

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School

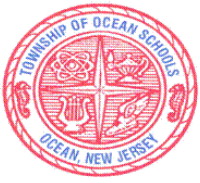
Course: Voice Studio

Department: Visual & Performing Arts

Board Approval	Supervisor	Notes
August 2019	Ian Schwartz	Born Date

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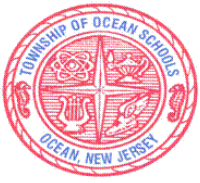
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Pacing Guide

Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Body Alignment & Posture	21	Unit 7: Singing as an Actor & Artist
2	Unit 1: Body Alignment & Posture	22	Unit 7: Singing as an Actor & Artist
3	Unit 2: Vocal Anatomy & Breath	23	Unit 7: Singing as an Actor & Artist
4	Unit 2: Vocal Anatomy & Breath	24	Unit 7: Singing as an Actor & Artist
5	Unit 2: Vocal Anatomy & Breath	25	Unit 7: Singing as an Actor & Artist
6	Unit 3: In-tune singing & Healthy vocal tone	26	Unit 7: Singing as an Actor & Artist
7	Unit 3: In-tune singing & Healthy vocal tone	27	Unit 8: Intermediate to Advanced Solo Repertoire
8	Unit 3: In-tune singing & Healthy vocal tone	28	Unit 8: Intermediate to Advanced Solo Repertoire
9	Unit 4: Vocal Range & Registers	29	Unit 8: Intermediate to Advanced Solo Repertoire
10	Unit 4: Vocal Range & Registers	30	Unit 8: Intermediate to Advanced Solo Repertoire
Week	Marking Period 2	Week	Marking Period 4
11	Unit 4: Vocal Range & Registers	31	Unit 8: Intermediate to Advanced Solo Repertoire
12	Unit 4: Vocal Range & Registers	32	Unit 9: Performance Critique
13	Unit 5: International Phonetic Alphabet for Singers	33	Unit 9: Performance Critique
14	Unit 5: International Phonetic Alphabet for Singers	34	Unit 10: Performance Etiquette
15	Unit 5: International Phonetic Alphabet	35	Unit 10: Performance Etiquette

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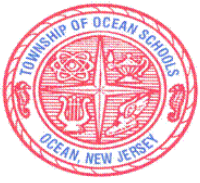
	for Singers		
16	Unit 5: International Phonetic Alphabet for Singers	36	Unit 11: Music History, Society, Culture, and other art forms
17	Unit 6: Choosing the Appropriate Key & Repertoire	37	Unit 11: Music History, Society, Culture, and other art forms
18	Unit 6: Choosing the Appropriate Key & Repertoire	38	Unit 12: Voice Studio Recital
19	Unit 6: Choosing the Appropriate Key & Repertoire	39	Unit 12: Voice Studio Recital
20	Unit 6: Choosing the Appropriate Key & Repertoire	40	Unit 12: Voice Studio Recital

Core Instructional & Supplemental Materials including various levels of Texts

Your Voice: An Inside View by Scott McCoy,
Anatomy Coloring Book by Wynn Kapit and Lawrence M. Elson,
The Estelle Liebling Vocal Course
Alexander Technique
Vocal Repertoire Compilation Books in various genres
The Diagnosis and Correction of Vocal Faults: a manual for teachers of singing and for choir directors by James C. McKinney
The Interpretation of French Song by Pierre Bernac
Poetry Lessons to Meet the Common Core State Standards: Exemplar Poems With Engaging Lessons and Response Activities by Georgia Heard
Poetry, Symbol, and Allegory: Interpreting Metaphorical Language from Plato to the Present by Simon Brittan

Online resources
www.musictheory.net
www.opus.net
solfege/sight singing workbook

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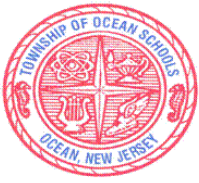
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Time Frame	2 weeks and on going
• Topic	
Unit 1: Body Alignment & Posture	
• Essential Questions	
• How does body alignment affect our sound?	
Enduring Understandings	
Students will understand that...	
<ul style="list-style-type: none">• Posture affects tone quality and healthy vocal production• Good posture shows confidence and professionalism	
• Alignment to Standards	
VPA: 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3, 1.4.12.B.4	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Stand or sit with good body alignment and posture to allow for optimal core singing and technique.• Self-adjust their own body alignment independently.• Help their peers adjust poor posture or alignment• Teacher demonstrates good posture and body alignment• Use of an exercise ball to help with both alignment and breathing techniques• Show diagrams, pictures, and video of good body alignment• Students read articles on Alexander Technique and posture to compare and contrast different opinions on the topic	
Assessments	
<u>Formative:</u>	
Observation of student participation during class	
<ul style="list-style-type: none">• Student demonstration	

