

Course Title: Voice 1**Scope and Sequence****Grade Level: 9-12****Content Area: Music**

Unit or Topic	Standards	Length of Time	Key Content	Assessment Tools	Scaffolding Strategies (Interventions, Special Education)	Resources & Materials
Pitch reading	9.1.12. A,B C	36 Weeks These concepts are worked on all year long. The course is a year long.	Learn how to identify pitches on the staff using the proper clef for their voice. The students will identify key signatures, write scales, identify tonality as Major or minor and sing the scale with solfege	Teacher created assessments. Singing music with pitch letters, demonstrate proficiency using musictheory.net, teacher observation.	Students may use mnemonic devices to help reading the staff or write in note names.	Teacher and student selected repertoire from vocal library focusing on folk song, Italian art song, Broadway and Jazz. Use of musictheory.net as a resource or teacher created materials
Rhythm Reading	9.1.12. A,B C	36 Weeks These concepts are worked on all year long. The course is a year long.	Learn how to identify rhythms used in music and the proper use of the rhythms.	Teacher created assessments. Count singing while displaying a steady pulse of their music as a test, teacher observation.	Students may use flash cards to help identify rhythms and their values.	Teacher and student selected repertoire from vocal library focusing on folk song, Italian art song, Broadway and Jazz. Use of musictheory.net as a resource or teacher created materials
Vocal Technique	9.1.12. A,B C	36 Weeks	Students learn basic proper vocal technique	Teacher observation. Journal and	Present information in another way:	Teacher and student less complex

		These concepts are worked on all year long. The course is a year long.	(posture/alignment, breathing, onset, flexibility, range extension, vocal placement and exercises for the release of excess tongue/jaw tension)	discuss responses to impact of improvements in vocal technique on ease of phonation. In class demonstration of progress.	visualization, lying on the floor to sense the flow of breath, peer teaching, reflection and reteaching	repertoire from vocal library focusing on folk song, Italian art song, Broadway and Jazz. Use of musictheory.net as a resource or teacher created materials Use Mark Baxter Youtube clips to illustrate and demonstrate a free vocal technique and sound. Listen to Youtube clips of singers so they know good from bad technique
Musicianship	9.1.12. A,B C	36 Weeks These concepts are worked on all year long. The course is a year long.	Learn how to identify and use music symbols properly. Listen to good and poor examples of performances and discuss why.	Teacher created assessments. Singing of their music, singing tests, teacher observation.	Students may use flash cards to help identify music symbols.	Teacher and student selected repertoire from vocal library focusing on folk song, Italian art song, Broadway and Jazz. Use of teacher created materials
Diction/Articulation	9.1.12 A,B,C	36 Weeks	Learn how to shape pure Italianate front and back	Performing phrases from song repertoire	Providing the text written in English-stylized IPA for	Teacher and student selected repertoire from

		These concepts are worked on all year long. The course is a year long.	vowels. Define a diphthong and how to perform them. Identify the shapers of the vocal tract. How are consonants shaped? Why and how can they connect us to our breath? How does articulation vary in styles of lanuages?	in class on the vowels . Writing the vowels in the score using IPA vowels.	ease of learning another language or illustrating the purity of vowels. Use of a mirror to show the shaping of the vocal tract	vocal library focusing on folk song, Italian art song, Broadway and Jazz. Use of teacher created materials. Discuss performances of good and bad artists using Youtube.
Unit or Topic	Standards	Length of Time	Key Content	Assessment Tools	Scaffolding Strategies (Interventions, Special Education)	Resources & Materials
Sightreading Skills	9.1.12. A,B C	36 Weeks These concepts are worked on all year long. The course is a year long.	Learn how to create major scales and chromatic scale. Sing scales to build tonal memory especially M2, m2, M3, m3	Teacher created assessments. Teacher observation Student performance of melody with pitch names and guided solfege.	Students may use teacher created worksheets to help create, write pitch names and then sing the melody or perhaps the melody needs to be doubled in the accompaniment.	Teacher and student selected repertoire from vocal library focusing on folk song, Italian art song, Broadway and Jazz. Use of musictheory.net as a resource or teacher created materials
Developing independent performer	9.1.12. A,B C, G 9.2.12	36 Weeks These concepts are worked on all year long.	Students learn how to sing a solo or sing with others through duet and	Teacher observation. Performing for masterclass and	Teacher selected music that is appropriate in length and	Teacher and student selected repertoire from vocal library

		The course is a year long.	ensemble music Student learn stage presence. Students learn to manage performance anxiety. Students learn the art of practicing.	the year end recital. Two pieces (oone in English and one in Italian need to be performed by the Voice 1 student from memory)	challenge so that the performance load is manageable.	focusing on folk song, Italian art song, Broadway and Jazz. Use of teacher created materials
Demonstrate good habits of vocal health and hygiene	9.1. 12C	2 Weeks But this concept is revisited throughout the year.	Students study habits of good use for singing and speaking use, how to project, how to hydrate, how to perform in noisy environments, how to remediate voice loss, how to care for the sick voice.	Teacher observation. Presentation of facts in written form. Student observation of changes after new techniques are explored to free the voice. Students explore optimized speaking pitch.	Teacher assists students who are having difficulty using visual organizers, showing Youtube clips on health and hygiene	Teacher and student selected repertoire from vocal library focusing on folk song, Italian art song, Broadway and Jazz.
Character and Text Analysis	9.3.12, 9.4.12D	2 Weeks But this concept is revisited with each new song throughout the year.	Learn how to create a character for every song. Learn to analyze a text of the song literally and figuratively. Determine point of view for performance	Written character and text analysis. Edited after teacher critique Demonstrate in masterclass and recital performances in gesture and facial expressions	Peer coaching Exploration of character through selected theatrical methods Exploration of gestures and facial expressions. Provide a visual of appropriate gestures or expressions. Watch	Teacher and student selected repertoire from vocal library focusing on folk song, Italian art song, Broadway and Jazz.

				Submission of videos	appropriate videos that display good use.	
--	--	--	--	----------------------	---	--