



Fine & Performing Arts Department Curriculum Guide

VOX – H

Course Description
<p>This ensemble is open to students in grades 10-12 who are committed to achieving the highest levels of musical excellence. Treble voices who show significant control over their vocal technique through an audition and interview process will be selected to join the ensemble. The course will provide students with numerous performance opportunities, via school-related performances and out-of-school performance engagements. Through the study of a wide variety of choral literature, students will increase their global awareness through the study of music from other nations and cultures resulting in mutual respect for diverse societies and customs. Emphasis will be placed on the development of individual vocal technique, choral ensemble balance, stylistic interpretation and analysis, musicianship skills, and creativity through musical expression. Through the duration of the course, the students will develop skills in collaboration, creativity and innovation, life skills in leadership, ethics, accountability, adaptability, personal responsibility, personal productivity, people skills, self-direction, and social responsibility. Members of this ensemble are expected to audition for MMEA District, SEMSBA, and ACDA honor choirs, as determined by the student and the Director. Ensemble members are strongly encouraged, though not required, to take private voice lessons to help maintain the high level of musical integrity that has been established by this group.</p>
Content Standards
<p>Cluster 1: Creating art with artistic intent. Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.</p> <p>Practice 1. Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.</p> <p>Practice 2. Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.</p> <p>Practice 3. Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate. Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.</p> <p>Practice 4. Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention.</p> <p>Practice 5. Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p>Practice 6. Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p>Cluster 3: Responding to arts through intellect and emotion. Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. Learning to appreciate artistic works is a lifelong cumulative experience.</p> <p>Practice 7. Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p>Practice 8. Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p>Practice 9. Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge. Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others.</p> <p>Practice 10. Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>



Fine & Performing Arts: Vox – H

Units	Essential Questions	Key Activities May Include:
Vocal Technique	<ul style="list-style-type: none"> How does a singer develop a consistent, pleasing sound? What are the key parts of the body that aid in the creation of musical sound? 	<ul style="list-style-type: none"> Postural Alignment & Body Mapping Respiration, Phonation, Resonation Vocalizes Daily Warm Ups
Diction	<ul style="list-style-type: none"> What are the importance of words as a singer? How do we articulate words so that they are understood by the listener? What parts of the body articulate and shape consonants and vowels? 	<ul style="list-style-type: none"> International Phonetic Alphabet translations Vocalizes
Musical Literacy	<ul style="list-style-type: none"> How do I read and interpret the language of music? 	<ul style="list-style-type: none"> Use of Takadimi rhythmic solfege to chant and perform rhythmic patterns Use of diatonic solfege to perform pitch patterns and melodies Sight-reading exercises
Individual Musicianship	<ul style="list-style-type: none"> What are the characteristics of a great musician? 	<ul style="list-style-type: none"> Student video recordings Weekly sight-reading assessments Self-assessment forms
Ensemble Musicianship	<ul style="list-style-type: none"> How does a great musician contribute to an ensemble? 	<ul style="list-style-type: none"> Focus on the shaping of music together (phrasing, dynamics, articulation, balance, intonation, expression & communication)
Musical Connections	<ul style="list-style-type: none"> What role does music play in our community, region, nation, and the world? 	<ul style="list-style-type: none"> Composer research Informed interpretation Stylistic analysis Writing reflections
Musical Roles	<ul style="list-style-type: none"> How do composers, conductors, performers, and audience members contribute to making music? 	<ul style="list-style-type: none"> Improvisation/Composition/Arranging Projects Basic conducting Attending concert performances both in and out of school



Units	Essential Questions	Key Activities May Include:
Leadership	<ul style="list-style-type: none"> ▪ <i>How do leaders organize, communicate with, encourage, and inspire the people they lead?</i> 	<ul style="list-style-type: none"> ▪ Sectional work ▪ Organization of ensemble members for extra-curricular events
Community Engagement	<ul style="list-style-type: none"> ▪ <i>What is the importance of engaging with your community?</i> ▪ <i>How can we engage with our community in meaningful ways?</i> ▪ <i>How can we engage our community with surrounding communities meaningfully?</i> 	<ul style="list-style-type: none"> ▪ School concerts provided throughout the school year ▪ Extracurricular performances in the community (Veteran's and Memorial Day, sporting events, caroling) ▪ Participation in SEMSBA, District, and All-State Ensembles