Course Title: Voice 2H							
Scope and Sequence							
Grade Level: 9-12 Content Area: HS Music							
Unit or Topic	Standards	Length of Time	Key Content	Assessment Tools	Scaffolding Strategies (Interventions, Special Education)	Resources & Materials	
Pitch reading	9.1.12. A,B C	36 Weeks These concepts are worked on all year long. The course is a year long.	Learn how to identify pitches on the staff using the proper clef for their voice. The students will identify key signatures, write scales, identify tonality as Major or minor and sing the scale with solfege	Teacher created assessments. Singing music with appropriate solfege in the Major or minor key. Demonstrate proficiency using musictheory.net, teacher observation.	Students may use mnemonic devices to help reading the staff or write in note names.	Teacher and student selected solo or duet repertoire from vocal library focusing on folk song, German art song, broadway and Jazz. Use of musictheory.net as a resource or teacher created materials	
Rhythm Reading	9.1.12. A,B C	36 Weeks These concepts are worked on all year long. The course is a year long.	Learn how to identify rhythms used in music and the proper use of the rhythms.	Teacher created assessments. Count singing music in more complex meters as a test, teacher observation.	Students may use flash cards to help identify rhythms and their values.	Teacher and student selected solo or duet repertoire from vocal library focusing on folk song, German art song, broadway and Jazz. Use of musictheory.net as a resource or teacher created materials	

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Vocal Technique	9.1.12. A,B C	36 Weeks	Students learn the	Teacher	Present	Teacher and
		These concepts	more advanced	observation.	information in	student more
		are worked on	vocal technique	Journal and	another way:	advanced selected
		all year long.	(posture/alignment,	discuss	visualization, lying	solo or duet
		The course is a	breathing, onset,	responses to	on the floor to	repertoire from
		year long.	flexibility, range	impact of	sense the flow of	vocal library
			extension, vocal	improvements in	breath, peer	focusing on folk
			placement and	vocal technique	teaching, reflection	song, German art
			exercises for the	on ease of	and reteaching	song, broadway
			release of excess	phonation. In		and Jazz. Teacher
			tongue/jaw	class		created materials.
			tension)	demonstration of		Use Mark Baxter
				progress.		Youtube clips to
						illustrate and
						demonstrate a
						free vocal
						technique and
						sound. Listen to
						Youtube licps of
						singers so they
						know good from
						bad technique
Musicianship	9.1.12. A,B C	36 Weeks	Learn how to	Teacher created	Students may use	Teacher and
	, -	These concepts	identify and use	assessments.	flash cards to help	student selected
		are worked on	music symbols	Singing of their	identify music	solo or duet
		all year long.	properly. Listen to	music, singing	symbols.	repertoire from
		The course is a	good and poor	tests, teacher	3,	vocal library
		year long.	examples of	observation.		focusing on folk
		, - 3	performances and			song, German art
			discuss why.			song, broadway
						and Jazz. Teacher
						created materials.
						Use Mark Baxter
						Youtube clips to
			1	l		Toutube clips to

