



***Bristol Public Schools***  
**Office of Teaching & Learning**

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|--|--|
| <b>Department</b>                                | Music  |
| <b>Department Philosophy</b>                     | The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world. |
| <b>Course</b>                                    | A Cappella   |
| <b>Course Description for Program of Studies</b> | This is a semester based course where students will learn how to sing in a small group. Students will learn vocal techniques used in contemporary college A Cappella style (Glee, Pitch Perfect, or Pentatonix). This will include learning vocal percussion (beatboxing), microphone technique, arranging and writing. Student's will also have the opportunity to sing solos and enhance their ability to connect with their peers and audience.   |
| <b>Grade Level</b>                               | 9-12   |
| <b>Pre-requisites</b>                            | None   |
| <b>Credit (if applicable)</b>                    | .5   |



|   |   |   |   |  |  |  |  |  |   |   |   |   |   |  |  |   |   |  |  |
|---|---|---|---|--|--|--|--|--|---|---|---|---|---|--|--|---|---|--|--|
| MU:Pr6.1 Convey meaning through the presentation of artistic work.  | P | P | P |  |  |  |  |  | P | P |   | P | S |  |  | P |   |  |  |
| <b>Responding</b>   |   |   |   |  |  |  |  |  |   |   |   |   |   |  |  |   |   |  |  |
| MU:Re7.1 Perceive and analyze artistic work.  |   |   |   |  |  |  |  |  |   | S |   |   |   |  |  |   |   |  |  |
| MU:Re8.1 Interpret intent and meaning in artistic work.   |   |   | S |  |  |  |  |  | S |   | P |   |   |  |  |   |   |  |  |
| MU:Re9.1 Apply criteria to evaluate artistic work.  |   |   |   |  |  |  |  |  |   |   |   |   | P |  |  |   | P |  |  |
| <b>Connecting</b>   |   |   |   |  |  |  |  |  |   |   |   |   |   |  |  |   |   |  |  |
| MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.                                   |   |   |   |  |  |  |  |  |   |   |   |   |   |  |  |   |   |  |  |
| MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. |   |   |   |  |  |  |  |  |   |   | S |   |   |  |  |   |   |  |  |

## ESSENTIAL QUESTION OF STANDARDS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?
- How do we discern the musical creators' and performers' expressive intent?
- How does understanding the structure and context of musical works inform performance?
- How do musicians make creative decisions?
- How do we judge the quality of musical work(s) and performance(s)?
- How does understanding the structure and context of the music influence a response?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

## ENDURING UNDERSTANDING OF STANDARDS

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

# UNIT 1: Posture and Breath Support

## Vocal Awareness/Technique

| Standard  |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary |
|---|---|------------------|--|---|
| <b>MU:Pr6.1.</b><br><b>E.HSI</b><br><b>(Proficient)</b> | a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.<br><br>b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. |                  | Content Knowledge  | Thorax (intercostal muscles), diaphragm       |
|   |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                  |
|   |   | x                | Physical Skill   | All breathing is from the diaphragm           |
|   |   |                  | Product Development  | <b>RESOURCES</b>                              |
|   |   |                  | Learning Behavior  | ENT diagram, thorax diagram                   |

## LEARNING TARGETS

I CAN

- Stand or sit using proper posture.
- Identify muscle groups used in singing.
- Prepare my body for the physical act of singing.

## UNIT 2: Articulation

### Vocal Awareness/Technique

| Standard  |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary                   |
|---|---|------------------|--|---|
| <b>MU:Pr6.1.</b><br><b>E.HSI</b><br><b>(Proficient)</b> | a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.<br><br>b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. |                  | Content Knowledge  | Legato, staccato, accent  |
|   |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b> |
|   |   | X                | Physical Skill   | Should have previous exposure                                   |
|   |   |                  | Product Development  |   |
|   |   |                  | Learning Behavior  |   |

### LEARNING TARGETS

I CAN

- Identify staccato, accent, legato within my music.
- Perform staccato, accent, legato.
- Explain and understand why staccato, accent, and legato are used within selected repertoire

## UNIT 3: Phrasing

### Vocal Awareness/Technique

| Standard  | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary |
|---|------------------|--|---|
| <b>MU:Pr6.1.E.<br/>HSII<br/>(Accomplished)</b><br><br>a. Demonstrate 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.<br><br>b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. |                  | Content Knowledge  | Phrasing                                      |
|   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                  |
|   | X                | Physical Skill   | All notes are monodynamic                     |
|   |                  | Product Development  |   |
|   |                  | Learning Behavior  |   |
|   |                  |  |   |
| <b>MU:Re8.1.E<br/>.HSI<br/>(Proficient)</b><br><br>Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.   | X                | Content Knowledge  |   |
|   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |   |
|   |                  | Physical Skill   |   |
|   |                  | Product Development  |   |
|   |                  | Learning Behavior  |   |

### LEARNING TARGETS

I CAN

- Recognize the natural rise and fall of a vocal line.
- Find the word that represents the apex (peak) of the phrase.
- Sing a vocal line with direction and meaning.

