

Vocal Music I-IV

Fine Arts
Curriculum Framework

Revised 2014

Course Title: Vocal Music I-IV
Course/Unit Credit: 1 per course

Course Number: VMI: 452000 VMII: 452040 VMIII: 452050 VMIV: 452060

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There is no prerequisite for Vocal Music I. The student entering Vocal Music II, III, or IV must successfully complete the preceding year of study of the same content.

Vocal Music I-IV

Vocal Music I-IV are two-semester courses designed for traditional and emerging ensembles. Vocal music students will demonstrate an ability to apply music fundamentals and vocal techniques in the production, performance, analysis, and critique of vocal music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Vocal music students will critique vocal music performances and deeply reflect upon the impact of vocal music on society as well as societal influences on vocal music. Students will regularly perform vocally in a variety of settings and will demonstrate successful completion of vocal music student learning expectations. Vocal Music I will satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Vocal Music I, Vocal Music II, Vocal Music III, and Vocal Music IV.

Vocal Music I-IV

Strand	Content Standard
Creating	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
CR.1.VMI.1 <i>Improvise</i> in a small group a short rhythmic or melodic warm up	CR.1.VMII.1 Draft in a small group a short rhythmic or melodic warm up reflective of the literature being rehearsed	CR.1.VMIII.1 Draft independently a rhythmic or melodic warm up or melody, reflective of the literature being rehearsed	CR.1.VMIV.1 Compose a complex melody reflective of literature being rehearsed	CCRA.W.2, 3 CCRA.SL.1, 4, 6
CR.1.VMI.2 <i>Improvise harmony</i> based on the tonic chord within a given key	CR.1.VMII.2 <i>Improvise harmony</i> to an existing melody	CR.1.VMIII.2 Draft a <i>descant</i> or <i>harmony</i> for an existing two- or three-part piece of music	CR.1.VMIV.2 Compose a multi-part song at least four measures in length	CCRA.W.2, 3 CCRA.SL.1, 2, 4, 6

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
<p>CR.2.VMI.1 Develop a rhythmic idea or musical <i>motif</i>, characteristic of music or text studied in rehearsal</p>	<p>CR.2.VMII.1 Develop melodies and rhythmic passages characteristic of music or text studied in rehearsal</p>	<p>CR.2.VMIII.1 Compile a collaborative musical work based on previously developed passages characteristic of music or text studied in rehearsal</p>	<p>CR.2.VMIV.1 Compile a collaborative musical work based on previously developed passages characteristic of music or text studied in rehearsal, using available technology</p>	<p>CCRA.SL.1, 2, 4, 5</p>

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
CR.3.VMI.1 Evaluate original compositions and/or <i>improvisations</i> based on teacher-provided criteria, including, but not limited to, <i>standard notation</i>	CR.3.VMII.1 Evaluate original compositions and/or <i>improvisations</i> based on criteria developed through teacher/student collaboration, including, but not limited to, <i>standard notation</i>	CR.3.VMIII.1 Evaluate original compositions and/or <i>improvisations</i> based on criteria established by peer collaboration, including, but not limited to, <i>standard notation</i> and <i>expressive elements</i>	CR.3.VMIV.1 Evaluate original compositions and/or <i>improvisations</i> based on personally-developed criteria, including, but not limited to, <i>standard notation</i> , <i>expressive elements</i> , and text	CCRA.R.1, 5 CCRA.W.1 CCRA.SL.1, 2, 3, 4
CR.3.VMI.2 Enhance original compositions and/or <i>improvisations</i> using feedback based on teacher-provided criteria	CR.3.VMII.2 Enhance original compositions and/or <i>improvisations</i> using feedback based on criteria developed through teacher/student collaboration	CR.3.VMIII.2 Enhance original compositions and/or <i>improvisations</i> using feedback based on criteria established by peer collaboration	CR.3.VMIV.2 Enhance original compositions and/or <i>improvisations</i> using feedback based on personally-developed criteria	CCRA.R.1 CCRA.W.2 CCRA.SL.1, 2, 3, 4
CR.3.VMI.3 Share original compositions developed in large groups	CR.3.VMII.3 Share original compositions developed in small groups	CR.3.VMIII.3 Share original compositions developed with partners	CR.3.VMIV.3 Share original compositions developed individually	CCRA.SL.1, 4

