

# 5-8 Vocal Performance

## Fine Arts Curriculum Framework

Revised 2008

5-8 Vocal Performance Fine Arts Curriculum Framework

Strand	Content Standard
Music	
1. Skills and Techniques	Students shall demonstrate and apply the essential skills and techniques to produce music.
2. Creative Expression	Students shall demonstrate creative expression through music.
3. Critical Analysis	Students shall listen to, analyze, describe, and evaluate a variety of music.
4. Connections	Students shall demonstrate and apply knowledge of connections between music and other disciplines.

\*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.

The 5-8 Vocal Performance Fine Arts Curriculum Framework is designed as a sliding scale for schools that offer specific vocal music classes taught by licensed vocal music teachers. Schools offering specific vocal music classes at the 5-8 level shall follow the 5-8 Vocal Performance Fine Arts Curriculum Framework. This framework combines the 5-8 music strand of the required K-8 Fine Arts Curriculum Framework with specific student learning expectations in vocal performance.

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Sing	<p>M.1.5.1 Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> <li>• steady <i>beat</i></li> <li>• eighth <i>note</i> and sixteenth <i>note</i> patterns</li> <li>• variety of <i>tempi</i> (e.g., <i>andante</i>, <i>moderato</i>)</li> <li>• <i>major tonalities</i></li> <li>• <i>dynamic levels</i>—<i>pianissimo (pp)</i>, <i>piano (p)</i>, <i>mezzo piano (mp)</i>, <i>mezzo forte (mf)</i>, <i>forte (f)</i>, and <i>fortissimo (ff)</i></li> <li>• change in <i>dynamic levels</i>—<i>crescendo</i> and <i>decrescendo</i></li> <li>• <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math> <i>meters</i></li> <li>• <i>countermelodies</i></li> </ul>	<p>M.1.6.1 Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> <li>• steady <i>beat</i></li> <li>• pattern of a dotted quarter <i>note</i> followed by an eighth <i>note</i> or eighth <i>rest</i></li> <li>• variety of <i>tempi</i> (e.g., <i>lento</i>, <i>presto</i>)</li> <li>• <i>major and minor tonalities</i></li> <li>• various <i>dynamic levels</i></li> <li>• <math>\frac{2}{4}</math> and <math>\frac{6}{8}</math> <i>meter</i></li> <li>• more complex <i>forms and harmonies</i> (e.g., <i>two-part lines</i>, <i>twelve-bar blues</i>)</li> </ul>	<p>M.1.7.1 Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> <li>• steady <i>beat</i></li> <li>• pattern of a dotted eighth <i>note</i> followed by a sixteenth <i>note</i> or sixteenth <i>rest</i></li> <li>• variety of <i>tempi</i> (e.g., <i>grave</i>, <i>vivace</i>)</li> <li>• <i>major and minor tonalities</i></li> <li>• various <i>dynamic levels</i></li> <li>• <math>\frac{2}{2}</math>, or <i>cut time</i>, <i>meter</i></li> <li>• more complex <i>forms and harmonies</i> (e.g., <i>theme and variations</i>, <i>three-part lines</i>)</li> </ul>	<p>M.1.8.1 Sing a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> <li>• steady <i>beat</i></li> <li>• <i>syncopation</i></li> <li>• variety of <i>tempi</i></li> <li>• <i>major and minor tonalities</i></li> <li>• various <i>dynamic levels</i></li> <li>• <i>compound and mixed meter</i></li> <li>• more complex <i>forms and harmonies</i></li> </ul>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Play	<p>M.1.5.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> <li>• steady <i>beat</i></li> <li>• eighth <i>note</i> and sixteenth <i>note</i> patterns</li> <li>• variety of <i>tempi</i> (e.g., <i>andante</i>, <i>moderato</i>)</li> <li>• major <i>tonalities</i></li> <li>• dynamic levels—<i>pianissimo</i> (<i>pp</i>), <i>piano</i> (<i>p</i>), <i>mezzo piano</i> (<i>mp</i>), <i>mezzo forte</i> (<i>mf</i>), <i>forte</i> (<i>f</i>), and <i>fortissimo</i> (<i>ff</i>)</li> <li>• change in <i>dynamic</i> levels—<i>crescendo</i> and <i>decrescendo</i></li> <li>• <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math> <i>meters</i></li> </ul>	<p>M.1.6.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> <li>• steady <i>beat</i></li> <li>• pattern of a dotted quarter <i>note</i> followed by an eighth <i>note</i> or eighth <i>rest</i></li> <li>• variety of <i>tempi</i> (e.g., <i>lento</i>, <i>presto</i>)</li> <li>• major and <i>minor tonalities</i></li> <li>• various <i>dynamic</i> levels</li> <li>• <math>\frac{2}{4}</math> and <math>\frac{6}{8}</math> <i>meter</i></li> <li>• more complex <i>forms</i> and <i>harmonies</i> (e.g., <i>two-part</i> lines, <i>twelve-bar blues</i>)</li> </ul>	<p>M.1.7.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> <li>• steady <i>beat</i></li> <li>• pattern of a dotted eighth <i>note</i> followed by a sixteenth <i>note</i> or sixteenth <i>rest</i></li> <li>• variety of <i>tempi</i> (e.g., <i>grave</i>, <i>vivace</i>)</li> <li>• major and <i>minor tonalities</i></li> <li>• various <i>dynamic</i> levels</li> <li>• <math>\frac{2}{2}</math>, or <i>cut time</i>, <i>meter</i></li> <li>• more complex <i>forms</i> and <i>harmonies</i> (e.g., <i>theme and variations</i>, <i>three-part</i> lines)</li> </ul>	<p>M.1.8.2 Play a varied <i>repertoire</i> alone and with others</p> <ul style="list-style-type: none"> <li>• steady <i>beat</i></li> <li>• <i>syncopation</i></li> <li>• variety of <i>tempi</i></li> <li>• major and <i>minor tonalities</i></li> <li>• various <i>dynamic</i> levels</li> <li>• <i>compound</i> and <i>mixed meter</i></li> <li>• more complex <i>forms</i> and <i>harmonies</i></li> </ul>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Techniques	<p>M.1.5.3 Refine correct techniques</p> <ul style="list-style-type: none"> <li>• <i>vocal exploration</i></li> <li>• <i>found sounds</i></li> <li>• <i>body percussion</i></li> <li>• <i>classroom instruments</i></li> <li>• posture—vocal and instrumental</li> <li>• breathing</li> <li>• <i>phrasing</i></li> <li>• <i>articulation</i></li> </ul> <p>M.1.5.4 Demonstrate and respond to simple conducting patterns</p>	<p>M.1.6.3 Refine correct techniques</p> <ul style="list-style-type: none"> <li>• <i>vocal exploration</i></li> <li>• <i>found sounds</i></li> <li>• <i>body percussion</i></li> <li>• <i>classroom instruments</i></li> <li>• posture—vocal and instrumental</li> <li>• breathing</li> <li>• <i>phrasing</i></li> <li>• <i>articulation</i></li> </ul> <p>M.1.6.4 Interpret and respond to a conductor</p>	<p>M.1.7.3 Refine correct techniques</p> <ul style="list-style-type: none"> <li>• <i>vocal exploration</i></li> <li>• <i>found sounds</i></li> <li>• <i>body percussion</i></li> <li>• <i>classroom instruments</i></li> <li>• posture—vocal and instrumental</li> <li>• breathing</li> <li>• <i>phrasing</i></li> <li>• <i>articulation</i></li> </ul> <p>M.1.7.4 Interpret and respond to a conductor</p>	<p>M.1.8.3 Refine correct techniques</p> <ul style="list-style-type: none"> <li>• <i>vocal exploration</i></li> <li>• <i>found sounds</i></li> <li>• <i>body percussion</i></li> <li>• <i>classroom instruments</i></li> <li>• posture—vocal and instrumental</li> <li>• breathing</li> <li>• <i>phrasing</i></li> <li>• <i>articulation</i></li> </ul> <p>M.1.8.4 Interpret and respond to <i>artistic conducting</i></p>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Read	<p>M.1.5.5 Read</p> <ul style="list-style-type: none"> <li>• eighth <i>note</i> and sixteenth <i>note</i> patterns</li> <li>• variety of <i>tempi</i> (e.g., <i>andante</i>, <i>moderato</i>)</li> <li>• more complex <i>melodic patterns</i> (e.g., do-re-mi-fa-sol-la-ti-do/1-2-3-4-5-6-7-8, <i>major scale</i>)</li> <li>• <i>dynamic levels</i>—<i>pianissimo</i> (<i>pp</i>), <i>piano</i> (<i>p</i>), <i>mezzo piano</i> (<i>mp</i>), <i>mezzo forte</i> (<i>mf</i>), <i>forte</i> (<i>f</i>), and <i>fortissimo</i> (<i>ff</i>)</li> <li>• change in <i>dynamic level</i>—<i>crescendo</i>, <i>decrescendo</i></li> <li>• <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math> <i>meters</i></li> </ul> <p>M.1.5.6 Identify <i>notes</i> written on the lines and spaces of the <i>treble clef</i> and <i>bass clef</i></p>	<p>M.1.6.5 Read</p> <ul style="list-style-type: none"> <li>• pattern of a dotted quarter <i>note</i> followed by an eighth <i>note</i> or eighth <i>rest</i></li> <li>• variety of <i>tempi</i> (e.g., <i>lento</i>, <i>presto</i>)</li> <li>• <i>melodic patterns</i> that include <i>accidentals</i></li> <li>• various <i>dynamic levels</i></li> <li>• <math>\frac{2}{4}</math> and <math>\frac{6}{8}</math> <i>meter</i></li> <li>• various <i>forms</i> and <i>harmonies</i> (e.g., <i>two-part lines</i>, <i>twelve-bar blues</i>)</li> </ul> <p>M.1.6.6 Identify <i>notes</i> written on the lines, spaces, and ledger lines of the <i>treble clef</i> and <i>bass clef</i></p>	<p>M.1.7.5 Read</p> <ul style="list-style-type: none"> <li>• pattern of a dotted eighth <i>note</i> followed by a sixteenth <i>note</i> or sixteenth <i>rest</i></li> <li>• variety of <i>tempi</i> (e.g., <i>grave</i>, <i>vivace</i>)</li> <li>• various <i>dynamic levels</i></li> <li>• <math>\frac{2}{2}</math>, or <i>cut time</i>, <i>meter</i></li> <li>• more complex <i>forms</i> and <i>harmonies</i> (e.g., <i>theme and variations</i>, <i>three-part lines</i>)</li> <li>• the <i>intervals</i> within the <i>staff</i> (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major 2, <i>octave</i>)</li> </ul> <p>M.1.7.6 Identify <i>notes</i> written on the lines and spaces of the <i>grand staff</i></p>	<p>M.1.8.5 Read</p> <ul style="list-style-type: none"> <li>• <i>syncopation</i></li> <li>• variety of <i>tempi</i></li> <li>• various <i>dynamic levels</i></li> <li>• <i>compound</i> and <i>mixed meter</i></li> <li>• more complex <i>forms</i> and <i>harmonies</i></li> <li>• the <i>intervals</i> within the <i>staff</i> (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major 2, <i>octave</i>)</li> </ul> <p>M.1.8.6 Identify <i>notes</i> written on the lines, spaces, and ledger lines of the <i>grand staff</i></p>

