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<thead>
<tr>
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<th>Benchmarks</th>
<th>Suggested Resources/ Instructional Strategies</th>
<th>Assessments</th>
<th>Student Work</th>
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<tr>
<td><strong>Standard #1 – Singing, alone and with others, a varied repertoire of music</strong>&lt;br&gt;Sing on pitch and in rhythm with appropriate timbre, text, diction and posture, maintaining a steady tempo. &lt;br&gt;Sing with appropriate dynamics, phrasing, and interpretation of text and melody. &lt;br&gt;Sing rounds, partner songs, and ostinati. &lt;br&gt;Sing in groups in performance ensembles blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</td>
<td>Students will:&lt;br&gt;- Perform music from graded lists (NYSSMA, MENC, RIMEA, etc.) with a difficulty level of 1. These lists will include required repertoire representing the highest standards in choral music. New pieces will be added yearly.&lt;br&gt;- Perform warm-up and skill development exercises from a variety of texts. Exercises will include studies and drills in the following: range development, tonal development, reading skills, rhythms, articulation and pronunciation.&lt;br&gt;- Students will perform in required and elective concerts as indicated in the music calendar of events.&lt;br&gt;To achieve the above, students may elect to participate in chorus at their school. Chorus will meet a minimum of one block of 40 minutes per week.</td>
<td>• Demonstrates the ability to sing accurately, independently tonal and rhythmic patterns that include rests&lt;br&gt;• Demonstrates the ability to sing and interpret lyrics of multicultural songs in English and other languages&lt;br&gt;• Demonstrate the ability to sing tonal patterns using solfege with accuracy&lt;br&gt;• Sings to cues of conductor/teacher/student&lt;br&gt;• Sings in harmony 2 part rounds, partner songs ostinati, descants and other songs in 2 parts&lt;br&gt;Assessment strategies for the above will include&lt;br&gt;• Rubric based assessments&lt;br&gt;• Recorded student performances&lt;br&gt;• Check lists&lt;br&gt;• Teacher observation</td>
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# Newport Public Schools
Curriculum Framework

## Subject: El Chorus

### Grade Level 3-5

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<td><strong>Standard #6 - Listening to, analyzing and describing music</strong></td>
<td>Students will:</td>
<td>• Students will perform and experience a varied repertoire of music representing diverse genres and cultures.</td>
<td>Students will:</td>
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<td>• demonstrate perceptual skills through movement, and verbal descriptions of musical examples of various styles representing diverse cultures.</td>
<td>• Review the elements of music and describe the expressive devices utilized in a specific aural example.</td>
<td>• Indicate aural recognition of musical characteristics, i.e., melodic direction, rhythmic patterns, dynamic changes, form - through body movements, dance, speech and written examples (symbols, pictures)</td>
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<td>• use appropriate terminology in explaining music, voices and instruments, music notation, and music performances.</td>
<td>• Describe social uses and functions of a given piece of music.</td>
<td>• Students will be able to describe musical elements in a variety of songs representing diverse cultures</td>
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<td>• listen to a musical selection and identify simple music forms (e.g. repetition/ contrast, call and response) when presented aurally</td>
<td>• Define and describe the form of a music example using appropriate music vocabulary.</td>
<td>• Students will describe the functional use of music in various cultures</td>
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<td>• respond through purposeful movement and/or other forms of reflective commentary to selected prominent music characteristics (e.g. tempo, beat, dynamics, high and low)</td>
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<td>• Student will identify the sounds of children's voice and the male/female adult voice</td>
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<td>• identify the sounds of a variety of voices (e.g. children's, adult's, male and female voices)</td>
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<td>The above will be assessed through:</td>
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<td>• teacher observation</td>
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The above will be assessed through:
- teacher observation
- checklists
- rubric based evaluations
- peer evaluation
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| **Standard # 8 - Understanding relationships between music, the other arts and disciplines outside the arts** | Students will:  
• identify similarities and differences in terminology common to the various arts.  
• examine historical and cultural works for similarities in style within the various arts.  
• identify the interrelationships between music and other disciplines. | Students will:  
• Perform music from graded lists (NYYSMA, MENC, RIMEA, etc.) with a difficulty level of 1. These lists will include required repertoire representing the highest standards in choral music. New pieces will be added yearly.  
• discuss how musical performances share similar elements with art and literature  
• describe use of musical elements in creating emotional responses in music and other arts  
• compare shared characteristics of two or more arts or disciplines | Students will:  
• identify common terms presented in various arts (e.g. form, line, repetition, contrast, texture).  
• locate the origin of songs learned and selections explored on a map or globe  
• sing songs with English text and other languages  
• compare duration of sound and math- whole, half, quarter, sixteenth notes and rests  
• critique performances, relating musical elements to non-musical content areas. A rubric will be used to measure student understanding of musical and non-musical relationships.  

**Assessment strategies for the above will include**  
• Rubric based assessments  
• Check lists  
• Teacher observation  
• Class discussion |
# Subject: El Chorus

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| **Standard # 9 - Understanding music as it relates to history and culture** | Students will:  
  • understand the musical similarities and differences of various cultures  
  • identify by genre and style aural examples of music from various historical periods and cultures  
  • identify and describe the role of music in daily experiences  
  • display audience/performance behavior appropriate for various performance settings | • Perform music from graded lists (NYYSMA, MENC, RIMEA, etc.) with a difficulty level of 1. These lists will include required repertoire representing the highest standards in choral music. New pieces will be added yearly.  
  • Students will attend performances of professional and other groups  
  • Explore the various cultures represented within the school community and use as source for building repertoire of songs  
  **Students will:**  
  • Identify and describe the various roles that musicians fulfill.  
  • Collect information on the cultural diversity in their school community.  
  • Perform musical selections that are of interest to members of the community.  
  • Describe similarities and differences in musical examples from identified school cultures.  
  • Research, visit and report on local music institutions and performance organizations; (e.g., the RI Philharmonic, Lyric Opera of RI, Newport Navy Choristers, Swanhurst Chorus, Salve Regina University Chorus, music schools, churches, synagogues, theaters, etc.) | • Describe music characteristics that make certain genre unique, e.g. lullabies, marches, play/work songs, spirituals  
  • Demonstrate audience behavior appropriate for the context and style of the music performed  
  • Perform and listen to the music of various periods, events, and cultures  
  Assessment strategies for the above will include  
  • Class discussion  
  • Rubric based assessments  
  • Recorded student performances  
  • Check lists  
  • Teacher observation |