MCAD.11 | ✓ |  | ✓ |  | MCAD.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. a) A~~a~~nalyze~~ing~~ the cultural and historical influences of ~~cultures,~~ musical styles~~,~~ and composers~~, and historical periods~~ associated with the music literature being studied.~~;~~ 2. b) C~~c~~ompare~~ing~~ and contrast~~ing~~ cultural and historical influences of a variety of musical styles~~,~~ using music terminology.~~;~~ 3. [Moved to MCAD.7] The student will investigate~~ing~~ opportunities for music performance and advocacy within the community.~~;~~ 4. [Moved to MCAD.9] The student will investigate connections between music skills and college, career, and workplace skills. ~~researching career options in music~~ 5. [moved to MCAD.11] The student will demonstrate cross-disciplinary connections with ~~examining the relationship~~ ~~of~~ choral music. ~~to other fields of knowledge;~~ 6. [moved to MCAD.8] The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing. ~~researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and~~ 7. [moved to MCI.5.c] ~~consistently demonstrating exemplary concert etiquette as an active listener~~. C~~c~~onsistently demonstrate~~ing exemplary concert etiquette as an~~ active listen~~er~~ing in rehearsal, performance, and as an audience member. |
| MCAD.8 | MCAD.3 | ✓ |  | ✓ |  | MCAD.~~8~~3 The student will analyze, interpret, and evaluate choral music. ~~by~~   1. a) C~~c~~ompare~~ing~~ and contrast~~ing~~ works of music~~,~~ using music terminology.~~;~~ 2. b) E~~e~~valuate~~ing~~ works of music~~,~~ using accepted criteria.~~;~~ 3. c) C~~c~~ompare~~ing~~ and contrast~~ing~~ music performances.~~;~~ ~~and~~ 4. d) C~~c~~ritique~~ing~~ music performances~~,~~ using critical thinking skills. |
| MCAD.9 | MCAD.4 | ✓ |  | ✓ |  | MCAD.~~9~~4 The student will ~~investigate aesthetic concepts related to music by~~ formulate and justify personal responses to music.   1. a) A~~a~~nalyze~~ing~~ personal responses to works of music~~,~~ using music terminology.~~;~~ 2. b) A~~a~~nalyze~~ing~~ ~~aesthetic~~ personal criteria used for evaluating works of music or critiquing musical performances.~~; and~~ 3. ~~identifying the value of musical performance to society.~~ |
|  | MCAD.1 |  |  |  | ✓ | MCAD.1 The student will create music as a means of individual expression.   1. Compose an eight-measure rhythmic-melodic variation. 2. Improvise increasingly complex rhythmic and melodic examples in call-and-response styles. 3. Write and perform rhythmic-melodic variations of four- to eight-measure selections taken from songs, exercises, or etudes incorporating a variety of expressive elements. |
|  | MCAD.2 |  |  |  | ✓ | MCAD.2 The student will apply a creative process for music.   1. Apply steps of a creative process in a variety of contexts in choral music. 2. Identify and examine inquiry-based questions related to choral music. 3. Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback. |
|  | MCAD.10 |  |  |  | ✓ | MCAD.10 The student will identify and demonstrate ways in which new media and technology can influence the development of music and musical styles. |

**High School Choral Music, Beginning Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HCB.1 | HCB.12 | ✓ |  | ✓ |  | HCB.~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   1. a) I~~i~~dentify~~ing~~ the ~~basic~~ components of a vocal score.~~;~~ 2. b) R~~r~~ead~~ing~~ and count rhythmic patterns.~~; that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets, and corresponding rests;~~ 3. c) I~~i~~dentify~~ing~~ the function~~s~~ of ~~the sharp, flat, and natural signs;~~ accidentals. 4. d) ~~identifying key signatures (C, F, G, D);~~ Define the rules for identifying key signatures. 5. e) S~~s~~ight-sing~~ing~~ eight-measure, stepwise melodic patterns~~;~~ using scale degrees 1 through 5 of a major scale, with appropriate solmization. *~~do, re, mi, fa, sol~~* ~~and maintaining a steady beat;~~ 6. f) ~~identifying the meaning of the upper and lower numbers of time signatures~~ Define the rules for identifying time signatures in duple and triple meters.~~;~~ 7. g) D~~d~~emonstrate~~ing~~ basic conducting patterns.