Strand: Music

Content Standard 1: Skills and Techniques

Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Read	<p>M.1.5.7 Apply knowledge of <i>symbols</i> and terms in reading music</p> <ul style="list-style-type: none"> <li>• <i>repeat sign</i></li> <li>• <i>treble clef</i></li> <li>• <i>bass clef</i></li> <li>• <i>bar line</i> and <i>double bar line</i></li> <li>• <i>time signatures</i></li> <li>• <i>fermata</i></li> <li>• <i>simple key signatures</i></li> </ul>	<p>M.1.6.7 Apply knowledge of <i>symbols</i> and terms in reading music</p> <ul style="list-style-type: none"> <li>• <i>accidentals</i></li> <li>• <i>first and second endings</i></li> <li>• <i>da capo (D.C.)</i></li> <li>• <i>dal segno (D.S.)</i></li> <li>• <i>Coda</i></li> </ul>	<p>M.1.7.7 Apply knowledge of <i>symbols</i> and terms in reading music</p> <ul style="list-style-type: none"> <li>• <i>additional key signatures</i></li> <li>• <i>grand staff</i></li> </ul>	<p>M.1.8.7 Apply knowledge of <i>symbols</i> and terms in reading music</p> <ul style="list-style-type: none"> <li>• <i>multiple key signatures</i> within a <i>composition</i></li> </ul>
Notate	<p>M.1.5.8 Notate</p> <ul style="list-style-type: none"> <li>• <i>eighth note</i> and <i>sixteenth note</i> patterns</li> <li>• <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math> <i>time signatures</i></li> </ul>	<p>M.1.6.8 Notate</p> <ul style="list-style-type: none"> <li>• pattern of a dotted quarter <i>note</i> followed by an eighth <i>note</i> or eighth <i>rest</i></li> <li>• <math>\frac{2}{4}</math> and <math>\frac{6}{8}</math> <i>time signature</i></li> </ul>	<p>M.1.7.8 Notate</p> <ul style="list-style-type: none"> <li>• pattern of a dotted eighth <i>note</i> followed by a sixteenth <i>note</i> or sixteenth <i>rest</i></li> <li>• <math>\frac{2}{2}</math>, or <i>cut time</i>, <i>time signature</i></li> </ul>	<p>M.1.8.8 Notate</p> <ul style="list-style-type: none"> <li>• <i>syncopation</i></li> </ul>

Strand: Skills and Techniques

Content Standard 1: Students shall demonstrate and apply the essential skills and techniques to produce music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Beginning Vocal	Intermediate Vocal	Advanced Vocal
Perform	<p>M.1.BV.1 Sing correctly using appropriate <i>breath support</i> and control throughout the <i>vocal range</i></p> <p>M.1.BV.2 Explore the changing voice and vocal range through warm-ups and selected <i>repertoire</i></p> <p>M.1.BV.3 Sing a variety of vocal <i>repertoire</i> in <i>unison</i> at an appropriate level of difficulty alone or in groups</p> <p>M.1.BV.4 Sing using proper <i>vocal technique</i></p> <p>M.1.BV.5 Sing appropriate <i>repertoire</i> written in <i>treble clef</i></p> <p>M.1.BV.6 Demonstrate through performance an understanding of the language of music</p>	<p>M.1.IV.1 Sing expressively with attention to <i>dynamics, phrasing, and articulation</i></p> <p>M.1.IV.2 Explore the changing voice and vocal range through warm-ups, breathing exercises, and selected <i>repertoire</i></p> <p>M.1.IV.3 Sing a variety of vocal <i>repertoire</i> in <i>unison</i> and <i>two-part</i> at an appropriate level of difficulty alone or in groups</p> <p>M.1.IV.4 Sing using proper <i>vocal technique</i></p> <p>M.1.IV.5 Read and sing appropriate <i>repertoire</i> written in <i>treble clef</i></p> <p>M.1.IV.6 Demonstrate through performance an understanding of the language of music</p>	<p>M.1.AV.1 Sing expressively with attention to <i>blend, balance, dynamics, phrasing, and articulation</i></p> <p>M.1.AV.2 Explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate <i>repertoire</i></p> <p>M.1.AV.3 Sing a variety of vocal <i>repertoire</i> in <i>unison, two-part,</i> and independent parts at an appropriate level of difficulty alone or in groups</p> <p>M.1.AV.4 Sing using proper <i>vocal technique</i></p> <p>M.1.AV.5 <i>Sight-read</i> and sight-sing appropriate <i>repertoire</i> written in <i>treble clef</i></p> <p>M.1.AV.6 Demonstrate through performance an understanding of the language of music</p>

