Vocal Music

SKILLS AND TECHNIOUES

Sings a varied repertoire of music alone and with

- Develops correct vocal production
- o Breath support (intercostals muscles, diaphragm)
- Breath control
- Vowel production
- Use of consonants
- o Articulators (lips, teeth, tongue)
- o Resonators (chest, oral, nasal, cranial cavities)
- o Source of vibration (vocal folds)
- o Source of air (lungs)
- Uses correct vowel production techniques in a variety of musical styles or genres in solo and ensemble performances.
- Sings with pitch and rhythmic accuracy and proper breath control, in an appropriate range.
- Has a basic knowledge of the following techniques:
- Correct posture
- o Proper vowel production and placement
- o Appropriate dynamics and stylistic expression
- o Appropriate diction in multiple languages
- Sings literature using *solfege* in major or minor keys with movable do.
- Recognizes general characteristics of different styles and genres of musical compositions.
- Performs unison and two-part music in an ensemble on level 0 - 1/2 on a scale of 1-6.
- · Displays proper concert etiquette as a performer and audience member.
- Performs works in major and minor modes from various musical eras.
- Responds appropriately to the cues of the conductor.
- Demonstrates basic conducting techniques.

Performs varied repertoire of music on instrument(s) alone and with others.

- Employs melodic and rhythmic instruments to harmonize and enhance choral performance.
- Uses body percussion to practice and perform rhythms.

Demonstrates the ability to read and notate music.

- Notates a simple rhythm and/or melody.
- Sight-reads choral music on a level of difficulty of 0 -1/2 on a scale of 1-6.
- Recognizes elements of music theory cognitively, aurally, and with simple notation as it applies to classroom, rehearsal, and performance.
- Identifies similar and contrasting phrases.
- · Recognizes visually and aurally various forms.

CREATION AND COMMUNICATION

Improvises, composes, and arranges music.

- Expresses an awareness of improvisation in melodic and harmonic accompaniment passages to a selected song.
- Creates and improvises *ostinati* with a given melody.
- Creates a simple written and/or oral composition using appropriate given parameters.
- · Develops skills to identify major/minor scales and triads.
- Uses a variety of sound, notational, and technological sources to compose and arrange music.
- Shows respect for the composing and arranging efforts of others.

CULTURAL AND HISTORIC CONNECTIONS

Understands and Relates to Culture and History

- Examines the contribution of other cultures to the origins of American music.
- Shows respect for music from various cultures and musical periods.

Recognizes and describes music according to style, composer, performer, or culture

- Performs music from a variety of musical genres and observes examples of the relevance of music to culture and history.
- · Recognizes musical characteristics of various eras of music.

AESTHETIC AND CRITICAL ANALYSIS

Responds to, listens to, analyzes, describes and evaluates live or recorded musical performances and compositions.

- Listens to and describes the following in rehearsal and/or performance literature:
 - The use of musical elements
 - Simple forms
 - Expression
 - Musical styles
- Listens to and begins to recognize a variety of musical styles and genres.
- Observes the contribution of other cultures to the origins of American music.
- Demonstrates respect for the musical efforts and opinions of others.

APPLICATIONS TO LIFE

Understands and relates to other studies and life experience. Understands common elements of various art forms.

Metropolitan Nashville Public Schools

- Demonstrates how movement relates to rhythms and styles of music.
- Compares and contrasts two or more art forms within one historical style.
- Observes the impact of music on a non-art environment.
- Understands how society affects music in different culture
- Compares and contrasts two or more art forms.
- Shows respect for the music of various cultures as well as the efforts and opinions of others.
- Identifies music programs and resources within the community. (i.e., Metro Arts In Action Camp, MET Singers Camp, W. O. Smith Community Music School, Nashville Symphony, Country Music Hall of Fame and Museum, Parthenon, Renaissance Center, etc.)
- Demonstrates proper etiquette as a performer and audience

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