



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Voice Studio

Curriculum Development Timeline

School: Ocean Township High School

Course: Voice Studio

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2019	Ian Schwartz	Born Date
August 2021	Ian Schwartz	Alignment to Standards
August 2024	Erin Leahy	Updated to Include New State Mandates

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DEPARTMENT Visual and Performing Arts

COURSE Voice Studio

Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	Unit 1: Body Alignment & Posture	21	Unit 7: Singing as an Actor & Artist
2	Unit 1: Body Alignment & Posture	22	Unit 7: Singing as an Actor & Artist
3	Unit 2: Vocal Anatomy & Breath	23	Unit 7: Singing as an Actor & Artist
4	Unit 2: Vocal Anatomy & Breath	24	Unit 7: Singing as an Actor & Artist
5	Unit 2: Vocal Anatomy & Breath	25	Unit 7: Singing as an Actor & Artist
6	Unit 3: In-tune singing & Healthy vocal tone	26	Unit 7: Singing as an Actor & Artist
7	Unit 3: In-tune singing & Healthy vocal tone	27	Unit 8: Intermediate to Advanced Solo Repertoire
8	Unit 3: In-tune singing & Healthy vocal tone	28	Unit 8: Intermediate to Advanced Solo Repertoire
9	Unit 4: Vocal Range & Registers	29	Unit 8: Intermediate to Advanced Solo Repertoire
10	Unit 4: Vocal Range & Registers	30	Unit 8: Intermediate to Advanced Solo Repertoire
Week	Unit	Week	Unit

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11	Unit 4: Vocal Range & Registers	31	Unit 8: Intermediate to Advanced Solo Repertoire
12	Unit 4: Vocal Range & Registers	32	Unit 9: Performance Critique
13	Unit 5: International Phonetic Alphabet for Singers	33	Unit 9: Performance Critique
14	Unit 5: International Phonetic Alphabet for Singers	34	Unit 10: Performance Etiquette
15	Unit 5: International Phonetic Alphabet for Singers	35	Unit 10: Performance Etiquette
16	Unit 5: International Phonetic Alphabet for Singers	36	Unit 11: Music History, Society, Culture, and other art forms
17	Unit 6: Choosing the Appropriate Key & Repertoire	37	Unit 11: Music History, Society, Culture, and other art forms
18	Unit 6: Choosing the Appropriate Key & Repertoire	38	Unit 12: Voice Studio Recital
19	Unit 6: Choosing the Appropriate Key & Repertoire	39	Unit 12: Voice Studio Recital
20	Unit 6: Choosing the Appropriate Key & Repertoire	40	Unit 12: Voice Studio Recital

Core Instructional & Supplemental Materials including various levels of Texts

Your Voice: An Inside View by Scott McCoy,

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Anatomy Coloring Book by Wynn Kapit and Lawrence M. Elson,
The Estelle Liebling Vocal Course
Alexander Technique
Vocal Repertoire Compilation Books in various genres
The Diagnosis and Correction of Vocal Faults: a manual for teachers of singing and for choir directors by James C. McKinney
The Interpretation of French Song by Pierre Bernac
Poetry Lessons to Meet the Common Core State Standards: Exemplar Poems With Engaging Lessons and Response Activities by Georgia Heard
Poetry, Symbol, and Allegory: Interpreting Metaphorical Language from Plato to the Present by Simon Brittan

Online resources
www.musictheory.net
www.opus.net
solfege/sight singing workbook

Time Frame	2 Weeks and ongoing
Topic	
Unit 1: Body Alignment & Posture	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts. 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience. 1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances. 1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices	

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made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.

1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music.

1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does body alignment affect our sound?

SWBAT demonstrate understanding of the following:

- Posture affects tone quality and healthy vocal production
- Good posture shows confidence and professionalism

Learning Activities:

- Stand or sit with good body alignment and posture to allow for optimal core singing and technique.
- Self-adjust their own body alignment independently.
- Help their peers adjust poor posture or alignment
- Teacher demonstrates good posture and body alignment
- Use of an exercise ball to help with both alignment and breathing techniques
- Show diagrams, pictures, and video of good body alignment
- Students read articles on Alexander Technique and posture to compare and contrast different opinions on the topic

Assessments

Formative:

- Observation of student participation during class
- Student demonstration
- Student explanation
- Entrance/Exit slips
- Google classroom posts

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COURSE Voice Studio

Alternative:

- Self and peer evaluations

Summative:

- Through performance
- Written exam on Alexander Technique

Benchmark:

- Objective Performance Assessment with rubric

Interdisciplinary Connections

Students read articles on Alexander Technique and posture to compare and contrast different opinions on the topic:

SL.PE.11-12.1. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess MusicTheory.net software program to further investigate lesson concepts.

