

Advanced Vocal Performance Techniques

Course Name: Advanced Vocal Performance Techniques (Grades 9-12)

Course Number: 954F

Length: 1 Block

Credit: 1

Course Number: 954S

Length: 1 Block

Credit: 1

Course Description: A performing ensemble that will participate in local, regional, and national competitions and concerts. High level performance technique will be emphasized through a wide range of repertoire and genres. After school participation in performances and additional rehearsals are required. This course will encourage student growth in show design, stage presence, high level vocal technique, microphone technique, and integrating all aspects of a modern staged vocal concert.

Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or event, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

| Ohio Benchmarks Grades 9-12 | Grade Level Indicators | Comments/ Suggestions |
|---|---|---|
| <p>A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.</p> <p>B. Research and explain how music and composers both influence and are influenced by society and culture.</p> | <ol style="list-style-type: none">1. Students will compare and contrast examples of music and dance styles from a variety of times, cultures and places2. Students will perform music from a variety of cultures and historical periods.3. Students will listen to, reflect on, and perform “landmarks” of popular vocal literature that had a significant impact on the history of particular eras and cultures.4. Students will be exposed to the understanding that music and dance reflect, play a role in and influence culture5. Students will analyze and describe the historical correlation and current relevance between dancing and singing. | <ol style="list-style-type: none">1. Idea- Create a musical/dance timeline2. Students can outline a song with notating the musical devices used.3. Study the rules of composition in different time periods4. Make a chart in the classroom to have keywords placed on for reminders5. Use short clips of videos demonstrating performers from the historical time period being discussed/performed6. Written assignment on a specific performance the students have witnessed |

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Creative Expression and Communication

Students sing, improvise, compose, read and notate music.

| Ohio Benchmarks Grades 9-12 | Grade Level Indicators | Comments/Suggestions |
|--|---|---|
| <p>A. Sing independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.</p> <p>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</p> | <p>1. Students will perform a repertoire of challenging vocal literature representing various genres, styles and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, and with proper dance techniques, both individually and in small groups designed/arranged for a popular music vocal ensemble.</p> <p>2. Students will arrange music.</p> | <p>1. Student analysis of concert video.</p> <p>2. Self-assessments.</p> <p>3. Sing various melodic patterns and transpose into different keys.</p> <p>4. Students can create their own performance set, to be presented to the class.</p> <p>5. Have students "re-arrange" a piece of music using knowledge of form.</p> |

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Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

| Ohio Benchmarks Grades 9-12 | Grade Level Indicators | Comments/ Suggestions |
|--|--|---|
| <p>A. Analyze and evaluate music selections based upon established criteria.</p> <p>B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.</p> <p>C. Analyze common harmonic progressions in selected repertoire.</p> <p>D. Apply appropriate, established criteria to evaluate a variety of music performance.</p> | <p>1. Students will be able to sing back and notate songs into melodic and rhythmic patterns when presented aurally.</p> <p>2. Students will sight ready music accurately and expressively.</p> <p>3. Students will identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural techniques.</p> | <p>1. Use terminology to describe music selections.</p> <p>2. Students will practice sight reading with new music daily in class</p> <p>3. Have students identify the form and parts of a composition they are working on.</p> <p>4. Use a rubric or checklist to evaluate the performance using musical terminology.</p> |

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Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

| Ohio Benchmarks Grades 9-12 | Grade Level Indicators | Comments/ Suggestions |
|--|--|--|
| <p>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contribute to this thinking.</p> <p>B. Explain how people differ in music preferences based on their personal experiences.</p> <p>C. Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.</p> | <p>1. Critique their performances or compositions in terms of aesthetic qualities.</p> <p>2. Discuss how the purpose, meaning and value of a musical work changes because of the impact of life experiences.</p> <p>3. Evaluate musical works and performances using criteria for aesthetic qualities.</p> | <p>1. Research events and historical figures to determine if there was music composed around that event or person.</p> <p>2. Have students create a “show” around one particular emotion, and explain how the music helps to convey that emotion.</p> <p>3. Compare and contrast music to see differences in feelings and moods</p> <p>4. Critique 2 different performances of the same song using aesthetic qualities as a judgment factor.</p> |

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Connections, Relationships and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.

| Ohio Benchmarks Grades 9-12 | Grade Level Indicators | Comments/ Suggestions |
|--|--|--|
| <p>A. Articulate similarities and differences between music and other content areas.</p> <p>B. Apply technology in creating, performing and/or researching music.</p> <p>C. Compare and contrast several cultures' music works based on the function music serves, roles of the musicians and conditions under which the music is performed.</p> <p>D. Articulate music avocation and career opportunities found in various cultures and music setting and identify experiences necessary for success.</p> | <p>1. Students will explain ways in which the principles and subject matter of various disciplines are interrelated with those of music and dance.</p> <p>2. Students will have knowledge of traditional and emerging career opportunities in music and dance.</p> | <p>1. Create PowerPoint presentations that incorporate music.</p> <p>2. Bring in professional musicians/performers to give the students some real life knowledge from a professional.</p> <p>3. Have students research on the physics of sound.</p> <p>4. Students can learn electrical and technical sound production through interaction with sound systems and microphones.</p> |