

# High School, Vocal Music, Level 2, Quarter 1

**Big Ideas/Key Concepts:** Exploration of Musical Concepts

**Enduring Understandings:** Performers make musical decisions based on their understanding of musical concepts.

**Essential Question:** How do performers use musical concepts to develop musicianship?

| Standards   | Student Friendly “I Can” Statements   |
|---|---|
| <p style="text-align: center;"><b>PERFORM</b></p> <p><b>HS2.VM.P1.A</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of the theoretical and structural characteristics and expressive challenges in the music,, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p><b>HS2.VM.P1.B</b> Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p><b>HS2.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> | <p style="text-align: center;"><b>PERFORM</b></p> <p>I can apply criteria to select music to study and perform based on the difficulty of the music versus the ability of the performer(s).</p> <p>I can identify personal challenges in music and apply appropriate practice techniques.</p> <p>I can apply criteria to select appropriate warm-ups to address challenges in the music.</p> <p>I can mark in my music significant compositional devices that will impact and inform my performance.</p> <p>I can demonstrate the impact of various compositional devices through performance.</p> <p>I can mark in my music tuning challenges in various intervals and chords. (For example: knowing an ascending third tends to be flat).</p> <p>I can demonstrate musicality in response to compositional devices in my music. (For example: using a diaphragmatic bounce on staccato phrases)</p> |

**HS2.VM.P2.B** Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:

- Posture
- Breath management
- Tone production with freedom, resonance and control
- Pitch matching, pitch accuracy, and intonation
- Balance and blend
- Sense of ensemble

**HS2.VM.P2.C** Demonstrate technical accuracy through appropriate use of:

- Tonal center/key relations
- Scale construction
- Pitch and rhythm work
- Diction, pronunciation, vowel formation and clarity of text
- Expressive elements including dynamics, phrasing, and stylistic characteristics

**HS2.VM.P2.D** Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.

I can sing my individual voice part in three-part music with instrumental accompaniment or a capella.

I can sight-read notate intermediate level pitches and rhythms within my vocal range.

I can demonstrate proper posture, breathing, tone production, pitch matching, intonation and balance.

I can produce a characteristic tone at a varying dynamic levels.

I can adjust dynamics and timbre to create balance and blend.

I can find the tonic and dominant of a chord.

I can find the tonal center (do) of a piece of music.

I can sing a major scale.

I can sing a natural minor scale.

I can identify and notate key signatures of literature being performed.

I can sing with appropriate diction in multiple languages. I can sing expressively.

I can develop and apply strategies to address technical challenges in music.

I can develop and apply strategies to address expressive challenges in music.

**HS2.VM.P3.A** Demonstrate a mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres and historical periods.

**CREATE**

**HS2.VM.Cr1.A** Compose and improvise ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.

**HS1.VM.Cr2.B** Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.

**RESPOND**

**HS2.VM.R1.B** Analyze and explain how context and the manipulation of musical elements influence response to music.

**HS2.VM.R2.A** Interpret and describe the artistic intent and aesthetic qualities of musical works, referring to the elements of music, contexts, and the setting of the text based on varied research sources.

**CONNECT**

**HS2.VM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**HS2.VM.Cn2.A** Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

I can perform in an ensemble UIL Level III/IV literature with appropriate musicality (adapting to conductor cues, subtle dynamic changes, rubato, etc.).

**CREATE**

I can improvise rhythmic motives that reflects characteristics of music studied.

I can describe my original composition or improvisation.

**RESPOND**

I can analyze how context of musical elements influence response to music.

I can discuss the treatment of musical elements when interpreting the expressive intent and meaning of musical works.

**CONNECT**

I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when performing to music.

I can compare and contrast the relationship between music and other arts in a given work.

# High School, Vocal Music, Level 2, Quarter 2

**Big Ideas/Key Concepts:** Development and refinement of musical concepts and artistic techniques.

**Enduring Understandings:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

| Standards   | Student Friendly “I Can” Statements  |
|---|--|
| <p style="text-align: center;"><b>PERFORM</b></p> <p><b>HS2.VM.P1.A</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of the theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p><b>HS2.VM.P1.B</b> Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p><b>HS2.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> <p><b>HS2.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> <li>● Posture</li> <li>● Breath management</li> <li>● Tone production with freedom, resonance and control</li> </ul> | <p style="text-align: center;"><b>PERFORM</b></p> <p>I can identify expressive challenges in selected music.</p> <p>I can develop and apply criteria to select music to study and perform (including warm-ups) based on expressive challenges in the music.</p> <p>I can demonstrate musicality in response to theoretical aspects of music.</p> <p>I can mark significant chordal or theoretical structures in my music that will impact my performance (for example: suspensions, appoggiaturas, key changes marked by accidentals, leading tones, unison/octave passages, etc.)</p> <p>I can read and notate music at a UI Level III/IV.</p> <p>I can sight-read music at an intermediate level.</p> <p>I can produce a characteristic tone throughout the range of my voice at varying dynamic levels.</p> |

- Pitch matching, pitch accuracy, and intonation
- Balance and blend
- Sense of ensemble

**HS2.VM.P2.C** Demonstrate technical accuracy through appropriate use of:

- Tonal center/key relations
- Scale construction
- Pitch and rhythm work
- Diction, pronunciation, vowel formation and clarity of text
- Expressive elements including dynamics, phrasing, and stylistic characteristics

**HS2.VM.P2.D** Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.

**HS2.VM.P3.A** Demonstrate a mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres and historical periods.

**HS2.VM.P3B** Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.

I can identify and notate key signatures of scales and literature being performed.

