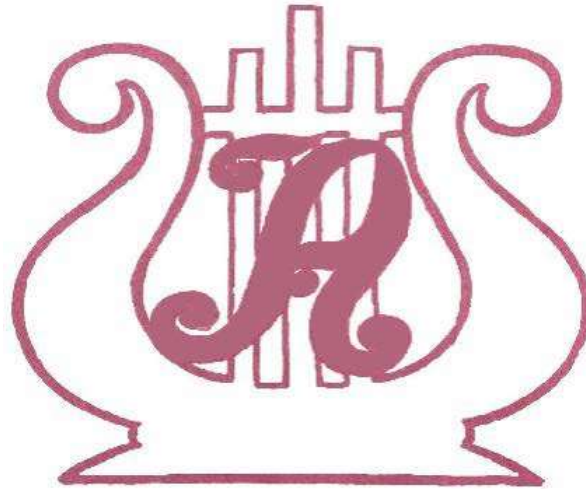


Abington School District

Abington, PA



Voice

Grade 10-12

Planned Course of Study

November 2010

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PLANNED COURSE OF STUDY FOR THE FINE ARTS

VOICE CLASS GRADES 10-12

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of the Arts and Humanities as related to music.

- A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- B. Historical and Cultural Contexts
- C. Critical Response
- D. Aesthetic Response

II. Major Concepts

- A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

- 1. Student will be able to read music notation
 - a. Rhythmic patterns
 - b. Melodic patterns
- 2. Student will be able to use basic vocal techniques
 - a. Use correct tone quality
 - b. Correct enunciation/diction
 - c. Beginning and ending consonants

- d. Correct vowel production
- 3. Student will be able to use basic breathing techniques
 - a. Knowledge of anatomy used in breathing mechanisms
 - b. Correct use of lungs and diaphragm in breathing
 - c. Resistance in breath control
- 4. Student will be able to use basic solfeggio in learning of repertoire and sight singing.
- 5. Student will be able to use performance techniques
 - a. Preparation
 - b. Stage presence
 - c. Posture/body alignment
 - d. Gestures
 - e. Projection

B. Historical and Cultural Contexts

- 1. Research and Discuss time period of composer
- 2. Sing in different genres
 - a. Renaissance
 - b. Baroque
 - c. Classical
 - d. Romantic

- e. Impressionistic

- f. Contemporary

C. Critical Response

- 1. Evaluate personal singing

- 2. Evaluate peer's singing

- 3. Listen to recordings and discuss professional singers

D. Aesthetic Response

- 1. Discuss underlying meaning of lyrics and how they are reflected in the music and structure of the piece being learned

III. Instruction

A. Course Schedule (Days and Length of class period)

- 1. Class will meet two days a week throughout the school year

- 2. Each class will be approximately 45 minutes long

B. Pacing (content by marking period)

- 1. By the end of the 1st marking period, student will have knowledge of breathing, vocal, and solfeggio fundamentals

- 2. Songs will be taught two weeks at a time.

C. Methods

- 1. Class will be taught in large group settings

- 2. Rote will be used in beginning of the year, moving on to independent learning by end of the school year

3. Students will learn one or two songs on their own throughout the year

D. Resources

1. Vocal literature
2. Bauguess, David, The Jenson Sight Singing Course Vol. I. Milwaukee, WI: Hal Leonard Corporation, 1984.
3. Henderson, Larra Browning. How to Train Singers. West Nyack, NY: Parker Publishing Company Inc, 1979.
4. Marshall, Madeleine. The Singer's Manual of English Diction. New York, NY: G. Schirmer, Inc., 1953.
5. Varied repertoire provided by both student and/or teacher.

IV. Assessment

A. Procedures for Evaluation

1. Students will perform repertoire individually
 - a. Observation of techniques
 - b. Evaluation of vocal and musical growth
 - c. Evaluation of assignment requirements
 - d. Evaluation of student analysis
2. The unit on harmony students will perform in groups.
3. Written tests
4. Worksheets

B. Expected Levels of Achievement

1. Advanced (A+)

Demonstrates

1. Superior understanding of above concepts
2. 95-100% mastery on assessment items related to above concepts and scored numerically
3. Achievement at the highest level on assessment items related to above concepts
4. The ability to apply and extend learning and to explore ideas/topics independently

2. Proficient (B-A)

1. Solid understanding of above concepts
2. 80-94% mastery on assessment items related to above concepts and scored numerically
3. Achievement at the proficient level on assessment items related to above concepts
4. The ability to apply and extend learning and to explore ideas/topics with support

3. Basic (C)

1. Partial understanding of above concepts
2. 70-79% mastery on assessment items related to above concepts and scored numerically
3. Achievement at one level below proficient on assessment items related to above concepts
4. A need to begin to apply and extend learning and to explore ideas/topics

4. Below Basic (D and below)

1. Inadequate understanding of above concepts
2. Less than 69% mastery on assessment items related to above concepts and scored numerically
3. A need for additional focused instructional opportunities