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- Student explanation
Entrance/Exit slips
Google classroom posts

Alternative:

Self and peer evaluations

Summative:

- Through performance
- Written exam on Alexander Technique

Benchmark:

- Objective Performance Assessment with rubric

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.3.12.AR-**

PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods. **9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

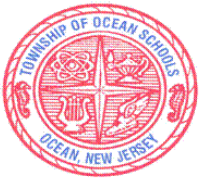
Interdisciplinary Connections

- Students read articles on Alexander Technique and posture to compare and contrast different opinions on the topic:

LA.11.SL.11.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

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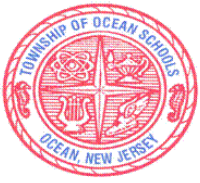
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LA.12.SL.12.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics related to music education.

Technology Integration

Integrate technology through the use of youtube videos and Alexander Technique videos, students will develop mastery of: **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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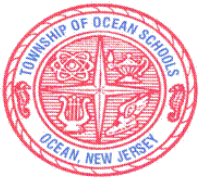
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Time Frame	3 weeks and on going
Topic	
Unit 2: Vocal Anatomy & Breath	
Essential Questions	
<ul style="list-style-type: none">• Why is it important to understand how the vocal anatomy works?• How does proper breathing affect our vocal tone quality?	
Enduring Understandings	
Students will understand that: Breathing affects in-tune singing Proper vocal technique gives the voice longevity and stamina	
Alignment to Standards	
VPA: 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3, 1.4.12.B.4	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Use of an exercise ball to help with both alignment and breathing techniques• Use tangible items to help students externalize the internal (ie. Bending knees while breathing, breathing down and into a ball while singing.)• Show diagrams, pictures, and video of the vocal and breathing anatomy so students can externalize what is happening internally.• Use people to demonstrate different parts of the anatomy so students can visualize what happens internally.• Read and evaluate articles about vocal anatomy and breathing.• Discuss and write an essay comparing different sources. www.vocalist.com; www.jvoice.org• Reconstruct proper vocal anatomy used for technique. Ex. larynx, diaphragm, vocal folds, false, glottis, intercostal muscles, lungs, rib cage, etc...• Sing with a clear free tone: Relaxed tongue, jaw, lips, engaged diaphragm, lowered larynx, etc...	
Assessments	

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Formative:

- Observation of student participation during class
- Student demonstration
- Student explanation

Alternative:

- Self and peer evaluations

Summative:

- Through performance
- Exams on Breathing Anatomy

Career Education

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21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.3.12.AR-**

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Interdisciplinary Connections

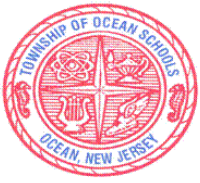
- Students read articles from vocal journals proper vocal anatomy and breath to compare and contrast different opinions on the topic:

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LA.12.SL.12.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics related to music education.

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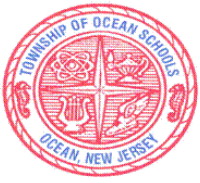
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Technology Integration