~~;~~ 8. h) I~~i~~dentify~~ing~~ dynamic markings, including *pp, p, mp, mf, f, ff,* crescendo, and decrescendo.~~;~~ 9. i) I~~i~~dentify~~ing~~ tempo markings, including presto, allegro, andante, ~~and~~ adagio, rallentando, ritardando, and accelerando.~~;~~ 10. j) I~~i~~dentify~~ing the~~ fermata, repeat sign, da capo, dal segno, coda, and fine.~~; and~~   k) Notate student-created compositions using standard notation.   1. ~~using contemporary technology to reinforce choral skills.~~ |
| HCB.2 | HCB.13 | ✓ |  | ✓ |  | HCB.~~2~~13 The student will demonstrate aural skills. ~~by~~   1. a) R~~r~~ecognize~~ing~~ and demonstrate~~ing~~ diatonic intervals (M2, M3, P4, P5, octave).~~;~~ 2. b) D~~d~~istinguish~~ing~~ major and minor tonalities.~~;~~ 3. c) I~~i~~dentify~~ing~~ similar and contrasting musical phrases and sections.~~;~~ 4. d) D~~d~~ifferentiate~~ing~~ melodic and harmonic patterns. ~~including descants;~~ ~~and~~ 5. e) W~~w~~rite~~ing~~ ~~from dictation~~ simple four-measure rhythmic phrases from dictation. |
| HCB.3 | HCB.14 | ✓ |  | ✓ |  | HCB.~~3~~14 The student will demonstrate vocal techniques and choral skills.~~,~~ ~~including~~   1. a) U~~u~~se~~ing~~ proper posture and breathing techniques for choral singing that support vocal production.~~;~~ 2. [Moved to HCB.14.a] ~~using breathing techniques that support vocal production;~~ 3. b) I~~i~~dentify~~ing~~ components of the vocal anatomy and vocal health.  ~~including the functions of the diaphragm and soft palate in singing;~~ 4. c) D~~d~~evelop~~ing~~ vocal ~~independence,~~ agility~~,~~ and range by singing appropriate vocal exercises.~~;~~ 5. d) D~~d~~emonstrate~~ing~~ proper diction (e.g., pure vowel sounds, diphthongs, consonants).~~;~~ 6. e) B~~b~~lend~~ing~~ with other singers on the same vocal part ~~and across sections,~~ using correct intonation.~~;~~ 7. f) S~~s~~ing~~ing~~ an assigned vocal part in ~~simple harmony in~~ an ensemble.~~;~~ 8. g) S~~s~~ing~~ing~~ music literature with and without ~~instrumental~~ accompaniment in at least one language other than English.~~; and~~ 9. ~~singing music literature from memory and from score~~   h) Exhibit audition skills. |
| HCB.4 | HCB.15 | ✓ |  | ✓ |  | HCB. ~~4~~15 The student will identify and demonstrate expressive qualities of choral music. ~~sing expressively, including~~  a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.   1. ~~applying tempo markings (presto, allegro, andante, adagio, rallentando, ritardando, accelerando);~~ 2. ~~performing rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets, and corresponding rests;~~ 3. ~~interpreting dynamic markings (~~*~~pp, p, mp, mf, f, ff,~~* ~~crescendo, decrescendo);~~ 4. ~~interpreting the fermata, repeat sign, da capo, dal segno, coda, and fine;~~ 5. ~~demonstrating expressive phrasing;~~ 6. b) R~~r~~espond~~ing~~ to basic conducting patterns and interpretive gestures.~~; and~~ 7. c) U~~u~~se~~ing~~ facial and physical expressions that reflect the mood and style of the music. |
| HCB.5 | HCB.16 | ✓ |  | ✓ |  | HCB.~~5~~16 The student will respond to music with movement by performing non-choreographed and choreographed movements. |
| HCB.6 | HCB.5 | ✓ |  | ✓ |  | HCB.~~6~~5 The student will identify and demonstrate collaboration skills and concert etiquette as a performer. ~~by~~   1. a) P~~p~~articipate~~ing~~ in a variety of performances.~~;~~ ~~and~~ 2. b) C~~c~~ooperate~~ing~~ and collaborate~~ing~~ as a singer in a rehearsal.   c) D~~d~~emonstrate~~ing concert etiquette as an~~ active listen~~er~~ing in rehearsal, performance, and as an audience member.[Moved from HCB.7] |
| HCB.7 | HCB.6 | ✓ |  | ✓ |  | HCB.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. a) I~~i~~dentify~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~ 2. b) I~~i~~dentify~~ing~~ ways in which culture ~~and technology~~ influences the development of choral music and vocal styles.~~;~~ 3. ~~identifying the relationship of choral music to the other fine arts and other fields of knowledge;~~ [Moved to HCB.11] 4. ~~investigating career options in music~~; [Moved to HCB.9] 5. ~~identify ethical standards as applied to the use of social media and copyrighted materials; and~~ [Moved to HCB.8] 6. ~~demonstrating concert etiquette as an active listener~~. [Moved to HCB.5] |
