

High School, Vocal Music, Level 1, 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;">PERFORM</p> <p>HS1.VM.P1.A Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>HS1.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p>HS1.VM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>HS1.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p>	<p style="text-align: center;">PERFORM</p> <p>I can explain why I selected music to study based on the challenges in the music versus my ability to sing it.</p> <p>I can select warm-ups that develop my skills based on the music being studied. I can demonstrate how compositional devices impact prepared performances using music reading skills.</p> <p>I can demonstrate how theoretical and structural aspects of musical works impact prepared performances using music reading skills.</p> <p>I can mark significant compositional devices (such as dynamics, tempo, articulations, etc.) in my music.</p> <p>I can compare and contrast how different venues impact a performance (for example: Concert Hall, Festival, Outdoors, Nursing home, etc.)</p> <p>I can sing my individual voice part in two-part music with instrumental accompaniment or a capella.</p> <p>I can notate melodic patterns using non-standard notation.</p>

HS1.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

HS1.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

HS1.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 sight-read music at a beginning level.

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

I can describe the physical functions of proper singing (diaphragm, pharynx, vocal chords, resonators, singing in “the mask,” articulators, etc.).

I can find the tonal center of a piece of music.

I can sing a major scale.

I can sing with appropriate diction.

I can sing UIL Level II/III with melodic and rhythmic accuracy.

I can sing with a free and relaxed tone within a moderate range.

I can identify and demonstrate basic music terminology found in my music.

I can apply ways to address technical issues in a varied repertoire of music.

I can use teacher-provided criteria to evaluate and improve a personal performance.

CREATE

HS1.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.

HS1.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.

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.

HS1.VM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.

CONNECT

HS1.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS1.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

CREATE

I can identify the characteristics of the music being studied.

I can compose ideas for melodies and rhythmic passages that reflect characteristics of music from a variety of historical periods.

I can select and draft rhythmic ideas for use in an arrangement of a vocal warm-up/exercise to demonstrate the characteristic of music being studied.

RESPOND

I can identify reasons for selecting music based on characteristics found in research.

I can justify reasons for selecting music based on characteristics found in research.

I can analyze how context influences response to music.

CONNECT

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

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

High School, Vocal Music, Level 1, 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;">PERFORM</p> <p>HS1.VM.P1.A Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>HS1.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p>HS1.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> <p>HS1.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:</p> <ul style="list-style-type: none"> ● Posture 	<p style="text-align: center;">PERFORM</p> <p>I can identify technical challenges in music being studied.</p> <p>I can identify structural characteristics of the music being studied.</p> <p>I can demonstrate how theoretical aspects of music impact and inform my performance (for example: emphasizing the dissonance in a suspension).</p> <p>I can mark theoretical and structural aspects of musical works (such as key changes, repeated patterns, chordal structures, etc.).</p> <p>I can explain how theoretical and structural aspects of music will inform my practice and impact my performance.</p> <p>I can read and notate music at UIL Level III.</p> <p>I can sight-read music at a beginning level using solfege.</p> <p>I can produce a characteristic tone at a mezzo forte dynamic level.</p> <p>I can adjust my pitch and timbre to create balance and blend.</p>

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

HS1.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.P2D Develop and apply strategies so address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.

HS1.VM.P3A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.

I can demonstrate and apply correct technique at an advancing level.

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

I can sing a major scale.

I can sing with appropriate diction in multiple languages.

I can sing expressively.

I can sing music at a UIL Level III with rhythm and melodic precision, dynamics and articulation.

I can use strategies to address expressive challenges in in music.

I can use feedback to refine my performance.

I can identify and demonstrate basic music terminology found in my music.

I can demonstrate attention to expressive concepts in prepared performances.

HS1.VM.P3B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.

CREATE

HS1.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.

HS1.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.

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.

HS1.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively- developed criteria.

HS1.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

RESPOND

HS1.VM.R3.A Apply appropriate criteria to evaluate musical works and performances.

I can describe an audience's response to a performance.

I can describe how the expressive intent of a performance affects an audience's response.

CREATE

I can use expressive qualities to connect with and audience.

I can improvise ideas for melodies and rhythmic passages that reflect characteristics of music from a variety of historical periods.

