

Vocal Music I

Fine Arts Curriculum Framework

Revised 2008

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

Vocal Music I

Vocal Music I is a two-semester course designed to teach students music fundamentals and vocal music techniques. Vocal Music I students are expected to develop beginning performance techniques in solo, small group, and large group settings, with emphasis on reading and performing vocally using appropriate articulation, dynamics, and interpretive skills. Students will critique and reflect on their own performances and the performances of others. Students will perform vocal music in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals. Students will critique and reflect on their own performances and the performances of others. Students will make connections between music traditions and other arts, disciplines, and cultures. Students will apply rudiments of vocal music and fundamentals of creative expression to performance and will demonstrate successful completion of Vocal Music I student learning expectations. Vocal Music I is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Strands	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.VMI.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, consonant sounds) • <i>dynamics</i> and <i>tempi</i> as indicated by markings in the <i>score</i>
ST.1.VMI.2	<p>Demonstrate independence by performing alone or in an <i>ensemble</i></p>
ST.1.VMI.3	<p>Respond to basic conducting gestures</p>
ST.1.VMI.4	<p>Sing easy literature with and without instrumental <i>accompaniment</i> (e.g., <i>rounds</i>, <i>canons</i>, <i>descants</i>, <i>two-part harmony</i>)</p>
ST.1.VMI.5	<p>Demonstrate appropriate small and large <i>ensemble performance</i> techniques during formal and/or informal <i>performances</i> (e.g., <i>balance</i>, <i>blend</i>)</p>
ST.1.VMI.6	<p><i>Sight-sing</i> simple <i>melodies</i> chosen by the instructor using a consistent method</p>
ST.1.VMI.7	<p><i>Sight-sing</i> <i>ensemble</i> parts</p>
ST.1.VMI.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., $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$)

Strand: Creative Expression

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

CE.2.VMI.1	Sing in a manner reflecting the expressive qualities of music in rehearsal and <i>performance</i> including <i>dynamic</i> and <i>tempo markings</i> <ul style="list-style-type: none">• <i>piano (p)</i>• <i>mezzo piano (mp)</i>• <i>mezzo forte (mf)</i>• <i>forte (f)</i>• <i>crescendo</i>• <i>decrescendo</i>• <i>andante</i>• <i>adagio</i>
CE.2.VMI.2	<i>Improvise call-and-response patterns</i>

Strand: Critical Analysis

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

CA.3.VMI.1	Apply currently taught choral techniques and musicianship in the evaluation of music <i>performances</i>
CA.3.VMI.2	Evaluate a musical <i>performance</i> by comparing to exemplary models

Strand: Connections

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

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

Glossary for Vocal Music I

Accompaniment	A musical background that supports a principal part
Adagio	Leisurely; slow <i>tempo</i>
Andante	Moderately slow; a walking <i>tempo</i>
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 musical 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
Crescendo	Gradually get louder
Decrescendo	Gradually get softer
Descants	High vocal part sung above the <i>melody</i>
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>
Forte(f)	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	Distances between two or more pitches
Intonation	Degree of accuracy in which pitches are in tune
Melodies	Tunes; series of pitches that moves up, down, or stays the same
Meter	A pattern of fixed beats as indicated by time signature
Mezzo forte (mf)	Moderately loud
Mezzo piano (mp)	Moderately soft
Notation	A system used for writing music
Note	<i>Symbol</i> used to indicate pitch and duration
Performance	To play, sing, or move in formal or informal settings
Piano (p)	Soft

Rest	Silence in music; symbol used to indicate the duration of silence
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
Sight-sing	Singing a piece of music without preparation
Simple meter	Accented beats of each measure are divisible by two
Staves	Plural for staff, the lines and spaces upon which music is written
Styles	Characteristics of particular people or groups of people or periods that make genres of music unique (e.g., folk, symphony)
Symbol	Sign
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