Integrate technology through the use of youtube videos and Alexander Technique videos, students will develop mastery of anchor standard **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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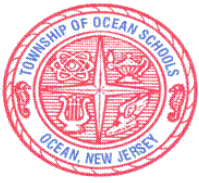
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Time Frame	3 weeks and on going
Topic	
Unit 3: In-tune singing & Healthy vocal tone	
Essential Questions	
<ul style="list-style-type: none">• How does placement contribute to our power and sound?• Does your voice every feel tired or fatigued?• How can we work towards using proper technique daily?	
Enduring Understandings	
Students will understand: That healthy singing comes from proper technique When they are singing incorrectly When to adjust their voice or technique	
Alignment to Standards	
VPA: 1.1.12.B.2, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3, 1.4.12.B.4	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Students listen to different vocal flaws and work out how to correct those flaws• Students listen to beautiful vocal technique in varying styles and genres• Students watch videos of internal damage done to vocal folds with unhealthy singing• Students write a paper correcting vocal technique of singers with vocal flaws (vocal fault examples provided in Your Voice: An Inside View by Scott McCoy)• Students will compare and contrast vocal experts opinions on vocal technique from multiple sources• Sing with a clear free tone• Master concepts of a relaxed tongue, jaw and lips, engaged diaphragm, and a lowered larynx• Hear bad placement and recognize proper technique• Self-correct their own technique and vocal flaws	
Assessments	

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Formative:

- Observation of student participation during class
- Student demonstration
- Student explanation

Alternative:

- Self and peer evaluations

Summative:

- performance
- class participation
- rubric assessment

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Interdisciplinary Connections

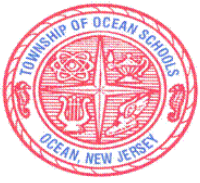
- Students will watch performances and listen to different vocal techniques and faults to compare and contrast different timbres and techniques:

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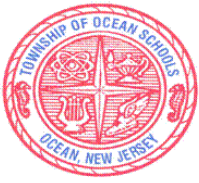
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Technology Integration

Through the integration of Scott McCoy's DVD, CD-Rom and internet resources in differentiating between vocal faults and timbres, students will develop mastery of anchor standard **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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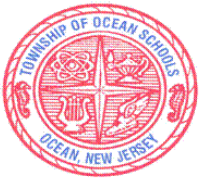
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Time Frame:	4 weeks and on going
LISTENING Topic	
Unit 4: Vocal Range & Registers	
Essential Questions	
<ul style="list-style-type: none">• How can you tell the difference between your chest and head voice?• How do you navigate between registers seamlessly?• How can you discern between the head voice and the falsetto?• Do women have a falsetto?	
Enduring Understandings	
Students will understand: The different vocal registers How to navigate through vocal registers of own voice both aurally and physically The differences of registers in peers and professionals	
Alignment to Standards	
VPA: 1.1.12.B.2, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3, 1.4.12.B.4	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Listening to different examples in different genres and analyzing the performances• Teacher demonstration• Student demonstration• Different vocal exercises can be used to help achieve head voice strength and help with eliminating the student's "break"• Write a paper describing the difference between vocal registers• Compare and contrast professionals' opinions on passaggio, resonance, falsetto, etc...• Seamlessly navigate through his or her own different registers• Hear a shift between registers in professionals and peers• Hear when incorrect vocal registers are being used• Correct vocal faults and flaws in self and peers	

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Assessments

Formative:

- Observation of student participation during class
- Student demonstration
- Student explanation
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

- Self and peer evaluations

Summative:

- performance
- class participation
- rubric assessment

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21st Century Skills

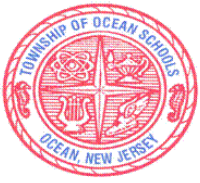
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Interdisciplinary Connections

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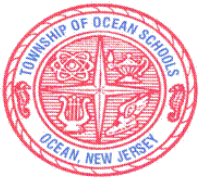
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Technology Integration

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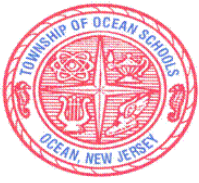
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Time Frame:	4 weeks and on going
Topic	
Unit 5: International Phonetic Alphabet for Singers	
Essential Questions	
<ul style="list-style-type: none">• Why is learning IPA important?• How can learning IPA promote learning in other subject areas?	
Enduring Understandings	
Students will understand: That singers use a new alphabet to help them phonetically pronounce/read foreign languages IPA and how to use it How to find IPA for songs in foreign languages	
Alignment to Standards	
VPA: 1.1.12.B.2, 1.3.12.B.3, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3, 1.4.12.B.4	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Ask students to read through a poem in another language in IPA• Have students teach pronunciations to songs in their native tongue, challenge them to use IPA in their teachings• Listen to singing in other languages and write in IPA from singers pronunciations• Know how and when to use IPA• Students will learn how to use the appropriate resources to find IPA• Students will become independent language learners• Students will understand the oral cavity and its articulators	
Assessments	
<u>Formative:</u>	

