

8th Grade Boys or Girls Choir MUSIC

Benchmarks

- 8-1-1BG Produce an Acceptable Vocal Tone (Acceptable Tone)
- 8-1-2BG Produce a Gradual Extension of Range (Vocal Range)
- 8-1-3BG Match Pitches, Sing Intervals and Melodic Lines in Tune (Matching Pitches)
- 8-1-4BG Understand and Express Tolerance for the Changing Voice (Voice Checks)
- 8-1-5BG Sing Unison, Two-Part and Three-Part Harmony (Maintaining Harmony Parts)
- 8-1-6BG Sing with Expression (Dynamics, Tempo, Style)
- 8-1-7BG Understand the Relationship of Individual Voices to the Rest of the Ensemble (Blend & Balance)
- 8-1-8BG Utilize a Variety of Melodic, Harmonic and Percussion Instruments as Accompaniments (Utilizing Accompaniments)
- 8-2-1BG Recognize and Sing a Major Scale One Octave (Major Scales)
- 8-2-2BG Interpret Symbols, Terms and Signs (Symbols, Terms & Signs)
- 8-2-3BG Sight Read Moderately Simple Rhythmic Patterns (Rhythmic Patterns)
- 8-3-1BG Recognize and Understand the Basic Musical Form of the Selection (Basic Musical Form)
- 8-4-1BG Analyze Performance Problems and Take Appropriate Measures to Resolve Them (Performance Analysis)
- 8-5-1BG Identify the Historical Background of Music Being Performed (Historical Background of Music)



Garden City Public Schools

USD 457 ▪ Garden City, KS 67846 ▪ 620.805.7000

The student completes the performance task. The teacher will score the student's performance on a scale of 1-5 using the rubric provided. The following descriptors align with the rubric scores:

- 5 Thorough**
- 4 Strong**
- 3 Essential**
- 2 Limited**
- 1 Inadequate**

A score of 3, 4, or 5 is considered MASTERY;

A score of 1 or 2 is NONMASTERY.

Rubric scores are reported on the report card.

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Garden City, Kansas**

Acceptable Tone

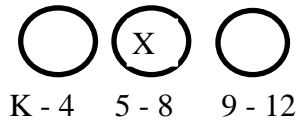


Benchmarks

8-1-1BG Produce an acceptable vocal tone

**8th Grade
Performance Assessments
Boys or Girls Choir**

Acceptable Tone 8th Boys or Girls Choir



LOCAL BENCH MARKS

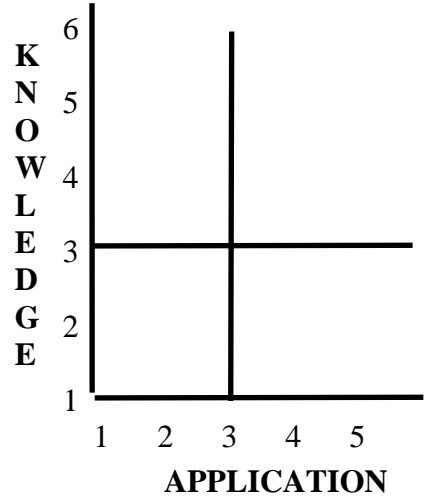
8-1-1BG Produce an acceptable vocal tone by using proper posture, breath support and diction

PERFORMANCE TASK

The student performs daily warm-ups which teach and reinforce proper posture, correct breathing and initial and final consonants.

KNOWLEDGE/SKILLS

- Understanding of proper posture, breath support and diction

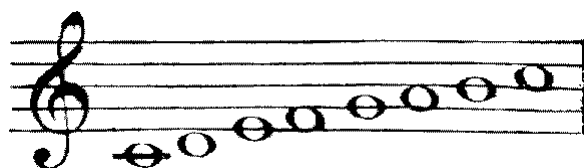


SCORING GUIDE

- 5** Student produces a good vocal tone by using proper posture, breath support and diction.
- 3** Student produces an acceptable vocal tone by using proper posture breath support and diction.
- 1** Student does not consistently demonstrate proper posture, breath support or diction.

