

Fairfield Public Schools  
Music Department  
Curriculum  
Choral Skill Levels

## Blend and Balance

### Level I (5<sup>th</sup> grade)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble.

### Level II (6<sup>th</sup> grade)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble.
- Students will demonstrate the ability to adjust tone quality in chest voice to blend within the ensemble.
- Students will demonstrate the ability to blend in unison and blend and balance in two-part harmony.

### Level III (7<sup>th</sup> grade)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble.
- Students will demonstrate the ability to adjust tone quality in both chest voice and head voice to blend within the ensemble.
- Students will demonstrate the ability to blend in unison and blend and balance in two-part harmony and three-part harmony.

### Level IV (8<sup>th</sup> grade)

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble.
- Students will demonstrate the ability to adjust tone quality in all registers to blend within the ensemble.
- Students will demonstrate the ability to blend in unison, two-part harmony and three-part mixed harmony (with the addition of a baritone line).

### Level V (Concert Choir)

## Rhythmic Accuracy

### Level I (5<sup>th</sup> grade)

- Students will demonstrate steady beat in simple and compound meters.
- Students will perform rhythmic patterns accurately by ear.
- Students will enumerate and perform whole, half, quarter and eighth note rhythms and their corresponding rests excluding eighth note rests.

### Level II (6<sup>th</sup> grade)

- Students will enumerate and perform whole, half, dotted half, quarter, dotted quarter and eighth note rhythms and their corresponding rests.
- Students will sing and read repertoire in  $\frac{3}{4}$  and  $\frac{4}{4}$  time signatures.

### Level III (7<sup>th</sup> grade)

- Students will enumerate and perform whole, half, dotted half, quarter, dotted quarter, eighth and grouped sixteenth note rhythms and their corresponding rests excluding sixteenth note rests.
- Students will sing and read repertoire in  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$  and cut time signatures.

### Level IV (8<sup>th</sup> grade)

- Students will enumerate and perform whole, half, dotted half, quarter, dotted quarter, eighth and grouped sixteenth note rhythms and their corresponding rests.
- Students will sing and read repertoire in  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$  and  $\frac{6}{8}$  time signatures.

### Level V (Concert Choir)

## Musical Expression

### Level I (5<sup>th</sup> grade)

#### Responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.

### Level II (6<sup>th</sup> grade)

#### Responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo, mezzo piano and mezzo forte.
- Students will perform a variety of expressive musical symbols including staccato and legato markings.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.
- Students will demonstrate "staggered breathing."
- Students will sing two to four measure phrases in one breath.

### Level III (7<sup>th</sup> grade)

#### Responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo, mezzo piano and mezzo forte, pianissimo and fortissimo.
- Students will perform a variety of expressive musical symbols including staccato, legato, accent and fermata.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.
- Students will demonstrate "staggered breathing."
- Students will sing four to six measure phrases in one breath.

### Level III (8<sup>th</sup> grade)

#### Responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo, mezzo piano and mezzo forte, pianissimo, fortissimo and sforzando.
- Students will perform a variety of expressive musical symbols including staccato, legato, accent, fermata, accelerando, and ritardando.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.
- Students will demonstrate "staggered breathing."
- Students will sing six to eight measure phrases in one breath.

## Reading the Choral Score

### Level I (5<sup>th</sup> grade)

- Students will demonstrate the ability to follow a voice part in a choral octavo containing one and/or two voice parts.
- Students will demonstrate the ability to locate and follow musical markings including: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, and piano line.
- Students will identify note names on the staff in treble clef as well as middle C and D below the staff.

### Level II (6<sup>th</sup> grade)

- Students will demonstrate the ability to follow a voice part in a choral octavo containing one and/or two voice parts.
- Students will demonstrate the ability to locate and follow musical markings including: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, mezzo piano, mezzo forte, coda, del segno, first ending and second ending.
- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to a C4.

### Level III (7<sup>th</sup> grade)

- Students will demonstrate the ability to follow a voice part in a choral octavo containing one, two and/or three voice parts.
- Students will demonstrate the ability to locate and follow musical markings including: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, key signature, mezzo piano, mezzo forte, coda, del segno, first ending, second ending, second soprano, accent, staccato, tie, slur, flat, sharp, pianissimo, fortissimo and diminuendo.
- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to a C4.
- Students will identify major key signatures.
- Students will demonstrate the ability to declare a major key in and solfege written musical examples while understanding that “Do” is the key.
- Students will demonstrate the ability to perform short musical examples including step wise patterns.

