

Course: Vocal Music, Level 1-4	2 nd Nine Weeks	Instructional Guide
Unit 2 Begin to Implement and Utilize Essential Elements of Music 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 3 on a scale of 1-6		
2.1 Perform on pitched instruments 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
- 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 are the elements needed to sing a phrase musically?
2. Can you independently sing or play an assigned part against another part in an SATB/SSA/SAB choral octavo?
3. How does vocal and/or choral music influence and contribute to American, European and World culture(s)?
4. How do you exhibit your understanding of concert etiquette during a concert performance as a: a. performer, b. audience participant, c. community member?

Vocabulary for the year:

Level 1: a capella, a tempo, accompaniment, allegretto, arranger, articulator, augmented, balance, blend, canon, chamber choir, choral decorum, choral repertoire, chorale, chorus, concert etiquette, consonants, countermelody, Da capo (D.C.), Dal segno (DS), diaphragm, diction, diminished, dolce, dominant, duet, dynamics, ear training, ensemble, enunciate, falsetto, hard palate, harmony, hemiola, instrumentation, intonation, key, key signature, lyricist, major interval, manuscript, marcato, mezzo, minor interval, nonet (nine), octavo, octet, pentatonic scale, 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, subdominant, submediant, subtonic, supertonic, , tonic, transpose, trill, trio, turn, unison, vibrato, vibrators, vocal cords/folds, vocal classification, vocal diction, vocal placement, vocal posture, vocal production, vocal range, 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, operetta, 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, contra bass, contralto, counter-tenor, counterpoint, dramatic soprano, hymns, impressionism, Impressionistic period, 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, Period, chords: major, minor, augmented, diminished, seventh, ninth, etc., 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, Impressionism, Rococo, Requiem Mass, Missa Breve, passing tone, suspension,