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- Observations during class
- Question students verbally
- Review/practice how to navigate through IPA sources

Alternative:

- Self and peer evaluations

Summative:

- IPA tests
- Through Performance

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Interdisciplinary Connections

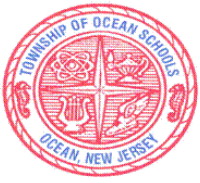
- Students will research and read articles about IPA and best practices for different languages and genres, and compare and contrast:

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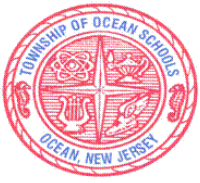
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Technology Integration

Students will seek internet resources and online IPA journals to discover best practices, as a result students will develop mastery of anchor standard **TECH.8.1.12.A.CS2** select and use applications effectively and productively.

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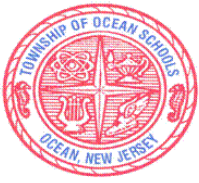
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Time Frame:	4 weeks and on going
Topic	
Unit 6: Choosing the Appropriate Key & Repertoire	
Essential Questions	
<ul style="list-style-type: none">• Why is it important to know how to transpose?• Why is it important to know the key you sing your music in?• How can an inappropriate key affect a singers performance?	
Enduring Understandings	
Students will understand: <ul style="list-style-type: none">• How to choosing the proper key can make the difference of healthy/unhealthy singing• His/her vocal range to help themselves manipulate between keys• How to transpose his/her music to a different key• Choosing the proper repertoire can highlight vocal strengths• Knowing his/her vocal range can help manipulate between keys and choosing repertoire• What genre is appropriate for certain vocal strengths	
Alignment to Standards	
VPA: 1.1.12.B.2, 1.3.12.B.3, 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3, 1.4.12.B.4	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Have students perform songs in an inappropriate key to have them experience the importance of singing in a comfortable key• Have students experiment with different keys with simple melodies• Have students transpose melodies to songs on staff paper so they can experience the new key• Choose the appropriate key for own vocal register• Gain independence in choosing a key for own vocal range• Transpose music to fit vocal register• Choose appropriate repertoire to promote vocal strengths• Choose appropriate repertoire to promote vocal improvements	

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- Independently choose repertoire in different genres

Assessments

Formative:

- Rhythm Writing and Performance
- Written response and explanation
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

- Self and peer evaluations

Summative:

- performance
- class participation
- rubric assessment

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

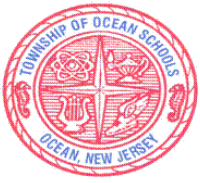
CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods. **9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

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Interdisciplinary Connections

- Through trial and error and research students will collaborate to discover best keys and vocal ranges for themselves and peers:

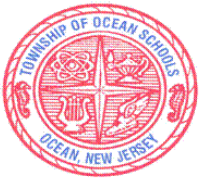
LA.11.SL.11.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.12.SL.12.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics related to music education.

Technology Integration

Using internet resources students will research and transpose literature into the appropriate keys for their voice, as a result students will develop mastery of anchor standard **TECH.8.1.12.A.CS2** select and use applications effectively and productively.

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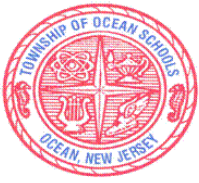
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Time Frame:	6 weeks and on going
Topic	
Unit 7: Singing as an Actor & Artist	
Essential Questions	
<ul style="list-style-type: none">• How do diphthongs and triphthongs affect tuning?• How does vowel placement affect tuning?• How does vowel and consonant placement affect rhythmic accuracy?• What makes an interpretation of a song high quality?• What makes an interpretation of a song amateurish?	
Enduring Understandings	
Students will understand: <ul style="list-style-type: none">• The difference between diphthongs and triphthongs Students will understand how to discriminate between in-tune and out-of-tune singing Students will understand harmony That text is a critical to appropriately interpreting a piece How to discern between quality interpretations from amateurish ones	
Alignment to Standards	
VPA.1.1.12.B.1, 1.1.12.B.2, 1.1.12.B.1, 1.1.12.B.2, 1.3.12.B.1, 1.3.12.B.2, 1.4.12.B.1, 1.4.12.B.2	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Pulsing while singing• Lip trilling while singing• Vocal warm-ups that focus on beautiful vowel placement and production• Vocal warm-ups that focus on consonant placement and quick glottal attacks• Rhythmic consonant call and response.• Use proper vowel production, articulate consonants, appropriate pronunciation of diphthongs and triphthongs.• Appropriate the meaning of text through syllabic stress	

