

## CLASSROOM SINGING

### Performance Standard Mu26B.C (music)

Sing a familiar song with correct pitch, rhythm, and timbre/voice projection accordingly:

- *Knowledge*: Demonstrate an understanding of the vocabulary and concept of rhythms, pitches, and tone.
- *Process*: Sing a song performing all rhythms accurately with a steady beat, all pitches accurately with excellent intonation, and a clear, focused tone all of the time.

### Procedures

1. ***In order to apply skills and knowledge necessary to create and perform in one or more of the arts (26B)***, students should experience sufficient learning opportunities to develop the following:
  - Sing on pitch or play on classroom instruments songs of various cultures in rhythm with appropriate timbre and maintaining a steady beat.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask each student to choose a selection to sing from a list of the compositions routinely used in your class.
4. Have students participate in a general classroom vocal warm-up.
5. Prior to the individual performance, remind the student of the importance of rhythmic accuracy, voice projection and pitch accuracy.
6. Start the recorder, announce the name the student, and play the starting pitch prior to the student performance.
7. Softly play the piano accompaniment while the student sings into the tape recorder standing beside the piano and facing away from the other students.
8. Replay each individual performance as often as needed to evaluate each student's performance. Evaluate each student's work using the "Classroom Singing Rubric" as follows and add the scores to determine the performance level:
  - *Knowledge*: Understanding of the meaning of *rhythms, pitches, and tone* was demonstrated in the singing.
  - *Process*: All rhythms had a steady beat; all pitches were accurate with excellent intonation; and the tone was clear and focused all of the time.

### Examples of Student Work not available

### Time Requirements

- Three minutes per student

### Resources

- Familiar classroom vocal songs, range approximately C to C'
- Piano
- Audio tape
- Tape recorder
- Printed music (optional)
- Classroom Singing Rubric

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds = 11 - 12 total points
- Meets = 9 - 10 total points
- Approaches = 6 - 8 total points
- Begins = 1 - 5 total points

<b>KNOWLEDGE/PROCESS</b>			
	<b>Rhythmic Accuracy</b>	<b>Intonation</b>	<b>Projection/Tone Quality</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Performed all rhythm accurately with a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• Performed all pitches accurately with excellent intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Performed with a clear, focused tone all of the time</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Performed most rhythms accurately with a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• Performed most pitches accurately with good intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Performed with a clear, focused tone most of the time</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Performed some rhythms accurately with a fairly steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• Performed some pitches accurately with fair intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Performed with a clear, focused tone some of the time</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Performed few rhythms accurately with an uneven beat</li> </ul>	<ul style="list-style-type: none"> <li>• Performed few pitches accurately with marginal intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely performed with a clear, focused tone</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>	<ul style="list-style-type: none"> <li>• Missing and/or incorrect</li> </ul>
<b>Score</b>			