Strand: Music

Content Standard 2: Creative Expression

Students shall demonstrate creative expression through music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
<i>Improvise</i>	M.2.5.1 <i>Improvise rhythmic variations on familiar melodies</i>	M.2.6.1 <i>Improvise rhythms, melodies, and/or accompaniments</i>	M.2.7.1 <i>Improvise using a variety of sound sources (e.g., computer, electronic sounds)</i>	M.2.8.1 <i>Improvise rhythmic and melodic variations in a given style and meter (e.g., reggae, blues)</i>
<i>Compose/Arrange</i>	M.2.5.2 <i>Compose a four-measure phrase</i>  M.2.5.3 <i>Arrange familiar songs using musical expression</i>	M.2.6.2 <i>Compose a four-measure phrase with accompaniment</i>  M.2.6.3 <i>Arrange familiar songs with accompaniment</i>	M.2.7.2 <i>Compose an original melodic line with accompaniment</i>  M.2.7.3 <i>Arrange unfamiliar songs using musical expression</i>	M.2.8.2 <i>Compose an original song using various instruments</i>  M.2.8.3 <i>Arrange unfamiliar songs with accompaniment</i>
<i>Movement</i>	M.2.5.4 <i>Respond to music through movement (e.g., traditional and improvised conducting patterns)</i>	M.2.6.4 <i>Respond to music through movement (e.g., create movement to outline musical form)</i>	M.2.7.4 <i>Respond to music through movement (e.g., create choreography to songs for performance)</i>	M.2.8.4 <i>Respond to music through movement (e.g., create a song along with movement to teach to younger students)</i>

Strand: Music

Content Standard 2: Creative Expression

Students shall demonstrate creative expression through music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Beginning Vocal	Intermediate Vocal	Advanced Vocal
Perform	M.2.BV.1 Sing selected <i>repertoire</i> with appropriate <i>dynamics</i>	M.2.IV.1 Sing selected <i>repertoire</i> with creative <i>expression</i>	M.2.AV.1 Sing selected <i>repertoire</i> with creative <i>expression</i> and <i>artistic interpretation</i>

Strand: Music

Content Standard 3: Critical Analysis

Students shall listen to, analyze, describe, and evaluate a variety of music.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Listen/Analyze	<p>M.3.5.1 Identify musical instruments by sight and sound</p> <ul style="list-style-type: none"> <li>• string</li> <li>• brass</li> <li>• woodwind</li> <li>• percussion</li> <li>• electronic</li> </ul> <p>M.3.5.2 Recognize musical <i>form</i></p> <ul style="list-style-type: none"> <li>• <i>theme and variations</i></li> </ul> <p>M.3.5.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer</p>	<p>M.3.6.1 Identify musical <i>timbre</i></p> <ul style="list-style-type: none"> <li>• brass</li> <li>• string</li> <li>• percussion</li> <li>• woodwind</li> <li>• electronic</li> <li>• vocal</li> </ul> <p>M.3.6.2 Recognize <i>musical texture</i></p> <ul style="list-style-type: none"> <li>• <i>solo</i></li> <li>• small groups</li> <li>• large <i>ensemble</i></li> </ul> <p>M.3.6.3 Compare and contrast musical <i>form</i></p> <ul style="list-style-type: none"> <li>• popular and <i>imitative forms</i></li> <li>• <i>twelve-bar blues</i></li> </ul> <p>M.3.6.4 Demonstrate appropriate <i>etiquette</i> as a performer and an observer</p>	<p>M.3.7.1 Identify musical sounds</p> <ul style="list-style-type: none"> <li>• electronic</li> <li>• non-traditional</li> <li>• <i>genres</i> (e.g., women's <i>ensemble</i>, men's <i>ensemble</i>)</li> </ul> <p>M.3.7.2 Analyze various musical <i>forms</i></p> <p>M.3.7.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer</p>	<p>M.3.8.1 Distinguish musical sounds</p> <ul style="list-style-type: none"> <li>• <i>western</i> and <i>non-western</i></li> <li>• traditional and non-traditional</li> <li>• <i>cross cultural</i></li> </ul> <p>M.3.8.2 Analyze various musical <i>forms</i></p> <p>M.3.8.3 Demonstrate appropriate <i>etiquette</i> as a performer and an observer</p>
Evaluate	M.3.5.4 Evaluate <i>performances</i> and <i>compositions</i> using a student-generated rubric	M.3.6.5 Evaluate <i>performances</i> and <i>compositions</i> using a student-generated rubric	M.3.7.4 Evaluate <i>performances</i> and <i>compositions</i> using a student-generated rubric	M.3.8.4 Evaluate <i>performances</i> and <i>compositions</i> using a student-generated rubric

Strand: Music

Content Standard 4: Connections

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Grade 5	Grade 6	Grade 7	Grade 8
Historical/ Cultural	<p>M.4.5.1 Respond to music from various cultures, historical periods, and/or events (e.g., <i>world music, folk music, jazz, spirituals</i>)</p> <ul style="list-style-type: none"> <li>• <i>listening</i></li> <li>• singing</li> <li>• moving</li> <li>• playing</li> </ul> <p>M.4.5.2 Identify connections</p> <ul style="list-style-type: none"> <li>• between music and the other fine arts (e.g., theatre, ballet)</li> <li>• between music and disciplines outside the arts (e.g., social studies)</li> </ul>	<p>M.4.6.1 Respond to music from various cultures, historical periods, and/or events (e.g., popular, <i>Classical</i>)</p> <ul style="list-style-type: none"> <li>• <i>listening</i></li> <li>• singing</li> <li>• moving</li> <li>• playing</li> </ul> <p>M.4.6.2 Identify connections</p> <ul style="list-style-type: none"> <li>• between music and the other fine arts</li> <li>• between music and disciplines outside the arts</li> </ul>	<p>M.4.7.1 Investigate music from various cultures, historical periods, and/or events (e.g., singing, <i>listening, researching</i>)</p> <p>M.4.7.2 Identify connections</p> <ul style="list-style-type: none"> <li>• between music and the other fine arts</li> <li>• between music and disciplines outside the arts</li> </ul>	<p>M.4.8.1 Investigate music from various cultures, historical periods, and/or events (e.g., singing, <i>listening, researching</i>)</p> <p>M.4.8.2 Identify connections</p> <ul style="list-style-type: none"> <li>• between music and the other fine arts</li> <li>• between music and disciplines outside the arts</li> </ul>
Research	<p>M.4.5.3 Research career opportunities in music (e.g., business, education, <i>performance, music therapy, technology</i>)</p>	<p>M.4.6.3 Research career opportunities in music (e.g., business, education, <i>performance, music therapy, technology</i>)</p>	<p>M.4.7.3 Research career opportunities in music (e.g., business, education, <i>performance, music therapy, technology</i>)</p>	<p>M.4.8.3 Research career opportunities in music (e.g., business, education, <i>performance, music therapy, technology</i>)</p>

Strand: Music

Content Standard 4: Connections

Students shall demonstrate and apply knowledge of connections between music and other disciplines.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.

