

NYSSMA Curriculum Committee

Sequencing the Standards

Sequencing The Standards is a resource that bridges the NYSSMA *Sequential Guide To Music Instruction (SGMI)* with the *NYS P12 Learning Standards for the Arts*. This guide enables educators to plan practical instruction for their students while increasing awareness of how student learning fulfills the ideals of the Standards. Under each artistic process (Creating, Performing, Responding, Connecting), the reader will find specific musical concepts and skills listed by developmental level.

Sequencing the Standards - Chorus

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 1:

Generate and conceptualize artistic ideas and work

(NYS Arts Standards Process Component: Imagine)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Short rhythmic patterns (Creating)	Begin to graphically notate student created melodies and rhythms, with teacher guidance (Creating)	Compose and notate warm-ups and sight-reading exercises (Creating)	Utilize compositional techniques to expand a basic melody (Creating)
Create melodies to given text (Creating)			Create harmony for a melodic line (Creating)
Create 2-4 measures of rhythmic patterns (Creating)			Arrange a musical selection for an ensemble, which may include an instrumental accompaniment (Creating)
Pentatonic melodies (Creating)			
Explore timbral and pitch aspects of own voice (Creating)	Call and response (Creating)		Vocally improvise over a simple given chord progression (Creating)
Create own choreography (Creating)	Introduction to scat singing (Creating)		
Rhythmic accompaniment for Latin music (Creating)			

Sequencing the Standards - Chorus

Creating (Cr)

Conceiving and developing new artistic ideas and work

Organize and develop artistic ideas and work

(NYS Arts Standards Process Components: Plan & Make)

Cr 2:

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Create melodies to given text (Creating)	Begin to graphically notate student created melodies and rhythms, with teacher guidance (Creating)	Compose and notate warm-ups and sight-reading exercises (Creating)	Utilize compositional techniques to expand a basic melody (Creating)
Create 2-4 measures of rhythmic patterns (Creating)			Create harmony for a melodic line (Creating)
Pentatonic melodies (Creating)			Arrange a musical selection for an ensemble, which may include an instrumental accompaniment (Creating)
	Call and response (Creating)	Vocally improvise over an 8-beat rhythmic pattern (Creating)	Vocally improvise over a simple given chord progression (Creating)
	Introduction to scat singing (Creating)	Improvise vocal harmonies (Creating)	Harmonize to familiar melodies (Creating)
Create own choreography (Creating)			

Sequencing the Standards - Chorus

Creating (Cr)

Conceiving and developing new artistic ideas and work

Cr 3:

Refine and complete artistic work

(NYS Arts Standards Process Components: Evaluate & Refine / Present)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Begin to graphically notate student created melodies and rhythms, with teacher guidance (Creating)	Compose and notate warm-ups and sight-reading exercises (Creating)	Arrange a musical selection for an ensemble, which may include an instrumental accompaniment (Creating) Create harmony for a melodic line (Creating) Harmonize to familiar melodies (Creating)
Establish rehearsal routine (Musicianship)	Student marks music with pencil for dynamics, phrasing, and tempos, with teacher direction (Musicianship)	Student writes on music (using pencil), to improve personal performance (Musicianship)	Through self-assessment, student writes on music (using pencil) to improve performance (Musicianship) Vocally improvise over a simple given chord progression (Creating)

Sequencing the Standards - Chorus

Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 4:

Select, analyze, and interpret artistic work for presentation
(NYS Arts Standards Process Components: Select / Analyze / Interpret)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Sight-read (solo and ensemble) according to NYSSMA criteria, using an established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA criteria, using an established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level III/IV criteria, using an established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA V/VI criteria, using an established pitch reading system (Musicianship)
Perform NYSSMA Level I ensemble literature (Musicianship)	Perform NYSSMA Level II/III ensemble literature (Musicianship)	Perform NYSSMA Level III/IV ensemble literature (Musicianship)	Perform NYSSMA Level V/VI ensemble literature (Musicianship)
Analysis of title and composer of musical selection(s) (History/Culture/Style)	Introduce different vocal ensemble (barbershop, pop chorus, show choir, madrigals, mens chorus, womens chorus) (History/Culture/Style)		Apply performance practice according to musical genre (History/Culture/Style)
Perform with characteristic style of music (History/Culture/Style)	Compare and contrast various aspects of performance literature (History/culture/Style) Spirituals, jazz, pop music, musical theater selection(s) and their connections to U.S. history (History/Culture/Style) Madrigals (History/Culture/Style)		
Sing expressively with the voice and the face (Musicianship)			Express text through facial and body language (Musicianship)

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 4:

Select, analyze, and interpret artistic work for presentation
(NYS Arts Standards Process Components: Select / Analyze / Interpret)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Balance and blend between parts, and within section (Musicianship)	Balance and blend between parts, and within section (Musicianship)	Balance and blend between parts, and within section (Musicianship)
	Use available resources, including technology, to locate musical information (history, composer, definitions, symbols, etc.) (Musicianship)	Perform musical markings accurately (Musicianship)	Perform expressively (dynamics, phrasing, tempo, articulation), as written or implied (Musicianship)
			Self assess and adjust individual intonation, tone and technique (Listening)
		Concert etiquette and performance practice (Musicianship)	Concert etiquette and performance practice (Musicianship)
		Ensemble decorum (Musicianship)	
	Call and response (Creating)	Vocally improvise over an 8-beat rhythmic pattern (Creating)	Vocally improvise over a simple given chord progression (Creating)
	Introduction to scat singing (Creating)	Improvise vocal harmonies (Creating)	Harmonize to familiar melodies (Creating)
	Begin to graphically notate student created melodies and rhythms, with teacher guidance (Creating)		

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Select, analyze, and interpret artistic work for presentation
(NYS Arts Standards Process Components: Select / Analyze / Interpret)

Pr 4:

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
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		<p>Aural identification of major and perfect intervals within octave (Listening)</p> <p>Incorporate into warm-ups chord progressions, and accidentals (Listening)</p>	<p>Aural identification of all diatonic intervals within octave (Listening)</p> <p>Study and perform (in appropriate venue) solo literature (Musicianship)</p> <p>Teacher facilitated/student led chamber ensemble (duets, trios, etc.) (Musicianship)</p>
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Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
All items included in ‘Technique’ column (from SGMI)	All items included in ‘Technique’ column (from SGMI)	All items included in ‘Technique’ column (from SGMI)	All items included in ‘Technique’ column (from SGMI)
All items included in ‘Musical Elements & Notation’ column (from SGMI)	All items included in ‘Musical Elements & Notation’ column (from SGMI)	All items included in ‘Musical Elements & Notation’ column (from SGMI)	All items included in ‘Musical Elements & Notation’ column (from SGMI)
Sight-read (solo and ensemble) according to NYSSMA criteria, using an established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA criteria, using an established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA criteria, using an established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA criteria, using an established pitch reading system (Musicianship)
Ensemble decorum (Musicianship)	Ensemble decorum (Musicianship)	Ensemble decorum (Musicianship)	Ensemble decorum (Musicianship)
Concert etiquette and performance practice (Musicianship)	Concert etiquette and performance practice (Musicianship)	Concert etiquette and performance practice (Musicianship)	Concert etiquette and performance practice (Musicianship)
Start and end together (Musicianship)	Respond to a larger variety of expressive conducting gestures (Musicianship)	Respond to interpretive gestures of conductor (Musicianship)	Respond to interpretive gestures of conductor (Musicianship)
Respond to the conductor (Musicianship)			
Follow gestures of the conductor, including attacks and releases (Musicianship)			