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

I can document (through notation or a recording) a melody or rhythm to use in an arrangement or composition.

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

I can present a finalized composition individually.

RESPOND

I can evaluate musical works and performances based on my current knowledge of musical elements and expressive qualities.

CONNECT

HS1.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS1.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life

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 1, Quarter 3

<p>Big Ideas/Key Concepts: Exploration of Musical Concepts</p> <p>Enduring Understandings: Performers make musical decisions based on their understanding of musical concepts.</p> <p>Essential Question: How do performers use musical concepts to develop musicianship?</p>	
Standards	Student Friendly “I Can” Statements
PERFORM	PERFORM
<p>HS1.VM.P1.A Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>HS1.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p>HS1.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> <p>HS1.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:</p> <ul style="list-style-type: none"> ● Posture ● Breath management ● Tone production with freedom, resonance and control ● Pitch matching, pitch accuracy, and intonation ● Balance and blend 	<p>I can explain how to select music for different purposes and contexts. (For example: warm-ups, in-class performances, mid-state auditions, solo and ensemble, etc.)</p> <p>I can explain how various warm-ups can prepare the performer(s) for various challenges in repertoire.</p> <p>I can compare and contrast how compositional devices and theoretical and structural aspects of music inform performance.</p> <p>I can read and notate music a UIL Level III with accurate pitch, rhythm, and intonation.</p> <p>I can sight-read music at an intermediate level.</p> <p>I can produce a free and resonant tone at varying dynamic levels.</p> <p>I can listen to the ensemble to adjust intonation, balance, and blend.</p>

- Sense of Ensemble

HS1.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

HS1.IM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music.

HS1.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.

CREATE

HS1.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.

HS1.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.

I can find the tonal center of a piece of music.

I can sing a major scale.

I can sing with appropriate diction.

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

I can demonstrate music literacy and technical accuracy in prepared performances at UIL Level III.

CREATE

I can compose and improvise rhythmic ideas that reflect the characteristics of the music being studied.

I can create a plan for developing a composition.

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.

HS1.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively- developed criteria.

HS1.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

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

HS1.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS1.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

I can document my composition in standard notation.

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

I can present a finalized composition as an ensemble.

RESPOND

I can identify and describe reasons for selecting music based on characteristics found in music.

I can describe reasons for selecting music based on my personal interests and research.

CONNECT

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

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

High School, Vocal Music, Level 1, 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	Student Friendly “I Can” Statements
<p style="text-align: center;">PERFORM</p> <p>HS1.VM.P1.A Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>HS1.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p>HS1.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>HS1.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p>	<p style="text-align: center;">PERFORM</p> <p>I can explain how I selected music to study based on the theoretical or structural aspects of music (for example: recognizing where patterns are repeated, phrases, etc.).</p> <p>I can identify the compositional devices and theoretical and structural aspects of my music.</p> <p>I can compare how compositional devices and theoretical and structural aspects of music are used in different pieces of music (ex. Terraced dynamics in baroque music).</p> <p>I can demonstrate appropriate concert etiquette based on the performance venue.</p> <p>I can read and notate music at UIL Level IV.</p> <p>I can sight-read 8-16 bars of music in more than one voice part at a UIL Level III.</p>

HS1.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

HS1.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

HS1.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.

HS1.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.

CREATE

HS1.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal

I can sing in a large ensemble with varying voice groupings while responding to conductor cues (including balance, dynamics, entrances, and cut-offs).

I can sing using a variation of dynamics, articulations and simple phrases.

I can define and apply music terminology found in the music as a means of musical expression.

I can use expressive qualities to connect with an audience during a performance.

CREATE

I can compose melodic ideas for use in an arrangement over a chordal structure.

structure that reflect characteristics of music or text studied in rehearsal.

HS1.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.

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.

HS1.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively- developed criteria.

HS1.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

RESPOND

HS1.VM.R3.A Apply appropriate criteria to evaluate musical works and performances.

CONNECT

HS1.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

HS1.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 notate or record my composition or improvisations.

I can refine my musical ideas based on collaboratively- developed criteria.

I can present a finalized improvisation as an ensemble.

RESPOND

I can evaluate musical works and performances based on my current knowledge of musical elements and expressive qualities.

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.