Pequea Valley School District
Music

Unit: 1-Music Reading **Course: Voice Class** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will understand how to read notation in their specific voice part.

Unit Essential Question(s)

- How does reading music enhance the overall preparation and quality of a singer's performance?

Keystone Eligible Content/PA Core Standard

- 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.
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- 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

- 90

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Correctly sing students' voice part to pieces of vocal literature
- Read and perform rhythmic notation
- Recognize and perform sequential passages utilizing solfege syllables
- Read and sing on sight melodies of varying difficulty

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand the pitches on the grand staff, the tessitura of the human voice, solfege syllables (with curwin hand signs), and note values/rhythms to help prepare pieces for performance.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will need to demonstrate their sight reading skills through an assignment on schoology where they are given a piece of music they have never seen and sing it after a brief study. They are given a starting pitch.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: 2-Critical Listening and Analysis **Course: Voice Class** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will listen for contrasts between the variations of singing styles and phonations of the voice (Bright/Dark, Nasal/Non-Nasal, Flutter/Wobble, etc.), and learn appropriate descriptors to critically describe the voices they hear.

Unit Essential Question(s)

- How can understanding the extremes of the descriptors of the human voice, help an adjudicator give appropriate/constructive feedback following a vocal performance?

Keystone Eligible Content/PA Core Standard

- 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12.C Integrate and apply advanced vocabulary to the arts forms.

Pacing: Approximate number of class sessions per unit

- 45

Tier 3 Vocabulary (Content specific vocabulary)

- Bright-Dark
- Twang Resonance- Loft Resonance
- Forward-Back
- Lyric-Dramatic
- Clear-Breathy
- Clean-Raspy
- Healthy-Damaged

- Conversational-Ringing
- Nasal-Non Nasal
- Free-Forced
- Vibrant-Straight Tone
- Wobble-Flutter
- In Tune-Out of Tune
- Good Diction-Poor Diction
- Stylistic-Non Stylistic

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Analyze and evaluate performances of vocal music with emphasis on solo pieces
- Analyze the form, style, and composers' individual characteristics of vocal literature to be performed.
- Describing the voice using these examples of extreme contrast.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand how to listen to, analyze, and describe the voice critically and professionally.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- By the end of the unit, learners will need to demonstrate that they can deliver appropriate verbal and written constructive feedback after listening to a vocal performance of some sort. Learners will be able to describe the quality of the voice and why it sounds the way it does.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: 3-Individual Practice **Course: Voice Class** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will practice and prepare, on their own, a vocal music piece, to be ultimately performed for their peers.

Unit Essential Question(s)

- How does preparing well lead to a successful performance?
- How does preparing poorly lead to an unsuccessful performance?

Keystone Eligible Content/PA Core Standard

- 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

Pacing: Approximate number of class sessions per unit

- **10**

Tier 3 Vocabulary (Content specific vocabulary)

- Practice technique
- Preparation
- Warm-up
- Posture

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*** ● Practice independently and with other learners ● Assume individual responsibility for individual and class goals
Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.*** ● Learners will understand how to study, prepare, and professionally perform a variety of solo vocal songs.
Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies*** ● Learner's will need to accomplish a successful performance in front of their peers, after they have prepared and mastered the piece.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: 4- Diction **Course: Voice Class** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will understand a majority of symbols and their phonations in the International Phonetic Alphabet and will ultimately be able to pronounce syllables/words in English, German, Latin, Italian, and French.

Unit Essential Question(s)

- How does understanding the International Phonetic Alphabet connect us with others internationally?
- How does understanding the International Phonetic Alphabet help singers with diction?