| HCB.8 | HCB.3 | ✓ |  | ✓ |  | HCB.~~8~~3 The student will analyze, interpret, and evaluate choral music. ~~by~~   1. a) D~~d~~escribe~~ing~~ the ~~importance of~~ social cultural ~~influences~~ and historical context ~~for the interpretation of works~~ of music.~~;~~ 2. b) D~~d~~escribe~~ing~~ works of music~~,~~ using inquiry skills and music terminology.~~;~~ 3. c) E~~e~~xamine~~ing~~ accepted criteria used for evaluating works of music.~~;~~ 4. d) D~~d~~escribe~~ing~~ performances of music~~,~~ using music terminology.~~; and~~ 5. e) E~~e~~xamine~~ing~~ accepted criteria used for critiquing musical performances. |
| HCB.9 | HCB.4 | ✓ |  | ✓ |  | HCB.~~9~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. ~~proposing a definition of~~ *~~music~~* ~~and supporting that definition;~~ 2. a) D~~d~~escribe~~ing~~ ~~aesthetic~~ personal criteria used for determining the quality of a work of music or importance of a musical style.~~;~~ 3. b) E~~e~~xplain~~ing~~ preferences for different works of music~~,~~ using music terminology.~~;~~ 4. c) I~~i~~dentify~~ing~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.~~; and~~ 5. ~~identifying the value of musical performance to the school community.~~ [Moved to HCB.7] |
|  | HCB.1 |  |  |  | ✓ | HCB.1 The student will use music composition as a means of creative expression.   1. Compose a four-measure rhythmic-melodic variation. 2. Improvise simple rhythmic and melodic examples in call-and-response styles. 3. Create, write and perform rhythmic and melodic variations of four-measure selections taken from but not limited to ~~folk~~ songs, exercises, or etudes. |
|  | HCB.2 |  |  |  | ✓ | HCB.2 The student will identify and apply steps of a creative process.   1. Develop, draft, and share choral music ideas. 2. Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback. 3. Independently identify and examine inquiry-based questions related to choral music. |

**High School Choral Music, Intermediate Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HCI.1 | HCI.12 | ✓ |  | ✓ |  | HCI. ~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   1. a) I~~i~~dentify~~ing~~ the ~~basic~~ components of a vocal score. 2. b) R~~r~~ead~~ing~~ and count rhythmic patterns. ~~that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets, and corresponding rests;~~ 3. c) ~~identifying key signatures (C, F, B-flat, G, D);~~ Apply the rules for identifying key signatures. 4. d) S~~s~~ight-sing~~ing~~ eight-measure, diatonic melodic patterns in two parts using stepwise and tonic triad skips ~~melodic patterns from two-part scores,~~ with appropriate solmization.~~while maintaining a steady beat;~~ 5. e) S~~s~~ing~~ing~~ major and minor scales~~,~~ using appropriate solmization. ~~a neutral syllable;~~ 6. f) D~~d~~emonstrate~~ing~~ basic conducting patterns~~, including~~ in duple meter.~~;~~ 7. ~~identifying modulation(s) in choral scores;~~ 8. g) W~~w~~rite~~ing~~ four-measure melodic phrases from dictation.~~;~~ 9. h) D~~d~~emonstrate~~ing~~ understanding of the grand staff.~~; and~~ 10. i) Notate student-created compositions using standard notation. 11. ~~using contemporary technology to reinforce choral skills.~~ |
| HCI.2 | HCI.13 | ✓ |  | ✓ |  | HCI. ~~2~~13 The student will demonstrate aural skills. ~~by~~   1. a) R~~r~~ecognize~~ing~~ and demonstrate~~ing~~ diatonic intervals (m2, m3, M6, m7).~~;~~ 2. b) I~~i~~dentify~~ing~~ ascending and descending half-step and whole-step intervals.~~;~~ 3. c) I~~i~~dentify~~ing~~ and explain~~ing~~ simple ~~AB and ABA~~ musical forms.~~;~~ 4. d) W~~w~~rite~~ing~~ ~~from dictation~~ eight-measure rhythmic phrases.~~;~~ 5. e) W~~w~~rite~~ing~~ ~~from dictation~~ four-measure melodic phrases from dictation.~~;~~ 6. f) I~~i~~dentify~~ing~~ *a cappella* vs. accompanied singing. ~~including ostinato; and~~ 7. ~~identifying monophonic, homophonic, and polyphonic textures.~~ |