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
<p>P.4.VMI.1 Demonstrate, by singing alone or with others, <i>sight-reading</i></p> <ul style="list-style-type: none"> • 4/4 time • intervals of thirds, fourths, fifths • keys of C, F, G, D, • B ♭ Major • quarter rest, half rest • stepwise movement • whole note, quarter note, half note, dotted half note, eighth note 	<p>P.4.VMII.1 Demonstrate, by singing alone or with others, <i>sight-reading</i></p> <ul style="list-style-type: none"> • 3/4, 4/4 • accidentals approached stepwise • intervals of thirds, fourths, fifths, sixths, octaves • keys of C, F, G, D, • B ♭ Major • quarter rest, half rest, whole rest • stepwise movement • whole note, quarter note, half note, dotted half note, dotted quarter note, eighth note 	<p>P.4.VMIII.1 Demonstrate, by singing alone or with others, <i>sight-reading</i></p> <ul style="list-style-type: none"> • 3/4, 4/4, 6/8 • accidentals approached stepwise • eighth rest, quarter rest, half rest, whole rest • harmonic suspensions • intervals of thirds, fourths, fifths, sixths, sevenths, octaves • stepwise movement • syncopated rhythm • whole note, quarter note, half note, dotted half note, dotted quarter note, eighth note 	<p>P.4.VMIV.1 Demonstrate, by singing alone or with others, <i>sight-reading</i></p> <ul style="list-style-type: none"> • accidentals • any time signatures • any intervals • any note values • any rests • complex rhythms 	<p>CCRA.R.1, 3, 10 CCRA.SL.1, 2, 5, 6</p>
<p>P.4.VMI.2 Identify the <i>elements of music</i> and <i>context</i> that guide a performance</p>	<p>P.4.VMII.2 Explain the manner in which the <i>elements of music</i> and <i>context</i> guide a performance</p>	<p>P.4.VMIII.2 Analyze the manner in which the composer manipulates the <i>elements of music</i> and <i>context</i> to provide insight into the composer's intent for performance</p>	<p>P.4.VMIV.2 Critique the composer's use of the <i>elements of music</i>, <i>context</i>, and the manner in which they guide a performance</p>	<p>CCRA.R.1, 3 CCRA.W.1, 2 CCRA.SL.1, 2, 3, 4</p>

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
P.4.VMI.3 Identify <i>expressive elements</i> in a varied <i>repertoire</i> of music in preparation for performance	P.4.VMII.3 Demonstrate, by singing, <i>expressive elements</i> from a varied <i>repertoire</i> of music	P.4.VMIII.3 Evaluate, by singing, the impact of <i>style, genre, and context</i> on the <i>expressive elements</i> of a piece of music	P.4.VMIV.3 Interpret <i>expressive elements, style, genre, and context</i> , by informally conducting a piece of music	CCRA.R.3, 4, 5 CCRA.W.1 CCRA.SL.2, 3, 4, 5
P.4.VMI.4 Select, with guidance, varied <i>repertoire</i> to study, based on interest, music-reading skill, and vocal skill of the individual or ensemble for a potential performance	P.4.VMII.4 Select varied <i>repertoire</i> based on music-reading skill and vocal skill of the individual or ensemble for a potential performance	P.4.VMIII.4 Explain the manner in which self-selected music addresses the music-reading skill and vocal skill of the individual or ensemble for a potential performance	P.4.VMIV.4 Develop criteria to select a varied <i>repertoire</i> , based on understanding of the characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and <i>context</i> of a potential performance	CCRA.R.1, 8 CCRA.W.2, 5 CCRA.SL.1, 2, 4

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
<p>P.5.VMI.1 Use teacher feedback to refine elements of vocal technique, musical expression, and <i>ensemble technique</i> in varied <i>repertoire</i></p>	<p>P.5.VMII.1 Use teacher feedback and self-reflection to refine elements of vocal technique, musical expression, and <i>ensemble technique</i> in varied <i>repertoire</i></p>	<p>P.5.VMIII.1 Use teacher feedback, peer feedback, and self-reflection to refine elements of vocal technique, musical expression, and <i>ensemble technique</i> in varied <i>repertoire</i></p>	<p>P.5.VMIV.1 Use self-reflection to refine elements of vocal technique, musical expression, and <i>ensemble technique</i> in varied <i>repertoire</i></p>	<p>CCRA.R.4 CCRA.W.2 CCRA.SL.1, 2, 3, 6</p>

Strand: Performing

Content Standard 6: Students will convey meaning through the presentation of artistic work.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
P.6.VMI.1 Demonstrate attention to technical accuracy and <i>expressive elements</i> in performance across a varied <i>repertoire</i> of music	P.6.VMII.1 Demonstrate attention to technical accuracy and <i>expressive elements</i> in performance across a varied <i>repertoire</i> of increasingly complex music, representing diverse cultures and styles	P.6.VMIII.1 Demonstrate consistent attention to technical accuracy and <i>expressive elements</i> in performance across a varied <i>repertoire</i> of increasingly complex music, representing diverse cultures and styles, while relating to particular audiences	P.6.VMIV.1 Demonstrate mastery of the technical demands and <i>expressive elements</i> across a varied <i>repertoire</i> of increasingly complex music in multiple types of performing ensembles representing diverse cultures and styles, while relating to particular audiences	CCRA.SL.1, 2, 5, 6
P.6.VMI.2 Develop, with guidance, <i>listening etiquette</i> and performance standards for individuals and ensembles	P.6.VMII.2 Practice, with guidance, <i>listening etiquette</i> and performance standards individually and as part of an ensemble	P.6.VMIII.2 Demonstrate personal mastery of <i>listening etiquette</i> and performance standards	P.6.VMIV.2 Model <i>listening etiquette</i> and performance standards to groups in a variety of settings	CCRA.W.2 CCRA.SL.1, 2, 4