## UNIT 4: Vocal Percussion

### Vocal Awareness/Technique

| Standard                            |  | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary |
|-------------------------------------|--|------------------|--|---|
| <b>MU:Pr6.1.E.HSIII (Advance d)</b> | a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. |                  | Content Knowledge  | Vocal Percussion                              |
|                                     |  |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                  |
|                                     |  | X                | Physical Skill   | That it is hard or impossible to do.          |
|                                     |  |                  | Product Development  |   |
|                                     |  |                  | Learning Behavior  |   |

### LEARNING TARGETS

I CAN

- Create drum sound vocally.
- Understand basic rhythms.



## UNIT 5: Pitch & Rhythm

### Vocal Awareness/Technique

| Standard  |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary   |
|---|---|------------------|--|---|
| <b>MU:Pr4.2.</b><br><b>E.HSI</b><br><b>(Proficient)</b> | a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. | X                | Content Knowledge  | <ul style="list-style-type: none"> <li>• Treble and bass clef</li> <li>• 16th notes, whole notes, dotted notes</li> </ul> |
|   |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>  |
|   |   | X                | Physical Skill   | What standard notation is (i.e. the staff).   |
|   |   |                  | Product Development  | <b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>   |
|   |   |                  | Learning Behavior  | Quarter and eighth notes  |

### LEARNING TARGET

I CAN

- Read standards notes and perform them. (notes on the treble and bass clef)
- Identify written notes; their pitch and duration. (16th notes to whole notes, and dotted notes)
- Sing correct pitch and duration as indicated by the music.

## UNIT 6: Key Signatures

### Vocal Awareness/Technique

| Standard  |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary                    |
|---|---|------------------|--|--|
| <b>MU:Pr4.2.</b><br><b>E.HSI</b><br><b>(Proficient)</b> | a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. | X                | Content Knowledge  | solfège, key signature, and how sharps and flats affect the “do” |
|   |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                                     |
|   |   | X                | Physical Skill   | That “do” is fixed   |
|   |   |                  | Product Development  | <b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>  |
|   |   |                  | Learning Behavior  | Basic solfège scale  |

### LEARNING TARGETS

I CAN

- Find and sing the ‘do’ note of C in written music.
- Find and sing the ‘do’ note of G in written music.
- Find and sing the ‘do’ note of F in written music.
- Find and sing the ‘do’ note of D in written music.
- Find and sing the ‘do’ note of Bb in written music.
- Find and sing the ‘do’ note of A in written music.
- Find and sing the ‘do’ note of Eb in written music.

## UNIT 7:Time Signatures

### Vocal Awareness/Technique

| Standard  |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary                   |
|---|---|------------------|--|---|
| <b>MU:Pr4.2.</b><br><b>E.HSI</b><br><b>(Proficient)</b> | a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. | X                | Content Knowledge  | Compound and simple meter                                       |
|   |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                                    |
|   |   | X                | Physical Skill   | That 6/8 and 3/4 are the same meter                             |
|   |   |                  | Product Development  | <b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b> |
|   |   |                  | Learning Behavior  | Ability to keep a steady beat                                   |

### LEARNING TARGET

I CAN

- Identify the difference between compound and simple meters. (2/4, 2/2, 3/4, 3/8, 4/4, 6/8, 6/4, 9/8, 12/8)
- Perform simple and compound meters and know where each of the beats are.
- Associate beats with conductor's gesture.

## UNIT 8: Road Map Symbols

### Vocal Awareness/Technique

| Standard                                    |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary  |
|---|---|------------------|--|--|
| <b>MU:Pr4.2.<br/>E.HSI<br/>(Proficient)</b> | a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. | X                | Content Knowledge  | <ul style="list-style-type: none"> <li>repeat signs, CODA, DS, and first/second endings</li> </ul>   |
|   |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>   |
|   |   | X                | Physical Skill   | That you do not need to go back to the beginning when there is a repeat<br>Read/sing through first and second ending (forgetting to repeat and jump to 2nd ending) |
|   |   |                  | Product Development  |  |
|   |   |                  | Learning Behavior  |  |

### LEARNING TARGETS

I CAN

- Identify repeat signs, CODA, DS, and first/second endings
- Follow the score returning to the correct measure with the road map symbols.