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Establish rehearsal routine (Musicianship)	Continue rehearsal routine (Musicianship)	Continue rehearsal routine (Musicianship)	
Self awareness and assessment of technique (posture, breathing) (Musicianship)	Self awareness and assessment of technique and pitch (Musicianship)	Self awareness and assessment of technique and pitch (Musicianship)	
Self awareness of vocal timbre and pitch matching (Musicianship)	Distinguish between good and poor tone (Listening)	Awareness of voice parts within the ensemble, within section, and within musical selection (Musicianship)	Awareness of voice parts within the ensemble, within section, and within musical selection (Musicianship)
Perform with appropriate intonation and self monitoring skills (Listening)			Self assess and adjust individual intonation, tone and technique (Listening)
Balance between parts (Musicianship)	Balance and blend between parts, and within section (Musicianship)	Balance and blend between parts and within section (Musicianship)	Balance and blend between parts and within section (Musicianship)
Blend within section (Musicianship)	Discriminatory listening across different sections of chorus (Listening)	Discriminatory listening across different sections of chorus, with increasing sophistication of musicianship skills (Listening)	

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Listen to other voices and voice parts, while singing (Listening)	Listen to other voices and voice parts, while singing (Listening)	Self assess and adjust individual tone and technique, to blend own voice and balance dynamic level within and among sections (Listening)	
Blend own voice to balance dynamic level, within and among sections (Listening)	Blend own voice to balance dynamic level within and among sections (Listening)		
Awareness of choral blend (Listening)	Use musical terminology, listen to and evaluate performance of self and others (Listening)		
Listen to and critique audio and/or video recordings of ensemble performances (Listening)	Listen to, and evaluate intonation of self and others (Listening)		
Sing expressively with the voice and the face (Musicianship)	Sing dynamics while maintaining proper intonation (Musicianship)	Sing dynamics while maintaining proper intonation (Musicianship)	Perform expressively (dynamics, phrasing, tempo, articulation), as written or implied (Musicianship)
	Interpret and perform musical markings (Musicianship)	Perform musical markings accurately (Musicianship)	Demonstrate independence in practice, rehearsal, and performance environments (Musicianship)
	Use available resources, including technology, to locate musical information (history, composer, definitions, symbols, etc.) (Musicianship)	Make appropriate adjustments in response to what is heard in performance (Musicianship)	Make appropriate adjustments in response to what is heard in performance (Musicianship)

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
			Express text through facial and body language (Musicianship)
Perform Very Easy – NYSSMA Level I ensemble literature (Musicianship)	Perform NYSSMA Level II/III ensemble literature (Musicianship)	Perform NYSSMA Level III/IV ensemble literature (Musicianship)	Perform NYSSMA Level V/VI ensemble literature (Musicianship)
Matching pitch vs not matching pitch (listening)	Call and response (Creating)	Teacher and student modeling (Listening)	
Echo rhythms (Listening)	Distinguish between Major and minor (Listening)	Aural identification of major and perfect intervals within octave (Listening)	
Echo pitch (Listening)			
Echo tonal patterns and rhythms (Listening)			
Simple riser choreography in performance (History/Culture/Style)	Spirituals, jazz, pop music, musical theater selection(s) and their connections to U.S. history (History/Culture/Style)	Perform in a variety of musical styles and style periods, include spirituals, jazz, pop music, musical theater selection(s), and world music (History/Culture/Style)	Apply performance practice according to musical genre (History/Culture/Style)