	Beginning Instrumental	Intermediate Instrumental	Advanced Instrumental
Perform	M.4.BV.1 Sing music from various cultures, historical periods, and/or events	M.4.IV.1 Sing music from various cultures, historical periods, and/or events	M.4.AV.1 Sing music from various cultures, historical periods, and/or events

Glossary for 5-8 Vocal Performance Fine Arts Curriculum Framework

Accidental	A symbol used to raise (sharp) or lower (flat) a pitch or to cancel (natural) a previous sign
Accompaniment	A musical background that supports a principal part
Andante	Moderately slow; a walking <i>tempo</i>
Arrange	To alter a <i>composition</i>
Articulation	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance of vowels and consonants
Artistic conducting	The manner in which a person directs
Artistic interpretation	An individual's perception of how a piece should be performed
Balance	The equalization of sounds
Bar line	The vertical line drawn through a <i>staff</i> to define a measure
Bass clef	A <i>symbol</i> used to denote pitches below middle C
Beat	The repeating pulse of the music
Blend	The melding of sounds within a group
Blues	A basic <i>jazz style</i> with a predictable chord structure
Body percussion	Clapping, tapping, snapping, or other percussive sounds made with hands, feet, or other body parts
Breath support	Controlled breathing technique to help produce a quality sound
Classical	A musical period around 1750 – 1830
Classroom instruments	Instruments generally found in a music class (e.g., simple percussion, recorders, barred instruments, keyboards)
Coda	A short section added at the end of a piece
Compose	To create music
Composition	A musical creation
Compound meter	<i>Beat</i> divisible by three rather than two
Countermelodies	Secondary <i>melodies</i> sung against principal themes
Crescendo	Gradually get louder
Cross cultural	<i>Genres</i> of music from different cultures that fuse to form a new <i>genre</i>
Cut time	Music performed twice as fast as the <i>notes</i> written; a <i>tempo</i> marking indicating a quick duple <i>meter</i> with the half <i>note</i> getting the <i>beat</i> rather than the quarter <i>note</i>
Da capo (D.C.)	Term indicating that the piece is to be repeated from the beginning
Dal segno (D.S.)	Term indicating that the piece is to be repeated beginning at the sign
Decrescendo	Gradually get softer
Double bar line	Two lines vertically drawn through a <i>staff</i> indicating the end of a section or piece
Dynamic	Loudness or softness of sound
Ensemble	Group of two or more
Etiquette	Protocols for behavior during a rehearsal or a <i>performance</i>
Expression	Referring to <i>dynamics</i> , <i>tempo</i> , and <i>articulation</i> in a <i>composition</i>

Fermata	A <i>symbol</i> used to indicate a hold beyond the given value; also called bird's eye
First and second endings	Different endings for repeated sections of a <i>composition</i>
Folk music	Music that is passed orally or by memorization and repetition from generation to generation
Form	The overall plan of a piece of music (e.g., <i>AB, ABA, rondo</i> )
Forte (f)	Loud
Fortissimo (ff)	Very loud
Found sounds	Non-traditional sound sources for making music (e.g., trash cans, brooms)
Genres	<i>Styles, categories, classes, or types</i> of music
Grand staff	The combination of <i>bass</i> and <i>treble staves</i>
Grave	Serious
Harmonies	Two or more different tones sounding at the same time
Imitative forms	Repetitive structures of similar pitch patterns with different entrances
Improvise	To create spontaneously
Intervals	Distances between two or more pitches
Jazz	An American musical <i>style</i> blending European and African influences
Key signatures	The sharp or flat signs placed at the beginning of a <i>composition</i> immediately after the clef sign, indicating its tonality
Lento	Slow
Listening	An active auditory experience
Major scale	A sequence of eight <i>notes</i> arranged in the following specific pattern of whole and half steps, beginning and ending with the tonic: tonic, whole step, whole step, half step, whole step, whole step, whole step, half step to tonic
Major tonalities	Related to <i>major scales</i>
Melodic	Related to <i>melody</i>
Melodic patterns	A specific grouping of pitches used in teaching, reading, and writing music (e.g., sol-mi/5-3 )
Melodies	Tunes; series of pitches that moves up or down, or stays the same
Meter	A pattern of fixed <i>beats</i> as indicated by the <i>time signature</i>
Mezzo forte (mf)	Moderately loud
Mezzo piano (mp)	Moderately soft
Minor tonalities	Related to <i>minor scales</i>
Mixed meter	Changing <i>meter</i> within the song
Moderato	Moderate <i>tempo</i>
Music therapy	Use of music to improve psychological, social, cognitive, and physical function
Musical texture	Layering of sounds by adding or subtracting voices or instruments
Non-western	Music and instruments of Asia, the Middle East, Africa, Pacific Islands; Non-European
Note	<i>Symbol</i> used to indicate pitch and duration
Octave	An <i>interval</i> spanning seven diatonic degrees or eleven half steps

Performance	To play, sing, or move in formal or informal settings
Phrase	A musical sentence
Phrasing	Observing the musical sentence
Pianissimo (pp)	Very soft
Piano (p)	Soft
Presto	Fast <i>tempo</i>
Repeat sign	A <i>symbol</i> used to indicate a repetition of a section of music
Repertoire	List of music pieces which a group or person has prepared or performed
Rest	Silence in music; symbol used to indicate the duration of silence
Rhythmic	Related to <i>rhythm</i>
Rhythms	Patterns of long and short sounds and silences in music
Sight-read	Reading a piece of music without preparation
Solo	One voice or instrument
Staff	Lines and spaces upon which music is written
Style	A characteristic of a particular period, person, or group of people that make genres of music unique (e.g., folk, symphony)
Symbols	Signs
Syncopation	<i>Rhythmic</i> effect which places emphasis on a weak or off beat
Tempi	Speeds of the <i>beat</i> ; plural for <i>tempo</i>
Theme and variations	A <i>style</i> of <i>composition</i> that presents a basic theme, and then develops and alters the theme in successive statements
Three-part	Music with three distinct parts
Timbre	The quality of sound that distinguishes one instrument or voice from another
Time signature	A <i>symbol</i> indicating how many <i>beats</i> are in a measure and which <i>note</i> gets the <i>beat</i>
Treble clef	A <i>symbol</i> used to denote pitches above middle C
Twelve-bar blues	A twelve-measure chord progression of I-I-I-I' IV-IV-I-I V'-IV-I-I
Two-part	A <i>melody</i> and <i>harmony</i> line
Unison	Singing or playing the same pitch
Vivace	Very fast; lively
Vocal exploration	Technique to discover the voice and its capabilities
Vocal range	The range of <i>notes</i> that a singing voice can encompass
Vocal technique	Skills and methods used to produce a quality tone
Western	Music <i>composed</i> in the Western hemisphere
World music	Music of indigenous peoples

# Vocal Music I

## Fine Arts Curriculum Framework

Revised 2008

Course Title: Vocal Music I  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure:  
 Grades: 9-12

Vocal Music I

Vocal Music I is a two-semester course designed to teach students music fundamentals and vocal music techniques. Vocal Music I students are expected to develop beginning performance techniques in solo, small group, and large group settings, with emphasis on reading and performing vocally using appropriate articulation, dynamics, and interpretive skills. Students will critique and reflect on their own performances and the performances of others. Students will perform vocal music in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals. Students will critique and reflect on their own performances and the performances of others. Students will make connections between music traditions and other arts, disciplines, and cultures. Students will apply rudiments of vocal music and fundamentals of creative expression to performance and will demonstrate successful completion of Vocal Music I student learning expectations. Vocal Music I is required by the Standards for Accreditation and does not require Arkansas Department of Education approval.

