

First Six Weeks**I. PERFORMANCE SKILLS****A. Music Reading/Vocabulary**

1. Identify and describe a music staff
2. Identify and define ledger lines
3. Name the letters of the alphabet used in music notation
4. Differentiate between and construct the following clefs
 - a. treble
 - b. bass
5. Identify the lines and spaces of the staff by letter names
6. Classify any given note as a "line" or "space" note
7. Identify and define a bar line
8. Identify and define a measure
9. Identify and define a double bar line
10. Identify and define time signature
 - a. describe the use of the upper number in time signature
 - b. describe the use of the lower number in time signature
11. Identify, describe, define, listen to, write and perform the following notes and rests:
 - a. whole note and rest
 - b. half note and rest
 - c. quarter note and rest
 - d. dotted half note and dotted half rest
12. Identify, describe, define and listen to examples of the soprano voice
13. Identify, describe, define and listen to examples of the alto voice
14. Identify, describe, define and listen to examples of the cambiata voice
15. Identify, describe, define and listen to examples of the tenor voice
16. Identify, describe, define and listen to examples of the baritone voice
17. Identify, describe, define and listen to examples of the bass voice
18. Identify, describe, define and listen to examples of selected melodies and rhythmic instruments

B. Vocal Technique

1. Develop the diaphragmatic breathing needed to support choral tone
2. Develop the posture needed to support choral tone
3. Demonstrate the correct use of the five basic vowels – ee, ay, ah, oh, oo
4. Develop an understanding of the causes of vocal damage due to dehydration
5. Develop an understanding of how screaming, over-singing, excessive shouting, singing over hoarseness can cause nodules on the vocal cords
6. Describe and define nodules

II. ANALYSIS/RESPONSE**A. Rehearsal/Performance Expectations**

1. Identify and bring the materials and equipment necessary for effective rehearsal/performance

B. Rehearsal Schedule

1. Follow the designated rehearsal schedule

C. Performance Schedule

1. Follow the designated performance schedule

First Six Weeks

- D. Vocal Health
 - 1. Maintain the voice in proper singing condition
- E. Ensemble
 - 1. Proficiently perform unison music in an ensemble at level of difficulty of one on a scale of 1 to 6 with expression
- F. Listening and Evaluation
 - 1. Listen to examples of soloists, choral groups and/or ensembles – amateur and/or professional
 - 2. Discuss, compare, and describe good vs. bad vocal technique, tone, intonation, and diction

Second Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Identify, define and demonstrate grand staff
 - 2. Identify, describe and demonstrate a repeat sign
 - 3. Identify, describe and demonstrate the use of slurs
 - 4. Identify, describe, and demonstrate the use of breath marks
 - 5. Identify and define a cappella
 - 6. Identify, define and demonstrate the accent
- B. Posture
 - 1. Demonstrate correct standing body posture while singing
 - a. feet apart
 - b. knees unlocked
 - c. backstraight
 - d. head erect
 - e. ribcage lifted
 - f. shoulders relaxed
 - g. hands at your side
 - 2. Demonstrate correct seated posture while singing
 - a. sit on front edge of seat
 - b. both feet on floor
 - c. back straight\head erect
 - d. ribcage lifted
 - e. shoulders relaxed
 - f. arms relaxed
- C. Music Practice
 - 1. Demonstrate a proper daily vocal warm-up
 - 2. Identify and practice assigned
 - a. vocalises
 - b. exercises
 - c. music
 - 3. Identify and practice problem areas in assigned music selections
- D. Articulation
 - 1. Describe and demonstrate the correct relaxed jaw for each of the basic vowels (ay, ee, ah, oh, oo)
 - 2. Describe and demonstrate a vertical mouth shape for each of the basic vowels (ay, ee, ah, oh, oo)
 - 3. Describe and demonstrate a space inside your mouth for each of the basic vowels (ay, ee, ah, oh, oo)

Second Six Weeks

- E. Music Notation and Usage
 - 1. Sing, play or "say" and write a whole note and Execute a whole rest
 - 2. Sing, play or "say" and write a half note and Execute a half rest
 - 3. Sing, play or "say" and write a quarter note and Execute a quarter rest
- F. Tone Quality
 - 1. Demonstrate proper intake of air using the diaphragm when singing
 - 2. Demonstrate proper intake of air through the mouth when singing
 - 3. Demonstrate proper flow of air from the lungs when singing