I can find the tonic and dominant of a chord.

I can sing a natural minor scale.

I can sing expressively using correct intonation, balance, discipline, unified vowels, clear diction, and follow conductor cues.

I can develop and apply strategies to address technical challenges in music.

I can develop and apply strategies to address expressive challenges in music.

I can perform with technical and expressive mastery, repertoire from wide various cultures and styles.

I can explain a composer's musical intent of a piece of music. (For example: the intent of Mozart's Requiem is to honor the deceased)

**CREATE**

**HS2.VM.Cr1.A** Compose and improvise ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.

**HS2.VM.Cr2.A** Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.

**HS2.VM.Cr2.B** Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.

**HS2.VM.Cr3.A** Evaluate and refine compositions and/or improvisations for use in an arrangement or short composition based on personally developed criteria.

**HS2.VM.Cr3.B** Present finalized composition and/or improvisation individually or as an ensemble.

I can explain how a composer's intent may impact an audience's response to music (For example: Mozart's Requiem should invoke a somber response from an audience).

I can apply various performance techniques (including stage presence) appropriate to the intent of a piece of music in order to connect with an audience. (For example: maintaining a solemn decorum on stage for a piece intended to invoke a solemn response from the audience).

**CREATE**

I can compose and/or improvise melodic ideas that reflect the characteristics of music studied.

I can develop rhythmic ideas for use in an arrangement that demonstrate understanding of characteristic of music studied.

I can document compositions for use in a short composition through notation and/or recording.

I can evaluate compositions for use in an arrangement or over a chordal structure based on personally - developed criteria.

I can present a finalized composition individually.

**RESPOND**

**HS1.VM.R1.A** Identify and describe reasons for selecting music based on characteristics found in music, context, student opinion, and personal research from teacher-provided sources.

**CONNECT**

**HS2.VM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**HS2.VM.Cn2.A** Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

**RESPOND**

I can describe reasons for selecting music.

I can research teacher-provided resources and materials when selecting music.

**CONNECT**

I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when responding to music.

I can identify and discuss the cultural significance of genres of music related to a given work.

## High School, Vocal Music, Level 2, Quarter 3

**Big Ideas/Key Concepts:** Exploration of Musical Concepts

**Enduring Understandings:** Performers make musical decisions based on their understanding of musical concepts.

**Essential Question:** How do performers use musical concepts to develop musicianship?

| Standards   | Standards Student Friendly “I Can” Statements  |
|---|--|
| <p style="text-align: center;"><b>PERFORM</b></p> <p><b>HS2.VM.P1.A</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of the theoretical and structural characteristics and expressive challenges in the music,, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p><b>HS2.VM.P1.B</b> Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p><b>HS2.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> | <p style="text-align: center;"><b>PERFORM</b></p> <p>I can analyze the theoretical and structural characteristics of a piece of music. (For example: musical form, chordal structures, melodies versus countermelodies)</p> <p>I can identify major and minor triads.</p> <p>I can identify augmented and diminished intervals.</p> <p>I can apply appropriate technique to demonstrate various composition devices to the appropriate genre or context of music (for example: portando in Romantic solos, scoops in pop music, minimal vibrato in early music, etc.)</p> <p>I can identify performance errors based on my understanding of the theoretical aspects of music.</p> <p>I can apply appropriate technique to emphasize theoretical structures in music. (For example: emphasizing the head of a fugal subject/answer and de-emphasizing the tail, etc.)</p> <p>I can read and notate music at UIL Level III/IV with accurate pitch, rhythm and intonation.</p> <p>I can sight-read music at a UIL II/III level.</p> |



**HS2.VM.P2.B** Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:

- Posture
- Breath management
- Tone production with freedom, resonance and control
- Pitch matching, pitch accuracy, and intonation
- Balance and blend
- Sense of ensemble

**HS2.VM.P2.C** Demonstrate technical accuracy through appropriate use of:

- Tonal center/key relations
- Scale construction
- Pitch and rhythm work
- Diction, pronunciation, vowel formation and clarity of text
- Expressive elements including dynamics, phrasing, and stylistic characteristics

**HS2.VM.P3.A** Demonstrate a mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres and historical periods.

**HS2.VM.P3.B** Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.

I can produce a characteristic tone alone or with a group throughout my vocal range and at varying dynamic levels.

I can sing using a wider range of dynamics from (pp-ff), a variety of articulations, longer phrases, and good tone.

I can sing in a small ensemble, making appropriate musical decisions independent of a conductor.