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
<p>Novelty pieces (History/Culture/Style)</p> <p>Perform with characteristic style of music (History/Culture/Style)</p>	<p>Madrigals (History/Culture/Style)</p> <p>Introduce different vocal ensemble (barbershop, pop chorus, show choir, madrigals, mens chorus, womens chorus) (History/Culture/Style)</p> <p>Teacher directed audiation before singing (Musicianship)</p> <p>Introduction to scat singing (Creating)</p> <p>Sing in 3–4 parts, independently holding own part (Musicianship)</p> <p>Incorporate into warm-ups tonal and rhythmic patterns, and intervals / octave (Listening)</p>	<p>Performance opportunities in a variety of ensembles (i.e. barbershop, pop chorus, gospel, show choir, madrigals, mens chorus, womens chorus, a capella) (History/Culture/Style)</p> <p>Audiate music prior to performance (Musicianship)</p> <p>Improvise vocal harmonies (Creating)</p> <p>Vocally improvise over an 8-beat rhythmic pattern (Creating)</p> <p>Sing in 4 (or more) parts, performing own part accurately (Musicianship)</p> <p>Incorporate into warm-ups chord progressions, and accidentals (Listening)</p>	<p>Audiate music prior to performance (Musicianship)</p> <p>Harmonize to familiar melodies (Creating)</p> <p>Vocally improvise over a simple given chord progression (Creating)</p> <p>Sing in 4 (or more) parts, performing own part accurately (Musicianship)</p> <p>Warm-ups: self-initiated and directed (Technique)</p>

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation

Pr 5:

Develop and refine artistic techniques and work for presentation
(NYS Arts Standards Process Components: Rehearse / Evaluate / Refine)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
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		Compose and notate warm-ups and sight-reading exercises (Creating)	
	Student marks music with pencil for dynamics, phrasing, and tempos, with teacher direction (Musicianship)	Student writes on music (using pencil), to improve personal performance (Musicianship)	Through self-assessment, student writes on music (using pencil) to improve performance (Musicianship)
		Conduct in a variety of time signature patterns (Musicianship)	Conduct in a variety of time signature patterns (Musicianship)
			Study and perform (in appropriate venue) solo literature (Musicianship)
			Teacher facilitated/ student led chamber ensemble (duets, trios, etc.) (Musicianship)

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation
Convey meaning through the presentation of artistic work
(NYS Arts Standards Process Component: Present)

Pr 6:

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)	Perform NYSSMA ensemble literature (Musicianship)
Sight-read (solo and ensemble) according to NYSSMA Level criteria, using an established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level criteria, using an established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level criteria, using an established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level criteria, using an established pitch reading system (Musicianship)
Concert etiquette and performance practice (Musicianship)	Concert etiquette and performance practice (Musicianship)	Concert etiquette and performance practice (Musicianship)	Concert etiquette and performance practice (Musicianship)
Ensemble decorum (Musicianship)	Ensemble decorum (Musicianship)	Ensemble decorum (Musicianship)	Ensemble decorum (Musicianship)
Start and end together (Musicianship)	Respond to a larger variety of expressive conducting gestures (Musicianship)	Respond to interpretive gestures of conductor (Musicianship)	Respond to interpretive gestures of conductor (Musicianship)
Respond to the conductor (Musicianship)			
Follow gestures of the conductor, including attacks and releases (Musicianship)		Continue rehearsal routine (Musicianship)	Demonstrate independence in practice, rehearsal, and performance environments (Musicianship)
	Self awareness and assessment of technique and pitch (Musicianship)	Self awareness and assessment of technique and pitch (Musicianship)	Self assess and adjust individual intonation, tone and technique (Listening)

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation
Convey meaning through the presentation of artistic work
(NYS Arts Standards Process Component: Present)

Pr 6:

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Distinguish between good and poor tone (Listening)		
	Determine appropriate locations in musical phrase to take a breath (Technique)		
Awareness of choral blend (Listening)	Balance and blend between parts, and within section (Musicianship)	Balance and blend between parts and within section (Musicianship)	Balance and blend between parts and within section (Musicianship)
Listen to other voices and voice parts, while singing (Listening)	Listen to other voices and voice parts, while singing (Listening)	Self-assess and adjust individual tone and technique, to blend own voice and balance dynamic level within and among sections (Listening)	
Blend own voice to balance dynamic level, within and among sections (Listening)	Using musical terminology, listen to and evaluate performance of self and others (Listening)	Discriminatory listening across different sections of chorus, with increasing sophistication of musicianship skills (Listening)	
Sing expressively with the voice and the face (Musicianship)	Sing dynamics while maintaining proper intonation (Musicianship)	Visual and musical expression of text (Musicianship)	Express text through facial and body language (Musicianship)
	Interpret and perform musical markings (Musicianship)	Perform musical markings accurately (Musicianship)	Perform expressively (dynamics, phrasing, tempo, articulation), as written or implied (Musicianship)