Strands	Content Standard
Skills and Techniques	
	1. Students shall demonstrate and apply the essential skills and techniques to produce music.
Creative Expression	
	2. Students shall demonstrate creative expression through music.
Critical Analysis	
	3. Students shall listen to, analyze, describe, and evaluate music.
Connections	
	4. Students shall demonstrate and apply knowledge of connections between music and other disciplines.

Strand: Skills and Techniques

Content Standard 1: Students shall demonstrate and apply the essential skills and techniques to produce music.

ST.1.VMI.1	<p>Sing using proper vocal technique</p> <ul style="list-style-type: none"> <li>• breathing and posture</li> <li>• free and clear <i>tone</i>, using accurate <i>intonation</i></li> <li>• <i>articulation</i> (e.g., pure vowels, consonant sounds)</li> <li>• <i>dynamics</i> and <i>tempi</i> as indicated by markings in the <i>score</i></li> </ul>
ST.1.VMI.2	<p>Demonstrate independence by performing alone or in an <i>ensemble</i></p>
ST.1.VMI.3	<p>Respond to basic conducting gestures</p>
ST.1.VMI.4	<p>Sing easy literature with and without instrumental <i>accompaniment</i> (e.g., <i>rounds</i>, <i>canons</i>, <i>descants</i>, <i>two-part harmony</i>)</p>
ST.1.VMI.5	<p>Demonstrate appropriate small and large <i>ensemble performance</i> techniques during formal and/or informal <i>performances</i> (e.g., <i>balance</i>, <i>blend</i>)</p>
ST.1.VMI.6	<p><i>Sight-sing</i> simple <i>melodies</i> chosen by the instructor using a consistent method</p>
ST.1.VMI.7	<p><i>Sight-sing</i> <i>ensemble</i> parts</p>
ST.1.VMI.8	<p>Demonstrate through <i>performance</i> an understanding of the language of music</p> <ul style="list-style-type: none"> <li>• <i>basic notation</i> (e.g., <i>staves</i>, <i>clefs</i>, <i>note</i> and <i>rest</i> values, <i>intervals</i>, <i>chords</i>)</li> <li>• <i>interpretive notation</i> (e.g., <i>music symbols</i>)</li> <li>• <i>simple meter</i> (e.g., <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{4}{4}</math>)</li> </ul>

Strand: Creative Expression

Content Standard 2: Students shall demonstrate creative expression through music.

CE.2.VMI.1	Sing in a manner reflecting the expressive qualities of music in rehearsal and <i>performance</i> including <i>dynamic</i> and <i>tempo markings</i> <ul style="list-style-type: none"><li>• <i>piano (p)</i></li><li>• <i>mezzo piano (mp)</i></li><li>• <i>mezzo forte (mf)</i></li><li>• <i>forte (f)</i></li><li>• <i>crescendo</i></li><li>• <i>decrescendo</i></li><li>• <i>andante</i></li><li>• <i>adagio</i></li></ul>
CE.2.VMI.2	<i>Improvise call-and-response patterns</i>

Strand: Critical Analysis

Content Standard 3: Students shall listen to, analyze, describe, and evaluate music.

CA.3.VMI.1	Apply currently taught choral techniques and musicianship in the evaluation of music <i>performances</i>
CA.3.VMI.2	Evaluate a musical <i>performance</i> by comparing to exemplary models

Strand: Connections

Content Standard 4: Students shall demonstrate and apply knowledge of connections between music and other disciplines.

C.4.VMI.1	Exhibit self-discipline and teamwork in daily rehearsals and musical <i>performances</i>
C.4.VMI.2	Model appropriate <i>etiquette</i> as both a performer and an observer
C.4.VMI.3	Perform music literature from a variety of <i>styles</i> , time periods, and cultures using appropriate interpretation
C.4.VMI.4	Identify common elements and descriptive terms used in music with those used in other disciplines

Glossary for Vocal Music I

Accompaniment	A musical background that supports a principal part
Adagio	Leisurely; slow <i>tempo</i>
Andante	Moderately slow; a walking <i>tempo</i>
Articulation	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance of vowels and consonants
Balance	The equalization of sounds
Blend	The melding of sounds within a group
Call-and-response	A musical form in which a part of the <i>melody</i> (call) is followed by an answer (response)
Canons	A follow-the-leader process in which the <i>melody</i> is repeated starting at different times
Chords	Simultaneous combination of three or more different pitches
Clefs	Signs used at the beginning of the <i>staves</i> to indicate ranges of pitch
Crescendo	Gradually get louder
Decrescendo	Gradually get softer
Descants	High vocal part sung above the <i>melody</i>
Dynamic markings	<i>Symbols</i> used to indicate the loudness or softness of sound
Dynamics	Loudness or softness of sound
Ensemble	Group of two or more
Etiquette	Protocols for behavior during a rehearsal or a <i>performance</i>
Forte(f)	Loud
Harmony	Two or more different <i>tones</i> sounding at the same time
Improvise	To create spontaneously
Interpretive notation	Markings in music including staccato, accents, slurs, fermata, and other such stylistic indicators
Intervals	Distances between two or more pitches
Intonation	Degree of accuracy in which pitches are in tune
Melodies	Tunes; series of pitches that moves up, down, or stays the same
Meter	A pattern of fixed beats as indicated by time signature
Mezzo forte (mf)	Moderately loud
Mezzo piano (mp)	Moderately soft
Notation	A system used for writing music
Note	<i>Symbol</i> used to indicate pitch and duration
Performance	To play, sing, or move in formal or informal settings
Piano (p)	Soft

Rest	Silence in music; symbol used to indicate the duration of silence
Rounds	A process in which all sing the same <i>melody</i> but start at different times
Score	A notated representation of all parts vertically aligned on a page
Sight-sing	Singing a piece of music without preparation
Simple meter	Accented beats of each measure are divisible by two
Staves	Plural for staff, the lines and spaces upon which music is written
Styles	Characteristics of particular people or groups of people or periods that make genres of music unique (e.g., folk, symphony)
Symbol	Sign
Tempi	Plural for <i>tempo</i> , which is the speed of the beat
Tempo markings	<i>Symbols</i> used to indicate the speed of the beat
Tone	A musical sound on a specific pitch
Two-part	A <i>melody</i> and <i>harmony</i> line

# Vocal Music II

## Fine Arts Curriculum Framework

Revised 2008

Course Title: Vocal Music II  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure:  
 Grades: 9-12

Vocal Music II

Vocal Music II is a two-semester course designed for students who have successfully completed Vocal Music I. Vocal Music II students shall further expand their knowledge of music fundamentals and vocal techniques. Students are expected to develop advanced performance techniques in solo, small group, and large group settings with greater emphasis on reading and performing vocally using appropriate articulation, dynamics, and interpretative skills. Vocal Music II students will critique vocal music performances and reflect upon the impact of vocal music upon society as well as societal influences on vocal music. Students will regularly perform vocally in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals and will demonstrate successful completion of Vocal Music II student learning expectations. Vocal Music I is a prerequisite for this course. The Standards for Accreditation requires a one-half unit course of "Survey of Fine Arts" or one-half unit of an advanced art or advanced music course. Vocal Music II may be used to fulfill this requirement and does not require Arkansas Department of Education approval.

