

VOICE CLASS

This class is open to all students in grades 9 -12 who wish to develop their individual vocal skills and have an interest in singing. Students will study individual vocal techniques, repertoire for the solo singer, sight reading, keyboard for vocalists, and music technology for vocalists. This is a full-year course that meets twice a week and may be taken more than once.

Course Overview

<p><u>Course Objectives</u> Students should:</p> <ul style="list-style-type: none"> • sing with expression and technical accuracy a large and varied repertoire of solo vocal literature at an individually appropriate level of difficulty. • use the keyboard/piano as an aid for learning new repertoire. • read music using standard notation. • describe music examples using appropriate music terminology. • evaluate the quality of their own performance and the performance of others. • describe the historical context of their chosen repertoire. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What is the role and importance of music in our lives? • How is expression and communication created through performing music? • How does the music support the meaning of the text? 	<p><u>Assessments</u> <i>Common Assessments</i> <i>Skill Assessments</i></p>
<p><u>Content Outline</u></p> <ol style="list-style-type: none"> I. Unit 1 - The Vocal Apparatus II. Unit 2 - Developing Vocal Independence III. Unit 3 - Vowels & Consonants IV. Unit 4 - The Vocalist As A Performer 	<p><u>Standards</u></p> <p>Connecticut SDE Arts Curriculum Framework</p> <p>Connecticut State 9-12 Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Vocal – drawn from the 5-8 standards</i> • <i>Notation</i> • <i>Analysis</i> 	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • demonstrate well-developed individual vocal skills. • perform an identified, appropriate section from a music score. • identify pitches on a standard vocal music score. • describe characteristics of musical

	<ul style="list-style-type: none">• <i>Evaluate</i>• <i>History and Cultures</i>	<p>examples using music terminology when appropriate.</p> <ul style="list-style-type: none">• listen to a live or recorded music performance and evaluate the quality by identifying the strengths and weaknesses of the performance.• describe the historical context of their chosen repertoire.
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Pacing Guide

Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 The Vocal Apparatus		Unit 2 Developing Vocal Independence			Unit 3 Vowels & Consonants			Unit 4 The Vocalist As A Performer	

Unit 1 - The Vocal Apparatus [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including songs performed from memory.
- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Analysis

Students will listen to, describe and analyze music.

Students will:

- demonstrate extensive knowledge of the technical vocabulary of music.

Unit Objectives

Students will be able to:

- understand the physical components for good sound production.
- know the terminology specific to the vocal mechanism.
- understand how to change the sound their voice.

Essential Questions

- What is the role and importance of music in our lives?
- How is expression and communication created through performing music?
- How does the music support the meaning of the text?

Focus Questions

- How does a vocalist produce sound?
- What physical components should be used for good breath support?
- How does a vocalist change the sound of their voice?

Assessment

- [Anatomy of Singing](#)

Lesson Planning Resources

- Vocal Chords
- Breathing Muscles
- Resonance
- Projection
- Lips/Teeth/Tongue
- Breath support

Materials/Resources

Hardware

- Piano
- Pitch Pipe
- Computer with Internet Access
- Microphone
- Microphone Stand

Unit Skills

Students will:

- demonstrate good sound production by engaging the necessary physical components.
- use specific terminology to describe the vocal mechanism.

<ul style="list-style-type: none"> • Hard & soft palate 	<ul style="list-style-type: none"> • Sound Reinforcement (Amp, PA System) • Stereo System • Recording Device <ul style="list-style-type: none"> ○ H4 Zoom Recording Device ○ Software (Cakewalk Digital Audio Workstation) <p>Poster of the “Anatomy of Singing”</p> <p>Music</p> <p>Song Collections</p> <ul style="list-style-type: none"> • 24 Arias • Collection of Broadway Songs • 16 bar Audition Book (series) • Secret Garden • West Side Story • Wicked 	
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 2 – Developing Vocal Independence [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs

Students will:

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including songs performed from memory.
- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Notation

Students will read and notate music.

Students will:

- demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Analysis

Students will listen to, describe and analyze music.

Students will:

- analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
- demonstrate extensive knowledge of the technical vocabulary of music.

Evaluate

Students will evaluate music and music performances.

Students will:

- evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music.

Unit Objectives

Students will be able to:

- understand the importance of warm-ups and vocalizes.
- diagnose vocal challenges in a song.
- use a variety of resources to improve music learning.

Essential Questions

- What is the role and importance of music in our lives?
- How is expression and communication created through performing music?
- How does the music support the meaning of the text?