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- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand

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DEPARTMENT Visual and Performing Arts

COURSE Voice Studio

standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	3 weeks and ongoing
Topic	
Unit 2: Vocal Anatomy & Breath	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.	
1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	
1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.	
1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.	
1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.	
1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.	
1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music.	
1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including	

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COURSE Voice Studio

reference to other art forms.

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- Why is it important to understand how the vocal anatomy works?
- How does proper breathing affect our vocal tone quality?

SWBAT demonstrate understanding of the following:

- Breathing affects in-tune singing
- Proper vocal technique gives the voice longevity and stamina

Learning Activities:

- Use of an exercise ball to help with both alignment and breathing techniques
- Use tangible items to help students externalize the internal (ie. Bending knees while breathing, breathing down and into a ball while singing.)
- Show diagrams, pictures, and video of the vocal and breathing anatomy so students can externalize what is happening internally.
- Use people to demonstrate different parts of the anatomy so students can visualize what happens internally.
- Read and evaluate articles about vocal anatomy and breathing.
- Discuss and write an essay comparing different sources. www.vocalist.com; www.jvoice.org
- Reconstruct proper vocal anatomy used for technique. Ex. larynx, diaphragm, vocal folds, false, glottis, intercostal muscles, lungs, rib cage, etc...
- Sing with a clear free tone: Relaxed tongue, jaw, lips, engaged diaphragm, lowered larynx, etc...

Assessments

Formative:

- Observation of student participation during class
- Student demonstration
- Student explanation
-

Alternative:

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COURSE Voice Studio

- Self and peer evaluations

Summative:

- Through performance Exams on Breathing Anatomy
- Exams on Breathing Anatomy

Interdisciplinary Connections

Students read articles from vocal journals proper vocal anatomy and breath to compare and contrast different opinions on the topic:

SL.PE.11-12.1. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess MusicTheory.net software program to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
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- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
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Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

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CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	3 weeks and ongoing
Topic	
Unit 3: In-Tune Singing & Healthy Vocal Tone	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts. 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience. 1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances. 1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context. 1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music. 1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. 1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.	

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1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does placement contribute to our power and sound?
- Does your voice every feel tired or fatigued?
- How can we work towards using proper technique daily?

SWBAT demonstrate understanding of the following:

- That healthy singing comes from proper technique
- When they are singing incorrectly
- When to adjust their voice or technique

Learning Activities:

- Students listen to different vocal flaws and work out how to correct those flaws
- Students listen to beautiful vocal technique in varying styles and genres
- Students watch videos of internal damage done to vocal folds with unhealthy singing
- Students write a paper correcting vocal technique of singers with vocal flaws (vocal fault examples provided in Your Voice: An Inside View by Scott McCoy)
- Students will compare and contrast vocal experts opinions on vocal technique from multiple sources
- Sing with a clear free tone
- Master concepts of a relaxed tongue, jaw and lips, engaged diaphragm, and a lowered larynx
- Hear bad placement and recognize proper technique
- Self-correct their own technique and vocal flaws

Assessments

Formative:

- Observation of student participation during class
- Student demonstration Student explanation

Alternative:

- Self and peer evaluations

Summative:

- performance

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COURSE Voice Studio

- class participation
- rubric assessment

Interdisciplinary Connections

Students will watch performances and listen to different vocal techniques and faults to compare and contrast different timbres and techniques:

SL.PE.11-12.1. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

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COURSE Voice Studio

- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
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 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing

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musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	4 weeks and ongoing
Topic	
Unit 4: Vocal Range & Registers	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts. 1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts. 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience. 1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances. 1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. 1.3C.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Learning Objectives and Activities	

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COURSE Voice Studio

SWBAT answer the following questions:

- How can you tell the difference between your chest and head voice?
- How do you navigate between registers seamlessly?
- How can you discern between the head voice and the falsetto?
- Do women have a falsetto?