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation
Convey meaning through the presentation of artistic work
(NYS Arts Standards Process Component: Present)

Pr 6:

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
		Sing dynamics while maintaining proper intonation (Musicianship)	
		Make appropriate adjustments in response to what is heard in performance (Musicianship)	Make appropriate adjustments in response to what is heard in performance (Musicianship)
Rote sing (Musicianship)	Call and response (Creating)		
	Sing in 3-4 parts, independently holding own part (Musicianship)	Sing in 4 (or more) parts, performing own part accurately (Musicianship)	Sing in 4 (or more) parts, performing own part accurately (Musicianship)
Perform with characteristic style of music (History/Culture/Style)	Spirituals, jazz, pop music, musical theater selection(s) and their connections to U.S. history (History/Culture/Style)	Perform in a variety of musical styles and style periods, including, spirituals, jazz, pop music, musical theater selection(s), and world music (History/Culture/Style)	Perform in a variety of musical styles and style periods (History/Culture/Style)
	Introduce different vocal ensemble (barbershop, pop chorus, show choir, madrigals, mens chorus, womens chorus) (History/Culture/Style)	Performance opportunities in a variety of vocal ensembles (i.e. barbershop, pop chorus, gospel, show choir, madrigals, mens chorus, womens chorus, a capella) (History/Culture/Style)	Student initiated performance opportunities in a variety of vocal ensembles (i.e. barbershop, jazz, pop chorus, gospel, show choir, madrigals, mens chorus, womens chorus) (History/Culture/Style)
	Madrigals (History/Culture/Style)		Apply performance practice according to musical genre (History/Culture/Style)

Sequencing the Standards - Chorus Performing (Pr)

Realizing artistic ideas and work through interpretation and presentation
Convey meaning through the presentation of artistic work
(NYS Arts Standards Process Component: Present)

Pr 6:

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Rhythmic accompaniment for Latin music (Creating)	Introduction to scat singing (Creating) Begin to graphically notate student created melodies and rhythms, with teacher guidance (Creating) Student marks music with pencil for dynamics, phrasing, and tempos, with teacher direction (Musicianship)	Improvise vocal harmonies (Creating) Vocally improvise over an 8-beat rhythmic pattern (Creating) Compose and notate warm-ups and sight-reading exercises (Creating) Student writes on music (using pencil), to improve personal performance (Musicianship) Conduct in a variety of time signature patterns (Musicianship)	Harmonize to familiar melodies (Creating) Vocally improvise over a simple given chord progression (Creating) Through self-assessment, student writes on music (using pencil) to improve performance (Musicianship) Conduct in a variety of time signature patterns (Musicianship) Study and perform (in appropriate venue) solo literature (Musicianship) Teacher facilitated/ student led chamber ensemble (duets, trios, etc.) (Musicianship)

Sequencing the Standards - Chorus

Responding (Re)

Understanding and evaluating how the arts convey meaning

Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Re 7:

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)
Teacher modeling (Listening)	Teacher modeling (Listening)	Teacher modeling (Listening)	Teacher modeling (Listening)
	Distinguish between Major and minor (Listening)		Aural identification of all diatonic intervals within octave (Listening)
Listen to a variety of recordings, including choral and instrumental literature (Listening)	Listen to a variety of recordings, including choral and instrumental literature (Listening)	Listen to a variety of recordings including choral and instrumental literature (Listening)	Listen to and compare/contrast multiple recordings of same vocal/choral literature (Listening)
Distinguish between soprano and alto (Part I & Part II) (Musicianship)	Distinguish voice parts within chorus (Musicianship)		Peer evaluation of musical performance, while providing constructive feedback (Listening)
	Listen to other voices and voice parts, while singing (Listening)	Make appropriate adjustments in response to what is heard in performance (Musicianship)	Make appropriate adjustments in response to what is heard in performance (Musicianship)
Project mood, interpreting the song (Musicianship)	Student identification of mood through interpretation of text (Musicianship)		Recognize and notate in music, IPA (International Phonetic Alphabet) symbols for vowels (Musicianship)
Perform with characteristic style of music (History/Culture/Style)			Apply performance practice according to musical genre (History/Culture/Style)

Sequencing the Standards - Chorus

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 7:

Perceive and analyze artistic work

(NYS Arts Standards Process Components: Select / Analyze)

Novice

(Beginner & NYSSMA Level I)

Intermediate / Proficient

(NYSSMA Level II) / (NYSSMA Level III)

Accomplished

(NYSSMA Level IV / Commencement)

Advanced

(NYSSMA Level V / VI, Major Sequence)

Analysis of title and composer
of musical selection(s) (History/
Culture/Style)

Compose and notate warm-ups and
sight-reading exercises (Creating)

Harmonize to familiar melodies
(Creating)

Create harmony for a melodic line
(Creating)

Vocally improvise over a simple
given chord progression (Creating)

Sequencing the Standards - Chorus

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 8:

Interpret meaning in artistic work

(NYS Arts Standards Process Component: Interpret)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)
Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)
	Balance and blend between parts, and within section (Musicianship)	Balance and blend between parts, and within section (Musicianship)	Balance and blend between parts, and within section (Musicianship)
Project mood, interpreting the song (Musicianship)	Student identification of mood through interpretation of text (Musicianship)	Perform musical markings accurately (Musicianship)	Perform expressively (dynamics, phrasing, tempo, articulation), as written or implied (Musicianship)
			Express text through facial and body language (Musicianship)
Listen to a variety of recordings, including choral and instrumental literature (Listening)	Listen to a variety of recordings, including choral and instrumental literature (Listening)	Listen to a variety of recordings including choral and instrumental literature (Listening)	Listen to and compare/contrast multiple recordings of same vocal/choral literature (Listening)
Perform with characteristic style of music (History/Culture/Style)			Apply performance practice according to musical genre (History/Culture/Style)

Sequencing the Standards - Chorus

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 8:

**Interpret meaning in artistic work
(NYS Arts Standards Process Component: Interpret)**

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
<p>Novelty pieces (History/Culture/Style)</p> <p>Analysis of title and composer of musical selection(s) (History/Culture/Style)</p>	<p>Listen to other voices and voice parts, while singing (Listening)</p> <p>Determine appropriate locations in musical phrase to take a breath (Technique)</p>	<p>Make appropriate adjustments in response to what is heard in performance (Musicianship)</p>	<p>Perform in a variety of musical styles and style periods (History/Culture/Style)</p> <p>Make appropriate adjustments in response to what is heard in performance (Musicianship)</p>

Sequencing the Standards - Chorus

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 9:

Apply criteria to evaluate artistic work
(NYS Arts Standards Process Component: Evaluate)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)
Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)
Teacher modeling (Listening)	Teacher modeling (Listening)		
Distinguish between good and poor tone (Listening)	Distinguish between good and poor tone (Listening)		
Self-awareness and assessment of technique and pitch (posture, breathing) (Musicianship)	Self-awareness and assessment of technique and pitch (Musicianship)	Self-assess and adjust individual tone and technique, to blend own voice and balance dynamic level within and among sections (Listening)	Self-assess and adjust individual intonation, tone and technique
Self-awareness of vocal timbre and pitch matching (Musicianship)	Listen to other voices and voice parts, while singing (Listening)	Discriminatory listening across different sections of chorus, with increasing sophistication of musicianship skills (Listening)	Make appropriate adjustments in response to what is heard in performance (Musicianship)
Listen to other voices and voice parts, while singing (Listening)	Listen to, and evaluate intonation of self and others (Listening)	Aural identification of major and perfect intervals within octave (Listening)	