| HCI.3 | HCI.14 | ✓ |  | ✓ |  | HCI.~~3~~14 The student will demonstrate vocal techniques and choral skills.~~,~~ ~~including~~   1. a) C~~c~~onsistently use~~ing~~ proper posture and breathing techniques ~~for choral singing~~ that support vocal production.~~;~~ 2. [Moved to HCI.14.a] ~~consistently using breathing techniques that support vocal production;~~ 3. b) ~~demonstrating diaphragmatic breathing~~ Investigate components of the vocal anatomy and vocal health. 4. c) D~~d~~emonstrate~~ing~~ the difference between head voice and chest voice.~~;~~ 5. d) S~~s~~trengthen~~ing~~ vocal independence, agility, and range by singing appropriate vocal exercises.~~;~~ 6. e) C~~c~~onsistently use~~ing~~ proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).~~;~~ 7. f) B~~b~~lend~~ing~~ with other singers across sections~~,~~ using correct intonation.~~;~~ 8. g) S~~s~~ing~~ing~~ an assigned vocal part in simple harmony ~~alone~~ or in ensemble.~~;~~ 9. h) S~~s~~ing~~ing~~ music literature with and without ~~instrumental~~ accompaniment in at least one language other than English.~~; and~~ 10. ~~singing music literature from memory and from score~~ 11. Exhibit audition skills. |
| HCI.4 | HCI.15 | ✓ |  | ✓ |  | HCI~~.4~~.15 The student will identify and demonstrate expressive qualities of choral music. ~~sing expressively, including~~   1. a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing. 2. ~~applying performing rhythmic patterns that include syncopations, hemiolas, dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, half-note triplets, and corresponding rests;~~ 3. ~~performing syncopations and hemiolas in music literature;~~ 4. ~~consistently applying dynamic markings while maintaining correct intonation;~~ 5. ~~demonstrating consistent use of phrasing;~~ 6. b) R~~r~~espond~~ing~~ to a wide range of conducting patterns and interpretative gestures.~~; and~~ 7. c) C~~c~~onsistently use~~ing~~ facial and physical expressions that reflect the mood and style of the music. |
| HCI.5 | HCI.16 | ✓ |  | ✓ |  | HCI. ~~5~~16 The student will respond to music with movement by applying various styles of choreography to different musical compositions. |
| HCI.6 | HCI.5 | ✓ |  | ✓ |  | HCI. ~~6~~5 The student will describe and demonstrate collaboration skills and concert etiquette as a performer. ~~by~~   1. a) P~~p~~articipate~~ing~~ in a variety of performances and other music activities.~~; and~~ 2. b) C~~c~~ooperate~~ing~~ and collaborate~~ing~~ as a singer in ~~a~~ rehearsal. 3. c) Apply active listening in rehearsal and performance. |
| HCI.7 | HCI.6  Also  HCI.5  HCI.7  HCI.8  HCI.9  HCI.11 | ✓ |  | ✓ |  | HCI.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. a) D~~d~~escribe~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~ 2. b) C~~c~~ompare~~ing~~ and contrast~~ing~~ a variety of musical periods and styles.~~;~~ ~~using music terminology;~~ 3. ~~comparing and contrasting the functions of vocal/choral music in a variety of cultures;~~ 4. [Moved to HCI.7] ~~describing how musicians, consumers of music, and music advocates impact the community;~~ 5. [Moved to HCI.9] ~~comparing and contrasting career options in music;~~ 6. [Moved to HCI.11] ~~examining the relationship of choral music to the other fine arts;~~ 7. [Moved to HCI.8] ~~examining ethical standards as applied to the use of social media and copyrighted materials; and~~ 8. [Moved to HCI.5] ~~consistently demonstrating concert etiquette as an active listener.~~ |
| HCI.8 | HCI.3 | ✓ |  | ✓ |  | HCI. ~~8~~3 The student will analyze, interpret, and evaluate choral music. ~~by~~   1. a) Describe ~~explaining the importance of~~ social, cultural ~~influences~~ and historical context ~~for the interpretation~~ of works of music.~~;~~ 2. b) I~~i~~nterpret~~ing~~ works of music~~,~~ using inquiry skills and music terminology.~~;~~ 3. c) A~~a~~pply~~ing~~ accepted criteria for evaluating works of music.~~; and~~ 4. d) A~~a~~pply~~ing~~ accepted criteria for critiquing music performances. |