SWBAT demonstrate understanding of the following:

- The different vocal registers
- How to navigate through vocal registers of own voice both aurally and physically
- The differences of registers in peers and professionals

Learning Activities:

- Listening to different examples in different genres and analyzing the performances
- Teacher demonstration
- Student demonstration
- Different vocal exercises can be used to help achieve head voice strength and help with eliminating the student's "break"
- Write a paper describing the difference between vocal registers
- Compare and contrast professionals' opinions on passaggio, resonance, falsetto, etc...
- Seamlessly navigate through his or her own different registers
- Hear a shift between registers in professionals and peers
- Hear when incorrect vocal registers are being used
- Correct vocal faults and flaws in self and peers

Assessments

Formative:

- Observation of student participation during class
- Student demonstration
- Student explanation
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

- Self and peer evaluations

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COURSE Voice Studio

Summative:

- Performance
- Class participation
- Rubric assessment

Interdisciplinary Connections

Students will watch performances and listen to different vocal techniques and faults to compare and contrast different timbres and technics:

SL.PE.11-12.1. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess MusicTheory.net software program to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensembles that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

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CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	4 weeks and ongoing
Topic	
Unit 5: International Phonetic Alphabet for Singers	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts. 1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts. 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience. 1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances. 1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. 1.3C.12adv.Cn11a: Demonstrate understanding of relationships between music and	

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the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- Why is learning IPA important?
- How can learning IPA promote learning in other subject areas?

SWBAT demonstrate understanding of the following:

- That singers use a new alphabet to help them phonetically pronounce/read foreign languages
- IPA and how to use it
- How to find IPA for songs in foreign languages

Learning Activities:

- Ask students to read through a poem in another language in IPA
- Have students teach pronunciations to songs in their native tongue, challenge them to use IPA in their teachings
- Listen to singing in other languages and write in IPA from singers pronunciations
- Know how and when to use IPA
- Students will learn how to use the appropriate resources to find IPA
- Students will become independent language learners
- Students will understand the oral cavity and its articulators

Assessments

Formative:

- Observations during class
- Question students verbally
- Review/practice how to navigate through IPA sources

Alternative:

- Self and peer evaluations

Summative:

- IPA tests
- Through Performance

Interdisciplinary Connections

Students will research and read articles about IPA and best practices for

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different languages and genres, and compare and contrast:

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Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
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- Students will select and evaluate the media platform which best suits their project needs.
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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
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Career Education

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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

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COURSE Voice Studio

Time Frame	4 weeks and on going
Topic	
Unit 6: Choosing the Appropriate Key & Repertoire	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts. 1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts. 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience. 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. 1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. 1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances. 1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context. 1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music. 1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of	

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COURSE Voice Studio

musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- Why is it important to know how to transpose?
- Why is it important to know the key you sing your music in?
- How can an inappropriate key affect a singers performance?

SWBAT demonstrate understanding of the following:

- How to choosing the proper key can make the difference of healthy/unhealthy singing
- His/her vocal range to help themselves manipulate between keys
- How to transpose his/her music to a different key
- Choosing the proper repertoire can highlight vocal strengths
- Knowing his/her vocal range can help manipulate between keys and choosing repertoire
- What genre is appropriate for certain vocal strengths

Learning Activities:

- Have students perform songs in an inappropriate key to have them experience the importance of singing in a comfortable key
- Have students experiment with different keys with simple melodies
- Have students transpose melodies to songs on staff paper so they can experience the new key
- Choose the appropriate key for own vocal register
- Gain independence in choosing a key for own vocal range
- Transpose music to fit vocal register
- Choose appropriate repertoire to promote vocal strengths
- Choose appropriate repertoire to promote vocal improvements
- Independently choose repertoire in different genres

Assessments

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Formative:

- Rhythm Writing and Performance
- Written response and explanation
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

- Self and peer evaluations

Summative:

- Performance
- Class participation
- Rubric assessment

Interdisciplinary Connections

Through trial and error and research students will collaborate to discover best keys and vocal ranges for themselves and peers:

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SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills

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9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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Career Education

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CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	6 weeks and ongoing
Topic	
Unit 7: Singing as an Actor & Artist	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts. 1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts. 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.	

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COURSE Voice Studio

1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.

1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.

1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music.

1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do diphthongs and triphthongs affect tuning?
- How does vowel placement affect tuning?
- How does vowel and consonant placement affect rhythmic accuracy?
- What makes an interpretation of a song high quality?
- What makes an interpretation of a song amateurish?