I can apply articulations, dynamics contrasts, phrasing, various tempi and tempo changes as a means of expression in multiple styles and genres.

I can apply various performance techniques appropriate to the intent of a piece of music in order to connect with an audience. (For example: minor adjustments to posture to reflect the mood of the music).

**CREATE**

**HS2.VM.Cr2.A** Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.

**HS2.VM.Cr2.B** Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.

**HS2.VM.Cr3.A** Evaluate and refine compositions and/or improvisations for use in an arrangement or short composition based on personally developed criteria.

**RESPOND**

**HS1.VM.R1.A** Identify and justify reasons for selecting music based on characteristics found in music, context, student opinion, and personal research from teacher-provided sources.

**HS1.VM.R2.A** Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the elements of music, contexts, and the setting of the text based on varied research sources.

**CONNECT**

**HS2.VM.Cn2.A** Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life

**CREATE**

I can develop a short composition based on the characteristics of the music I am studying.

I can document my composition in standard notation or recording.

I can personally develop a criteria to evaluate and refine arrangements and compositions.

**RESPOND**

I can justify reasons for selecting music based on the characteristics of the music, the context and research.

I can use research to interpret the artistic intent and aesthetic qualities of musical works.

**CONNECT**

I can compare and contrast the characteristics of different choral works from different countries and cultures.

# High School, Vocal Music, Level 2, Quarter 4

**Big Ideas/Key Concepts:** Synthesize and relate knowledge and personal experiences to artistic endeavors.

**Enduring Understandings:** Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing and responding?

| Standards  | Standards Student Friendly “I Can” Statements  |
|--|--|
| <p style="text-align: center;"><b>PERFORM</b></p> <p><b>HS2.VM.P1.A</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of the theoretical and structural characteristics and expressive challenges in the music,, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p><b>HS2.VM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers’ technical skill to connect with the audience.</p> <p><b>HS2.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> <p><b>HS2.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> | <p style="text-align: center;"><b>PERFORM</b></p> <p>I can identify the genre of music.</p> <p>I can develop and apply criteria to select music based on the purpose and context. (For example: solo and ensemble music, audition music, pops concert, in class performance, etc.)</p> <p>I can develop and apply criteria to select music based on the theoretical and structural characteristics and purpose of the music.</p> <p>I can reflect on how an audience responded to a performance.</p> <p>I can compare and contrast how the context and purpose of varied repertoire impacts an audience.</p> <p>I can read and notate music at UIL Level III/IV with accurate pitch, rhythm and intonation.</p> <p>I can sight-read music at a UIL Level II/III using characteristic tone and appropriate expressive devices.</p> <p>I can sing with efficient use of breath management.</p> <p>I can sing with agility and resonance.</p> |

- Posture
- Breath management
- Tone production with freedom, resonance and control
- Pitch matching, pitch accuracy, and intonation
- Balance and blend
- Sense of ensemble

**HS2.VM.P2.C** Demonstrate technical accuracy through appropriate use of:

- Tonal center/key relations
- Scale construction
- Pitch and rhythm work
- Diction, pronunciation, vowel formation and clarity of text
- Expressive elements including dynamics, phrasing, and stylistic characteristics

**HS2.VM.P3.A** Demonstrate a mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres and historical periods.

**HS2.VM.P3.B** Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.

**CREATE**

**HS2.VM.Cr1.A** Compose and improvise ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.

I can employ characteristic tone alone or with a group appropriate to the literature being studied.

I can implement contrasting articulations.

I can sing in a sing, alone and in a group, multiple styles and genres in a variety of languages, with accompaniment and a cappella.

I can sing in a small ensemble, making appropriate musical decisions independent of a conductor.

I can demonstrate technical and expressive mastery of repertoire from wide variety of cultures and styles.

I can apply various performance techniques appropriate to the intent of a piece of music in order to connect with an audience. (For example: minor adjustments to posture to reflect the mood of the music).

**CREATE**

I can improvise melodic ideas that reflect the characteristics of music studied.

**HS2.VM.Cr2.A** Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.

**HS2.VM.Cr2.B** Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.

**HS2.VM.Cr3.A** Evaluate and refine compositions and/or improvisations for use in an arrangement or short composition based on personally developed criteria.

**HS2.VM.Cr3.B** Present finalized composition and/or improvisation individually or as an ensemble.

**RESPOND**

**HS1.VM.R2.A** Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the elements of music, contexts, and the setting of the text based on varied research sources.

**CONNECT**

**HS2.VM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**HS2.VM.Cn2.A** Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life

I can develop melodic ideas for use in an arrangement that demonstrate understanding of characteristic of music studied.

I can record or notate my improvisation.

I can use personally developed criteria to evaluate and refine my improvisation.

I can present a finalized improvisation as an ensemble.

**RESPOND**

I can interpret the artistic intent and aesthetic qualities of musical works based on musical elements, context, text, and research.

**CONNECT**

I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating music.

I can identify and discuss the effect of music on history referencing music of different cultures and times.