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- Develop awareness for intonation and discriminate between in-tune and out-of-tune singing.
- Students not only read text of song but research the synopsis or libretto or the Opera/Musical
- Students do character work and research to better understand and relate to character in song
- Students interpret text
- Interpret the poetry or text of the piece he/she will be performing
- Analyze the character from reading the libretto and/or script
- Communicate the meaning and mood of the text.

Assessments

Formative:

- Observation of all in-class activities
- Small quartets or duets for individuals/sectionals
- Daily Warm-ups and conducting practices

Alternative:

- Self and peer evaluations

Summative:

- performance
- class participation
- rubric assessment

Career Education

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CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

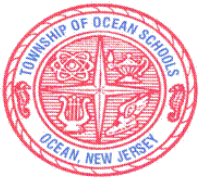
21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.3.12.AR-**

PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures

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and historical periods. **9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

Interdisciplinary Connections

- Students will watch and research professional artists in all genres and discuss the differences and compare and contrast best practices and personal preferences:

LA.11.SL.11.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

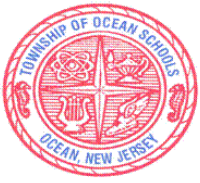
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Technology Integration

Students will use internet and Scott McCoy Resources to develop mastery of anchor standard

TECH.8.1.12.A.CS2 Select and use applications effectively and productively.

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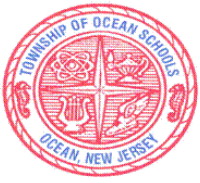
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Time Frame:	5 weeks and on going
Topic	
Unit 8: Intermediate to Advanced Solo Repertoire	
Essential Questions	
<ul style="list-style-type: none">• What is the value of singing music in other languages?• What are the challenges of singing repertoire in other styles?• What are the challenges of singing repertoire in other languages?• What are the challenges of singing repertoire from other time periods?	
Enduring Understandings	
Students will understand that: Singing in other languages opens us up to a world outside of the classroom. Learning literature of all genres expands our worldview. Learning literature of all genres makes a well-rounded musician. Singing music from other time periods requires different skill sets and nuances.	
Alignment to Standards	
VPA.1.1.12.B.1, 1.1.12.B.2, 1.1.12.B.1, 1.1.12.B.2, 1.3.12.B.1, 1.3.12.B.2, 1.4.12.B.1, 1.4.12.B.2	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Vocal warm-ups• Review of previous units• Performing/practicing the repertoire• Research libretto and synopsis of song/show/opera• History guides or artist profiles on composers/arrangers• History guides on time period or genre• Sing in many different styles of solo literature: Spirituals, Art Songs, Arias, jazz, pop, folk tunes, etc...• Sing solo literature of appropriate quality and difficulty in English, Italian, German, Latin, French,	

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- Sing solo contemporary and classic Musical Theatre Repertoire and solo literature

Assessments

Formative:

- Observation of student participation during class
- Student demonstration
- Student explanation

Alternative:

Self and peer evaluations

Summative:

- Performance assessment
- Rubric Assessment

Career Education

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21st Century Skills

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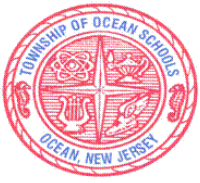
Interdisciplinary Connections

- Students will research appropriate age level repertoire and discuss how each piece can compliment and help peer and self growth:

LA.11.SL.11.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in

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groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

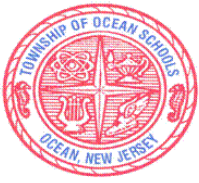
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Technology Integration

Students will use internet and Scott McCoy Resources to develop mastery of anchor standard

TECH.8.1.12.A.CS2 Select and use applications effectively and productively.