SWBAT demonstrate understanding of the following:

- The difference between diphthongs and triphthongs
- Students will understand how to discriminate between in-tune and out-of-tune singing
- Students will understand harmony

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- That text is a critical to appropriately interpreting a piece
- How to discern between quality interpretations from amateurish ones

Learning Activities:

- Pulsing while singing
- Lip trilling while singing
- Vocal warm-ups that focus on beautiful vowel placement and production
- Vocal warm-ups that focus on consonant placement and quick glottal attacks
- Rhythmic consonant call and response.
- Use proper vowel production, articulate consonants, appropriate pronunciation of diphthongs and triphthongs.
- Appropriate the meaning of text through syllabic stress
- Develop awareness for intonation and discriminate between in-tune and out-of-tune singing.
- Students not only read text of song but research the synopsis or libretto or the Opera/Musical
- Students do character work and research to better understand and relate to character in song
- Students interpret text
- Interpret the poetry or text of the piece he/she will be performing
- Analyze the character from reading the libretto and/or script
- Communicate the meaning and mood of the text.

Assessments

Formative:

- Observation of all in-class activities
- Small quartets or duets for individuals/sectionals
- Daily Warm-ups and conducting practices

Alternative:

- Self and peer evaluations

Summative:

- Performance
- Class participation
- Rubric assessment

Interdisciplinary Connections

Students will watch and research professional artists in all genres and discuss

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the differences and compare and contrast best practices and personal preferences:

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Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

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COURSE Voice Studio

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	5 weeks and ongoing
Topic	
Unit 8: Intermediate to Advanced Solo Repertoire	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.	
1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.	
1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.	
1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.	
1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	
1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.	
1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.	
1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	
1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	
1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.	
1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and	

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COURSE Voice Studio

ensemble purpose and context.

1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music.

1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the value of singing music in other languages?
- What are the challenges of singing repertoire in other styles?
- What are the challenges of singing repertoire in other languages?
- What are the challenges of singing repertoire from other time periods?

SWBAT demonstrate understanding of the following:

- Singing in other languages opens us up to a world outside of the classroom.
- Learning literature of all genres expands our worldview.
- Learning literature of all genres makes a well-rounded musician.
- Singing music from other time periods requires different skill sets and nuances.

Learning Activities:

- Vocal warm-ups
- Review of previous units
- Performing/practicing the repertoire
- Research libretto and synopsis of song/show/opera
- History guides or artist profiles on composers/arrangers
- History guides on time period or genre
- Sing in many different styles of solo literature: Spirituals, Art Songs, Arias, jazz, pop, folk tunes, etc...
- Sing solo literature of appropriate quality and difficulty in English, Italian, German, Latin, French, etc...
- Sing solo contemporary and classic Musical Theatre Repertoire and solo literature

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DEPARTMENT Visual and Performing Arts

COURSE Voice Studio

Assessments

Formative:

- Observation of student participation during class
- Student demonstration
- Student explanation

Alternative:

- Self and peer evaluations

Summative:

- Performance assessment
- Rubric Assessment

Interdisciplinary Connections

Students will research appropriate age level repertoire and discuss how each piece can compliment and help peer and self growth:

SL.PE.11-12.1. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess MusicTheory.net software program to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

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CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks and ongoing
Topic	
Unit 9: Performance Critique	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts. 1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts. 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.	

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1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.

1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.

1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music.

1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- Why is learning music important?
- How would you describe the performance?
- Is there anything that you would change about your own performance?
- How did the audience perceive the performance?

SWBAT demonstrate understanding of the following:

- Listening to and describing musical performances are important skills that contribute to the learning and development of a young musician
- Being able to critically assess someone's performance is a crucial part of personal musical growth

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Learning Activities:

- Requirement of live concert performance and attendance
- Class performances and recitals
- Watch videos and demonstrate poor etiquette
- Evaluate personal progress from recordings
- Evaluate peer and professional performances
- Provide constructive critique to help peer improve in performance practice and vocal technique

Assessments

Formative:

- Class discussion
- Observation of etiquette during concerts and performances
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

- Self and peer evaluations

Summative:

- Written critiques of performances
- Self assessment and critique
- Peer Critique

Interdisciplinary Connections

Through research and mastery of topics in Scott McCoy's book students will watch and critique peer and self performance through collaborative discussion:

SL.PE.11-12.1. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess MusicTheory.net software program to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
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- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

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CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks and ongoing
Topic	
Unit 10: Performance Etiquette	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.	
1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft	

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musical works organized for a variety of purposes and contexts.