### Level IV (8<sup>th</sup> grade)

- Students will demonstrate the ability to follow a voice part in a choral octavo containing one, two and/or three voice parts including a baritone line.
- Students will demonstrate the ability to locate and follow musical markings including: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, bass clef, key signature, mezzo piano, mezzo forte, coda, del segno, first ending, second ending, second soprano, accent, staccato, tie, slur, pianissimo, fortissimo, diminuendo, baritone, tenor, bass, sforzando, descant, accidental.

- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to a C4.
- Students will identify all major key signatures.
- Students will demonstrate the ability to declare a major key, solfege and perform short musical examples including step wise patterns, and skips of thirds.

Level V (Concert Choir)

## Vocal Technique \*Ensemble 5-8, Individual 9-12

### Level I (5<sup>th</sup> grade)

- Posture
  - Students will demonstrate correct singing posture while standing:
    - Feet shoulder width apart
    - Shoulders relaxed
    - Knees slightly bent, relaxed
    - Arms down at sides
  - Students will demonstrate correct singing posture while sitting:
    - Sitting at the edge of the chair
    - Feet flat on the floor
    - “sit tall”
    - Hands on lap or holding music
- Tone Production
  - Students will sing in both head voice and chest voice with accurate pitch.
  - Students will demonstrate increased breath management through rib-cage control and slow emission of the air column upon exhalation.
  - Students will sing with a tension free supported and open sound.
- Intonation
  - Students will match pitch.
  - Students will sing notes “on the bulls eye,” not flat or sharp.

### Level II (6<sup>th</sup> grade)

- Posture
  - Students will demonstrate correct singing posture while standing:
    - Feet shoulder width apart
    - Shoulders relaxed
    - Knees slightly bent, relaxed
    - Arms down at sides
  - Students will demonstrate correct singing posture while sitting:
    - Sitting at the edge of the chair
    - Feet flat on the floor
    - “sit tall”
    - Hands on lap or holding music
- Tone Production
  - Students will sing in both head voice and chest voice with accurate pitch.
  - Students will demonstrate proper diaphragmatic breathing.
  - Students will sing with a tension free supported and open sound in head voice.
  - Students will sing with forward placed sound and a lifted soft palate.
- Intonation
  - Students will match pitch.
  - Students will sing notes “on the bulls eye,” not flat or sharp.
  - Students will shape vowels uniformly.

- Students will share the harmonic responsibility between sections to develop inner ear by singing soprano and alto. (Students will sing both soprano and alto throughout the course of the year.)

#### Level III (7<sup>th</sup> grade)

- Posture
  - Students will demonstrate correct singing posture while both sitting and standing.
- Tone Production
  - Students will sing in both head voice and chest voice with accurate pitch.
  - Students will demonstrate proper diaphragmatic breathing.
  - Students will sing with a tension free, supported and open sound in both head voice and chest voice, avoiding a breathy sound.
  - Students will sing with forward placed sound and a lifted soft palate.
- Intonation
  - Students will match pitch.
  - Students will sing notes “on the bulls eye,” not flat or sharp.
  - Students will shape vowels uniformly.
  - Students will share the harmonic responsibility between sections to develop inner ear by singing soprano, second soprano and alto. (Students will sing soprano, second soprano and alto throughout the course of the year.) Baritone may be added if necessary.

#### Level IV (8<sup>th</sup> grade)

- Posture
  - Students will demonstrate correct singing posture while both sitting and standing.
- Tone Production
  - Students will sing in both head voice and chest voice with accurate pitch.
  - Students will demonstrate proper diaphragmatic breathing.
  - Students will sing with a tension free, supported and open sound in both head voice and chest voice, avoiding a breathy sound.
  - Students will sing with forward placed sound and a lifted soft palate.
- Intonation
  - Students will match pitch.
  - Students will sing notes “on the bulls eye,” not flat or sharp.
  - Students will shape vowels uniformly.
  - Students will share the harmonic responsibility between sections to develop inner ear by singing soprano, alto and baritone.