

## High School Vocal Scope & Sequence

Days	Musical Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Ongoing	Vocal Anatomy	Students will <ul style="list-style-type: none"> <li>● recognize &amp; identify parts of the physical anatomy that are required for proper vocal production</li> <li>● demonstrate a knowledge of the function to each part of the vocal instrument</li> <li>● recognize proper healthy practices to keeping their vocal instrument functioning when in use or at rest</li> </ul>	How do musicians improve the quality of their performance?
Ongoing	Posture	Students will <ul style="list-style-type: none"> <li>● demonstrate appropriate sitting and standing singing postures</li> <li>● recognize why appropriate posture is important in production of vocal sound</li> </ul>	How do musicians improve the quality of their performance?
Ongoing	Breathing	Students will <ul style="list-style-type: none"> <li>● understand optimal vocal breathing and its effects on vocal production</li> <li>● use vocal anatomy knowledge to recognize and understand which parts of the body are required for proper breath control</li> </ul>	How do musicians improve the quality of their performance?

		<ul style="list-style-type: none"> <li>● understand and apply the relationship between breathing and its effects on intonation &amp; tone quality</li> </ul>	
Ongoing	Intonation	<p>Students will</p> <ul style="list-style-type: none"> <li>● maintain appropriate pitch</li> <li>● recognize accuracy of pitch individually and collectively</li> </ul>	How do musicians improve the quality of their performance?
Ongoing	Tone Quality	<p>Students will</p> <ul style="list-style-type: none"> <li>● demonstrate appropriate use of vocal registers and resonance</li> <li>● produce vocal characteristics applicable to the performing ensemble</li> </ul>	How do musicians improve the quality of their performance?
Ongoing	Diction	<p>Students will</p> <ul style="list-style-type: none"> <li>● demonstrate singing with a relaxed jaw</li> <li>● demonstrate proper placement of tongue and lips for all vowel sounds</li> <li>● use effective enunciation of consonants to communicate clearly with the listener</li> <li>● utilize placement of soft palate to maximize resonance</li> </ul>	How do musicians improve the quality of their performance?
Ongoing	Balance and Blend	<p>Students will</p> <ul style="list-style-type: none"> <li>● critically listen to their individual and ensemble performance</li> <li>● demonstrate the ability to modify</li> </ul>	How do musicians improve the quality of their performance?

		performance variables based on critical listening	
Ongoing	Musical Expression & Interpretation	<p>Students will</p> <ul style="list-style-type: none"> <li>● use musical knowledge and understanding of musical elements to interpret music expressively</li> <li>● demonstrate the ability to follow conductor's gestures</li> <li>● demonstrate appropriate stage presence while performing</li> </ul>	<p>How do musicians improve the quality of their performance? When is creative work ready to share? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
Ongoing	Stage Deportment	<p>Students will</p> <ul style="list-style-type: none"> <li>● demonstrate an understanding of uniform and proper ensemble attire during any performance setting</li> <li>● recognize the importance of uniformity in both entering and exiting a performance stage</li> <li>● maintain proper facial expressions, body control, posture, and attentiveness during ensemble performances</li> </ul>	<p>How do musicians improve the quality of their performance?</p>
Ongoing	Notation	<p>Students will</p> <ul style="list-style-type: none"> <li>● identify and comprehend music symbols and notation</li> <li>● apply their understanding of music symbols and notation found in choral repertoire to their</li> </ul>	<p>How does understanding the structure and context of musical works inform performance?</p>

		performance.	
Ongoing	Dictation	<p>Students will</p> <ul style="list-style-type: none"> <li>● use aural skills to identify and comprehend music symbols and notation and put into written format</li> <li>● use aural skills to apply their understanding of music symbols and notation found in warm-up material and choral repertoire to their performance</li> </ul>	How does understanding the structure and context of musical works inform performance?
Ongoing	Sight Reading-Rhythmic	<p>Students will</p> <ul style="list-style-type: none"> <li>● perform rhythm examples within the appropriate level</li> <li>● sight read rhythm examples within the appropriate level</li> </ul>	How does understanding the structure and context of musical works inform performance?
Ongoing	Sight Reading-Melodic	<p>Students will</p> <ul style="list-style-type: none"> <li>● sight read melodies and phrases while singing correct pitches</li> <li>● sight read melodies and phrases in multiple parts appropriate to their assigned level</li> </ul>	How does understanding the structure and context of musical works inform performance?
Ongoing	Performance Evaluation	<p>Students will</p> <ul style="list-style-type: none"> <li>● critique personal musical performance and its relationship to the full ensemble sound</li> <li>● evaluate recorded and live performances of individual voices</li> </ul>	How do we judge the quality of musical work(s) and performance(s)?

		and/ or ensembles using established criteria to make qualitative judgments	
Ongoing	Societal, Cultural, and Historical	<p>Students will:</p> <ul style="list-style-type: none"> <li>● approach content with an understanding and appreciation of societal, cultural, and historical context</li> <li>● understand music as an essential aspect of the human experience</li> </ul>	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?