II. ANALYSIS/RESPONSE

- A. Rehearsal/Performance Expectations
 - 1. Identify and bring the materials and equipment necessary for effective rehearsal/performance
- B. Rehearsal Schedule
 - 1. Follow the designated rehearsal schedule
- C. Performance Schedule
 - 1. Use proper warm-up procedures
- D. Vocal Health
 - 1. Explain the importance of keeping the voice in proper singing condition
- E. Ensemble
 - 1. Proficiently perform unison and 2-part music in an ensemble at level of difficulty of one on a scale of 1 to 6 with expression
- F. Listening – Themes and Variations
 - 1. Listen to examples of themes and variations

Third Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Identify and describe the use of a repeat sign
 - 2. Identify and describe the use of a repeat measure
 - 3. Identify and describe the use of first and second endings
 - 4. Identify and describe the use of D. C. al Fine
 - 5. Identify and describe dal segno
 - 6. Define the term phrase and identify a phrase in Vocal Music Level 1 music
 - 7. Define and demonstrate unison
 - 8. Define and demonstrate melody
 - 9. Define and demonstrate harmony
 - 10. Define and demonstrate rhythm
 - 11. Locate and describe the use of key signature
- B. Dynamic Markings
 - 1. Define, write, and demonstrate the dynamic marking piano (p)
 - 2. Define, write, and demonstrate the dynamic marking forte (f)
 - 3. Define, write, and demonstrate pianissimo (pp)
 - 4. Define, write, and demonstrate fortissimo (ff)
 - 5. Define, write, and demonstrate mezzo piano (mp)
 - 6. Define, write mezzo forte (mf)

Third Six Weeks

- C. Key Signature (Functions)
 - 1. Identify and describe the function of a flat
 - 2. Identify and describe the function of a sharp
 - 3. Identify and describe the function of a natural
 - 4. Locate tonic (or "1" or "Do") in keys being studied
 - 5. Identify and recite in correct order the flats in a key signature
 - 6. Identify and recite in correct order the sharps in a key signature
- D. Articulation
 - 1. Describe and demonstrate accented notes
 - 2. Describe and demonstrate a slur
- E. Range
 - 1. Sing scales starting with A below the staff (treble clef) to G above the staff (treble) and an octave lower for basses.
- F. Meter
 - 1. State the meaning of the top and bottom numerals in a time signature.
 - 2. Demonstrate the correct meter in a song or exercise by counting the rhythm aloud.
- G. Intonation
 - 1. Demonstrate the correct posture necessary in order to achieve proper intonation.
 - 2. Demonstrate the appropriate mouth position necessary to achieve intonation for singing.
 - 3. Demonstrate proper breath support necessary in producing a good tone
 - 4. Demonstrate uniformity of vowels necessary for proper intonation
- H. Phrase
 - 1. Describe and identify the beginning and ending of a phrase
 - 2. Locate and perform a phrase within a Vocal Music Level 1 music selection.

II. ANALYSIS/RESPONSE

- A. Rehearsal Schedule
 - 1. Practice required music on a regular schedule
- B. Performance
 - 1. Participate in all required performances of a musical group
 - 2. Proficiently perform unison and 2-part music in an ensemble at level of difficulty of one on a scale of 1 to 6
 - 3. Perform a non-notated rhythm
- C. Listening
 - 1. Listen to examples of variations on a theme
 - 2. Listen to examples of improvisations

III. HISTORY/CULTURE

- A. Musical Styles
 - 1. Identify, describe and perform monophonic music

Fourth Six Weeks**I. PERFORMANCE SKILLS****A. Music Reading/Vocabulary**

1. Define and locate pick-up notes
2. Define and describe the use of sharps, flats and naturals as related to a single tone
3. Define, locate, and demonstrate the tempo markings found in Level 1 music
4. Identify, describe, and demonstrate the use of a fermata

B. Dynamics

1. Define, write and demonstrate the dynamic marking crescendo (cres.)
2. Define, write and demonstrate the dynamic marking dimenuendo (dim.)
3. Define, write and demonstrate the dynamic marking ritardando (rit.)
4. Define, write and demonstrate the dynamic marking accelerando (accel.)

