

Vocal Music II

Fine Arts Curriculum Framework

Revised 2008

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

Vocal Music II

Vocal Music II is a two-semester course designed for students who have successfully completed Vocal Music I. Vocal Music II students shall further expand their knowledge of music fundamentals and vocal techniques. Students are expected to develop advanced performance techniques in solo, small group, and large group settings with greater emphasis on reading and performing vocally using appropriate articulation, dynamics, and interpretative skills. Vocal Music II students will critique vocal music performances and 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 II student learning expectations. Vocal Music I is a prerequisite for this course. The Standards for Accreditation requires a one-half unit course of "Survey of Fine Arts" or one-half unit of an advanced art or advanced music course. Vocal Music II may be used to fulfill this requirement and 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.VMII.1	<p>Sing using proper vocal technique</p> <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 and consonant sounds) • <i>dynamics</i> and <i>tempi</i> as indicated by markings in the score • <i>phonatory function</i> (e.g., <i>resonance</i>, <i>vocal registration</i>, vocal production)
ST.1.VMII.2	Demonstrate independence by performing alone or in an <i>ensemble</i>
ST.1.VMII.3	Respond to basic conducting gestures as they relate to <i>style</i> and interpretation
ST.1.VMII.4	<p>Sing easy to moderate literature with and without instrumental <i>accompaniment</i></p> <ul style="list-style-type: none"> • <i>two-part harmony</i> (e.g., <i>rounds</i>, <i>canons</i>, <i>descants</i>)
ST.1.VMII.5	<p>Demonstrate and explain appropriate small and large <i>ensemble performance</i> techniques during formal and/or informal <i>performances</i></p> <ul style="list-style-type: none"> • <i>balance</i> • <i>blend</i>
ST.1.VMII.6	<i>Sight-sing</i> simple to medium level <i>melodies</i> chosen by the instructor using a consistent method
ST.1.VMII.7	<i>Sight-sing ensemble</i> parts
ST.1.VMII.8	<p>Demonstrate through <i>performance</i> an understanding of the language of music</p> <ul style="list-style-type: none"> • <i>basic notation</i> (e.g., <i>staves</i>, <i>clefs</i>, <i>note</i> and <i>rest</i> values, <i>intervals</i>, <i>chords</i>) • <i>interpretive notation</i> (e.g., <i>music symbols</i>) • <i>simple meter</i> (e.g., $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$) • <i>compound meter</i> (e.g., $\frac{3}{8}$, $\frac{6}{8}$)

Strand: Creative Expression

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

CE.2.VMII.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>pianissimo</i> (<i>pp</i>)• <i>fortissimo</i> (<i>ff</i>)• <i>diminuendo</i>• <i>ritardando</i>• <i>accelerando</i>
CE.2.VMII.2	<i>Improvise call-and-response</i> patterns in vocalization

Strand: Critical Analysis

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

CA.3.VMII.1	Apply criteria for making informed judgments regarding the quality and effectiveness of musical <i>performances</i>
CA.3.VMII.2	Evaluate musical <i>performances</i> by comparing to similar or exemplary models

Strand: Connections

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

C.4.VMII.1	Exhibit self-discipline and teamwork in daily rehearsals and musical <i>performances</i>
C.4.VMII.2	Model appropriate <i>etiquette</i> as both a performer and an observer
C.4.VMII.3	Perform music literature from a variety of <i>styles</i> , time periods, and cultures using appropriate interpretation
C.4.VMII.4	Identify common elements and descriptive terms used in music with those used in other disciplines
C.4.VMII.5	Identify careers in the music industry

Glossary for Vocal Music II

Accelerando	Gradually get faster
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 of vowels and consonants
Balance	The equalization of sounds
Blend	The melding of sounds within a group
Call-and-response	A music form in which a part of the <i>melody</i> (call) is followed by an answer (response)
Canons	A follow-the-leader process in which the <i>melody</i> is repeated starting at different times
Chords	Simultaneous combination of three or more different pitches
Clefs	Signs used at the beginning of the <i>staves</i> to indicate ranges of pitch
Compound meter	Beat divisible by three rather than two
Descants	High vocal part sung above the <i>melody</i>
Diminuendo	Gradually get softer
Dynamic markings	<i>Symbols</i> 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>
Fortissimo (ff)	Very loud
Harmony	Two or more different <i>tones</i> sounding at the same time
Improvise	To create spontaneously
Interpretive notation	Markings in music including staccato, accents, slurs, fermata, and other such stylistic indicators
Intervals	The distance between two or more pitches
Intonation	Degree of accuracy in which pitches are in tune
Melodies	Tunes; a series of pitches that moves up, down, or stays the same
Meter	A pattern of fixed beats as indicated by time signature
Notation	A system used for writing music
Note	A <i>symbol</i> used to indicate pitch and duration
Performance	To play, sing, or move in formal or informal settings
Phonatory function	The process of vocal production
Pianissimo (pp)	Very soft

Resonance	The <i>tone</i> quality of the human voice generated in the vocal cavities
Rest	Silence in music; symbol used to indicate the duration of silence
Ritardando	Gradually get slower
Rounds	A process in which all sing the same <i>melody</i> but start at different times
Sight-sing	Singing a piece of music without preparation
Simple meter	Accented beats of each measure divisible by two
Staves	Plural for staff, the lines and spaces upon which music is written
Style	A characteristic of a particular person or group of people or period that make genres of music unique (e.g., folk, symphony)
Symbols	Signs
Tempi	Plural for <i>tempo</i> , which is the speed of the beat
Tempo markings	<i>Symbols</i> used to indicate the speed of the beat
Tone	A musical sound on a specific pitch
Two-part	A <i>melody</i> and <i>harmony</i> line
Vocal registration	A series of sounds within a singer's range (e.g., chest voice, middle voice, head voice)