## UNIT 9: Solfège

### Vocal Awareness/Technique

| Standard                                    |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary                   |
|---|---|------------------|--|---|
| <b>MU:Pr4.2.<br/>E.HSI<br/>(Proficient)</b> | a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. | X                | Content Knowledge  | solfège   |
|   |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b> |
|   |   | X                | Physical Skill   | Exposure to solfège   |
|   |   |                  | Product Development  |   |
|   |   |                  | Learning Behavior  |   |

### LEARNING TARGETS

I CAN

- Sing a scale using solfège syllables.
- Jump to any scale degree (interval) from do.
- Identify 'do' in the key signature of the musical passage.
- Sing musical passages with solfège syllables.

## UNIT 10: Conducting Gestures

### Vocal Awareness/Technique

| Standard  |  | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary                               |
|---|--|------------------|--|---|
| <b>MU:Pr6.1.</b><br><b>E.HSI</b><br><b>(Proficient)</b> | a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.                                 |                  | Content Knowledge  | Conducting, upbeat and downbeat   |
|   |  |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |   |
|   |  | X                | Physical Skill   | <b>COMMON MISCONCEPTIONS</b>  |
|   |  |                  | Product Development  | Forgetting to look at the conductor to know when and how to sing/articulate |
|   |  |                  | Learning Behavior  |   |
|   |  |                  |  |   |
| <b>MU:Re8.1.</b><br><b>E.HSI</b><br><b>(Proficient)</b> | Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. | X                | Content Knowledge  |   |
|   |  |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |   |
|   |  |                  | Physical Skill   |   |
|   |  |                  | Product Development  |   |
|   |  |                  | Learning Behavior  |   |

### LEARNING TARGETS

I CAN

- Start and end music phrases together with others.
- Follow directions/gestures for appropriate synchronization.
- Associate beats with conductor's gesture.
- Prepare and perform for upbeats and downbeats

# UNIT 11: Arranging

## Vocal Awareness/Technique

| Standard   | Type of Standard  | Concepts and Disciplinary-Specific Vocabulary                    |  |
|--|---|--|--|
| <b>MU:Cr2.1.C</b><br><b>.HSII</b><br><b>(Accomplished)</b> | a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.   | Content Knowledge  |  |
|  |   | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |  |
|  |   | Physical Skill   |  |
|  | X   | Product Development  |  |
|  |   | Learning Behavior  |  |
| <b>MU:Cr3.1.C</b><br><b>.HSII</b><br><b>(Accomplished)</b> | Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.  | Content Knowledge  |  |
|  |   | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |  |
|  |   | Physical Skill   |  |
|  |   | X  | Product Development  |
|  |   | Learning Behavior  |  |
| <b>MU:Re9.1.C</b><br><b>.HSI</b><br><b>(Proficient)</b>    | Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.<br><br>Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process. | Content Knowledge  |  |
|  |   | X  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |
|  |   |  | Physical Skill   |
|  |   |  | Product Development  |
|  |   |  | Learning Behavior  |
|  |   | <b>COMMON MISCONCEPTIONS</b>                                     |  |
|  |   | It is easy to arrange music                                      |  |
|  |   | <b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>  |  |
|  |   | Foundational music reading and theory skills                     |  |

## LEARNING TARGETS

I CAN:

- Arrange songs for various ensemble groups.
- Analyze scores to understand voice leading, harmonization and arranging norms.



## UNIT 12: Dynamics

### Vocal Awareness/Technique

| Standard  |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary                   |
|---|---|------------------|--|---|
| <b>MU:Re7.2.E</b><br><b>.HSI</b><br><b>(Proficient)</b> | Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.  |                  | Content Knowledge  | Dynamics ranging from pp-ff and sfz                             |
|   |   | X                | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                                    |
|   |   |                  | Physical Skill   | Not vary the dynamics enough                                    |
|   |   |                  | Product Development  | <b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b> |
|   |   |                  | Learning Behavior  | Ability to sing at different volumes                            |
| <b>MU:Pr6.1.E.</b><br><b>HSI</b><br><b>(Proficient)</b> | a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.<br><br>b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. |                  | Content Knowledge  |   |
|   |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |   |
|   |   | X                | Physical Skill   |   |
|   |   |                  | Product Development  |   |
|   |   |                  | Learning Behavior  |   |

### LEARNING TARGETS

I CAN

- Identify and perform ff in written music.

- Identify and perform *f* in written music.
- Identify and perform *mf* in written music.
- Identify and perform *mp* in written music.
- Identify and perform *p* in written music.
- Identify and perform *pp* in written music.
- Identify and perform *sfz* in written music.

