

## Music

### Brunswick School Department Treble Choir Vocal Production and Performance

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>The performance of a female ensemble is based upon the use of different vocal techniques and rehearsal strategies which pertain directly to the anatomy of the female singing voice.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What theory knowledge, vocal techniques and vocal ability are needed to produce a quality performance?</li> <li>What understanding of the female vocal anatomy is needed to produce a clear and quality singing tone?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>High performance quality is based upon the use of several different theory concepts and vocal techniques depending on the genre being performed.</li> <li>The female voice has two voice registers that need to work seamlessly to achieve a quality performance.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms</u>: <ul style="list-style-type: none"> <li>dynamics, tone, meter, blend, articulation, diction, phonation, phrasing, terms of vocal anatomy, chest voice, head voice</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Perform a grade 3 to 4 musical piece with accuracy.</li> <li>Demonstrate a vocal quality that is expressive and technically accurate.</li> <li>Perform with various techniques and methods in their performance based upon the genre of music being performed.</li> <li>Perform with others in an ensemble setting in which group chemistry and blend is an essential element of success.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Music</u></p> <p>A. Creative Expression</p> <p>A1. Music Difficulty</p> <p>Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique alone or with others.</p> <p>A2. Notation and Terminology</p> <p>Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.</p>

**Brunswick School Department  
Treble Choir  
Vocal Production and Performance**

<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>E. Visual and Performing Arts Connections E5. Interpersonal Skills Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ol style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ol>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Prepare several musical numbers for public performance</li> <li>▪ Rehearse proper vocal strategies and techniques with the music.</li> <li>▪ Listen and critique various female ensemble recordings on vocal techniques and overall group quality.</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Live performance and evaluation</li> <li>▪ Theory test and quizzes</li> <li>▪ Vocal quartet Quizzes</li> <li>▪ Classroom Observation</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Variety of sheet music</li> </ul> </li> </ul>