Strand	Content Standard
Skills and Techniques	
	1. Students shall demonstrate and apply the essential skills and techniques to produce music.
Creative Expression	
	2. Students shall demonstrate creative expression through music.
Critical Analysis	
	3. Students shall listen to, analyze, describe, and evaluate music.
Connections	
	4. Students shall demonstrate and apply knowledge of connections between music and other disciplines.

Strand: Skills and Techniques

Content Standard 1: Students shall demonstrate and apply the essential skills and techniques to produce music.

ST.1.VMII.1	<p>Sing using proper vocal technique</p> <ul style="list-style-type: none"> <li>• Breathing and posture</li> <li>• free and clear <i>tone</i>, using accurate <i>intonation</i></li> <li>• <i>articulation</i> (e.g., pure vowels and consonant sounds)</li> <li>• <i>dynamics</i> and <i>tempi</i> as indicated by markings in the score</li> <li>• <i>phonatory function</i> (e.g., <i>resonance</i>, <i>vocal registration</i>, vocal production)</li> </ul>
ST.1.VMII.2	<p>Demonstrate independence by performing alone or in an <i>ensemble</i></p>
ST.1.VMII.3	<p>Respond to basic conducting gestures as they relate to <i>style</i> and interpretation</p>
ST.1.VMII.4	<p>Sing easy to moderate literature with and without instrumental <i>accompaniment</i></p> <ul style="list-style-type: none"> <li>• <i>two-part harmony</i> (e.g., <i>rounds</i>, <i>canons</i>, <i>descants</i>)</li> </ul>
ST.1.VMII.5	<p>Demonstrate and explain appropriate small and large <i>ensemble performance</i> techniques during formal and/or informal <i>performances</i></p> <ul style="list-style-type: none"> <li>• <i>balance</i></li> <li>• <i>blend</i></li> </ul>
ST.1.VMII.6	<p><i>Sight-sing</i> simple to medium level <i>melodies</i> chosen by the instructor using a consistent method</p>
ST.1.VMII.7	<p><i>Sight-sing ensemble parts</i></p>
ST.1.VMII.8	<p>Demonstrate through <i>performance</i> an understanding of the language of music</p> <ul style="list-style-type: none"> <li>• <i>basic notation</i> (e.g., <i>staves</i>, <i>clefs</i>, <i>note</i> and <i>rest values</i>, <i>intervals</i>, <i>chords</i>)</li> <li>• <i>interpretive notation</i> (e.g., <i>music symbols</i>)</li> <li>• <i>simple meter</i> (e.g., <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{4}{4}</math>)</li> <li>• <i>compound meter</i> (e.g., <math>\frac{3}{8}</math>, <math>\frac{6}{8}</math>)</li> </ul>

Strand: Creative Expression

Content Standard 2: Students shall demonstrate creative expression through music.

CE.2.VMII.1	Sing in a manner reflecting the expressive qualities of music in rehearsal and <i>performance</i> including <i>dynamic</i> and <i>tempo</i> markings <ul style="list-style-type: none"><li>• <i>pianissimo</i> (<i>pp</i>)</li><li>• <i>fortissimo</i> (<i>ff</i>)</li><li>• <i>diminuendo</i></li><li>• <i>ritardando</i></li><li>• <i>accelerando</i></li></ul>
CE.2.VMII.2	<i>Improvise call-and-response</i> patterns in vocalization

Strand: Critical Analysis

Content Standard 3: Students shall listen to, analyze, describe, and evaluate music.

CA.3.VMII.1	Apply criteria for making informed judgments regarding the quality and effectiveness of musical <i>performances</i>
CA.3.VMII.2	Evaluate musical <i>performances</i> by comparing to similar or exemplary models

Strand: Connections

Content Standard 4: Students shall demonstrate and apply knowledge of connections between music and other disciplines.

C.4.VMII.1	Exhibit self-discipline and teamwork in daily rehearsals and musical <i>performances</i>
C.4.VMII.2	Model appropriate <i>etiquette</i> as both a performer and an observer
C.4.VMII.3	Perform music literature from a variety of <i>styles</i> , time periods, and cultures using appropriate interpretation
C.4.VMII.4	Identify common elements and descriptive terms used in music with those used in other disciplines
C.4.VMII.5	Identify careers in the music industry

Glossary for Vocal Music II

Accelerando	Gradually get faster
Accompaniment	A musical background that supports a principal part
Articulation	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance of vowels and consonants
Balance	The equalization of sounds
Blend	The melding of sounds within a group
Call-and-response	A music form in which a part of the <i>melody</i> (call) is followed by an answer (response)
Canons	A follow-the-leader process in which the <i>melody</i> is repeated starting at different times
Chords	Simultaneous combination of three or more different pitches
Clefs	Signs used at the beginning of the <i>staves</i> to indicate ranges of pitch
Compound meter	Beat divisible by three rather than two
Descants	High vocal part sung above the <i>melody</i>
Diminuendo	Gradually get softer
Dynamic markings	<i>Symbols</i> used to indicate the loudness or softness of sound
Dynamics	Loudness or softness of sound
Ensemble	Group of two or more
Etiquette	Protocols for behavior during a rehearsal or a <i>performance</i>
Fortissimo (ff)	Very loud
Harmony	Two or more different <i>tones</i> sounding at the same time
Improvise	To create spontaneously
Interpretive notation	Markings in music including staccato, accents, slurs, fermata, and other such stylistic indicators
Intervals	The distance between two or more pitches
Intonation	Degree of accuracy in which pitches are in tune
Melodies	Tunes; a series of pitches that moves up, down, or stays the same
Meter	A pattern of fixed beats as indicated by time signature
Notation	A system used for writing music
Note	A <i>symbol</i> used to indicate pitch and duration
Performance	To play, sing, or move in formal or informal settings
Phonatory function	The process of vocal production
Pianissimo (pp)	Very soft

Resonance	The <i>tone</i> quality of the human voice generated in the vocal cavities
Rest	Silence in music; symbol used to indicate the duration of silence
Ritardando	Gradually get slower
Rounds	A process in which all sing the same <i>melody</i> but start at different times
Sight-sing	Singing a piece of music without preparation
Simple meter	Accented beats of each measure divisible by two
Staves	Plural for staff, the lines and spaces upon which music is written
Style	A characteristic of a particular person or group of people or period that make genres of music unique (e.g., folk, symphony)
Symbols	Signs
Tempi	Plural for <i>tempo</i> , which is the speed of the beat
Tempo markings	<i>Symbols</i> used to indicate the speed of the beat
Tone	A musical sound on a specific pitch
Two-part	A <i>melody</i> and <i>harmony</i> line
Vocal registration	A series of sounds within a singer's range (e.g., chest voice, middle voice, head voice)

# Vocal Music III

## Fine Arts Curriculum Framework

Revised 2008

Course Title: Vocal Music III  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure:  
 Grades: 9-12

Vocal Music III

Vocal Music III is a two-semester course designed for students who have successfully completed Vocal Music II. Vocal Music III students will demonstrate an ability to apply music fundamentals and vocal techniques in the research, production, performance, and criticism of vocal music. Students are expected to apply sight-reading skills, improvisational skills, and advanced performance techniques in solo, small group, and large group settings. Vocal Music III students will critique vocal music performances and deeply reflect upon the impact of vocal music upon society as well as societal influences on vocal music. Students will regularly perform vocally in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals and will demonstrate successful completion of Vocal Music III student learning expectations. Vocal Music II is a prerequisite for this course. Vocal Music III does not require Arkansas Department of Education approval.

