

**9-12 Vocal Music**

2018-2019

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**Topic 1: Vocal Technique**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4AB: Models at a level above learning goal. | 3A: Matches pitch.  3B: Synthesizes aspects of vocal technique to sing with advanced and expressive qualities. | 2A: Determines correctly matched pitches.  2B.1: Sings with appropriate body alignment.  2B.2: Prepares and sings with active breath support and management.  2B.3: Sings with appropriate vowel shapes and resonant space.  2B.4: Sings with appropriate diction.  2B.5: Sings with expressive elements. |

**Topic 2: Musicianship**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4AB: Develop a strategy to lead sectional and rehearsal work. | 3A: Prepares for rehearsal.  3B: Collaborates with section and contributes to the ensemble. | 2A.1: Revises work in between rehearsals.  2A.2: Organizes materials.  2B.1: Demonstrates attention to the primary focus of the rehearsal.  2B.2: Records score markings.  2B.3: Actively engages in rehearsal |

**Topic 3: Performance**

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| --- | --- | --- | --- |
|  | 4-Exceding | 3-Meeting | 2-Developing |
|  | 4AB: Models at a level above learning goal. | 3A: Formally performs using technical knowledge and skills.    3B: Formally performs with artistic intent to achieve sustained communication with the audience. | 2AB.1: Demonstrates formal concert etiquette as a performer.  2AB.2: Demonstrates formal concert etiquette as an audience member.  2AB.3: Demonstrates concert preparation. |

*\*2AB.3 could include concert attire, memorization of repertoire, pre-concert warmup, etc.*

*\*In addition to performing, it is expected that students have experience reflecting and evaluating others’ and own performances.*

**Topic 4: Literacy**

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|  | 4-Exceeding | 3-Meeting | 2-Developing |
|  | 4ABC: Models at a level above learning goal. | 3A: Navigates an octavo.  3B: Analyzes combinations of rhythms in order to count and perform music.  3C: Discriminates pitches in order to sing music. | 2A: Identifies and defines applicable score markings  2B: Identifies and defines applicable notation.  2C: Identifies pitches. |

*\*2A could include tempo markings, dynamics, staves, repeats, etc.*

*\*2B could include duration symbols, counting systems, etc.*

LITERACY GUIDE

# LEVEL I – BEGINNING

RHYTHMS

* Simple meters
  + whole notes and rests
  + half notes and rests
  + quarter notes and rests
  + eighth notes in pairs
  + tied notes
  + dotted half notes and rests
  + dotted quarter notes and rests
  + eighth notes and rests

SOLFEGE

* sings stepwise passages in major keys
* sings triad skips in major keys
* identifies note names in treble and bass clefs

LITERATURE

* unison
* two-part
* three-part

# LEVEL II – INTERMEDIATE

RHYTHMS

* Simple meters
  + triplets
  + eighth and sixteenth notes and rests
* Compound meters
  + eighth notes
  + dotted quarter notes

SOLFEGE

* sings stepwise passages in minor keys
* sings triad skips in minor keys
* identify moveable DO

LITERATURE

* three-part
* four-part

# LEVEL III – ADVANCED

RHYTHMS

* Simple meters
  + patterns of syncopation
* Compound meters
  + dotted half notes
  + sixteenth notes
* hemiolas
* rhythms in irregular and mixed meters

SOLFEGE

* sings all intervals, including chromatic and non-diatonic intervals

LITERATURE

* four-part
* four-part divisi