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Garden City, Kansas**

Vocal Range



Benchmarks

8-1-2BG Produce a gradual extension of range

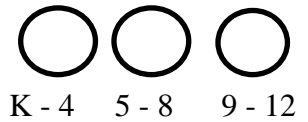
8th Grade

Performance Assessments

Boys or Girls Choir

Vocal Range 8th Boys or Girls Choir

Music



LOCAL BENCH MARKS

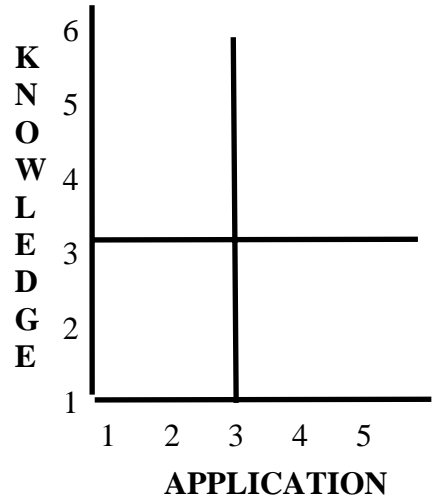
8-1-2BG Produce a gradual extension of range with increasing facility and flexibility

PERFORMANCE TASK

Student can demonstrate the full range of their vocal category (soprano - alto - tenor - bass).

KNOWLEDGE/SKILLS

- Warm-ups with an increasingly wider extension of range

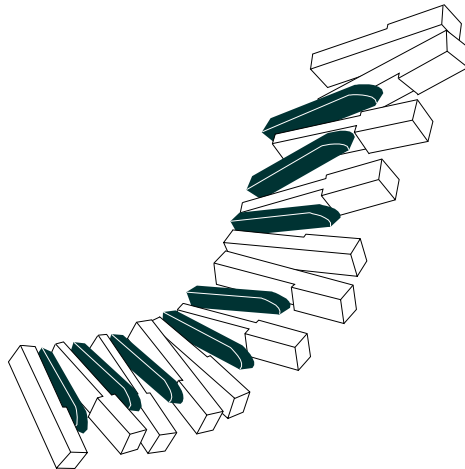


SCORING GUIDE

- 5** Student produces a gradual extension of range with increasing facility and flexibility.
- 3** Student produces an acceptable range and flexibility.
- 1** Student produces a limited range and flexibility.

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Garden City, Kansas**

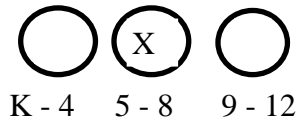
Matching Pitches



Benchmarks
8-1-3BG Match pitches, sing intervals and melodic lines in tune

8th Grade
Performance Assessments
Boys or Girls Choir

Matching Pitches 8th Boys or Girls Choir



LOCAL BENCH MARKS

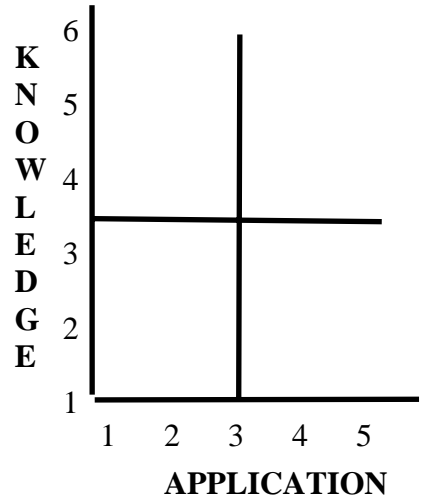
8-1-3BG Match pitches, sing intervals and melodic lines in tune

PERFORMANCE TASK

The student will complete a *cappella* sight reading and part reading as a group.

KNOWLEDGE/SKILLS

- Solfege practice



SCORING GUIDE

- 5** Student proficiently matches pitches, sings intervals and melodic lines in tune.
- 3** Student adequately matches pitches, sings intervals and melodic lines in tune.
- 1** Student cannot consistently or independently match pitch.