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
R.7.VMI.1 Identify <i>elements of music</i> , interests, purpose, and <i>context</i> in a selected work	R.7.VMII.1 Analyze <i>elements of music</i> , interests, purpose, and <i>context</i> in a selected work	R.7.VMIII.1 Develop criteria to use when analyzing music, based on <i>elements of music</i> , interests, purpose, and <i>context</i>	R.7.VMIV.1 Defend personally-developed criteria used when analyzing music, based on <i>elements of music</i> , interests, purpose, and <i>context</i>	CCRA.R.2, 8 CCRA.W.1, 2 CCRA.SL.1, 2, 3, 4

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
R.8.VMI.1 Discuss the composer's intent in a musical work, using the <i>elements of music</i> and <i>expressive elements</i>	R.8.VMII.1 Explain a personal interpretation of the composer's intent and the meaning of a musical work	R.8.VMIII.1 Support, with evidence from the musical score or from research, a personal interpretation of the composer's intent and the meaning of a musical work	R.8.VMIV.1 Justify a personal interpretation of the composer's intent and the meaning of a musical work	CCRA.R.1, 2, 6, 8 CCRA.W.1, 2, 9 CCRA.SL.1, 2, 3, 6

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
R.9.VMI.1 Apply teacher-provided criteria to evaluate basic <i>elements of music</i> while listening to musical performances	R.9.VMII.1 Apply criteria developed through student-teacher collaboration to evaluate <i>elements of music</i> and <i>expressive elements</i> while listening to musical performances	R.9.VMIII.1 Analyze, based on criteria established through peer collaboration, <i>expressive elements</i> and vocal techniques while listening to musical performances	R.9.VMIV.1 Justify, based on personally-developed criteria, critical analysis of <i>expressive elements</i> and vocal techniques of musical performances	CCRA.R.1, 3, 9 CCRA.W.1, 2 CCRA.SL.1, 2, 3, 4, 6

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
<p>CN.10.VMI.1 Identify individual experiences and other influences that provide <i>context</i> for a musical work and impact performance</p>	<p>CN.10.VMII.1 Explain individual experiences and other influences that provide <i>context</i> for a musical work and impact performance</p>	<p>CN.10.VMIII.1 Analyze individual experiences and other influences that provide <i>context</i> for a musical work and impact performance</p>	<p>CN.10.VMIV.1 Evaluate individual experiences and other influences that provide <i>context</i> for a musical work and impact performance</p>	<p>CCRA.W.2 CCRA.SL.1, 2, 3, 4</p>

Strand: Connecting

Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Vocal Music I	Vocal Music II	Vocal Music III	Vocal Music IV	CCSS Alignment
CN.11.VMI.1 Identify external influences that provide <i>context</i> for a musical work and impact performance	CN.11.VMII.1 Explain external influences that provide <i>context</i> for a musical work and impact performance	CN.11.VMIII.1 Analyze external influences that provide <i>context</i> for a musical work and impact performance	CN.11.VMIV.1 Evaluate external influences that provide <i>context</i> for a musical work and impact performance	CCRA.R.1, 2, 6, 8 CCRA.W.2 CCRA.SL.1, 2, 4
CN.11.VMI.2 Identify careers involving music	CN.11.VMII.2 Discuss the opportunities available for music as a vocation or an <i>avocation</i>	CN.11.VMIII.2 Analyze how participation in vocal/choral music can prepare an individual for a career in music or other disciplines	CN.11.VMIV.2 Compare the requirements for a variety of careers in music	CCRA.R.1, 7, 9 CCRA.W.1, 2 CCRA.SL.1, 2, 4

Glossary for Vocal Music I-IV

Avocation	A hobby or secondary occupation pursued for enjoyment
Context	Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence
Descant	High vocal part sung above the melody
Elements of music	Melody, harmony, rhythm, form
Ensemble technique	Balance and blend among the vocal parts of a performing group
Expressive elements	Texture, dynamics, timbre, tempo
Genre	Style, category, class, or type of music
Harmony	Two or more different tones sounding at the same time
Improvise	To create spontaneously
Listening etiquette	Social behavior observed by those attending musical performances which can vary depending upon the type of music performed
Motif	Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element
Phonation	The process of producing a vocal tone
Repertoire	List of music pieces which a group or person has prepared or performed
Sight-reading	The practice of playing or singing a piece of music without preparation
Standard notation	System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation
Style	A characteristic of a particular period, person, or group of people that makes genres of music unique

Contributors

The following people contributed to the development of this document:

Dr. Deborah Barber – Arkansas Tech University	Steve Holder – Rose Bud School District
Kaci Berry – Springdale School District	Alexander Michaels – El Dorado School District
Kerry Blakemore – Pulaski County Special School District	Patrick Mugridge – Helena/West Helena School District
Casey Buck – Conway School District	Karen Murphy – Greenwood School District
Jeremy Carter – Corning School District	Dr. I.J. Routen – Little Rock School District
Laura Cornelius – Arkadelphia School District	Bennie Vincent – Monticello School District
James Hatch – Pulaski County Special School District	John Wilkerson – Star City School District