C. Music Notation and Usage

1. Count and sing/play a dotted half note
2. Count and sing/play an eighth note and Execute an eighth rest
3. Count and sing/play a dotted quarter note

D. Scales and Intervals

1. Explain what constitutes a major scale
2. Sing major scales with correct half step and whole step pattern
3. Identify numbers 1, 3, 5, 8 or solfege Do, Me, So, Do in a major scale
 - a. by sound
 - b. by sight

E. Beat Pattern

1. Locate and Define the time signatures:
 - a. 2/4
 - b. 3/4
 - c. 4/4
2. Describe and demonstrate conductor's beat patterns in 2/4, 3/4, and 4/4

II. ANALYSIS/RESPONSE**A. Rehearsal/Performance Expectations**

1. Identify and bring the materials and equipment necessary for effective class participation

B. Rehearsal Schedule

1. Practice required music on a regular schedule

C. Performance Schedule

1. Participate in all required performances of a musical group
2. Sing sounds as dictated and explore variations

D. Accompaniment

1. Imitate and improvise simple accompaniments

E. Ensemble

1. Proficiently perform unison and 2-part music in an ensemble at level of difficulty of at least 2 on a scale of 1 to 6

F. Listening and Evaluation

1. Listen to examples of soloists, choral groups, and/or ensembles – amateur and/or professional
2. Discuss and describe good vs. bad vocal technique, tone, intonation, diction, and rhythmic accuracy

Fourth Six Weeks**III. HISTORY/CULTURE**

- A. Musical Styles – Art Songs
 - 1. Identify and perform an art song

Fifth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Define and demonstrate tempo
 - a. Allegro
 - b. Allegretto
- B. Scales
 - 1. Construct and sing/play C major
 - 2. Construct and sing/play F major
 - 3. Construct and sing/play G major
 - 4. Construct and sing/play Bb major
 - 5. Construct and sing/play D major

II. ANALYSIS/RESPONSE

- A. Rehearsal/Performance
 - 1. Practice required music on a regular schedule
- B. Rehearsal Schedule
 - 1. Participate in all required rehearsals of a musical group
- C. Performance
 - 1. Participate in all required performances of a musical group
 - 2. Improvise simple accompaniments
- D. Listening and Evaluation
 - 1. Listen to examples of this particular choral ensemble
 - 2. Describe good vs. bad vocal technique, tone, intonation, diction, and rhythmic accuracy

III. HISTORY/CULTURE

- A. Musical Styles - Madrigal
 - 1. Identify and perform Madrigal and other polyphonic music

Sixth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Define the term coda and identify the symbol
 - 2. Define the term Dal Segro and identify the abbreviation
 - 3. Define the term Da Capo (D.C.) and identify the abbreviation
 - 4. Define the term D.C. al fine and identify the abbreviation
 - 5. Define the term Fine and identify the symbol
 - 6. Define the term legato and identify the symbol
 - 7. Define the term staccato and identify the symbol
- B. Intervals
 - 1. Identify, write, and sing/play half and whole steps
 - 2. Identify, write, and sing/play major 3rds and perfect 5ths

II. ANALYSIS/RESPONSE

- A. Rehearsal/Performance Expectations
 - 1. Identify and bring materials and equipment necessary for effective class participation
- B. Rehearsal Schedule
 - 1. Practice required music on a regular schedule
- C. Performance Schedule
 - 1. Participate in all required performances of a musical group
 - 2. Improvise simple accompaniments to choral music
- D. Ensemble
 - 1. Proficiently perform unison and 2-part music in an ensemble at level of difficulty of at least 2 on a scale of 1 to 6
- E. Listening and Evaluation
 - 1. Listen and watch video examples of this choral group
 - 2. Discuss and describe good vs. bad vocal technique, tone, intonation, diction, rhythmic accuracy and expression

III. HISTORY/CULTURE

- A. Musical Styles – Classical
 - 1. Identify and perform homophonic music in the classical style