

VOCAL STUDIO

This class is open to all students in grades 9-12 who wish to develop their individual vocal skills and have an interest in singing. Geared toward meeting students' individual needs and goals, this course emulates a workshop setting. Students will study vocal techniques, and will work toward becoming independent singers by implementing the four artistic processes: Creating, Performing, Responding and Connecting in line with the Core Arts Standards. Students will perform a variety of repertoire based on their individual goals, vocal development and skill, and will learn basic keyboarding skills for vocalists. Students will develop critical listening skills as well, working collaboratively with peers to provide meaningful performance feedback.

Repertoire for this course varies based on student needs, but will be comprised of a variety of genres including Italian art songs, classical vocal repertoire, pop music and Broadway selections. This is a semester course which meets twice per rotation for half of the year and may be taken more than once.

Course Overview

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative, responsive and performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

Artistic Processes

- Create
- Perform
- Respond
- Connect

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.

Course Skill Objectives

Students will:

- Sing alone and with others, a varied repertoire of music
- Read and notate music
- Listen to, analyze, interpret and evaluate music
- Perform a variety of musical genres.

	<ul style="list-style-type: none"> • Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	
<p><u>Content Topics</u></p> <ul style="list-style-type: none"> I. The Vocal Apparatus II. Developing Vocal Independence III. Vowels and Consonants IV. The Vocalist as a Performer 		<p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Students will complete a summative assessment for each content topic. • Individual performance assessments.

The Vocal Apparatus

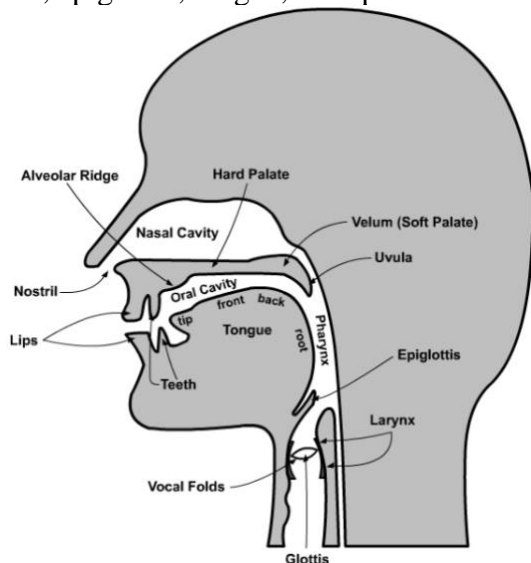
Skill Objectives

- Students will be able to demonstrate awareness and knowledge of the physical components for good sound production.
- Students will be able to identify and define terminology specific to the vocal mechanism: diaphragm, vocal cords, lungs, larynx, wind pipe, vocal folds, nasal cavity, hard palate and soft palate.
- Students will be able to demonstrate proper breath support, utilizing the lungs and diaphragm.
- Students will be able to change the sound of their voices by manipulating the vocal mechanism.
- Students will be able to demonstrate good vocal health practices and address vocal health issues.

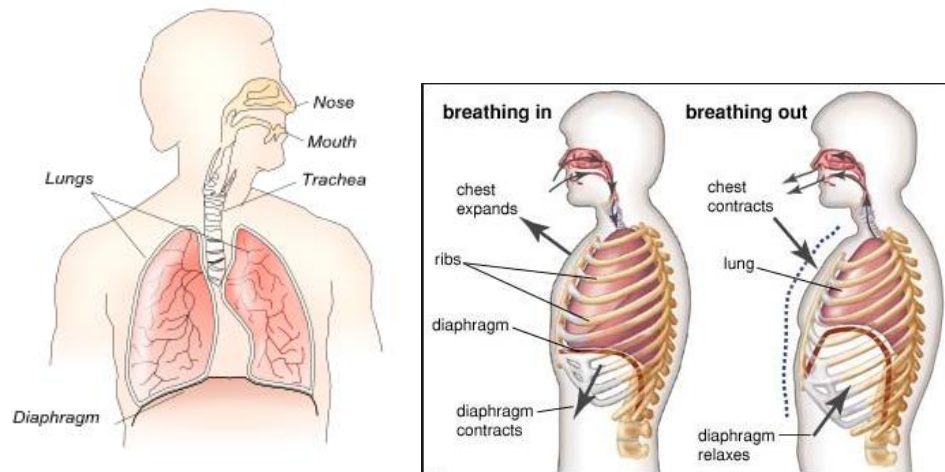
Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none">• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none">• How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Interpret, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none">• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.• Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none">• How do musicians improve the quality of their performance?• When is a performance judged ready to present? <p>Process Components: Rehearse, Refine, Evaluate, Present</p>

Instructional Strategies/Process

- Students will identify the components of the vocal mechanism including: vocal cords, larynx, wind pipe, pharynx, alveolar ridge, vocal folds, nasal cavity, oral cavity, glottis, uvula, epiglottis, tongue, hard palate and soft palate.



- Students will identify and analyze components of breath support, including the role of the lungs and diaphragm.



Instructional Strategies/Process

- Students will rehearse and perform breathing exercises which engage the diaphragm and target breath support.
- Students will rehearse, refine, evaluate and present short songs which target proper use of the vocal mechanism and proper breath support.

<ul style="list-style-type: none"> • Students will analyze the vocal mechanism, understanding how to make changes in their sound. • Students will demonstrate good vocal health practices, and will identify common vocal health issues, understanding how to prevent vocal health issues. 	
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Assessments:

Vocal Mechanism Assessment
 Individual/Small group performance

Developing Vocal Independence

Skill Objectives

- Students will be able to demonstrate knowledge of proper warm-ups and vocalizes.
- Students will identify notes on the score and on the keyboard between C3 and C6 (including sharps and flats) in an effort to play their vocal line.
- Students will create and implement a warm up exercise which addresses/targets a particular vocal challenge with range, tone and/or placement in order to achieve an optimal sound.
- Students will be able to identify and present the components of optimal sound: tone quality, placement, intonation and pitch accuracy.
- Students will be able to diagnose vocal challenges in a song by both listening and analyzing a score.

