Arkansas Fine Arts

Vocal Ensemble: Grades 6-12

Creating

1 Imagine: Students will organize and develop artistic ideas and work.

1. I can improvise a short rhythmic and/or melodic pattern. E
2. I can create a motive. F
3. I can create and notate a rhythmic and/or melodic pattern, using technology when available. G
4. I can create and notate a short rhythmic and/or melodic phrase based on a motive, using technology when available. H
5. I can compose and improvise ideas for melodies and rhythmic passages, using technology when available. I
6. I can compose and improvise ideas for arrangements, sections, and short compositions, using technology when available. J

2 Plan and Make: Students will organize and develop artistic ideas and work.

1. I can develop and preserve a rhythmic or melodic idea or motive. E
2. I can select, develop, and preserve draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text(s). F
3. I can select, develop, and preserve draft melodies or rhythmic passages for specific purposes that demonstrate understanding of characteristics of music or text(s). G
4. I can select, develop, and preserve draft melodies and rhythmic passages for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods. H
5. I can select, develop, and preserve draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods. I
6. I can select, develop, and preserve arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristics of music from a variety of cultures. J

3 Revise: Students will refine and complete artistic work.

1. I can share and reflect on a short rhythmic and/ or melodic pattern. E
2. I can share, reflect on, and refine motives using teacher-provided criteria. F
3. I can share, reflect on, and refine extended rhythmic and/or melodic patterns, using collaboratively developed criteria, using technology when available. G

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4 I can share, reflect on, and refine short rhythmic and/or melodic phrases built on a motive, using collaboratively developed criteria, using technology when available. H

5 I can share, reflect on, and refine ideas for melodies, rhythmic passages, and arrangements, using personally developed criteria, using technology when available. I

6 I can share, reflect on, and refine ideas for arrangements, sections, and short compositions, using personally developed criteria, using technology when available. J

Performing

4 Students will select, analyze, and interpret artistic work for presentation.

2 Analyze: Students will analyze and interpret artistic work for performance.

1 I can identify, with guidance, the elements of music and their purpose within a vocal work. E

2 I can identify, with limited guidance, the elements of music and their purpose within a vocal work. F

3 I can identify and interpret, with guidance, expressive elements in a varied repertoire of music in preparation for performance. G

4 I can explain the manner in which the elements of music contribute to the composer's intent for performance. H

5 I can demonstrate understanding and application of expressive qualities in a varied repertoire of music through performance. I

6 I can analyze, document, and demonstrate the manner in which the elements of music and context contribute to the composer's intent f or performance. J

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5 Students will develop and refine artistic work.

1 Sight-read: Students will read music notation.

1 I can identify basic musical notation with teacher guidance. E

2 I can read and sing, alone and with others, basic musical notation based on appropriate time signatures. F

3 I can sing and/ or sight-sing, alone and with others, increasingly complex musical notation based on appropriate time signatures, key signatures, and symbols. G

4 I can sing and/ or sight-sing, alone and with others, increasingly complex musical notation based on appropriate time signatures, key signatures, symbols, and terminology H

5 I can sing and/or sight-sing, alone and with others, advanced musical notation based on appropriate time signatures, key signatures, symbols, and terminology in various languages. I

6 I can sing and/ or sight-sing, alone and with others, increasingly advanced musical notation based on appropriate time signatures, key signatures, symbols, terminology in various languages, and using non-traditional notation. J

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2 Rehearse: Students will refine vocal technique.

1 I can explore beginning concepts of vocal technique in a choral setting with teacher guidance. E

2 I can demonstrate beginning concepts of vocal technique in a choral setting. F

3 I can demonstrate increasingly complex concepts of vocal technique in a choral setting. G

4 I can use teacher and peer feedback to refine elements of vocal technique, musical expression, and ensemble technique in varied repertoire. H

5 I can use teacher and peer feedback and self-reflection to refine elements of vocal technique, musical expression, and ensemble technique in varied repertoire. I

6 I can develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success. J

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6 **Rehearse: Students will convey meaning through the presentation of artistic work.**

1 I can demonstrate beginning understanding of correct vocal technique in a formal or informal performance. E

2 I can develop, with guidance, proper stage and listening etiquette and performance standards for individuals and ensembles. E

3 I can sing expressively with attention to dynamics, phrasing, and articulation, utilizing correct vocal technique in a formal or informal performance. F

4 I can practice, with limited guidance, proper stage and listening etiquette and performance standards for individuals and ensembles. F

5 I can sing expressively with attention to dynamics, phrasing, articulation, blend, and balance, utilizing correct vocal technique in a formal or informal performance. G

6 I can practice stage and listening etiquette and performance standards for individuals and ensembles. G

7 I can demonstrate attention to technical accuracy and expressive elements in performance across a varied repertoire of music, utilizing correct vocal technique. H