Sequencing the Standards - Chorus

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 9:

Apply criteria to evaluate artistic work
(NYS Arts Standards Process Component: Evaluate)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Blend own voice to balance dynamic level, within and among sections (Listening)	Blend own voice to balance dynamic level within and among sections (Listening)	Balance and blend between parts and within section (Musicianship)	Balance and blend between parts and within section (Musicianship)
Establish rehearsal routine (Musicianship)	Continue rehearsal routine (Musicianship) Compare and contrast various aspects of performance literature (History/Culture/Style)	Concert etiquette and performance practice (Musicianship)	Concert etiquette and performance practice (Musicianship) Apply performance practice according to musical genre (History/Culture/Style)
Use musical terminology, listen to and evaluate performance of self and others (Listening)	Use musical terminology, listen to and evaluate performance of self and others (Listening)	Use musical terminology, listen to and evaluate performance of self and others (Listening)	Peer evaluation of musical performance, while providing constructive feedback (Listening)
Listen to a variety of recordings, including choral and instrumental literature (Listening)	Listen to a variety of recordings, including choral and instrumental literature (Listening)	Listen to a variety of recordings including choral and instrumental literature (Listening)	Independent student listening experiences (Listening)
Listen to and critique audio and/or video recordings of ensemble performances (Listening)		Student finds performances of repertoire by other ensembles on the Internet, and critically responds (Musicianship)	Listen to and compare/contrast multiple recordings of same vocal/choral literature (Listening)
		Audiate music prior to performance (Musicianship)	Audiate music prior to performance (Musicianship)

Sequencing the Standards - Chorus

Responding (Re)

Understanding and evaluating how the arts convey meaning

Re 9:

**Apply criteria to evaluate artistic work
(NYS Arts Standards Process Component: Evaluate)**

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Student marks music with pencil for dynamics, phrasing, and tempos, with teacher direction (Musicianship)	Student marks music with pencil for dynamics, phrasing, and tempos, with teacher direction (Musicianship) Incorporate into warm-ups chord progressions, and accidentals (Listening)	Through self-assessment, student writes on music (using pencil) to improve performance (Musicianship)

Sequencing the Standards - Chorus

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. (NYS Arts Standards Process Component: Relate)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)
Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)	Sight-read (solo and ensemble) according to NYSSMA Level established pitch reading system (Musicianship)
	Balance and blend between parts, and within section (Musicianship)	Balance and blend between parts, and within section (Musicianship)	Balance and blend between parts, and within section (Musicianship)
	Exposure to a variety of musical styles and style periods (History/Culture/Style)		Apply the study of various musical concepts and styles (History/Culture/Style)
	Understand reasons for the study of varied musical concepts and styles (History/Culture/Style)		
	Compare and contrast various aspects of performance literature (History/culture/Style)	Compare and contrast various aspects of performance literature (History/culture/Style)	
	Spirituals, jazz, pop music, musical theater selection(s) and their connections to U.S. history (History/Culture/Style)		Historical / geographical / cultural / social connections of repertoire (History/Culture/Style)