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Garden City, Kansas

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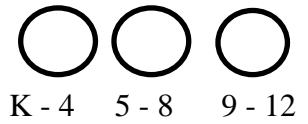
Voice Checks



Benchmarks
8-1-4BG Understand and express tolerance for the changing voice

8th Grade
Performance Assessments
Boys or Girls Choir

Voice Checks 8th Boys or Girls Choir



LOCAL BENCH MARKS

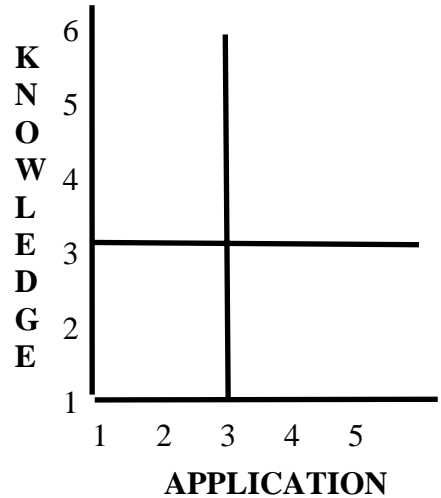
8-1-4BG Understand and express tolerance for the changing voice

PERFORMANCE TASK

The student will have frequent voice checks and score marking for range limitation.

KNOWLEDGE/SKILLS

- Individual knowledge of range limitation



SCORING GUIDE

- 5** Student proficiently sings within range limitation.
- 3** Student adequately sings within range limitation.
- 1** Student demonstrates a lack of cooperation in singing range changes.

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Garden City, Kansas

Maintaining Harmony Parts



Benchmarks

8-1-5BG Sing unison, two-part, and three-part harmony

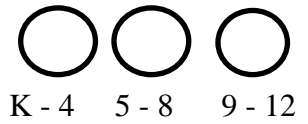
8th Grade

Performance Assessments

Boys or Girls Choir

Maintaining Harmony Parts 8th Boys or Girls Choir

Music



LOCAL BENCH MARKS

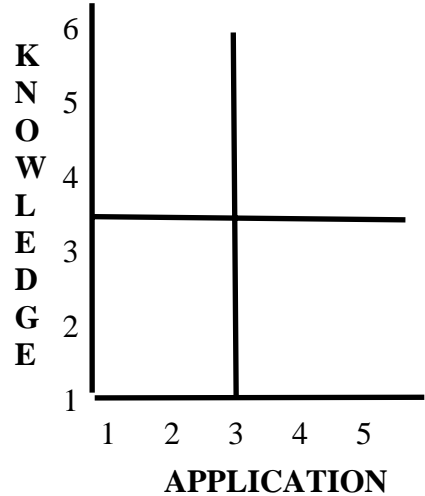
8-1-5BG Sing unison, two-part, and three-part harmony, as appropriate

PERFORMANCE TASK

The student will sing two-part and three -part harmony, as appropriate.

KNOWLEDGE/SKILLS

- Score reading
- Singing lines with steps and skips



SCORING GUIDE

- 5** Student proficiently sings two-part and three-part harmony, as appropriate.
- 3** Student adequately sings two-part and three-part harmony, as appropriate.
- 1** Student cannot independently maintain a harmony part.

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Dynamics, Tempo, Style

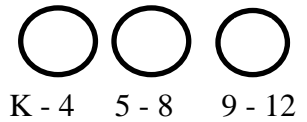


Benchmarks

8-1-6BG Sing with expression through the use of proper dynamics, tempo and style

8th Grade Performance Assessments Boys or Girls Choir

Dynamics, Tempo, Style 8th Boys or Girls Choir



LOCAL BENCH MARKS

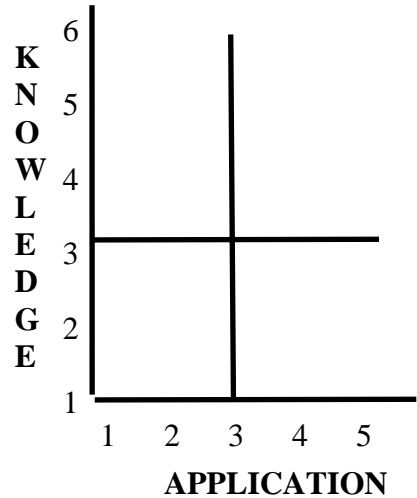
8-1-6BG Sing with expression through the use of proper dynamics, tempo and style

PERFORMANCE TASK

The student will sing with expression through the use of proper dynamics, tempo, and style.