| HCI.9 | HCI.4  Also  HCI.6  HCI.7 | ✓ |  | ✓ |  | HCI.~~9~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. [Moved to HCI.6] ~~analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;~~ 2. a) D~~d~~escribe~~ing~~ personal emotional and intellectual responses to works of music~~,~~ using music terminology.~~;~~ 3. b) A~~a~~nalyze~~ing~~ ways in which music can evoke emotion and be persuasive.~~;~~ 4. ~~applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and~~ 5. [Moved to HCI.7] ~~explaining the value of musical performance to the community~~. |
|  | HCI.1 |  |  |  | ✓ | HCI.1 The student will use music composition as a means of creative expression.   1. Compose an eight-measure rhythmic-melodic variation. 2. Create and perform simple rhythmic and melodic examples using call-and-response and basic improvisation. 3. Compose, improvise and perform rhythmic and melodic variations of eight- to twelve-measure excerpts based upon original ideas or musical works. |
|  | HCI.2 |  |  |  | ✓ | HCI.2 The student will apply steps of a creative process.   1. Develop, improvise, draft, refine, and share choral music ideas. 2. Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance. 3. Research and document findings of inquiry related to choral music. |
|  | HCI.10 |  |  |  |  | HCI.10 The student will explore a variety of innovative media, tools, and processes to create, edit, present, and/or understand new works of music. |
|  | HCI.11 |  |  |  |  | HCI.11 The student will make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems. |

**High School Choral Music, Advanced Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HCAD.1 | HCAD.12 | ✓ |  | ✓ |  | HCAD.~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   1. a) I~~i~~dentify~~ing~~ components of ~~three- and four-part choral~~ vocal scores.~~;~~ 2. b) R~~r~~ead~~ing~~, count, interpret~~ing~~ complex rhythmic patterns. ~~that include syncopations and hemiolas;~~ 3. c) I~~i~~dentify~~ing~~ major key signatures.~~(C, G, F, D, B-flat, E-flat) and their related minor keys;~~ 4. d) S~~s~~ight-sing~~ing~~ eight-measure diatonic melodic patterns in multiple parts using ~~containing tonic triad~~ steps and diatonic skips with appropriate solmization.~~from two- or three-part scores, while maintaining a steady beat;~~ 5. e) S~~s~~ing~~ing~~ major and minor scales independently~~,~~ using ~~a neutral syllable~~ appropriate solmization. 6. f) D~~d~~emonstrate~~ing~~ basic conducting patterns~~,~~ including triple meter.~~; and~~ 7. g) Notate student-created compositions using standard notation. 8. ~~using contemporary technology to reinforce choral skills.~~ |
| HCAD.2 | HCAD.13 | ✓ |  | ✓ |  | HCAD.~~2~~13 The student will demonstrate aural skills. ~~by~~   1. a) R~~r~~ecognize~~ing~~ and demonstrate~~ing~~ all diatonic intervals.~~;~~ 2. b) W~~w~~rite~~ing~~ ~~from dictation~~ eight-measure rhythmic and melodic phrases of increasing difficulty from dictation.~~;~~ 3. c) W~~w~~rite~~ing~~ ~~from dictation~~ eight-measure melodic phrases from dictation.~~;~~ 4. d) I~~i~~dentify~~ing~~ and explain~~ing~~ complex ~~ABBA and rondo~~ musical forms.~~;~~ ~~and~~ 5. e) I~~i~~dentify~~ing~~ a variety of musical styles. ~~madrigal style.~~ |
| HCAD.3 | HCAD.14 | ✓ |  | ✓ |  | HCAD.~~3~~14 The student will demonstrate vocal techniques and choral skills.~~,~~ ~~including~~   1. a) M~~m~~odel~~ing~~ proper posture and breathing techniques that support proper vocal production.~~for choral singing;~~ 2. [Moved to MCAD.14.a] ~~modeling breathing techniques that support proper vocal production;~~ 3. b) I~~i~~dentify~~ing~~ the effects of physiological changes and external influences on the voice.~~;~~ 4. c) I~~i~~ntegrate~~ing~~ principles of vocal health ~~in~~ while singing ~~(e.g., diaphragmatic support, open throat, raised soft palate)~~.~~;~~ 5. d) I~~i~~ncrease~~ing~~ breath control through strength and endurance exercises.~~;~~ 6. e) I~~i~~ncrease~~ing~~ vocal ~~independence,~~ agility~~,~~ and range by singing appropriate vocal exercises, including use of head and chest voices.~~;~~ 7. f) A~~a~~djust~~ing~~ intonation for balance and blend.~~;~~ 8. g) S~~s~~ing~~ing~~ an assigned vocal part in complex harmony.~~;~~ 9. h) C~~c~~onsistently apply~~ing~~ proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).~~;~~ 10. i) S~~s~~ing~~ing~~ music literature with and without ~~instrumental~~ accompaniment in at least two languages other than English.~~; and~~ 11. ~~singing music literature from memory and from score.~~ 12. j) E~~e~~xhibit~~ing~~ audition skills. |