## UNIT 13: Diction

### Vocal Awareness/Technique

| Standard  |  | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary |
|---|--|------------------|--|---|
| <b>MU:Re8.1.<br/>E.HSI<br/>(Proficient)</b>     | Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. | x                | Content Knowledge  | Diction                                       |
|   |  |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                  |
|   |  |                  | Physical Skill   | Singing everything in an American accent      |
|   |  |                  | Product Development  |   |
|   |  |                  | Learning Behavior  |   |
|   |  |                  |  |   |
| <b>MU:Cn11.0<br/>.E.HSII<br/>(Accomplished)</b> | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.   |                  | Content Knowledge  |   |
|   |  | x                | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |   |
|   |  |                  | Physical Skill   |   |
|   |  |                  | Product Development  |   |
|   |  |                  | Learning Behavior  |   |

### LEARNING TARGETS

I CAN

- Perform the correct vowels and consonants.
- Make myself understandable to others.

## UNIT 14: Vowel Color & Intonation

### Vocal Awareness/Technique

| Standard  |  | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary                   |
|---|--|------------------|--|---|
| <b>MU:Pr6.1.</b><br><b>E.HSI</b><br><b>(Proficient)</b> | a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. |                  | Content Knowledge  | Larynx, pharynx, soft palette placement, mask, resonance        |
|   |  |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                                    |
|   |  | X                | Physical Skill   | That pop stars sing correctly                                   |
|   |  |                  | Product Development  | <b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b> |
|   |  |                  | Learning Behavior  | Breathing technique   |

### LEARNING TARGETS

I CAN

- Shape my vocal tract appropriately.
- Identify muscles and spaces that affect the vowel color.
- Adjust tongue position for each of the italian singing vowels (ah, eh, ee, oh, oo)
- Adjust soft palette position for each of the italian singing vowels (ah, eh, ee, oh, oo)
- Place vowel sounds into the mask

# UNIT 15: Meaning & Interpretation

## Vocal Awareness/Technique

| Standard   | Type of Standard  |   | Concepts and Disciplinary-Specific Vocabulary                    |   |
|--|---|---|--|---|
| <b>MU:Pr6.1.E.</b><br><b>HSII</b><br><b>(Accomplished)</b> | a. Demonstrate 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.<br><br>b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. |   | Content Knowledge  | N/A   |
|  |   |   | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                    |
|  |   | X | Physical Skill   | Bringing in prior knowledge of a song's meaning |
|  |   |   | Product Development  |   |
|  |   |   | Learning Behavior  |   |
|  |   |   |  |   |
| <b>MU:Re9.1.E.</b><br><b>HSI</b><br><b>(Proficient)</b>    | Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.  |   | Content Knowledge  |   |
|  |   | X | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) |   |
|  |   |   | Physical Skill   |   |
|  |   |   | Product Development  |   |
|  |   |   | Learning Behavior  |   |

## LEARNING TARGETS

I CAN

- Understand the meaning of the text.
- Understand the context of the text.
- Sing so others can understand the text.
- Convey the meaning of the song using expression and body language.

## UNIT 16: Ballance

### Vocal Awareness/Technique

| Standard                                       |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary                                      |
|--|---|------------------|--|--|
| <b>MU:Pr4.1.<br/>E.HSII<br/>(Accomplished)</b> | a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. | X                | Content Knowledge  | Ballance   |
|  |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>   |
|  |   | X                | Physical Skill   | I can sing the right notes and it's right - but it needs to blend within the group |
|  |   |                  | Product Development  |  |
|  |   |                  | Learning Behavior  |  |

### LEARNING TARGETS

I CAN

- Listen to the overall volume levels of each part.
- Adjust my personal volume level to match others.

## UNIT 17: Blend

### Vocal Awareness/Technique

| Standard                                       |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary |
|--|---|------------------|--|---|
| <b>MU:Pr4.1.<br/>E.HSII<br/>(Accomplished)</b> | a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. | X                | Content Knowledge  | Vowel color and intonation                    |
|  |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>                  |
|  |   | X                | Physical Skill   | “Ah” sound is the same                        |
|  |   |                  | Product Development  |   |
|  |   |                  | Learning Behavior  |   |

### LEARNING TARGETS

I CAN

- Listen to vowel colors of others.
- Match vowel colors to others.

## UNIT 18: Microphone Technique

### Vocal Awareness/Technique

| Standard                           |   | Type of Standard |  | Concepts and Disciplinary-Specific Vocabulary                                 |
|------------------------------------|---|------------------|--|---|
| <b>MU:Pr4.3.T.HSI (Proficient)</b> | Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances. | x                | Content Knowledge  | EQ system, frequencies, compression   |
|                                    |   |                  | Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning) | <b>COMMON MISCONCEPTIONS</b>  |
|                                    |   | x                | Physical Skill   | That microphone placement doesn't matter and will pick up your voice anywhere |
|                                    |   |                  | Product Development  | <b>RESOURCES</b>  |
|                                    |   |                  | Learning Behavior  | microphones, mixing board   |

### LEARNING TARGETS

I CAN

- Use and hold microphones.
- Adjust EQ settings to fortify vocal quality.