KNOWLEDGE/SKILLS

- Terminology: signs and symbols, expressive markings



SCORING GUIDE

- 5** Student proficiently demonstrates proper dynamics, tempo and style.
- 3** Student adequately demonstrates proper dynamics, tempo and style.
- 1** Student demonstrates no observable change in dynamics tempo or style.

Garden City, Kansas

Blend and Balance

8-1-7BG Understand the relationship of individual voices to the rest of the ensemble (i.e, balance, blend, and timbre)



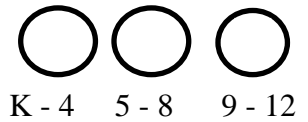
Benchmarks

8-1-7BG Understand the relationship of individual voices to the rest of the ensemble

8th Grade Performance Assessments Boys or Girls Choir

Blend and Balance 8th Boys or Girls Choir

Music



LOCAL BENCH MARKS

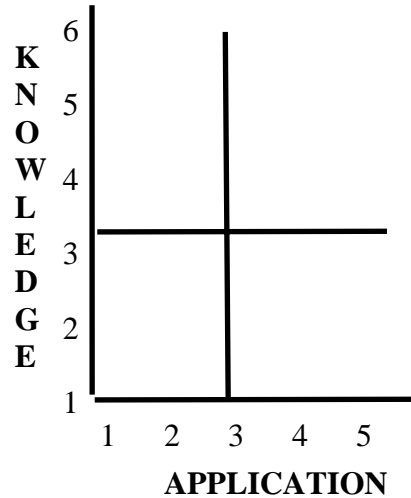
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PERFORMANCE TASK

The student will sing with an understanding of balance, blend, and timbre.

KNOWLEDGE/SKILLS

- Proper vocal technique
- Unified vowel placement
- Proper breath support



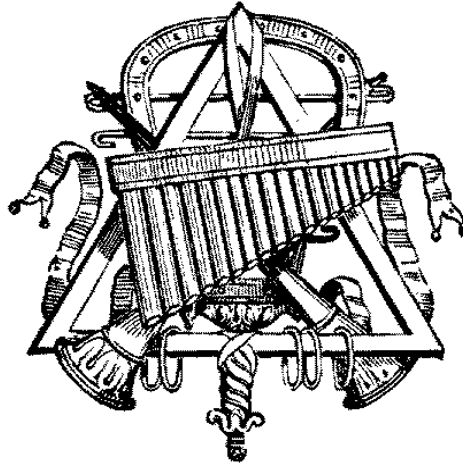
SCORING GUIDE

Garden City Public Schools

- 5** Student proficiently sings with an understanding of balance, blend and timbre within the group.
- 3** Student adequately sings with an understanding of balance, blend and timbre within the group.
- 1** Student does not make an effort to blend or balance.

Garden City, Kansas

Utilizing Accompaniments K - 4 5 - 8 9 - 12



Benchmarks

8-1-8BG Utilize a variety of melodic, harmonic, and percussion instruments as accompaniments for songs

**8th Grade
Performance Assessments
Boys or Girls Choir**

Utilizing Accompaniments 8th Boys or Girls Choir

LOCAL BENCH MARKS

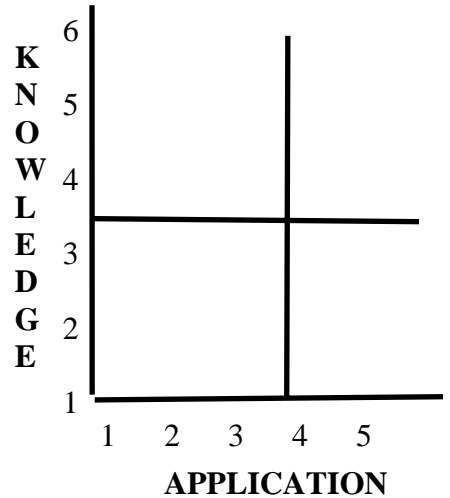
8-1-8BG Utilize a variety of melodic, harmonic, and percussion instruments as accompaniments for songs, as appropriate

PERFORMANCE TASK

The student will utilize a variety of instruments to match accompaniment to group singing.

