

Effective Date: 2011-2012

Hamburg Area School District

Name of Course: Voice Class |

Grade Level: 9-12

Department: Music Department

Instructional Time: 90 days

Length of Course: 90 days

Period Per Cycle: 5 days

Length of Period: 43 minutes

Texts and Resources:

The Book Of Tunes For Beginning Sight Reading/John M. Feierabend

The Actor Sings/ Kevin Robison

The Complete Choral Warm-Up Book/ Russell Robinson, Jay Althouse

Basics of Singing/ Jan Schmidt

Steps to Singing for Voice Class/ Royal Stanton

Assessments:

Written Tests and Quizzes

Musical Compositions

Notebooks

Performance Evaluations from peers and student

Journals

Projects

**Hamburg Area School District
Course Plan
(Music)**

Course Name: Voice Class

Unit:

Basics of Music

Basics of Singing

Sight Singing

Vocal Warm-Ups

Folk Songs

African-American Spirituals

Vocal Health and Vocal Mechanism

Broadway Musicals/Theatre

Opera

Foreign Languages: German Lieder, Italian Arias

Pop/Rock Music

Time Line: One Semester

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|---|---|
| <p>Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument</p> <p>Sing with increased technical accuracy and expression</p> <p>Refine sight reading and ear training skills</p> <p>Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements</p> <p>Sing vocal literature representing diverse genres, styles, and cultures</p> <p><i>A Preliminary Briefing for the Singer</i> <i>Why are You Self Conscious about singing?</i> <i>How to Build Confidence in Singing.</i> <i>The Vocal Mechanism</i></p> | <p>Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.</p> <p>Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.</p> <p>Sing vocal literature representing diverse genres, styles, and cultures.</p> <p>Show respect for the singing efforts of others</p> | <p>Grade 9-12</p> <ol style="list-style-type: none"> 1. Singing, alone and with other, a varied repertoire of music. |

Posture, The Larynx, The Registers, Vocal Chords in Vibration, The Resonating System, The Articulating System, Styles, Diction, Vocal Disorders, Keeping Voice Healthy, Warm-Ups, Sight Singing

Folk Songs

Simple Gifts, Greensleeves

African-American Spirituals

Let Us Break Bread, Drinking Gourd

Broadway Musicals/Theatre

Castle on a Cloud, Sunrise Sunset, What I Did For Love,

Opera

Foreign Languages: German Lieder,

Italian Arias

Salti di Quinta, Caro Mio Ben

Pop/Rock Music

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| <p>Utilize instruments as appropriate</p> <p>Develop an understanding of vocal literature in relationship to history, culture, and other content areas</p> <p><i>Broadway Musicals/Theatre, Pop/Rock Music, Percussion, Guitar, Bass Instruments</i></p> | <p>Select and utilize appropriate instrumental accompaniments in a wide variety of historical and cultural styles.</p> <p>Show respect for the instrumental playing efforts of others</p> | <p>Grade 9-12</p> <p>2. The learner will play on instruments, alone and with others, a varied repertoire of music.</p> |

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| <p>Develop skills in improvising, composing and arranging music</p> <p>Apply reading and notating skills with traditional and non-traditional music</p> <p>Develop an understanding of vocal literature in relationship to history, culture, and other content areas</p> <p><i>Basics of Music, Basics of Singing, Sight Singing, Vocal Warm-Ups, African-American Spirituals</i></p> | <p>Improvise variations of melodies and accompaniments in different styles, meters, and tonalities.</p> <p>Show respect for the improvisational efforts of others.</p> | <p>Grade 9-12</p> <p>3. The learner will improvise melodies, variations, and accompaniments.</p> |

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| <p>Develop skills in improvising, composing and arranging music</p> <p>Apply reading and notating skills with traditional and non-traditional music</p> <p>Develop an understanding of vocal literature in relationship to history, culture, and other content areas</p> <p><i>Vocal Warm-Ups, Design a Vocal Warm-Up, Compose original vocal exercises.</i></p> | <p>Compose and arrange music incorporating appropriate voicings and ranges.</p> <p>Synthesize the study and characteristics of several styles/genres of music to create original compositions.</p> <p>Use a variety of sound, notational, and technological sources to compose and arrange music.</p> <p>Show respect for the composing and arranging efforts of others.</p> | <p>Grade 9-12</p> <p>4. The learner will compose and arrange music within specified guidelines.</p> |

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| <p>Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements</p> <p>Develop skills in improvising, composing and arranging music</p> <p>Apply reading and notating skills with traditional and non-traditional music</p> <p>Sing vocal literature representing diverse genres, styles, and cultures</p> <p>Develop an understanding of vocal literature in relationship to history, culture, and other content areas</p> <p><i>Glossary of Musical Terms, Basic Notation, The Staff, Treble and Bass Clef, Time Signatures and Note Values, Rests, Key Signatures, Dynamic Markings</i></p> | <p>Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>Sightread difficult musical examples with accuracy and expression.</p> <p>Notate moderately difficult music examples using standard notation.</p> <p>Read and interpret standard and non-standard notation.</p> <p>Create musical examples using non-standard notation.</p> <p>Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p> <p>Show respect for the reading and notating efforts of others.</p> | <p>Grade 9-12</p> <p>5. The learner will read and notate music.</p> |

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| <p>Develop skills in listening to, analyzing, and evaluating musical experiences</p> <p>Apply reading and notating skills with traditional and non-traditional music</p> <p>Develop an understanding of vocal literature in relationship to history, culture, and other content areas</p> <p><i>Recordings of different styles of music to include: Folk Songs, African-American Spirituals</i></p> <p><i>Broadway Musicals/Theatre, Opera,</i></p> <p><i>Foreign Languages: German Lieder, Italian Arias, Pop/Rock Music</i></p> <p><i>Listening Journals</i></p> | <p>Compare and contrast musical forms representing diverse genres and cultures.</p> <p>Demonstrate extensive knowledge of the technical vocabulary of music</p> <p>Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive.</p> <p>Demonstrate the ability to perceive and remember musical events by describing in detail significant events occurring in a given aural example.</p> <p>Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.</p> <p>Show respect while listening to and analyzing music.</p> | <p>Grade 9-12</p> <p>6. The learner will listen to analyze, and describe music.</p> |

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| <p>Develop an understanding of vocal literature in relationship to history, culture, and other content areas</p> <p><i>Folk Songs, African-American Spirituals</i> <i>Broadway Musicals/Theatre</i> <i>Opera</i> <i>Foreign Languages: German Lieder, Italian Arias</i> <i>Pop/Rock Music</i></p> | <p>Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures.</p> <p>Generalize ways in which the concepts and skills of other content areas outside the arts are related to those of music.</p> <p>Synthesize and apply information from other content areas to facilitate musical understanding.</p> <p>Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts.</p> <p>Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.</p> | <p>Grade 9-12</p> <p>8. The learner will understand relationships between music, the other arts, and content areas outside the arts.</p> |

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