

**Course Title: Voice 2H****Scope and Sequence****Grade Level: 9-12****Content Area: HS Music**

<b>Unit or Topic</b>	<b>Standards</b>	<b>Length of Time</b>	<b>Key Content</b>	<b>Assessment Tools</b>	<b>Scaffolding Strategies (Interventions, Special Education)</b>	<b>Resources &amp; Materials</b>
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 appropriate solfege in the Major or minor key. 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 solo or duet repertoire from vocal library focusing on folk song, German 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 music in more complex meters as a test, teacher observation.	Students may use flash cards to help identify rhythms and their values.	Teacher and student selected solo or duet repertoire from vocal library focusing on folk song, German 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 These concepts are worked on all year long. The course is a year long.	Students learn the more advanced vocal technique (posture/alignment, breathing, onset, flexibility, range extension, vocal placement and exercises for the release of excess tongue/jaw tension)	Teacher observation. Journal and discuss responses to impact of improvements in vocal technique on ease of phonation. In class demonstration of progress.	Present information in another way: visualization, lying on the floor to sense the flow of breath, peer teaching, reflection and reteaching	Teacher and student more advanced selected solo or duet repertoire from vocal library focusing on folk song, German art song, Broadway and Jazz. 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 solo or duet repertoire from vocal library focusing on folk song, German art song, Broadway and Jazz. 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
Diction/Articulation	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 shape mixed vowels in German and distinctive German consonants. Identify and write the IPA for diphthongs in English 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?	Performing phrases from song repertoire in class on the vowels. Perform an English on using only the pure vowels. Perform a German song demonstrating the German vowels. Writing the IPA for all of the vowels in German and be able to articulate the shapes of mixed vowels.	Providing the text written in English-stylized IPA for ease of learning another language or illustrating the purity of vowels. Use of a mirror to show the shaping of the vocal tract	Teacher and student selected more complex solo or duet repertoire from vocal library focusing on folk song, German art song, Broadway and Jazz. Teacher created materials. Use more advanced 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
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					<b>Special Education)</b>	
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. Sing melodies from sight with 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, German 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	36 Weeks These concepts are worked on all year long. The course is a year long.	Students learn how to sing a more complicated art song in English and German or sing with others through duet and ensemble music Student learn stage presence. Students learn to manage performance anxiety. Students learn the art of practicing.	Teacher observation. Performing for masterclass and the year end recital. Two pieces (one in English and one in German with perhaps a duet need to be performed by the Voice 2 student from memory)	Teacher selected music that is appropriate in length and challenge so that the performance load is manageable.	Teacher and student selected repertoire from vocal library focusing on folk song, German 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	Students study habits of good use for singing and speaking use, how to project, how to	Teacher observation. Presentation of facts in written form. Student	Teacher assists students who are having difficulty using visual organizers,	Teacher and student selected repertoire from vocal library focusing on folk

		throughout the year.	hydrate, how to perform in noisy environments, how to remediate voice loss, how to care for the sick voice.	observation of changes after new techniques are explored to free the voice. Students explore optimized speaking pitch.	showing Youtube clips on health and hygiene	song, German 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. Submission of videos	Peer coaching Exploration of character through selected theatrical methods Exploration of gestures and facial expressions. Provide a visual of appropriate gestures or expressions. Watch appropriate videos that display good use.	Teacher and student selected repertoire from vocal library focusing on folk song, Italian art song, Broadway and Jazz.