KNOWLEDGE/SKILLS

- Score reading
- Rhythmic patterns



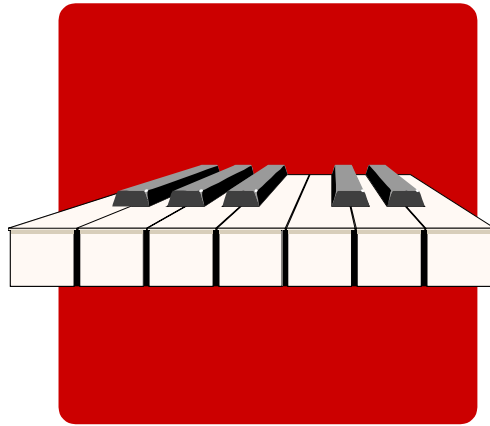
SCORING GUIDE

- 5** Student proficiently utilizes a variety of instruments as appropriate.
- 3** Student adequately utilizes a variety of instruments as appropriate.
- 1** Student does not comprehend instrumental accompaniment parts.

Garfield City Public Schools

Garfield City, Missouri

Major Scales

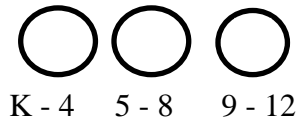


Benchmarks

8-2-1BG Recognize and sing a major scale one octave

8th Grade Performance Assessments Boys or Girls Choir

Major Scales 8th Boys or Girls Choir



LOCAL BENCH MARKS

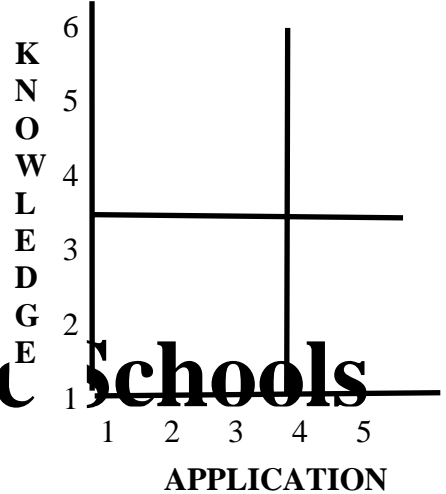
8-2-1BG Recognize and sing a major scale one octave

PERFORMANCE TASK

The student will sing a major scale from a given pitch in his/her range.

KNOWLEDGE/SKILLS

- Solfege practice: steps and half steps Do - Do



SCORING GUIDE

- 5** Student independently sings a major scale from a given pitch in his/her range.
- 3** Student sings a major scale from a given pitch in his/her range.
- 1** Student cannot independently maintain pitch.

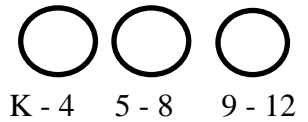


Benchmarks
8-2-2BG Interpret symbols, terms, and signs as used in choral literature



8th Grade
Performance Assessments
Boys or Girls Choir

Symbols, Terms & Signs 8th Boys or Girls Choir



K - 4 5 - 8 9 - 12

LOCAL BENCH MARKS

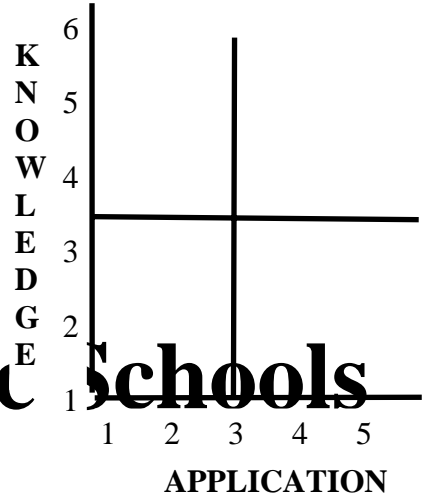
8-2-2BG Interpret symbols, terms, and signs as used in choral literature

PERFORMANCE TASK

The student will interpret the most commonly used musical symbols, terms, and signs.