Strand	Content Standard
Skills and Techniques	
	1. Students shall demonstrate and apply the essential skills and techniques to produce music.
Creative Expression	
	2. Students shall demonstrate creative expression through music.
Critical Analysis	
	3. Students shall listen to, analyze, describe, and evaluate music.
Connections	
	4. Students shall demonstrate and apply knowledge of connections between music and other disciplines.

Strand: Skills and Techniques

Content Standard 1: Students shall demonstrate and apply the essential skills and techniques to produce music.

ST.1.VMIII.1	Sing using proper vocal technique <ul style="list-style-type: none"><li>• breathing and posture</li><li>• free and clear <i>tone</i>, using accurate <i>intonation</i></li><li>• <i>articulation</i> (e.g., pure vowels, consonant sounds)</li><li>• <i>dynamics</i> and <i>tempi</i> as indicated by markings in the <i>score</i></li><li>• <i>phonatory function</i> (e.g., <i>resonance</i>, <i>vocal registration</i>, <i>vocal production</i>)</li><li>• <i>diphthongs</i></li></ul>
ST.1.VMIII.2	Demonstrate independence by performing alone or in an <i>ensemble</i>
ST.1.VMIII.3	Respond to <i>artistic conducting</i> gestures as they relate to <i>style</i> and interpretation
ST.1.VMIII.4	Sing moderate to moderately difficult literature with and without instrumental <i>accompaniment</i> <ul style="list-style-type: none"><li>• <i>two-part harmony</i> (e.g., <i>rounds</i>, <i>canons</i>, <i>descants</i>)</li><li>• <i>three-part harmony</i></li></ul>
ST.1.VMIII.5	Demonstrate and explain appropriate small and large <i>ensemble performance</i> techniques during formal and/or informal <i>performances</i> <ul style="list-style-type: none"><li>• <i>balance</i></li><li>• <i>blend</i></li><li>• <i>tone color</i> and <i>timbre</i></li><li>• expressive <i>phrasing</i></li></ul>

Strand: Skills and Techniques

Content Standard 1: Students shall demonstrate and apply the essential skills and techniques to produce music.

ST.1.VMIII.6	<i>Sight-sing</i> medium to difficult level <i>melodies</i> in <i>major</i> or <i>minor</i> keys chosen by the instructor using a consistent method
ST.1.VMIII.7	<i>Sight-sing</i> ensemble parts
ST.1.VMIII.8	Demonstrate through <i>performance</i> an understanding of the language of music <ul style="list-style-type: none"><li>• <i>compound meter</i> (e.g., <math>\frac{3}{8}, \frac{6}{8}, \frac{9}{8}, \frac{12}{8}</math>)</li><li>• <i>mixed meter</i></li></ul>

Strand: Creative Expression

Content Standard 2: Students shall demonstrate creative expression through music.

CE.2.VMIII.1	Sing in a manner reflecting the expressive qualities of music in rehearsal and <i>performance</i> including <i>dynamic</i> and <i>tempo</i> markings <ul style="list-style-type: none"><li>• <i>fortississimo (fff)</i></li><li>• <i>pianississimo (ppp)</i></li><li>• <i>sforzando</i></li><li>• <i>staccato</i></li><li>• <i>legato</i></li></ul>
CE.2.VMIII.2	Compose warm-ups that address vocal problems in the <i>repertoire</i> being studied

Strand: Critical Analysis

Content Standard 3: Students shall listen to, analyze, describe, and evaluate music.

CA.3.VMIII.1	Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical <i>performances</i>
CA.3.VMIII.2	Evaluate musical <i>performances</i> by comparing to similar or exemplary models and offering constructive suggestions for improvement

Strand: Connections

Content Standard 4: Students shall demonstrate and apply knowledge of connections between music and other disciplines.

C.4.VMIII.1	Exhibit self-discipline and teamwork in daily rehearsals and musical <i>performances</i>
C.4.VMIII.2	Model appropriate <i>etiquette</i> as both a performer and an observer
C.4.VMIII.3	Perform music literature from a variety of <i>styles</i> , time periods, and cultures using appropriate interpretation
C.4.VMIII.4	Identify common elements and descriptive terms used in music with those used in other disciplines
C.4.VMIII.5	Evaluate the role of music as a <i>vocation</i> or <i>avocation</i>
C.4.VMIII.6	Describe the uses of music in society and culture
C.4.VMIII.7	Explore the <i>genre</i> , <i>style</i> , composer, and historical background of the <i>repertoire</i> being studied

### Glossary for Vocal Music III

Accompaniment	A musical background that supports a principal part
Articulation	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance to vowels and consonants
Artistic conducting	The manner in which a person directs
Avocation	A hobby or secondary occupation pursued for enjoyment
Balance	The equalization of sounds
Blend	The melding of sounds within a group
Canons	A follow-the-leader process in which the <i>melody</i> is repeated starting at different times
Compound meter	Beat divisible by three rather than two
Descants	A high vocal part sung above the <i>melody</i>
Diphthongs	Combined vowels that we think of as one
Dynamic markings	Symbols used to indicate the loudness or softness of sound
Dynamics	Loudness or softness of sound
Ensemble	Group of two or more
Etiquette	Protocols for behavior during a rehearsal or a <i>performance</i>
Fortississimo (fff)	Very, very loud
Genre	<i>Style, category, class, or type of music</i>
Harmony	Two or more different <i>tones</i> sounding at the same time
Intonation	Degree of accuracy in which pitches are in tune
Legato	Smooth and connected
Major key	A key based on the major scale
Melodies	Tunes; series of pitches that moves up, down, or stays the same
Minor key	A key based on the minor scale
Mixed meter	Changing meter within the song
Performance	To play, sing, or move in formal or informal settings
Phonatory function	The process of vocal production
Phrasing	Observing the musical sentence
Pianississimo (ppp)	Very, very soft

Repertoire	List of music pieces which a group or person has prepared or performed
Resonance	The <i>tone</i> quality of the human voice generated in the vocal cavities
Rounds	A process in which all sing the same <i>melody</i> but start at different times
Score	A notated representation of all parts vertically aligned on a page
Sforzando	Suddenly loud and soft
Sight-sing	Singing a piece of music without preparation
Staccato	Short and detached
Style	A characteristic of a particular person or group of people or period that make genres of music unique (e.g., folk, symphony)
Tempi	Plural for <i>tempo</i> , which is the speed of the beat
Tempo markings	Symbols used to indicate the speed of the beat
Three-part	Music with three distinct parts
Timbre	The quality of sound that distinguishes one instrument or voice from another
Tone	A musical sound on a specific pitch
Tone color	See <i>timbre</i>
Two-part	A <i>melody</i> and harmony line
Vocal registration	A series of sounds within a singer's range (e.g., chest voice, middle voice, head voice)
Vocation	Career

# Vocal Music IV

## Fine Arts Curriculum Framework

Revised 2008

Course Title: Vocal Music IV  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure: Vocal Music 7-12  
 Grades: 9-12

Vocal Music IV

Vocal Music IV is a two-semester course designed for students who have successfully completed Vocal Music III. Vocal Music IV students will demonstrate an ability to apply music fundamentals and vocal techniques in the research, production, performance, and criticism of vocal music. Students are expected to apply sight-reading and improvisational skills, and to apply advanced performance techniques in solo, small group, and large group settings with greater depth. Vocal Music IV students will critique vocal music performances to a degree that an understanding of the interdependence between vocal music and society is demonstrated. Students will regularly perform vocally in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals and will demonstrate successful completion of Vocal Music IV student learning expectations. Vocal Music III is a prerequisite for this course. Vocal Music IV does not require Arkansas Department of Education approval.

