

By completion of the 1st year of High School Chorus, students in the vocal music program should meet the following requirements:



1. Demonstrate a continued growth in those skills begun earlier in vocal music.
2. Demonstrate an increased awareness in phrasing, dynamics, articulation, intonation, and balance.
3. Demonstrate an awareness of the importance of proper breath support and posture relates to tone production.
4. Sing with increasingly accurate pitch. Be able to identify if a pitch is flat or sharp and know how to adjust to compensate for pitch problems.
5. Follow and interpret conducting gestures.
6. Demonstrate appropriate concert and rehearsal behavior.
7. Recognize the need for individual practice.
8. Recognize the value of private instruction.
9. Demonstrate the correct process for figuring correct key signatures in both flat and sharp keys.
10. Perform a major scale a capella (ascending and descending) in a round.
11. Perform ascending and descending major scales intervals and skips in the diatonic triad in root position (from "Do").
12. Read and perform a rhythmic example including paired eighth notes, quarter notes, half notes, dotted half notes, whole notes and their associated rests (no syncopation). Rhythms should be performed in simple meter.
13. Read and perform sight-singing examples, with step-wise motion, which incorporate quarter notes, half notes, dotted half notes, whole notes, with corresponding rests.
14. Identify and apply basic dynamic and articulation markings encountered in the repertoire.
15. Participate in a small ensemble with accompaniment.
16. Encouraged participation school or regional Solo and Ensemble activities
17. Skills shall be reached by daily instructional activities in correlation with sight singing plus strict adherence to the instructional division of the curriculum guide.

NOTE: Students shall be tested a minimum of two times each grading period with either a performance exam or written exam. It is the philosophy of the Deer Valley Unified School District concerning performing arts in education that the total learning experience involves practice, performance, and evaluation. A student is expected to be evaluated in both practice and performance

