

Course: Vocal Music, Level 1-4	3 <sup>rd</sup> Nine Weeks	Instructional Guide
Unit 3 Implementing and utilizing choral and Vocal skills in performance		Estimated time: 9 weeks
Course Level Expectations: (CLEs)		
The student will		
1.1 Demonstrate ensemble skills by singing in small groups		
1.2 Demonstrate diction appropriate to the style of selected literature		
1.3 Demonstrate individually the fundamentals of correct vocal production		
1.4 Demonstrate expressive and technical accuracy in a large and varied repertoire of vocal literature with a difficulty level of 4 on a scale of 1-6		
2.1 Perform on pitched instrument in classroom		
2.2-2.4 Perform on pitched and non-pitched instruments in both classroom and performance settings		
3.1 Demonstrate the ability to improvise a melodic passage		
3.2 Demonstrate the ability to improvise a variation		
3.3 Demonstrate the ability to improvise an accompaniment in the classroom		
3.4 Demonstrate the ability to improvise an accompaniment in a performance setting		
4.1 Compose melodic and rhythmic motives and/or arrange melodic and rhythmic motives into a phrase		
4.2 Compose vocal warm-ups		
4.3 Compose vocal or instrumental ostinati and/or descants for classroom		
4.4 Compose vocal or instrumental ostinati and/or descants for performance setting		
5.1 notate melodic material (pitch and rhythm) using standard symbols, signs, and format		
5.2 sight read accurate music with a difficulty of 2 or above on a scale of 1-6		
5.3 interpret terms, signs and musical symbols necessary for performing a choral music score		
5.4 read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3 on a scale of 1-6		
6.1 Listen to a variety of musical styles and genres		
6.2 Analyze and describe printed literature to identify the uses of musical elements, forms, expressive devices and compositional techniques		
6.3 Analyze and describe recordings of literature to identify the use of the elements of music, forms, expressive devices and compositional techniques		

- 6.4 Compare and contrast works of the same genre or style
- 7.1 Evaluate his/her personal contribution in a choral performance using specific criteria
- 7.2 Analyze recorded or live choral performances to extrapolate criteria to evaluate personal or group performances.
- 7.3 Evaluate the aesthetic qualities of a choral work from a recorded or live performance.
- 7.4 Compare and contrast aesthetic qualities of a choral work from a recorded or live performance.
- 8.1 Compare and contrast how the elements of music relate to the elements of the other arts in similar and distinctive ways.
- 8.2 Describe the interrelationship of music with academic disciplines outside the arts
- 8.3-8.4 Demonstrate an understanding of the role of technology in creating, producing and listening to music
- 9.1 Identify the historical period and/or culture of selected choral literature
- 9.2 Compare and contrast various musical genres and their origins
- 9.3 Analyze the role of music in today's society
- 9.4 Evaluate the relationship between music and historical and political events

Prerequisites: None for non-auditioned choirs,  
Auditioned choirs: at least one year of beginning or mixed chorus and an audition by the director

Essential Questions:

1. What is the importance of performing different styles and/or genres of vocal music?
2. How does the study of music theory concepts aid in vocal performance?
3. In performing a choral work, a. how important is the historical time period in which it was composed?  
b. How is the musical period determined and list characteristics used to make this determination?
4. What are the factors to be considered when learning, singing and performing a musical piece in a foreign language?

## Vocal Music Vocabulary:

Level 1: aria, a tempo, allegretto, arranger, articulator, augmented, balance, blend, canon, chamber choir, choral decorum, choral repertoire, chorale, chorus, concert etiquette, consonants, countermelody, Del Segno (DS), diaphragm, diction, diminished, dolce, dominant, duet, dynamics, ear training, ensemble, enunciate, falsetto, hard palate, hemiola, instrumentation, intonation, key, key signature, lyricist, major interval, manuscript, marcato, mezzo, minor interval, octavo, octet, perfect interval, phonation, pick-up, prodigy, pulse, quartet, quintet, register, resonators, rote-sing, rubato, sacred, scherzo, score, secular, septet, sextet, sforzando, slur, soft palate, solo, sub-dominant, sub-mediant, sub-tonic, super-tonic, , tonic, transpose, trill, trio, turn, vibrato, vibrators, vocal chords, vocal classification, vocal diction, vocal placement, vocal posture, vocal range, vocal production, vowels

Level 2: aesthetic, alla breve, andantino, anthem, antiphony, aria, binary, blue note, blues progression, blues scale, cantata, chanson, chord progression, chord root, clavichord, consonants, dissonance, figured bass, fugue, full cadence, glissando, half-cadence, harmonic progression, harpsichord, heterophony, homophony, imitation, incidental music, inversion, libretto, modulation, monophony, motet, musical, opera, orchestration, piano-forte, polyphony, recitative, repetition, scale: major, minor (natural, harmonic, melodic), sequence, syncopation, ternary, theme, tonic chord, vocal diction-foreign, word/text painting

Level 3: alto, baritone, bass, bi-tonality, chance music, coloratura, contralto, contra-bass, counter-tenor, counterpoint, dramatic soprano, hymns, impressionism, Impressionistic, lied, lieder, lyric soprano, lyric tenor, maestra (female), maestro (male), mezzo soprano, motive, multi-cultural, non-standard music, notation, Psalter, Romantic Period, scale intervals: (tonic, supertonic, mediant, subdominant, dominant, submediant, leading tone, octave), shape notes, tone row, tri-tone, twelve-tone music, Twentieth Century period, Twenty-first Century music, vocal pedagogy, whole-tone scale

Level 4: appoggiatura, bel-canto, cadenza, Catholic Mass: Kyrie, Gloria, Credo, Sanctus, Agnus Dei, concerted, concerto grosso, Doctrine of Affections, Modes: Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, Locrian, Musical Periods: Gothic, Medieval, Renaissance, Baroque, Classical, Romantic, Twentieth Century, Twenty-first Century, styles: Avante Garde, contemporary, Impressionism, Rococo; Requiem Mass, Missa Breve, passing tone, suspension,