Strand	Content Standard
Skills and Techniques	
	1. Students shall demonstrate and apply the essential skills and techniques to produce music.
Creative Expression	
	2. Students shall demonstrate creative expression through music.
Critical Analysis	
	3. Students shall listen to, analyze, describe, and evaluate music.
Connections	
	4. Students shall demonstrate and apply knowledge of connections between music and other disciplines.

Strand: Skills and Techniques

Content Standard 1: Students shall demonstrate and apply the essential skills and techniques to produce music.

ST.1.VMIV.1	<p>Sing using proper vocal technique</p> <ul style="list-style-type: none"> <li>• breathing and posture</li> <li>• free and clear <i>tone</i>, using accurate <i>intonation</i></li> <li>• <i>articulation</i> (e.g., pure vowels, consonant sounds)</li> <li>• <i>dynamics</i> and <i>tempi</i> as indicated by <i>markings</i> in the <i>score</i></li> <li>• <i>phonatory function</i> (e.g., <i>resonance</i>, <i>vocal registration</i>, vocal production)</li> <li>• <i>diphthongs</i></li> <li>• <i>nuances</i></li> <li>• vowel placement to adjust <i>tone</i> and <i>intonation</i></li> </ul>
ST.1.VMIV.2	Demonstrate independence by performing alone or in an <i>ensemble</i>
ST.1.VMIV.3	Respond to and demonstrate <i>artistic conducting</i> gestures as they relate to <i>style</i> and interpretation
ST.1.VMIV.4	<p>Sing moderately difficult to difficult literature with and without instrumental <i>accompaniment</i></p> <ul style="list-style-type: none"> <li>• <i>two-part harmony</i> (e.g., <i>rounds</i>, <i>canons</i>, <i>descants</i>)</li> <li>• <i>three-part harmony</i></li> <li>• <i>four-part harmony</i></li> </ul>
ST.1.VMIV.5	<p>Demonstrate and explain appropriate small and large <i>ensemble performance</i> techniques during formal and/or informal <i>performances</i></p> <ul style="list-style-type: none"> <li>• <i>balance</i></li> <li>• <i>blend</i></li> <li>• <i>tone color</i> and <i>timbre</i></li> <li>• expressive <i>phrasing</i></li> </ul>
ST.1.VMIV.6	<i>Sight-sing</i> difficult <i>melodies</i> in <i>major</i> or <i>minor keys</i> or <i>modalities</i> chosen by the instructor using a consistent method
ST.1.VMIV.7	<i>Sight-sing</i> <i>ensemble</i> parts
ST.1.VMIV.8	Demonstrate an understanding of the language of music by reading and performing vocal <i>scores</i> and observing <i>symbols</i> pertaining to <i>pitch</i> , <i>rhythm</i> , <i>dynamics</i> , <i>tempo</i> , <i>articulation</i> , and expressive detail
ST.1.VMIV.9	Interpret <i>non-standard notation</i> used in various <i>contemporary scores</i>

Strand: Creative Expression

Content Standard 2: Students shall demonstrate creative expression through music.

CE.2.VMIV.1	Sing in a manner reflecting the expressive qualities of music in rehearsal and <i>performance</i> including <i>dynamic</i> and <i>tempo markings</i> <ul style="list-style-type: none"><li>• <i>sforzando</i></li><li>• <i>staccato</i></li><li>• <i>legato</i></li><li>• <i>marcato</i></li><li>• <i>subito</i></li><li>• <i>dolce</i></li></ul>
CE.2.VMIV.2	Compose warm-ups using stylistic devices found in the <i>repertoire</i> being studied

Strand: Critical Analysis

Content Standard 3: Students shall listen to, analyze, describe, and evaluate music.

CA.3.VMIV.1	Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical <i>performances</i>
CA.3.VMIV.2	Evaluate musical <i>performances</i> by comparing to similar and exemplary models and offering constructive suggestions for improvement

Strand: Connections

Content Standard 4: Students shall demonstrate and apply knowledge of connections between music and other disciplines.

C.4.VMIV.1	Exhibit self-discipline and teamwork in daily rehearsals and musical <i>performances</i>
C.4.VMIV.2	Model appropriate <i>etiquette</i> as both a performer and an observer
C.4.VMIV.3	Perform music literature from a variety of <i>styles</i> , time periods, and cultures using appropriate interpretation
C.4.VMIV.4	Identify common elements and descriptive terms used in music with those used in other disciplines
C.4.VMIV.5	Evaluate the role of music as a <i>vocation</i> or <i>avocation</i>
C.4.VMIV.6	Describe the effects of society, culture, and technology on music
C.4.VMIV.7	Explore the <i>genre</i> , <i>style</i> , composer, and historical background of the <i>repertoire</i> being studied

Glossary for Vocal Music IV

Accompaniment	A musical background that supports a principal part
Articulation	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance of vowels and consonants
Artistic conducting	The manner in which a person directs
Avocation	A hobby or secondary occupation pursued for enjoyment
Balance	The equalization of sounds
Blend	The melding of sounds within a group
Canons	A follow-the-leader process in which the <i>melody</i> is repeated starting at different times
Contemporary	Musical literature written after 1900, except for the Impressionistic pieces
Descants	High vocal part sung above the <i>melody</i>
Diphthongs	Combined vowels that are thought of as one
Dolce	Sweetly
Dynamic markings	<i>Symbols</i> used to indicate the loudness or softness of sound
Dynamics	Loudness or softness of sound
Ensemble	Group of two or more
Etiquette	Protocols for behavior during a rehearsal or a <i>performance</i>
Four-part	Music with four distinct parts (e.g., soprano, alto, tenor, and bass voices)
Genre	<i>Style, category, class, or type</i> of music
Harmony	Two or more different <i>tones</i> sounding at the same time
Intonation	Degree of accuracy in which <i>itches</i> are in tune
Legato	Smooth and connected
Major key	A key based on the major scale
Marcato	Marked, accented
Markings	Musical indicators
Melodies	Tunes; series of <i>itches</i> that moves up, down, or stays the same
Minor key	A key based on the minor scale
Modalities	Pattern of church modes from the 13th century
Non-standard notation	Music written in a way other than basic rhythms and <i>itches</i>
Nuances	Delicate differences of emphasis and speed which forms the character of a <i>performance</i>
Performance	To play, sing, or move in formal or informal settings
Phonatory function	The process of vocal production
Phrasing	Observing the musical sentence
Pitch	The highness or lowness of a <i>tone</i>

Repertoire	List of music pieces which a group or person has prepared or performed
Resonance	The <i>tone</i> quality of the human voice generated in the vocal cavities
Rhythm	The pattern of long and short sounds and silences in music
Rounds	A process in which all sing the same <i>melody</i> but start at different times
Score	A notated representation of all parts vertically aligned on a page
Sforzando	Suddenly loud and soft
Sight-sing	Singing a piece of music without preparation
Staccato	Short and detached
Style	A characteristic of a particular person or group of people or period that makes genres of music unique (e.g., folk, symphony)
Subito	Suddenly
Symbols	Signs
Tempi	Plural for <i>tempo</i>
Tempo	Speed of the beat
Tempo markings	<i>Symbols</i> used to indicate the speed of the beat
Three-part	Music with three distinct parts
Timbre	The quality of sound that distinguishes one instrument or voice from another
Tone	A musical sound on a specific <i>pitch</i>
Tone color	See <i>timbre</i>
Two-part	A <i>melody</i> and <i>harmony</i> line
Vocal registration	A series of sounds within a singer's range (e.g., chest voice, middle voice, head voice)
Vocation	Career