

Intermediate Vocal Music – Chamber Singers

Content Area: Visual and Performing Arts

Unit Title: Semesters I and II

Target Course/Grade Level: Chamber Singers – Intermediate Vocal Music / 10 – 12

Board Approval: August 28, 2012

Unit Summary:

- **Students will practice vocal techniques and exercises that improve voice quality and intonation.**
- **Students will practice solfeggio and sight-reading exercises that improve the ability to read vocal music.**
- **Students will practice diatonic and chromatic scales.**
- **Students will practice and perform vocal music that improves their performance skills.**
 1. **Students will use correct elocution for singing and speaking both in English and in World Languages.**
 2. **Students will perform complex harmonies and rhythms.**
 3. **Students will demonstrate an understanding of the cultural influences in choral music repertoire and how that affects the implementation of the music.**

Primary interdisciplinary connections:

Content Area: Comprehensive Health and Physical Education

- **Standard 2.1 Wellness** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. (Vocal health.)

Content Area: Language Arts Literacy

- **STANDARD 3.3 (SPEAKING)** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes. (Elocution and supported tone quality.) (Students will be able to sing in multiple World Languages.)
- **STANDARD 3.4 (LISTENING)** All students will listen actively to information from a variety of sources in a variety of situations. (Students will evaluate vocal performances and listening skills in relation to intonation and accuracy in singing melodies and harmonies.)

21st century themes:

Content Area: Social Studies

- **Standard 6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. (Cultural

influences in music.)

Unit Rationale

Students will be able to demonstrate improved vocal and music reading abilities that will enable them to improve their performance of vocal/choral music that, in turn, will improve their ability to listen to and appreciate vocal/choral music.

Learning Targets

Standards

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Content Statements:

Understanding nuanced stylistic differences among various [genres](#) of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

Cultural and historical events impact art-making and how audiences respond to works of art.

Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression and contributions to community and global citizenship.

Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.

Western, non-Western, and avant-garde mutation systems have distinctly different characteristics.

Stylistic considerations vary across genres, cultures, and historical eras.

Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

Technical accuracy, musicality, and stylistic considerations vary according to [genre](#), culture, and [historical era](#).

The ability to read and interpret music impacts musical fluency.

Artistic styles, trends, movements, and historical responses to various [genres](#) of art evolve over time.

The cohesiveness of a work of art and its ability to communicate a theme or narrative can be

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| directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown. | |
| CPI # | Cumulative Progress Indicator (CPI) |
| 1.1.12.B.1 | Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. |
| 1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. |
| 1.3.2.B.2 | Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. |
| 1.3.8.B.1 | Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. |
| 1.3.8.B.2 | Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. |
| 1.3.8.B.3 | Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. |
| 1.4.12.A.3 | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. |
| Unit Essential Questions <ul style="list-style-type: none"> • How does using my voice and body properly produce the best sound possible? • How does communicating the text clearly and using musical expression lead to a better performance? • Why were successful at performing your best piece? • How did performing successfully make you feel about that piece? • How did the choir contribute to the audience’s appreciation of the choral music in this concert? | Unit Enduring Understandings <ul style="list-style-type: none"> • Music reading ability directly affects the level of choral music performance. • Highly developed listening skills are essential to the performance of complex choral music. • Healthy vocal technique leads to proper voice production for singing and speaking. • Correct vocal technique produces good tone quality. • Understanding the cultural implications involved in the composition of choral music improves the singer’s ability to properly convey the music to an audience. |
| Unit Learning Targets <ul style="list-style-type: none"> • Students will be able to successfully negotiate complex aspects of given pieces of music. • Students will utilize listening skills to improve melodic and harmonic intonation. • Students will properly care for their own vocal health. • Students will use good vocal technique in an effort to produce beautiful tone quality. • Students will express the subtle nuances in choral compositions through an understanding of the historical/cultural significance of each piece as well as the vocal technique required for various choral music genres. | |

Evidence of Learning

Summative Assessment:

Benchmark #1 – Students will be tested on Diatonic and Chromatic scales with or without assistance. Students will be tested aurally on individual piece(s) of music for voice quality, intonation, accuracy and presentation. They will be tested in octets.

Benchmark #2 – Students will be tested on Diatonic and Chromatic scales with or without assistance. Students will be tested aurally on individual piece(s) of music for voice quality, intonation, accuracy and presentation. They will be tested in octets. Students will critique the Winter Concert DVD and their performance and response to it.

Benchmark #3 – Students will be tested on Diatonic and Chromatic scales with or without assistance. Students will be tested aurally on individual piece(s) of music for voice quality, intonation, accuracy and presentation. They will be tested in octets.

Benchmark #24 – Students will be tested on Diatonic and Chromatic scales with or without assistance. Students will be tested aurally on individual piece(s) of music for voice quality, intonation, accuracy and presentation. They will be tested in octets. Students will critique the Spring Concert DVD and their performance and response to it.

Equipment needed: piano, CD player, microphone, computer

Teacher Resources: Solfeggio/Solfege chart, white board/markers, CDs, choral music, Jenson Books – sight singing, pencils, prepared tests.

Formative Assessments:

- Daily teacher assessment of melodic/harmonic singing accuracy of assigned repertoire.
- Daily student assessment of melodic/harmonic singing accuracy of assigned repertoire.
- Octet testing of melodic/harmonic singing accuracy of assigned repertoire.
- Teacher assessment of growth in each individual student’s vocal technique (tone quality, etc.) and improvement of intonation and melodic/harmonic accuracy.
- Teacher/student assessment of student’s ability to “present” themselves well in a concert performance.
- Written assessments of music reading skills.

Lesson Plans

| Lesson | Timeframe |
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| Vocal Technique | 6 min. daily |
| Sight-Singing | 6 min. daily |
| Choral Music Practice | 30 min. daily |

Teacher Notes:

Revised: December 18, 2012