| HCAD.4 | HCAD.15 | ✓ |  | ✓ |  | HCAD. ~~4~~15 The student will identify and demonstrate expressive qualities of choral music. ~~sing expressively, including~~   1. a) Interpreting the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing. 2. ~~applying interpreting and applying various tempos while singing;~~ 3. b) P~~p~~erform~~ing~~ complex rhythmic patterns.~~that include syncopations and hemiolas in duple and triple meters;~~ 4. ~~consistently applying dynamic markings in musical scores and exercises while maintaining correct intonation;~~ 5. ~~modeling expressive phrasing;~~ 6. c) R~~r~~espond~~ing~~ to interpretive gestures and advanced conducting patterns in multiple meters.~~; and~~ 7. d) C~~c~~onsistently use~~ing~~ facial and physical expressions that reflect the mood and style of the music. |
| HCAD.5 | HCAD.16 | ✓ |  | ✓ |  | HCAD. ~~5~~16 The student will ~~respond to music with movement by~~   1. use~~ing~~ choreography as a form of expression and communication. ~~(e.g., sign language, riser choreography);~~ ~~and~~ 2. [Moved to HCAD.1] ~~creating movement individually or collaboratively.~~ |
| HCAD.6 | HCAD.5 | ✓ |  | ✓ |  | HCAD. ~~6~~5 The student will analyze and demonstrate collaboration skills and concert etiquette as a performer. ~~by~~   1. a) P~~p~~articipate~~ing~~ in a variety of performances and other music activities.~~;~~ 2. b) C~~c~~ooperate~~ing~~ and collaborate as a singer in a rehearsal.~~; and~~ 3. c) Demonstrate respect~~ing~~ to student leaders within the choral ensemble. 4. d) Apply active listening in rehearsal and performance. |
| HCAD.7 | HCAD.6 | ✓ |  | ✓ |  | HCAD.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. a) A~~a~~nalyze~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~ 2. b) C~~c~~ompare~~ing~~ and contrast~~ing~~ a variety of musical periods and styles~~,~~ using music terminology.~~;~~ 3. c) A~~a~~nalyze~~ing~~ the characteristics of vocal/choral music from a variety of cultures.~~;~~ 4. [Moved to HCAD.7]~~examining opportunities for music performance and advocacy within the community;~~ 5. [Moved to HCAD.9] ~~researching career options in music;~~ 6. [Moved to HCAD.11] ~~analyzing the relationship of choral music to other fields of knowledge;~~ 7. [Moved to HCAD.8] ~~researching the use and misuse of ethical standards as applied to social media, and copyrighted materials.~~ 8. [Moved to HCAD.5] ~~modeling exemplary concert etiquette as an active listener~~. |
| HCAD.8 | HCAD.3 | ✓ |  | ✓ |  | HCAD. ~~8~~3 The student will analyze, interpret, and evaluate choral music. ~~by~~   1. [Moved to HCAD.6]~~comparing and contrasting the importance of cultural influences and historical context for the interpretation of works of music;~~ 2. [Moved to HCAD.4] ~~examining ways in which personal experiences influence critical judgment about works of music and musical performances;~~ 3. a) C~~c~~ompare~~ing~~ and contrast~~ing~~ styles ~~works~~ of choral music~~,~~ using music terminology.~~;~~ 4. b) E~~e~~valuate~~ing~~ works of music~~,~~ using accepted criteria.~~;~~ 5. c) C~~c~~ompare~~ing~~ and contrast~~ing~~ music performances.~~;~~ ~~and~~ 6. d) C~~c~~ritique~~ing~~ music performances of self and others~~,~~ using critical-thinking skills. |
| HCAD.9 | HCAD.4 | ✓ |  | ✓ |  | HCAD.~~9~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. a) A~~a~~nalyze~~ing~~ and explain~~ing~~ personal emotional and intellectual responses to works of music~~,~~ using music terminology.~~;~~ 2. b) A~~a~~nalyze~~ing~~ ~~aesthetic~~ personal criteria used for evaluating works of music or critiquing musical performances.~~;~~ ~~and~~ 3. [Moved to HCAD.6] ~~explaining the value of musical performance to society.~~ |
