

High School Symphonic Choir

Instructional Focus: The fundamentals of choral music will be emphasized (reading, part singing, interpretation, basics and vocal technique). Includes solo, small ensemble, and large ensemble performances. Scheduled performances are required and a part of assessment.		
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> Demonstrate proper skills and technique with increased control of breath control, posture, and tone production. Sing with expression and technical accuracy. 	Individual Vocal Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Develop ensemble skills including: Vocal blend; matching dynamics; appropriate sound/style; and respond to the cues of the conductor. 2 or 3 part with or without accompaniment. 	Ensemble Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Perform notes, rhythms and meters as required by choral literature representing various cultures, genres, styles, and time periods up to grade 2. Demonstrate the ability to read a vocal score of up to four staves, by describing how the elements of music are used. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 	Knowledge of Notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Clap, tap, or sing simple rhythm patterns using a prescribed technique such as Kodaly or Solfege. Sing simple melodies and 2-part songs in various major keys. Improvise short melodies or appropriate harmony around a given chord progression or melody. 	Sight reading and Improvising
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Create alone and with others using an extended diatonic range of 12 notes with intermediate note values, given the key, and meter. 	Writing notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Explore how music in the world influences events, scenes, emotions, cultures or ideas. Compare/Contrast universal themes in music such as love, war, childhood, community, etc. Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures. 	US and World Music, Alaska Native Cultures and their music
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Analyze the uses of elements in given aural examples representing diverse genres and cultures. 	Compare/Contrast differences in the music of world cultures

High School Treble Choir

<p>Instructional Focus: The fundamentals of choral music will be emphasized (reading, part singing, interpretation, basics and vocal technique). Includes solo, small ensemble, and large ensemble performances. Scheduled performances are required and a part of assessment.</p>		
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> Demonstrate proper skills and technique with increased control of breath control, posture, and tone production. Sing with expression and technical accuracy. 	Individual Vocal Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Develop ensemble skills including: Vocal blend; matching dynamics; appropriate sound/style; and respond to the cues of the conductor. 2 or 3 part with or without accompaniment. 	Ensemble Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Perform notes, rhythms and meters as required by choral literature representing various cultures, genres, styles, and time periods up to grade 2. Demonstrate the ability to read a vocal score of up to four staves, by describing how the elements of music are used. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 	Knowledge of Notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Clap, tap, or sing simple rhythm patterns using a prescribed technique such as Kodaly or Solfège. Sing simple melodies and 2-part songs in various major keys. Improvise short melodies or appropriate harmony around a given chord progression or melody. 	Sight reading and Improvising
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Create alone and with others using an extended diatonic range of 12 notes with intermediate note values, given the key, and meter. 	Writing notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Explore how music in the world influences events, scenes, emotions, cultures or ideas. Compare/Contrast universal themes in music such as love, war, childhood, community, etc. Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures. 	US and World Music, Alaska Native Cultures and their music
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Analyze the uses of elements in given aural examples representing diverse genres and cultures. 	Compare/Contrast differences in the music of world cultures

High School Men's Chorus

Instructional Focus: The fundamentals of choral music will be emphasized (reading, part singing, interpretation, basics and vocal technique). Includes solo, small ensemble, and large ensemble performances. Scheduled performances are required and a part of assessment.		
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> Demonstrate proper skills and technique with increased control of breath control, posture, and tone production. Sing with expression and technical accuracy. 	Individual Vocal Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Develop ensemble skills including: Vocal blend; matching dynamics; appropriate sound/style; and respond to the cues of the conductor. 2 or 3 part with or without accompaniment. 	Ensemble Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Perform notes, rhythms and meters as required by choral literature representing various cultures, genres, styles, and time periods up to grade 2. Demonstrate the ability to read a vocal score of up to four staves, by describing how the elements of music are used. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 	Knowledge of Notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Clap, tap, or sing simple rhythm patterns using a prescribed technique such as Kodaly or Solfege. Sing simple melodies and 2-part songs in various major keys. Improvise short melodies or appropriate harmony around a given chord progression or melody. 	Sight reading and Improvising
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Create alone and with others using an extended diatonic range of 12 notes with intermediate note values, given the key, and meter. 	Writing notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> Explore how music in the world influences events, scenes, emotions, cultures or ideas. Compare/Contrast universal themes in music such as love, war, childhood, community, etc. Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures. 	US and World Music, Alaska Native Cultures and their music
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Alaska Arts Standards for Music

A. CREATE

Imagine and develop artistic ideas and work

Anchor Standard #1: Generate and conceptualize artistic ideas and work

Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Essential Question

How do musicians generate creative ideas?

Anchor Standard #2: Organize and develop artistic ideas and work

Enduring Understanding

Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

Essential Question

How do musicians make creative decisions?

Anchor Standard #3: Refine and complete artistic work

Enduring Understanding

Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.

Essential Question

How do musicians improve the quality of their creative work?

B. PRESENT

Interpret and share artistic work

Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production

Enduring Understanding

Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.

Essential Questions

How do performers select their musical repertoire? How do performers interpret musical works?

Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production

Enduring Understanding

Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills.

Essential Question

How do musicians improve the quality of their performance?

Anchor Standard #6: Perform, present, and/or produce artistic work

Enduring Understanding

The context of time, place, and culture in which a work is presented influences audience response.

Essential Question

How do context and the manner in which musical work is presented influence audience response?

C. RESPOND

Understand and evaluate how the arts convey meaning

Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions

Enduring Understanding

Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.

Essential Question

How does understanding the structure and context of music inform a response?

Anchor Standard #8: Interpret intent and meaning in artistic work

Enduring Understanding

Musicians provide clues to their expressive intent through the use of elements and structures of music.

Essential Question

How do we detect musical creators' and performers' expressive intent?

Anchor Standard #9: Apply criteria to evaluate artistic work

Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Essential Question

How do we evaluate the quality of musical works and performances?

D. CONNECT

Relate artistic ideas and work with personal meaning and external contexts

Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts

Enduring Understanding

Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.

Essential Question

How do musicians make meaningful connections in order to create, perform and respond?

Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding

Enduring Understanding

Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

Essential Question

How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?