English Identify the shapers of the vocal tract. How are consonants shaped? Why and how can they connect us to our breath? How does articulation vary in styles of lanuages?  Unit or Topic Standards Length of Key Content Standards Shapers of the vocal tract tract. How are shapers of the vocal tract tract. How weels. Perform a German song demonstrating the German of the vocal tract Use more advanced Mark Baxter Youtube clips to illustrate and demonstrate a free vocal tract vowels. Writing the IPA for all of the vowels in German and be able to articulate the shapes of mixed vowels. Scaffolding Resources & Scaffolding Resource	Diction/Articulation  9.1.12 A,B,C  36 Weeks These concepts are worked on all year long. The course is a year long.  The course is a great long. The part long. The course is a great long. The part long long repertoire in class on the vowels. The part long long long long long long the text written in English student selected more complex solo or duet repertoire from vocal library focusing on folk song, German art song, broadway and Jazz. Teacher	illustrate and demonstrate a free vocal technique and sound. Listen to Youtube clips of singers so they	Diction/Articulation  Unit or Topic		These concepts are worked on all year long. The course is a year long.	mixed vowels in German and distinctive German consonants. Identity and write the IPA for diphthongs in English Identify the shapers of the vocal tract. How are consonants shaped? Why and how can they connect us to our breath? How does articulation vary in styles of lanuages?	phrases from song repertoire in class on the vowels. Perform an English on using only the pure vowels. Perform a German song demonstrating the German vowels. Writing the IPA for all of the vowels in German and be able to articulate the shapes of mixed vowels.  Assessment	written in English- stylized IPA for ease of learning another language or illustrating the purity of vowels. Use of a mirror to show the shaping of the vocal tract	demonstrate a free vocal technique and sound. Listen to Youtube clips of singers so they know good from bad technique  Teacher and student selected more complex solo or duet repertoire from vocal library focusing on folk song, German art song, broadway and Jazz. Teacher created materials. Use more advanced Mark Baxter Youtube clips to illustrate and demonstrate a free vocal technique and sound. Listen to Youtube clips of singers so they know good from bad technique  Resources &
	tract. How are consonants demonstrating the German vowels.  Shaped? Why and how can they connect us to our breath? How does articulation vary in styles of lanuages?  Use more advanced Mark Baxter Youtube clips to illustrate and demonstrate a free vocal technique and sound. Listen to Youtube clips of singers so they know good from bad technique  Unit or Topic Standards Length of Key Content Assessment Scaffolding Resources &	Diction/Articulation  Diction/Articulate  Diction/Articula			- 111110		1 0013	(Interventions,	IVIAUCI IMIS
	tract. How are consonants demonstrating shaped? Why and how can they connect us to our breath? How does articulation vary in styles of lanuages?  Tract. How are consonants demonstrating the German demonstrate a free vocal technique and sound. Listen to youtube clips of singers so they know good from bad technique	Diction/Articulation  9.1.12 A,B,C  36 Weeks These concepts are worked on all year long. The course is a year long.  The course is a year long.  The image of the vocal tract. How are consonants shaped? Why and how can they connect us to our breath? How does articulation vary in styles of lanuages?  Wind the image of the vocal tract wowels.  Wind the image of the vocal tract wowels in the vowels in the vowels in the vocal tract wowels.  Wind the image of the vocal tract wowels in the vocal tract wowels in the vocal tract wowels.  Wind the image of the vocal tract wowels in the vocal tract wowels in the vocal tract wowels.  Wind the image of the vocal tract wowels in the vocal tract wowels in the vocal tract wowels.  Wind the image of the vocal tract wowels in the vocal tract wowels in the vocal tract wowels in the vocal tract wowels.  Wind the image of the vocal tract wowels in the vocal tract			Time		Tools	Strategies	Materials
· · · · · · · · · · · · · · · · · · ·	tract. How are consonants demonstrating shaped? Why and how can they connect us to our breath? How does articulation vary in styles of lanuages?  Tract. How are consonants demonstrating the German song demonstrating the German Baxter Youtube clips to illustrate and demonstrate a for all of the vowels in technique and sound. Listen to Youtube clips of singers so they know good from	Diction/Articulation  These concepts and vowels in wirtlen in English student selected more complex solo or duet repertoire ease of learning another language or illustrating the perform a only the pure vowels.  Use of a mirror to shape in in class on the vowels.  Use of a mirror to vowels.  Use more advanced Mark Baxter Youtube clips to illustrate and demonstrate a free vocal technique and sound. Listen to youtube clips of singers so they know good from more complex solo or duet repertoire in class on the vowels.  Diction/Articulation vary in styles of lanuages?  Diction/Articulation vary in style	Unit or Topic	Standards	Length of	Key Content	Assessment	Scaffolding	•

					Special Education)	
Sightreading Skills	9.1.12. A,B C	36 Weeks These concepts are worked on all year long. The course is a year long.	Learn how to create major scales and chromatic scale. Sing scales to build tonal memory especially M2, m2, M3, m3	Teacher created assessments. Teacher observation Student performance of melody with pitch names and guided solfege. Sing melodies from sight with solfege.	Students may use teacher created worksheets to help create, write pitch names and then sing the melody or perhaps the melody needs to be doubled in the accompaniment.	Teacher and student selected repertoire from vocal library focusing on folk song, German art song, broadway and Jazz. Use of musictheory.net as a resource or teacher created materials
Developing independent performer	9.1.12. A,B C,	36 Weeks These concepts are worked on all year long. The course is a year long.	Students learn how to sing a more complicated art song in English and German or sing with others through duet and ensemble music Student learn stage presence. Students learn to manage performance anxiety. Students learn the art of practicing.	Teacher observation. Performing for masterclass and the year end recital. Two pieces (one in English and one in German with perhaps a duet need to be performed by the Voice 2 student from memory)	Teacher selected music that is appropriate in length and challenge so that the performance load is manageable.	Teacher and student selected repertoire from vocal library focusing on folk song, German art song, broadway and Jazz. Use of teacher created materials
Demonstrate good habits of vocal health and hygiene	9.1.12C	2 Weeks But this concept is revisited	Students study habits of good use for singing and speaking use, how to project, how to	Teacher observation. Presentation of facts in written form. Student	Teacher assists students who are having difficulty using visual organizers,	Teacher and student selected repertoire from vocal library focusing on folk

		throughout the year.	hydrate, how to perform in noisy environments, how to remediate voice loss, how to care for the sick voice.	observation of changes after new techniques are explored to free the voice. Students explore optimized speaking pitch.	showing Youtube clips on health and hygiene	song, German art song, broadway and Jazz.
Character and Text Analysis	9.3.12, 9.4.12D	2 Weeks But this concept is revisited with each new song throughout the year.	Learn how to create a character for every song. Learn to analyze a text of the song literally and figuratively. Determine point of view for performance	Written character and text analysis. Edited after teacher critique Demonstrate in masterclass and recital performances in gesture and facial expressions Submission of videos	Peer coaching Exploration of character through selected theatrical methods Exploration of gestures and facial expressions. Provide a visual of appropriate gestures or expressions. Watch appropriate videos that display good use.	Teacher and student selected repertoire from vocal library focusing on folk song, Italian art song, broadway and Jazz.