1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.

1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.

1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.

1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.

1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music.

1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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Learning Objectives and Activities

SWBAT answer the following questions:

- How should you behave as a soloist in a concert/performance?
- How is being an audience member different as a performer in that same concert?
- How did other audience members behave?

SWBAT demonstrate understanding of the following:

- Listening to and describing musical performances are important skills that contribute to the learning and development of a young musician

Learning Activities:

- Requirement of live concert performance and attendance
- Class performances and recitals
- Watch videos and demonstrate poor etiquette
- Discover the concert behavior that is expected of them as a performer and as an audience member.
- Discern between appropriate and inappropriate concert behavior

Assessments

Formative:

- Class discussion
- Observation of etiquette during concerts and performances

Alternative:

- Self and peer evaluations

Summative:

- Written Critiques

Interdisciplinary Connections

Students will watch and research best performance practices and discuss collaboratively in class:

SL.PE.11-12.1. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

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SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
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 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

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- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.
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CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks and ongoing
Topic	
Unit 11: Music History, Society, Culture, and other art forms	
Alignment to Standards	

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1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.

1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.

1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.

1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.

1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

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1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.

1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.

1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music.

1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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1.3C.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- How is music influenced by society, history and culture?
- How is music related to other art forms?
- How is music influenced by other art forms?
- How does music speak through language barriers?

SWBAT demonstrate understanding of the following:

- Music is influenced by society, history and culture
- Music is influenced by other art forms
- Music speaks through language barriers

Learning Activities:

- Listening to music from different cultures and time periods
- Discussing the history and related art forms of the time period surrounding choral repertoire.
- Socratic discussions about the history, society, and culture
- Class presentations about history, society and culture surrounding the music
- Identify the uses of music in society and culture
- Identify relationships and processes of other art forms to solo repertoire
- Identify the effects of society, culture and technology on music.

Assessments

Formative:

- Class discussion
- Journal writing
- Written response and explanation
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

- Self and peer evaluations

Summative:

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COURSE Voice Studio

- Analyzing lead sheets, vocal, and instrumental scores
- Harmonizing melodies

Interdisciplinary Connections

Students will read articles and journals on the influence of society, culture and history on music and discuss the influences collaboratively:

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SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

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- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
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Career Education

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CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing

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Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Voice Studio

musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	3 weeks
Topic	
Unit 12: Voice Studio Recital	
Alignment to Standards	
1.3C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts. 1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts. 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience. 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. 1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. 1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances. 1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices	

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made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.

1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, context and performance decisions inform the response to music.

1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3C.12adv.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- Why is a final performance essential to growth of a musician?
- How does performing in a formal setting enhance the growth of a musician?
- How does preparing for a performance increase the stakes of learning a piece or pieces of music?

SWBAT demonstrate understanding of the following:

- The practice process is essential to the performance piece
- Researching character development and history of the piece is essential to the quality of the performance
- Memorizing lyrics and notes is not enough to generate a good performance

Learning Activities:

- Students will choose one contemporary music theatre piece to perform in recital
- Teacher will assign a classic music theatre piece in contrasting style and tempo to the piece the student chose
- Students will perform for each other and have coaching with teacher in preparation for the recital
- Teacher will assign a duet, trio, and or group number for the class
- Teacher will enlist other singers and musicians to act as ensemble members if necessary to contribute to the recital.
- Recital will act as final for class

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Assessments

Formative:

- Performance Quizzes
- Written response and explanation
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

- Self and peer evaluations

Summative:

- Recital Performance
- Self Critique and Analysis
- Portfolio

Interdisciplinary Connections

Students will watch the video from the Voice Studio Recital and discuss and critique each other's performances:

SL.PE.11-12.1. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Career Readiness, Life Literacies, and Key Skills

Through the process of learning about and creating music, students work toward mastery of: **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

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- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess MusicTheory.net software program to further investigate lesson concepts.
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- Students will use **Smart Music** in order to **Reflect on Learning Progress**. Students will consider the appropriateness of the digital tool for the task.

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- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

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- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

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- Provide anchor charts with high frequency words and phonemic patterns

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