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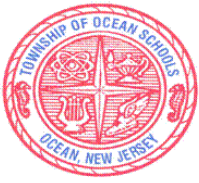
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Time Frame:	2 weeks on going
Topic	
Unit 9: Performance Critique	
Essential Questions	
<ul style="list-style-type: none">• Why is learning music important?• How would you describe the performance?• Is there anything that you would change about your own performance?• How did the audience perceive the performance?	
Enduring Understandings	
Students will understand that: Listening to and describing musical performances are important skills that contribute to the learning and development of a young musician Being able to critically assess someone's performance is a crucial part of personal musical growth	
Alignment to Standards	
VPA.1.1.12.B.1, 1.1.12.B.2, 1.1.12.B.1, 1.1.12.B.2, 1.3.12.B.1, 1.3.12.B.2, 1.4.12.B.1, 1.4.12.B.2	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Requirement of live concert performance and attendance• Class performances and recitals• Watch videos and demonstrate poor etiquette• Evaluate personal progress from recordings• Evaluate peer and professional performances• Provide constructive critique to help peer improve in performance practice and vocal technique	
Assessments	
<u>Formative:</u> <ul style="list-style-type: none">• Class discussion	

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- Observation of etiquette during concerts and performances
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

- Self and peer evaluations

Summative:

- Written critiques of performances
- Self assessment and critique
- Peer Critique

Career Education

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21st Century Skills

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PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods. **9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

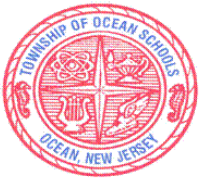
Interdisciplinary Connections

- Through research and mastery of topics in Scott McCoy's book students will watch and critique peer and self performance through collaborative discussion:

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LA.12.SL.12.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics related to music education.

Technology Integration

Students will use internet and Scott McCoy Resources to develop mastery of anchor standard **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

Time Frame: 2 weeks and on going

Topic

Unit 10: Performance Etiquette

Essential Questions

- How should you behave as a soloist in a concert/performance?
- How is being an audience member different as a performer in that same concert?
- How did other audience members behave?

Enduring Understandings

Students will understand that:

- Listening to and describing musical performances are important skills that contribute to the learning and development of a young musician

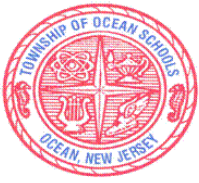
Alignment to Standards

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Learning Activities & Key Concepts and Skills

- Requirement of live concert performance and attendance
- Class performances and recitals
- Watch videos and demonstrate poor etiquette
- Discover the concert behavior that is expected of them as a performer and as an audience member.

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- Discern between appropriate and inappropriate concert behavior

Assessments

Formative:

- Class discussion
- Observation of etiquette during concerts and performances

Alternative:

Self and peer evaluations

Summative:

- Written Critiques

Career Education

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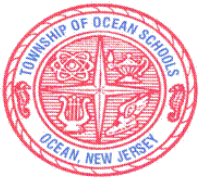
PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods. **9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

Interdisciplinary Connections

Students will watch and research best performance practices and discuss collaboratively in class:

LA.11.SL.11.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

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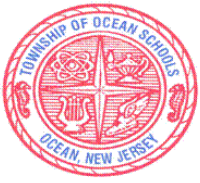
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Technology Integration

Students will use internet and Scott McCoy Resources to develop mastery of anchor standard
TECH.8.1.12.A.CS2 Select and use applications effectively and productively.

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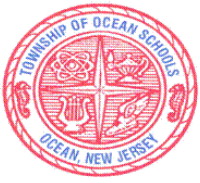
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Time Frame:	2 weeks on going
Topic	
Unit 11: Music History, Society, Culture, and other art forms	
Essential Questions	
<ul style="list-style-type: none">• How is music influenced by society, history and culture?• How is music related to other art forms?• How is music influenced by other art forms?• How does music speak through language barriers?	
Enduring Understandings	
Students will understand that: Music is influenced by society, history and culture Music is influenced by other art forms Music speaks through language barriers	
Alignment to Standards	
VPA.1.1.12.B.1, 1.1.12.B.2, 1.1.12.B.1, 1.1.12.B.2, 1.3.12.B.1, 1.3.12.B.2, 1.4.12.B.1, 1.4.12.B.2	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Listening to music from different cultures and time periods• Discussing the history and related art forms of the time period surrounding choral repertoire.• Socratic discussions about the history, society, and culture• Class presentations about history, society and culture surrounding the music• Identify the uses of music in society and culture• Identify relationships and processes of other art forms to solo repertoire• Identify the effects of society, culture and technology on music.	
Assessments	

