

Vocal Music III

Fine Arts Curriculum Framework

Revised 2008

Course Title: Vocal Music III
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure:
 Grades: 9-12

Vocal Music III

Vocal Music III is a two-semester course designed for students who have successfully completed Vocal Music II. Vocal Music III students will demonstrate an ability to apply music fundamentals and vocal techniques in the research, production, performance, and criticism of vocal music. Students are expected to apply sight-reading skills, improvisational skills, and advanced performance techniques in solo, small group, and large group settings. Vocal Music III students will critique vocal music performances and deeply reflect upon the impact of vocal music upon society as well as societal influences on vocal music. Students will regularly perform vocally in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals and will demonstrate successful completion of Vocal Music III student learning expectations. Vocal Music II is a prerequisite for this course. Vocal Music III does not require Arkansas Department of Education approval.

Strand	Content Standard
Skills and Techniques	
	1. Students shall demonstrate and apply the essential skills and techniques to produce music.
Creative Expression	
	2. Students shall demonstrate creative expression through music.
Critical Analysis	
	3. Students shall listen to, analyze, describe, and evaluate music.
Connections	
	4. Students shall demonstrate and apply knowledge of connections between music and other disciplines.

Strand: Skills and Techniques

Content Standard 1: Students shall demonstrate and apply the essential skills and techniques to produce music.

ST.1.VMIII.1	Sing using proper vocal technique <ul style="list-style-type: none">• breathing and posture• free and clear <i>tone</i>, using accurate <i>intonation</i>• <i>articulation</i> (e.g., pure vowels, consonant sounds)• <i>dynamics</i> and <i>tempi</i> as indicated by markings in the <i>score</i>• <i>phonatory function</i> (e.g., <i>resonance</i>, <i>vocal registration</i>, <i>vocal production</i>)• <i>diphthongs</i>
ST.1.VMIII.2	Demonstrate independence by performing alone or in an <i>ensemble</i>
ST.1.VMIII.3	Respond to <i>artistic conducting</i> gestures as they relate to <i>style</i> and interpretation
ST.1.VMIII.4	Sing moderate to moderately difficult literature with and without instrumental <i>accompaniment</i> <ul style="list-style-type: none">• <i>two-part harmony</i> (e.g., <i>rounds</i>, <i>canons</i>, <i>descants</i>)• <i>three-part harmony</i>
ST.1.VMIII.5	Demonstrate and explain appropriate small and large <i>ensemble performance</i> techniques during formal and/or informal <i>performances</i> <ul style="list-style-type: none">• <i>balance</i>• <i>blend</i>• <i>tone color</i> and <i>timbre</i>• expressive <i>phrasing</i>

Strand: Skills and Techniques

Content Standard 1: Students shall demonstrate and apply the essential skills and techniques to produce music.

ST.1.VMIII.6	<i>Sight-sing</i> medium to difficult level <i>melodies</i> in <i>major</i> or <i>minor</i> keys chosen by the instructor using a consistent method
ST.1.VMIII.7	<i>Sight-sing</i> ensemble parts
ST.1.VMIII.8	Demonstrate through <i>performance</i> an understanding of the language of music <ul style="list-style-type: none">• <i>compound meter</i> (e.g., $\frac{3}{8}, \frac{6}{8}, \frac{9}{8}, \frac{12}{8}$)• <i>mixed meter</i>

Strand: Creative Expression

Content Standard 2: Students shall demonstrate creative expression through music.

CE.2.VMIII.1	Sing in a manner reflecting the expressive qualities of music in rehearsal and <i>performance</i> including <i>dynamic</i> and <i>tempo</i> markings <ul style="list-style-type: none">• <i>fortississimo (fff)</i>• <i>pianississimo (ppp)</i>• <i>sforzando</i>• <i>staccato</i>• <i>legato</i>
CE.2.VMIII.2	Compose warm-ups that address vocal problems in the <i>repertoire</i> being studied

Strand: Critical Analysis

Content Standard 3: Students shall listen to, analyze, describe, and evaluate music.

CA.3.VMIII.1	Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical <i>performances</i>
CA.3.VMIII.2	Evaluate musical <i>performances</i> by comparing to similar or exemplary models and offering constructive suggestions for improvement

Strand: Connections

Content Standard 4: Students shall demonstrate and apply knowledge of connections between music and other disciplines.

C.4.VMIII.1	Exhibit self-discipline and teamwork in daily rehearsals and musical <i>performances</i>
C.4.VMIII.2	Model appropriate <i>etiquette</i> as both a performer and an observer
C.4.VMIII.3	Perform music literature from a variety of <i>styles</i> , time periods, and cultures using appropriate interpretation
C.4.VMIII.4	Identify common elements and descriptive terms used in music with those used in other disciplines
C.4.VMIII.5	Evaluate the role of music as a <i>vocation</i> or <i>avocation</i>
C.4.VMIII.6	Describe the uses of music in society and culture
C.4.VMIII.7	Explore the <i>genre</i> , <i>style</i> , composer, and historical background of the <i>repertoire</i> being studied

Glossary for Vocal Music III

Accompaniment	A musical background that supports a principal part
Articulation	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance to vowels and consonants
Artistic conducting	The manner in which a person directs
Avocation	A hobby or secondary occupation pursued for enjoyment
Balance	The equalization of sounds
Blend	The melding of sounds within a group
Canons	A follow-the-leader process in which the <i>melody</i> is repeated starting at different times
Compound meter	Beat divisible by three rather than two
Descants	A high vocal part sung above the <i>melody</i>
Diphthongs	Combined vowels that we think of as one
Dynamic markings	Symbols used to indicate the loudness or softness of sound
Dynamics	Loudness or softness of sound
Ensemble	Group of two or more
Etiquette	Protocols for behavior during a rehearsal or a <i>performance</i>
Fortississimo (fff)	Very, very loud
Genre	<i>Style, category, class, or type of music</i>
Harmony	Two or more different <i>tones</i> sounding at the same time
Intonation	Degree of accuracy in which pitches are in tune
Legato	Smooth and connected
Major key	A key based on the major scale
Melodies	Tunes; series of pitches that moves up, down, or stays the same
Minor key	A key based on the minor scale
Mixed meter	Changing meter within the song
Performance	To play, sing, or move in formal or informal settings
Phonatory function	The process of vocal production
Phrasing	Observing the musical sentence
Pianississimo (ppp)	Very, very soft

Repertoire	List of music pieces which a group or person has prepared or performed
Resonance	The <i>tone</i> quality of the human voice generated in the vocal cavities
Rounds	A process in which all sing the same <i>melody</i> but start at different times
Score	A notated representation of all parts vertically aligned on a page
Sforzando	Suddenly loud and soft
Sight-sing	Singing a piece of music without preparation
Staccato	Short and detached
Style	A characteristic of a particular person or group of people or period that make genres of music unique (e.g., folk, symphony)
Tempi	Plural for <i>tempo</i> , which is the speed of the beat
Tempo markings	Symbols used to indicate the speed of the beat
Three-part	Music with three distinct parts
Timbre	The quality of sound that distinguishes one instrument or voice from another
Tone	A musical sound on a specific pitch
Tone color	See <i>timbre</i>
Two-part	A <i>melody</i> and harmony line
Vocal registration	A series of sounds within a singer's range (e.g., chest voice, middle voice, head voice)
Vocation	Career