<p>Responding <i>Understanding and evaluating how the arts convey meaning.</i></p>	<p>Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i></p>	<p>Creating <i>Conceiving and developing new artistic ideas and work.</i></p>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL) <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? 	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? 	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions?

<p>Process Components: Analyze, Interpret, Evaluate</p>	<ul style="list-style-type: none"> • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<ul style="list-style-type: none"> • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze and identify notes on the keyboard in their music between C3 and C6 including sharps and flats. • Students will listen to, analyze, interpret and evaluate samples of singing identifying issues with tone quality, placement, intonation and pitch accuracy. • Students will listen to, analyze, interpret and evaluate their own performances and identify any issues with tone quality, placement, intonation and pitch accuracy. • Students will analyze and evaluate scores, identifying vocal challenges within the music. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will demonstrate a good warm up procedure by performing breathing exercises and vocalises. • Students will analyze, rehearse, evaluate, refine and present songs in different genres with good technique, tone quality and breath support. • Students will play the melodic line in their vocal register on the keyboard. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will create (plan and make) a warm up to address/target a particular vocal challenge with range, tone and/or placement. The warm up should be no more than 4 measures and will be written and recorded/performed. • Students will evaluate and refine their compositions for effectiveness of addressing their vocal challenge(s). • Students will evaluate peer compositions for effectiveness of addressing identified vocal challenge(s).

Assessments:

Keyboard and Note Name Identification Assessment

Warm Up Rubric

Peer Assessment

Creating Self Assessment

Performing Self Assessment

Individual/Small group performance

Vowels and Consonants

Skill Objectives

- Students will be able to correctly pronounce vowels and consonants when singing text.
- Students will demonstrate an understanding of the International Phonetic Alphabet with regard to lip and tongue vowels.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Creating <i>Conceiving and developing new artistic ideas and work.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Musicians’ creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? <p>Process Components: Plan and Make, Evaluate and Refine</p>
<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze lip vowels and tongue vowels using the International Phonetic Alphabet to learn pronunciations for vowels and consonants in all selected repertoire. • Students will listen to, analyze and evaluate samples of singing, distinguishing between proper and 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will analyze, rehearse, evaluate, refine and present songs (individually or in small groups) from various genres with correct use of the International Phonetic Alphabet and proper vowel and consonant production. 	<p>Instructional Strategies/Process</p> <ul style="list-style-type: none"> • Students will create (plan and make) a warm up to address/target a particular pronunciation challenge. The warm up should be no more than 4 measures and will be written and recorded/performed. • Students will evaluate and refine their compositions for effectiveness of

<p>improper use of the International Phonetic Alphabet.</p> <ul style="list-style-type: none"> • Students will identify, analyze and interpret terminology associated with vowel and consonant production including: vowel selection, consonant production, plosives, voiced consonants, unvoiced consonants and diphthongs. 		<p>addressing their pronunciation challenge(s).</p> <ul style="list-style-type: none"> • Students will evaluate peer compositions for effectiveness of addressing identified pronunciation challenge(s).
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Assessments:

IPA/Vowel and Consonant Pronunciation Assessment

Warm Up Rubric

Self Assessment

Peer Assessment

Individual/Small group performance

The Vocalist as a Performer

Skill Objectives

- Students will be able to describe what makes a vocalist a good performer.
- Students will be able to describe what makes a good vocal performance.
- Students will be able to draw on the historical context of their chosen vocal selection(s) to interpret and convey meaning behind the music.
- Students will be able to use a microphone appropriately for optimal sound assistance.
- Students will be able to describe effective stage presence as it relates to vocal performance.

Responding <i>Understanding and evaluating how the arts convey meaning.</i>	Performing <i>Realizing artistic ideas and work through interpretation and presentation.</i>	Connecting <i>Relating artistic ideas and work with personal meaning and external context.</i>
<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. <p><u>Essential Question</u></p> <ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performances? <p>Process Components: Analyze, Evaluate</p>	<p><u>Enduring Understanding</u></p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place and cultures. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? <p>Process Components: Analyze, Rehearse, Evaluate, Refine, Present</p>	<p><u>Enduring Understandings</u></p> <ul style="list-style-type: none"> • Understanding connections to varied contexts and daily life enhances musicians’ creating, performing and responding. <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music? <p>Process Components: Analyze</p>
<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will listen to, analyze and evaluate samples of vocal performances and will differentiate between high and low quality vocal performances. 	<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will analyze, rehearse, evaluate, refine and present vocal selections conveying the meaning behind the songs. 	<p><u>Instructional Strategies/Process</u></p> <ul style="list-style-type: none"> • Students will analyze and interpret the story, history and/or context behind their vocal selections in order to enhance their vocal performances.

<ul style="list-style-type: none"> • Students will view, analyze and evaluate samples of vocal performances and will differentiate between high and low quality stage presence. • Students will listen to and analyze vocal performances for appropriate and effective use of a microphone. 	<ul style="list-style-type: none"> • Students will rehearse, evaluate, refine and present vocal selections with good stage presence as part of a quality vocal performance. • Students will rehearse and perform songs using a microphone appropriately for optimal sound amplification. 	<ul style="list-style-type: none"> • Students will write a reflection and explanation of the story, history and/or context behind their vocal selections.
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Assessments:

Vocal Performance Assessment Rubric

Peer Assessment Rubric

Individual/Small group performance with and without microphone