KNOWLEDGE/SKILLS

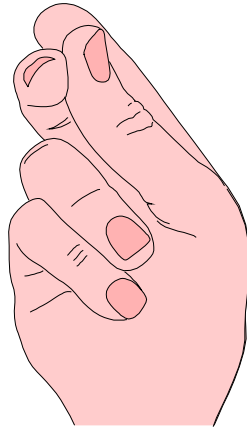
- Vocabulary appropriate to the level of choral music



SCORING GUIDE

- 5 Student proficiently interprets most commonly used symbols, terms and signs.
- 3 Student adequately interprets most commonly used symbols, terms and signs.
- 1 Student demonstrates no knowledge of most commonly used symbols, terms and signs.

anytime & where



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PERFORMANCE TASK

Benchmarks

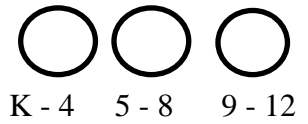
8.2.5.B.8.1 read moderately simple rhythmic patterns in clapping exercises and melodies

8th Grade

Performance Assessments

Boys or Girls Choir

Rhythmic Patterns 8th Boys or Girls Choir



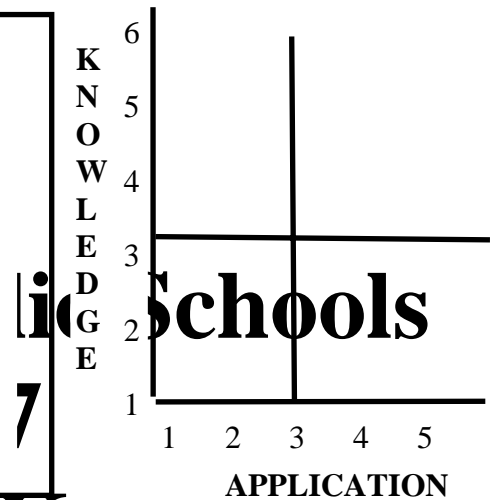
LOCAL BENCH MARKS

8-2-3BG Sight read moderately simple rhythmic patterns in clapping exercises and melodies

The student will clap/sing sight-reading exercises or song portions using note values listed below as a group.

KNOWLEDGE/SKILLS

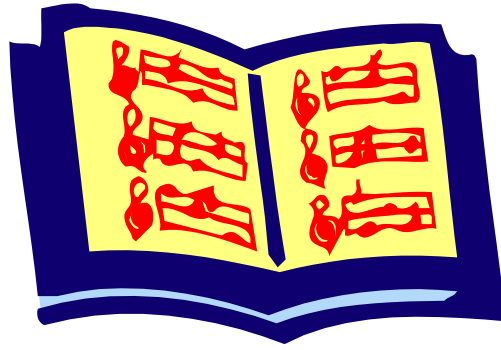
- Count/clap whole, half, quarter, eighth notes and rests, and dotted half notes and rests.



SCORING GUIDE

- 5** Student independently claps/sings moderately simple rhythmic patterns.
- 3** Student needs assistance to clap/sing moderately simple rhythmic patterns.
- 1** Student cannot clap/read notation independently.

LOCAL BENCH MARKS



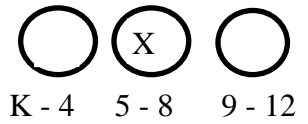
Benchmarks

PERFORMANCE TASK

8-2-1B-G-P Recognize and understand the basic musical form of the selection being performed

**8th Grade
Performance Assessments
Boys or Girls Choir**

Basic Musical Form 8th Boys or Girls Choir

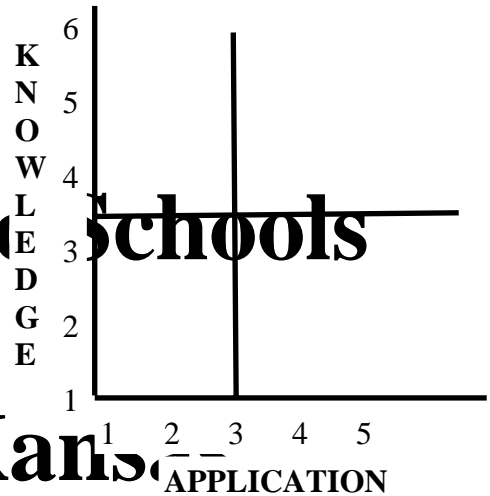


8-3-1BG Recognize and understand the basic musical form of the selection being performed

The student will identify the basic musical form of the selection being performed.