Sequencing the Standards - Chorus

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

(NYS Arts Standards Process Component: Relate)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III) Madrigals (History/Culture/Style)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	<p>Introduce different vocal ensemble (barbershop, pop chorus, show choir, madrigals, mens chorus, womens chorus) (History/Culture/Style)</p> <p>Composer project using Internet for research (History/Culture/Style)</p> <p>Use available resources, including technology, to locate musical information (history, composer, definitions, symbols, etc.) (Musicianship)</p>	<p>Perform in a variety of musical styles and style periods, include spirituals, jazz, pop music, musical theater selection(s), and world music (History/Culture/Style)</p> <p>Student finds performances of repertoire by other ensembles on the Internet, and critically responds (Musicianship)</p> <p>Using musical terminology, listen to and evaluate performance of self and others (Listening)</p> <p>Visual and musical expression of text (Musicianship)</p> <p>Continue rehearsal routine (Musicianship)</p>	<p>Student initiated performance opportunities in a variety of vocal ensembles (i.e. barbershop, jazz, pop chorus, gospel, show choir, madrigals, mens chorus, womens chorus) (History/Culture/Style)</p> <p>Listen to and compare/contrast multiple recordings of same vocal/choral literature (Listening)</p> <p>Independent student listening experiences (Listening)</p> <p>Express text through facial and body language (Musicianship)</p> <p>Concert etiquette and performance practice (Musicianship)</p>

Sequencing the Standards - Chorus

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)	Perform ensemble literature appropriate to NYSSMA level (Musicianship)
Perform with characteristic style of music (History/Culture/Style)	Exposure to a variety of musical styles and style periods (History/Culture/Style)	Perform in a variety of musical styles and style periods, include spirituals, jazz, pop music, musical theater selection(s), and world music (History/Culture/Style)	Perform in a variety of musical styles and style periods (History/Culture/Style)
		Performance opportunities in a variety of vocal ensembles (i.e. barbershop, pop chorus, gospel, show choir, madrigals, mens chorus, womens chorus, a capella) (History/Culture/Style)	Student initiated performance opportunities in a variety of vocal ensembles (i.e. barbershop, jazz, pop chorus, gospel, show choir, madrigals, mens chorus, womens chorus) (History/Culture/Style)
			Apply the study of various musical concepts and styles (History/Culture/Style)
Historical / geographical / cultural connections of repertoire (History/Culture/Style)	Historical / geographical / cultural connections of repertoire (History/Culture/Style)	Historical / geographical / cultural connections of repertoire (History/Culture/Style)	Historical / geographical / cultural connections of repertoire (History/Culture/Style)

Sequencing the Standards - Chorus

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
Folk songs of world cultures (History/Culture/Style)	Spirituals, jazz, pop music, musical theater selection(s) and their connections to U.S. history (History/Culture/Style)		Independent student listening experiences (Listening)
Patriotic songs, world holidays, New York State, Native American (History/Culture/Style)	Madrigals (History/Culture/Style)		Listen to and compare/contrast multiple recordings of same vocal/ choral literature (Listening)
Rhythmic accompaniment for Latin music (Creating)	Introduce different vocal ensemble (barbershop, pop chorus, show choir, madrigals, mens chorus, womens chorus) (History/Culture/ Style)		
	Composer project using Internet for research (History/Culture/Style)		
	Understand reasons for the study of varied musical concepts and styles (History/Culture/Style)		
	Spirituals, jazz, pop music, musical theater selection(s) and their connections to U.S. history (History/Culture/Style)		

Sequencing the Standards - Chorus

Connecting (Cn)

Relating artistic ideas and work with personal meaning and external context

Cn 11: Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

(NYS Arts Standards Process Component: Interrelate)

Novice (Beginner & NYSSMA Level I)	Intermediate / Proficient (NYSSMA Level II) / (NYSSMA Level III)	Accomplished (NYSSMA Level IV / Commencement)	Advanced (NYSSMA Level V / VI, Major Sequence)
	Compare and contrast various aspects of performance literature (History/culture/Style)	Compare and contrast various aspects of performance literature (History/culture/Style)	
	Use available resources, including technology, to locate musical information (history, composer, definitions, symbols, etc.) (Musicianship)		
			Recognize and notate in music, IPA (International Phonetic Alphabet) symbols for vowels (Musicianship)