Assessments

- [Identify pitches](#)
- [Identify pitches on keyboard](#)
- [Solo evaluation](#)
- [Self evaluation](#)

	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How does a vocalist improve their sound through warm-ups and vocalizes? • What resources can be used to learn music? • How does a vocalist identify and address vocal challenges in a song? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Vocalizes • Warming up • Note identification • The keyboard • Improving rhythm • Technology resources 	<p><u>Materials/Resources</u></p> <p>Hardware</p> <ul style="list-style-type: none"> • Piano • Pitch Pipe • Computer with Internet Access • Microphone • Microphone Stand • Sound Reinforcement (Amp, PA System) • Stereo System • Recording Device <ul style="list-style-type: none"> ○ H4 Zoom Recording Device ○ Software (Cakewalk Digital Audio Workstation) <p>Poster of the “Anatomy of Singing”</p> <p>Music</p> <p>Song Collections</p> <ul style="list-style-type: none"> • 24 Arias • Collection of Broadway Songs • 16 bar Audition Book (series) • Secret Garden • West Side Story • Wicked 	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate a good warm-up procedure. • use appropriate vocal techniques to address vocal challenges in a song. • apply acquired music reading and keyboard skills to learn new music.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 3 - Vowels & Consonants [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including songs performed from memory.
- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Analysis

Students will listen to, describe and analyze music.

Students will:

- demonstrate extensive knowledge of the technical vocabulary of music.

Evaluate

Students will evaluate music and music performances.

Students will:

- evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music.

Unit Objectives

Students will be able to:

- understand how to choose vowels and consonants when singing a word.
- improve their pronunciation with correct vowel and consonant usage.

Essential Questions

- What is the role and importance of music in our lives?
- How is expression and communication created through performing music?
- How does the music support the meaning of the text?

Focus Questions

- How does a vocalist break down a sung word into vowels and consonants?
- How does a vocalist improve their pronunciation for singing?

Assessments

- [Performance Assessment](#)
- [Written Assessment](#)

Lesson Planning Resources

Materials/Resources

Skill Objectives

<ul style="list-style-type: none"> • International Phonetic Alphabet • Vowel selection • Consonant production • Plosives • Voiced/unvoiced consonants • Diphthongs 	<p>Hardware</p> <ul style="list-style-type: none"> • Piano • Pitch Pipe • Computer with Internet Access • Microphone • Microphone Stand • Sound Reinforcement (Amp, PA System) • Stereo System • Recording Device <ul style="list-style-type: none"> ○ H4 Zoom Recording Device ○ Software (Cakewalk Digital Audio Workstation) <p>Poster of the “Anatomy of Singing”</p> <p>Music</p> <p>Song Collections</p> <ul style="list-style-type: none"> • 24 Arias • Collection of Broadway Songs • 16 bar Audition Book (series) • Secret Garden • West Side Story • Wicked 	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate correct vowel production while singing. • demonstrate correct consonant production while singing. • identify correct vowel choices for the written word.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 4 - The Vocalist As A Performer [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including songs performed from memory.
- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Analysis

Students will listen to, describe and analyze music.

Students will:

- analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
- demonstrate extensive knowledge of the technical vocabulary of music.

Evaluate

Students will evaluate music and music performances.

Students will:

- evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music.
- evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

History and Cultures

Students will understand music in relation to history and culture.

Students will:

- identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.

Unit Objectives

Students will be able to:

- describe what makes a vocalist a good performer.
- describe what makes a good vocal performance.
- understand the historical context of their

Essential Questions

- What is the role and importance of music in our lives?
- How is expression and communication created through performing music?
- How does the music support the meaning of the

Assessments

- [Performance Assessment](#)

<p>chosen vocal selection.</p> <ul style="list-style-type: none"> • understand how a microphone is used by a vocalist. 	<p>text?</p> <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • What contributes to a good vocal performance? • What is the historical context of a chosen vocal selection? • How does a vocalist use a microphone to enhance their performance? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Connections between modern and historical vocal traditions • Analysis and critique of vocal performance • Memorization • Stage presence • Microphone technique 	<p><u>Materials/Resources</u></p> <p><u>Hardware</u></p> <ul style="list-style-type: none"> • Piano • Pitch Pipe • Computer with Internet Access • Microphone • Microphone Stand • Sound Reinforcement (Amp, PA System) • Stereo System • Recording Device <ul style="list-style-type: none"> ○ H4 Zoom Recording Device ○ Software (Cakewalk Digital Audio Workstation) <p>Poster of the “Anatomy of Singing”</p> <p><u>Music</u></p> <p>Song Collections</p> <ul style="list-style-type: none"> • 24 Arias • Collection of Broadway Songs • 16 bar Audition Book (series) • Secret Garden • West Side Story • Wicked 	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • use a microphone to amplify their voice. • use a microphone to create a desired effect. • demonstrate improved stage presence while singing. • identify the historical context of their individual repertoire. • evaluate a live or video taped vocal performance.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>