|  | HCAD.1 | ✓ |  |  | ✓ | HCAD.1 The student will use music composition as a means of creative expression.   1. Compose a rhythmic-melodic variation. 2. Improvise a melody to a I-IV-V(V7)-I chord progression. 3. Arrange or compose accompanying harmonies and/or counter melodies to a given melody. 4. Create, improvise, and perform rhythmic and melodic examples to a I-IV-V(V7)-I chord progression~~,~~ using call-and-response and improvisation. 5. Perform accompanying harmonies and/or counter melodies to a given melody. 6. ~~The student will~~ C~~c~~reate~~ing~~ movement individually or collaboratively. [Moved from HCAD.5] |
|  | HCAD.2 |  |  |  | ✓ | HCAD.2 The student will apply steps of a creative process.   1. Develop, compose, improvise, draft, refine, and share choral music ideas. 2. Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance. 3. Document research, inquiry, and analysis of a focused choral music topic of personal interest. 4. Develop a portfolio that demonstrates growth and learning of choral music ideas and skills. |
|  | HCAD.10 |  |  |  | ✓ | HCAD.10 The student will explore innovative tools for connecting with communities of musicians. |
|  | HCAD.11 |  |  |  | ✓ | HCAD.11 The student will investigate cross-disciplinary connections to identify how music works with other disciplines to develop innovative solutions to inquiry-based problems. |

**High School Choral Music, Artist Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HCAR.1 | HCAR.12 | ✓ |  | ✓ |  | HCAR. ~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   * + - 1. a) I~~i~~dentify~~ing~~ all components of music scores.~~;~~       2. b) R~~r~~ead~~ing~~, count, and notate~~ing~~ complex rhythmic patterns.~~;~~       3. c) I~~i~~dentify~~ing~~ major key signatures ~~and their related minor keys~~ and relative and parallel minor keys.       4. d) S~~s~~ight-sing~~ing~~ eight-measure melodic patterns containing varied intervals ~~skips of thirds, fourths, and fifths~~ from three- or four-part scores. ~~while maintaining a steady beat;~~       5. e) S~~s~~ing~~ing~~ major, minor, and chromatic scales~~,~~ using ~~a neutral syllable~~ appropriate solmization.       6. f) I~~i~~dentify~~ing~~ various compositional procedures and techniques, including fugue, modulation, word painting, and aleatoric music.~~; and~~       7. g) D~~d~~emonstrate~~ing~~ conducting patterns~~,~~ ~~including those for compound meters; and~~ including mixed meters.  1. h) Notate student-created compositions using standard notation using contemporary technology.    * + 1. ~~using contemporary technology to reinforce choral skills.~~ |
| HCAR.2 | HCAR.13 | ✓ |  | ✓ |  | HCAR. ~~2~~13 The student will demonstrate aural skills. ~~by~~   1. a) S~~s~~ing~~ing~~ all diatonic intervals individually.~~;~~ 2. b) W~~w~~rite~~ing~~ ~~from dictation~~ complex rhythmic phrases and complex melodic phrases from dictation that are eight measures in length.~~; and~~ 3. c) T~~t~~ranspose~~ing~~ *a cappella* music into one or more keys. |
| HCAR.3 | HCAR.14 | ✓ |  | ✓ |  | HCAR.~~3~~14 The student will demonstrate vocal techniques and choral skills.~~,~~ ~~including~~   1. a) M~~m~~odel~~ing~~ proper posture for solo/choral singing.~~;~~ 2. b) U~~u~~se~~ing~~ breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range.~~;~~ 3. c) U~~u~~se~~ing~~ advanced vocal techniques to control dynamics and articulation.~~;~~ 4. d) U~~u~~se~~ing~~ advanced vocal development exercises to improve intonation.~~;~~ 5. e) M~~m~~odel~~ing~~ adjustment of intonation by applying listening skills.~~;~~ 6. f) M~~m~~odel~~ing~~ blend and balance with other singers.~~;~~ 7. g) S~~s~~ing~~ing~~ songs with complex and/or nontraditional harmonies.~~;~~ 8. h) M~~m~~odel~~in~~ 9. ~~g~~ proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).~~;~~ 10. i) E~~e~~xhibit~~ing~~ audition skills.~~; and~~ 11. j) S~~s~~ing~~ing~~ advanced, representative solo and choral music in various forms, styles, and languages.~~; and~~ 12. ~~singing music literature from memory as well as from score.~~ |
