

Course Title: Voice 3H**Scope and Sequence****Grade Level: 9-12****Content Area: HS Music**

| Unit or Topic | Standards | Length of Time | Key Content | Assessment Tools | Scaffolding Strategies (Interventions, Special Education) | Resources & Materials |
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| Pitch reading | 9.1.12. A,B C | 36 Weeks These concepts are worked on all year long. The course is a year long. | The students will identify key signatures, write scales, identify tonality as Major or harmonic, melodic or natural minor and sing the scale with solfege Sing a 20 th century art song where the melody is independent of the accompaniment. | Singing music with appropriate solfege in the Major or harmonic, melodic or natural minor key Teacher observation. Performance in class of an Ives style song. | Students may use mnemonic devices to help reading the staff or write in note names. Students perform music that is developmentally appropriate. | Teacher and student selected solo or duet repertoire from vocal library focusing on folk song, German and French 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 compound meters and changing 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 or French art song, Broadway and Jazz. Use of musictheory.net as a resource or |

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| | | | | | | 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 advanced vocal technique (posture/alignment, breathing, onset, flexibility, range extension, refined vocal placement and refined vocal technique through exercises for increased released tongue/jaw tension, phrase extension through increased breath management) | Teacher observation. Journal and discuss responses to impact of improvements in vocal technique on ease of phonation. In class demonstration of progress. Students will lead a warmup for the class. Students will model technique for beginning singers | 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 or French 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. | Student will create review activities for the younger levels to peer mentor this concept. Singing of their music, singing | Students may use flash cards to help identify music symbols Students highlight the score, write in the meaning of terms. | Teacher and student selected solo or duet repertoire from vocal library focusing on folk song, German or French art song, Broadway and |

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| | | | | tests, teacher observation. Lead a discussion of a good and poor performance of our classroom repertoire | | Jazz. Teacher created materials. Use Mark Baxter Youtube clips to 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 French and distinctive French nasal 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 French and German song demonstrating the French and German vowels. Writing the IPA for all of the vowels in French and German and be able to articulate the | 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, French or German art song, Broadway and Jazz. Teacher created materials. Use more advanced Mark Baxter Youtube clips demonstrate a free vocal technique and sound. Listen to Youtube clips of singers so they know good from bad technique |

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| 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 exercises from Melodia sightreading book | 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, French or 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, 9.2.12 | 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 and French or sing with others through duet and ensemble music Student learn stage presence. Students learn to manage performance anxiety. Students | Teacher observation. Performing for masterclass and the year end recital. Two pieces (one in English and one in German/French with perhaps a duet need to be performed by the Voice 3 | 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 |

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| | | | learn the art of practicing. | student from memory) | | |
| 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, German, French 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 Research the poet and composer | 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, French. German art song, Broadway and Jazz. |