

Subject High School Choir IV Grade 12 Mastery

September-October	November-January	February-March	April-May
<p>1CE Interpret music symbols and terms in light of historical and stylistic context.</p> <p>1PR Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and high degree of musicality.</p> <p>2PR Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.</p> <p>1RE Apply assessment practices to select, organize and present personal works to show their growth and development in music.</p> <p>3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.</p> <p>6RE Evaluate potential musical career choices and develop a personal strategic career plan.</p>	<p>2CE Identify and trace the development of the elements of music across musical styles and world cultures.</p> <p>4CE Identify non-traditional harmonic progressions in selected repertoire.</p> <p>5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.</p> <p>3PR Demonstrate sight-reading abilities at a mastery level of complexity.</p> <p>6PR Incorporate technology in promoting and distributing music.</p> <p>7PR Sing or play a significant music composition, demonstrating an understanding of music styles and form.</p> <p>2RE Describe of compositional devices and techniques (motives, imitation, suspension and retrograde) are used to provide unity, variety, tension, and release in a musical work.</p>	<p>3CE Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.</p> <p>6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (developing a portfolio, preparing college audition and studio work).</p> <p>4PR Perform a leading part in an ensemble demonstrating superior ensemble skills.</p> <p>4RE Develop and apply criteria for evaluating the quality and effectiveness of musical performances and compositions.</p> <p>5RE Develop and articulate a personal philosophy about the purpose and value of music.</p>	<p>7CE Recognize aesthetic characteristics common to all art forms.</p> <p>5PR Improvise over chord progressions and symbols in a variety of styles (blues, jazz, and world music).</p> <p>8PR Compose an original work or arrange a pre-existing work for a variety of performing ensembles.</p>

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