Keystone Eligible Content/PA Core Standard

- 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12.G Analyze the effect of rehearsal and practice sessions

Pacing: Approximate number of class sessions per unit

- 45

Tier 3 Vocabulary (Content specific vocabulary)

- Diction
- Phonation- dental, bilabial, alveolar, plosive, fricative, glottal, voiced and unvoiced consonants
- International Phonetic Alphabet
    - Latin
    - Italian
    - English
    - German

○ French
Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*** ● Analyze, explain and perform vowel sounds in their pure, combined, and modified forms ● Analyze, explain and perform consonant sounds
Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.*** ● Learners will need to understand how to pronounce the syllables in the International Phonetic Alphabet, and will also need to understand how the phonations are produced in the different chambers of the face, mouth, nasal cavity, and throat/larynx.
Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies*** ● Learners will need to successfully phonate all of the IPA symbols introduced to ensure accurate diction during singing performances.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: 5-Performances **Course: Voice Class** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will perform (sing) a total of six times in front of their peers during the 1 semester course. Instructor chooses 5 pieces (Latin, Italian, English, German, and French) and the learner chooses the 6th song of their choice for the final performance.

Unit Essential Question(s)

- How does singing in other languages enhance our knowledge of music and their origins?

Keystone Eligible Content/PA Core Standard

- 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.D Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).
- 9.1.12.I Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.

Pacing: Approximate number of class sessions per unit

- **6**

Tier 3 Vocabulary (Content specific vocabulary)

- Snowball microphone
- Photobooth program

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Perform pieces frequently for the class after appropriately rehearsed
- Exhibit appropriate stage and audience behavior in a concert setting
- Identify and master strategies for performance in audition situations

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners need to understand how to prepare and perform (sing). After performances, the learning facilitator and the learners offer constructive feedback to enhance the performance.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will need to sing a total of six times in front of their peers throughout the 1 semester course.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: 6-Vocal Technique **Course: Voice Class** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

- How does the quality and overall sound of the voice change over time?

Keystone Eligible Content/PA Core Standard

- 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

- 45

Tier 3 Vocabulary (Content specific vocabulary)

- Quality
- Intonation
- Resonance
- Muscle Memory
- Posture
- Vowel Shape
- Phonation
- Voiced/Unvoiced consonants
- Shaping
- Phrasing
- Breath Support
- Diaphragm

- Abdomen
- Head Voice
- Chest Voice
- Falsetto
- Whistle (Bell) Tones
- Upper Register
- Lower Register

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Produce a vocal tone commensurate with students' age level with correct breath support and focal placement

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners, after learning the anatomy of how phonation works, will learn how to sing in a way that matches their age and development, to be sensitive and promote good, clear, healthy singing for life.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will need to demonstrate and accomplish the ability to sit/stand with good singing posture (if physically able) while maintaining good breath support, focused tone, strength in the abdomen, phrasing with expression, and appropriate diction.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit: 7-Anatomy/Health **Course: Voice Class** **Grade: 9-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Identify the various components of the vocal mechanism, and understand how the act of phonation works, while also understanding and maintaining the larynx and vocal folds.

Unit Essential Question(s)

- How does the intricacy and the delicacy of the vocal mechanism change or enhance your view on how phonation works?
- How do different types of phonations connect with the origin of a culture or language?
- Describe ways to care for your vocal cords- think of short term and long term.

Keystone Eligible Content/PA Core Standard

- 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.

Pacing: Approximate number of class sessions per unit

- 15

Tier 3 Vocabulary (Content specific vocabulary)

- Lips, tongue, teeth, palate (soft and hard), uvula, velum, pharynx, glottis, epiglottis, esophagus, trachea, lungs, nasal cavity, vocal folds, larynx, sitting/standing singing posture
- Importance of hydration
- Medications to use and avoid
- Vocal techniques to use and avoid
- The harmful effects of the “vocal fry” epidemic
- The harmful effects of smoking cigarettes, vaping, other inhalants.
- Vocal disorders
- Remedies, Vocal healing

- Vocal surgeries

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Anatomy
- Describe the typical changes that occur in the adolescent voice
- Explain the function of the parts that are used during phonation
- Maintaining a healthy voice

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand the anatomy of the vocal mechanism. Learners will need to understand how to maintain a healthy layrnx and how to avoid unhealthy habits during phonation (singing and speaking).

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will need to show through a variety of assessments that they understand the parts of the vocal anatomy, and can determine the difference between healthy and unhealthy vocal habits.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.