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Formative:

- Class discussion
- Journal writing
- Written response and explanation
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

- Self and peer evaluations

Summative:

- Analyzing lead sheets, vocal, and instrumental scores
- Harmonizing melodies

Career Education

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21st Century Skills

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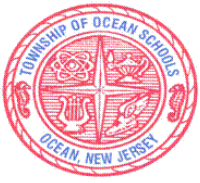
Interdisciplinary Connections

Students will read articles and journals on the influence of society, culture and history on music and discuss the influences collaboratively:

LA.11.SL.11.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in

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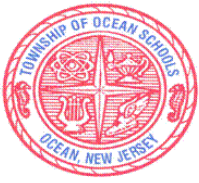
groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

LA.12.SL.12.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics related to music education.

Technology Integration

Students will use internet resources to research music history, culture, and societal influences as a result they will develop mastery of anchor standard **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

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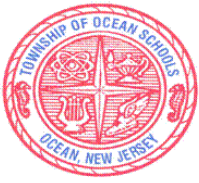
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Time Frame:	3 weeks
Topic	
Unit 12: Voice Studio Recital	
Essential Questions	
<ul style="list-style-type: none">• Why is a final performance essential to growth of a musician?• How does performing in a formal setting enhance the growth of a musician?• How does preparing for a performance increase the stakes of learning a piece or pieces of music?	
Enduring Understandings	
Students will understand that: The practice process is essential to the performance piece Researching character development and history of the piece is essential to the quality of the performance Memorizing lyrics and notes is not enough to generate a good performance	
Alignment to Standards	
VPA.1.1.12.B.1, 1.1.12.B.2, 1.1.12.B.1, 1.1.12.B.2, 1.3.12.B.1, 1.3.12.B.2, 1.4.12.B.1, 1.4.12.B.2	
Learning Activities & Key Concepts and Skills	
<ul style="list-style-type: none">• Students will choose one contemporary music theatre piece to perform in recital• Teacher will assign a classic music theatre piece in contrasting style and tempo to the piece the student chose• Students will perform for each other and have coaching with teacher in preparation for the recital• Teacher will assign a duet, trio, and or group number for the class• Teacher will enlist other singers and musicians to act as ensemble members if necessary to contribute to the recital.• Recital will act as final for class	
Assessments	

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Formative:

- Performance Quizzes
- Written response and explanation
- Entrance/Exit slips
- Google classroom posts
- Peer Critique
- Self-reflection

Alternative:

Self and peer evaluations

Summative:

- Recital Performance
- Self Critique and Analysis
- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.3.12.AR-**

PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods. **9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

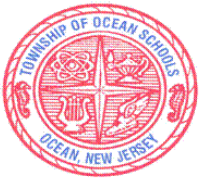
Interdisciplinary Connections

Students will watch the video from the Voice Studio Recital and discuss and critique each other's performances:

LA.11.SL.11.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in

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groups, and teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly related to music education.

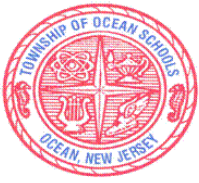
LA.12.SL.12.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics related to music education.

Technology Integration

Students will record recital and use it as a tool to critique themselves and develop mastery of anchor standard

TECH.8.1.12.A.CS2 Select and use applications effectively and productively.

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Modifications (ELL, Special Education, Gifted and Talented, and 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

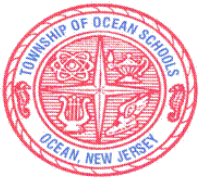
Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications

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- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Common Misconceptions

- Understanding proper breathing technique
- Understanding the importance of proper posture
- Understanding the importance of diction
- Differentiating between dynamics and emoting
- Differentiating between techniques in different genres
- Differentiating between vocal genres
- Discerning between good and excellent performances of peers
- Differentiating between constructive and non constructive technique

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