| HCAR.4 | HCAR.15 | ✓ |  | ✓ |  | HCAR. ~~4~~15 The student will identify and demonstrate expressive qualities of choral music. ~~sing expressively, including~~  a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.   1. ~~modeling blending vocal timbres and matching dynamic levels;~~ 2. ~~applying various tempos while singing;~~ 3. b) P~~p~~erform~~ing~~ complex rhythmic patterns.~~;~~ 4. ~~modeling application of dynamic markings in musical scores and exercises while maintaining correct intonation;~~ 5. ~~interpreting and applying expressive phrasing independently;~~ 6. c) R~~r~~espond~~ing~~ to advanced conducting patterns and interpretive gestures.; ~~and~~ 7. d) M~~m~~odel~~ing~~ facial and physical expressions that reflect the mood and style of the music. |
| HCAR.5 | HCAR.16 | ✓ |  | ✓ |  | HCAR.~~5~~16 The student will ~~respond to music with movement by~~   1. demonstrate~~ing~~ choreography as a form of expression and communication. ~~(e.g., sign language, riser choreography); and~~ 2. [Moved to HCAR.1] ~~improvising movement individually or collaboratively.~~ |
| HCAR.6 | HCAR.5 | ✓ |  | ✓ |  | HCAR. ~~6~~5 The student will evaluate and demonstrate collaboration skills and concert etiquette as a performer. ~~by~~   1. a) P~~p~~articipate~~ing~~ in a variety of performances and other music activities.~~;~~ 2. b) Demonstrate respect~~ing~~ to student leaders within the choral ensemble.~~; and~~ 3. c) F~~f~~ulfill~~ing~~ leadership roles (e.g., section leader, student conductor, accompanist, choir officer, choir librarian, peer mentor).   d) Model active listening in rehearsal and performance. |
| HCAR.7 | HCAR.6  Also  HCAR.5  HCAR.7  HCAR.8  HCAR.9 | ✓ |  | ✓ |  | HCAR.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. C~~c~~ompare~~ing~~ and contrast~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~ 2. A~~a~~ssess~~ing~~ musical periods and styles.~~;~~ ~~using music terminology;~~ 3. A~~a~~nalyze~~ing~~ the characteristics of vocal/choral music from a variety of cultures.~~;~~ 4. [Moved to HCAR.7] ~~explore and evaluating opportunities for music performance and advocacy within the community.;~~ 5. [Moved to HCAR.9] ~~researching career pathways in the music field;~~ 6. [Moved to HCAR.8] ~~assessing the use and misuse of ethical standards as applied to social media and~~ ~~copyrighted materials; and~~ 7. [Moved to HCAR.5] ~~modeling exemplary concert etiquette as an active listener.~~ |
| HCAR.8 | HCAR.3 | ✓ |  | ✓ |  | HCAR.~~8~~3 The student will analyze, interpret, and evaluate choral music. ~~by~~   1. ~~1.~~ a) F~~f~~ormulate~~ing~~ criteria to be used for critiquing musical performances.~~; and~~ 2. ~~2.~~ b) A~~a~~pply~~ing~~ formulated criteria for critiquing musical performances of self and others. |
| HCAR.9 | HCAR.4 | ✓ |  | ✓ |  | HCAR.~~9~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. a) Justify ~~analyzing and explaining~~ personal emotional and intellectual responses to works of music~~,~~ using music terminology.~~;~~ 2. b) Justify ~~analyzing aesthetic~~ personal criteria used for evaluating works of music. ~~or critiquing musical performances; and~~ 3. ~~analyzing the values of musical performance to society~~ |
|  | HCAR.1 |  |  |  | ✓ | HCAR.1 The student will use music composition as a means of creative expression.   1. Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact. 2. Compose a rhythmic-melodic variation.~~; and~~ 3. Improvise a melody to a I-IV-V(V7)-I chord progression. 4. Arrange or compose accompanying harmonies and/or counter melodies to a given melody. 5. The student will improvise~~ing~~ movement individually or collaboratively. [Moved from HCAR.5] |
|  | HCAR.2 |  |  |  | ✓ | HCAR.2 The student will apply steps of a creative process.   1. Develop, compose, improvise, draft, refine, and share choral music ideas in a variety of contexts. 2. Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance. 3. Analyze research of a focused choral music topic of personal interest. 4. Document growth, skill development, and learning in the development of an individual musical repertoire that includes documentation of a creative process as well as final products. |
|  | HCAR.10 |  |  |  | ✓ | HCAR.10 The student will analyze how innovative media, tools, and processes are influencing vocal music. |
|  | HCAR.11 |  |  |  | ✓ | HCAR.11 The student will analyze and explain how music works together with other disciplines to develop innovative solutions to problems. |