KNOWLEDGE/SKILLS

- ABA form
- Rondo form
- Verse form



SCORING GUIDE

- 5** Student independently identifies form, either visually or aurally.
- 3** Student needs assistance to identify form, either visually or aurally.
- 1** Student cannot identify form, either visually or aurally.

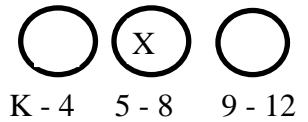
LOCAL BENCH MARKS



Benchmarks
8-4-1BG Analyze performance problems and take appropriate measures to resolve them

8th Grade
Performance Assessments
Boys or Girls Choir

Performance Analysis 8th Boys or Girls Choir



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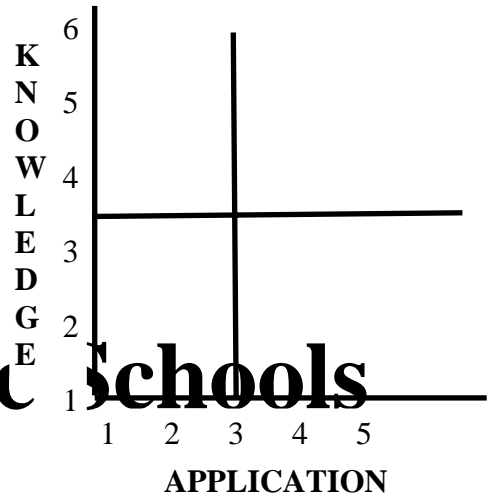
8-4-1BG Analyze performance problems and take appropriate measures to resolve them

PERFORMANCE TASK

The student will analyze live and recorded performances.

KNOWLEDGE/SKILLS

- Tone production
- Balance and blend
- Dynamics, tempo and style
- Sign, symbols and expressive marks



SCORING GUIDE

- 5** Student proficiently arrives at and applies appropriate solutions to performance problems.
- 3** Student adequately arrives at and applies appropriate solutions to performance problems.
- 1** Student is unaware of performance problems.

LOCAL BENCH MARKS

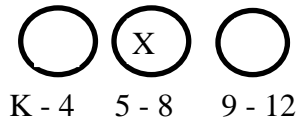


Benchmarks
8-5-1BG Identify the historical background of music being performed

8th Grade
Performance Assessments
Boys or Girls Choir

Historical Background of Music 8th Boys or Girls Choir

Music



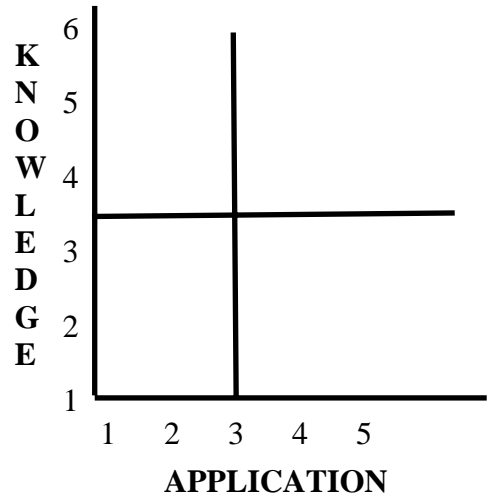
8-5-1BG Identify the historical background of music being performed

PERFORMANCE TASK

The student will identify the musical style period of music being performed.

KNOWLEDGE/SKILLS

- Basic understanding of early, classical, folk and ethnic styles



SCORING GUIDE

- 5** Student proficiently uses all musical and textual clues to establish musical style period.
- 3** Student adequately uses all musical and textual clues to establish musical style period.
- 1** Student cannot identify any background information.