8 I can discuss the reasons for practicing appropriate stage and listening etiquette and performance standards. H

9 I can demonstrate consistent attention to technical accuracy and expressive elements in performance across a varied repertoire of increasingly complex music, representing diverse cultures and styles, and utilizing correct vocal technique, while relating to particular audiences. I

10 I can explain the impact on the performance of practicing appropriate listening etiquette and performance standards. I

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	11 I can demonstrate mastery of the technical demands and expressive elements across a varied repertoire of increasingly complex music in multiple types of performing ensembles, representing diverse cultures and styles, and utilizing correct vocal technique, while relating to particular audiences. J
	12 I can model proper stage and listening etiquette and performance standards for individuals and ensembles. J
Select: Students will develop and refine artistic techniques and work for presentation.	**1 Select: Students will develop and refine artistic techniques and work for presentation.**
I can explore a variety of vocal repertoire, based on interest, music reading skill, and vocal skill of the individual or ensemble for a potential performance. E	**1 I can explore a variety of vocal repertoire, based on interest, music reading skill, and vocal skill of the individual or ensemble for a potential performance.** E
I can select, with guidance, passages, excerpts, or sections of a vocal work, based on interest, music-reading skill, and vocal skill of the individual or ensemble for a potential performance. F	**2 I can select, with guidance, passages, excerpts, or sections of a vocal work, based on interest, music-reading skill, and vocal skill of the individual or ensemble for a potential performance.** F
I can select, with guidance, varied repertoire to study, based on interest, music-reading skill, and vocal skill of the individual or ensemble for a potential performance. G	**3 I can select, with guidance, varied repertoire to study, based on interest, music-reading skill, and vocal skill of the individual or ensemble for a potential performance.** G
I can select varied repertoire based on music-reading skills and vocal skill of the individual or ensemble for pe	**4 I can select varied repertoire based on music-reading skills and vocal skill of the individual or ensemble for a potential performance** H

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I can explain the manner in which self-selected music addresses the music reading skill and vocal skill of the individual or ensemble for a potential performance. I	**5 I can explain the manner in which self-selected music addresses the music reading skill and vocal skill of the individual or ensemble for a potential performance.** I
I can develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. J	**6 I can develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.** J
Responding	**7 Select: Students will perceive and analyze artistic work.** 1 I can identify, with guidance, reasons for selecting music based on characteristics of the music and personal interest. E 2 I can identify, with limited guidance, reasons for selecting music based on characteristics of the music and personal interest. F 3 I can discuss reasons for selecting music based on characteristics of the music and personal interest. G 4 I can explain reasons for selecting music, citing characteristics of the music and connections to interest, purpose, and context. H 5 I can use provided criteria to justify choices made when selecting music. I 6 I can use research and provided criteria to justify choices made when selecting music by citing knowledge of the music and the specified purpose and context. J
	8 Interpret: Students will interpret intent and meaning in artistic work. 1 I can identify, with guidance, elements of music, interests, purpose, and context in a selected work. E 2 I can identify elements of music, interests, purpose, and context in a selected work. F 3 I can interpret the expressive intent of musical works, referencing the musical elements. G

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4 I can analyze elements of music, interests, purpose, and context in a selected work. H

5 I can develop criteria to use when analyzing music, based on elements of music, interests, purpose, and context. I

6 I can support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, setting of the text, and varied researched sources. J

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9 Critique: Students will apply criteria to evaluate artistic work.

1 I can evaluate musical selections using teacher-generated criteria. E

2 I can establish independently generated criteria to evaluate musical selections. F

3 I can apply independently generated criteria to evaluate musical selections. G

4 I can explain how experiences, analysis, and the context of a musical work influence the interest in and evaluation of the piece. H

5 I can evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. I

6 I can evaluate works and performances based on research, as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context. J

Connecting

10 Connect: Students will synthesize and relate knowledge and personal experiences to make art.

1 I can identify how personal experiences influence musical performances. E

2 I can explain how personal knowledge, skills, and experiences influence musical performances. F

3 I can connect personal knowledge, skills, and experiences to musical performances. G

4 I can apply personal knowledge, skills, and experiences to interpret the composer's intent. H

5 I can evaluate the quality of a musical performance using personal knowledge, skills, and experiences that convey the composer's intent. I

6 I can defend my interpretation of a musical work that conveys the composer's intent. J

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11 Relate: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1 I can explore with guidance connections between musical works, other art forms, and other contexts. E

2 I can independently identify connections between musical works, other art forms, and other contexts. F

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3 I can explain connections between musical works, other art forms, and other contexts. G

4 I can evaluate the connections between musical works, other art forms, and other contexts. H

5 I can research and analyze the historical and cultural relationships between musical works, other art forms, and other contexts. I

6 I can research and analyze a specific piece of music in terms of its time period, region, and culture. J