



## Grades 9-12 Voice Class Curriculum

*Last Updated March 2021 by Cecily Ryan*

**Course Description:** The purpose of this course is to provide students with the fundamentals of singing, musicianship, sight singing skills, and an introduction to American musical theater. Students will be exploring their voices, multiple genres of vocal repertoire, American musical theater history and repertoire, and various sight singing techniques.

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<b>Unit #/Title</b>	1/Purpose and Place of Singing in Society	<b>Time Frame</b>	2 weeks
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## Stage 1 - Identify Desired Results

### Standards

**PA Standards**

**9.1.12**

- **A:** Know and use the elements and principles of each art form to create works in the arts and humanities.
- **B:** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- **F:** Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

**9.2.12**

- **A:** Explain the historical, cultural and social context of an individual work in the arts.
- **D:** Analyze a work of art from its historical and cultural perspective.
- **E:** Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).
- **F:** Know and apply appropriate vocabulary used between social studies and the arts and humanities.

**9.3.12 A:** Explain and apply the critical examination processes of works in the arts and humanities.

**9.3.12 D:** Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

<b><u>Big Ideas</u></b>	<b><u>Essential Questions</u></b>
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<ul style="list-style-type: none"> <li>• The skills, techniques, elements and principles of vocal music can be learned, studied, refined, practiced and demonstrated.</li> <li>• People have expressed experiences and ideas through the arts throughout time and across cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do you sing?</li> <li>• Why do groups of people sing?</li> <li>• Why is singing important in our culture?</li> <li>• Why is singing important in other cultures?</li> <li>• Is singing more important in other cultures than our own? Why?</li> </ul>
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<b><u>Content</u></b>	<b><u>Skills</u></b>
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<ul style="list-style-type: none"> <li>• Styles of singing in society (choral, operatic, classical, musical theater)</li> <li>• Phonation practices</li> <li>• Healthy singing practices</li> <li>• Vocal types</li> </ul>	<ul style="list-style-type: none"> <li>• Vocalize, with healthy sounds using basic “ah, eh, ee, oh, oo” vowels</li> <li>• Explain the different contexts of singing in society</li> <li>• Identify the different kinds of singing and voice types</li> </ul>
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<b>Unit #/Title</b>	2/Vocal Anatomy	<b>Time Frame</b>	2 weeks
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## Stage 1 - Identify Desired Results

### Standards

**PA Standards**  
**9.1.12 B:** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  
**9.1.12 C:** Integrate and apply advanced vocabulary to the arts forms.  
**9.1.12 G:** Analyze the effect of rehearsal and practice sessions.  
**9.1.12 H:** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>The skills, techniques, elements and principles of vocal music can be learned, studied, refined, practiced and demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>How does my voice produce sound?</li> <li>How do the parts of the larynx, mouth, and lungs function together to produce sound?</li> <li>How do I take care of my voice, sing healthily, and prevent injury?</li> </ul>
Content	Skills
<ul style="list-style-type: none"> <li>Anatomy used in producing sound/singing</li> <li>Vocal care and injury</li> </ul>	<ul style="list-style-type: none"> <li>Identify the difference between head and chest voice</li> <li>Demonstrate the ability to being able to navigate both head and chest voices</li> <li>Recognize the different parts of the voice and all parts that work together to form sound</li> </ul>

<b>Unit #/Title</b>	3/Vowels, Consonants, and IPA	<b>Time Frame</b>	2 weeks
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## Stage 1 - Identify Desired Results

### Standards

**PA Standards**  
**9.1.12 B:** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  
**9.1.12 C:** Integrate and apply advanced vocabulary to the arts forms.  
**9.1.12 G:** Analyze the effect of rehearsal and practice sessions.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>The skills, techniques, elements and principles of vocal music can be learned, studied, refined, practiced and demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>How can I use IPA to aid me in singing a piece in a foreign language?</li> <li>How can I use IPA to aid me in singing a piece in English?</li> <li>How do I properly form my vowels and consonants to sing in tune and with good technique?</li> </ul>

Content	Skills
<ul style="list-style-type: none"> <li>International Phonetic Alphabet introduction (vowels, consonants, special symbols for English only)</li> <li>Introduction to IPA in multiple different languages (German, Spanish, Latin, etc.)</li> <li>Linguistics-Vowel and consonant formation</li> </ul>	<ul style="list-style-type: none"> <li>Translate different phrases in English and other languages into IPA and vice versa</li> <li>Describe vowel and consonant formation for personal voice (tuning, technique, etc.)</li> </ul>

<b>Unit #/Title</b>	4/Selecting and Preparing Repertoire	<b>Time Frame</b>	2 weeks
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## Stage 1 - Identify Desired Results

### Standards

**PA Standards**

**9.1.12**

- B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- C: Integrate and apply advanced vocabulary to the arts forms.

**9.1.12**

- F: Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- G: Analyze the effect of rehearsal and practice sessions.

**9.2.12 K:** Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).

**9.3.12 A:** Explain and apply the critical examination processes of works in the arts and humanities.

**9.3.1 2 D:** Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

**9.4.12 A:** Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.

<b>Big Ideas</b>	<b>Essential Questions</b>
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<ul style="list-style-type: none"> <li>• The skills, techniques, elements and principles of vocal music can be learned, studied, refined, practiced and demonstrated.</li> <li>• Musicians use their own experiences and skills to create music.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I pick a good piece for me?</li> <li>• How should I perform this piece?</li> <li>• How do I learn about my piece?</li> <li>• How do I begin to learn my piece on my own?</li> </ul>
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<b>Content</b>	<b>Skills</b>
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<ul style="list-style-type: none"> <li>• Repertoire resources</li> <li>• Research resources</li> <li>• Practice resources</li> <li>• Taking criticism from peers and others</li> <li>• Practice techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Recall where to find an appropriate piece</li> <li>• Select the right piece based on vocal range, historical significance, and ability</li> <li>• Prepare piece for performance through preparation process presented</li> <li>• Receive criticism from self, peers, and teacher and use appropriately</li> </ul>
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<b>Unit #/Title</b>	5/Sight Singing	<b>Time Frame</b>	2 weeks
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## Stage 1 - Identify Desired Results

### Standards

**PA Standards**  
**9.1.12 A:** Know and use the elements and principles of each art form to create works in the arts and humanities.  
**9.1.12 C:** Integrate and apply advanced vocabulary to the arts forms.  
**9.1.12**

- **G:** Analyze the effect of rehearsal and practice sessions.
- **H:** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

**9.3.12 C:** Apply systems of classification for interpreting works in the arts and forming a critical response.

<b>Big Ideas</b>	<b>Essential Questions</b>
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<ul style="list-style-type: none"> <li>• The skills, techniques, elements and principles of vocal music can be learned, studied, refined, practiced and demonstrated.</li> <li>• Musicians use their own experiences and skills to create music.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is sight reading an important skill?</li> <li>• How do I improve my music reading?</li> <li>• Why should I be a good sight reader?</li> </ul>
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<b>Content</b>	<b>Skills</b>
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<ul style="list-style-type: none"> <li>• Musicianship/basic music theory</li> <li>• Sight reading fundamentals</li> <li>• Sight reading in the context of a choir</li> <li>• Sight reading in the context of being a soloist</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the basic symbols/notes on the page immediately</li> <li>• Sing at least one four measure melody with little to no mistakes</li> <li>• Sing at least one eight measure melody with little to no mistakes</li> <li>• Sight read in a group on a different part than the person next to you</li> <li>• Sight read individually</li> </ul>
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<b>Unit #/Title</b>	6/American Musical Theater History	<b>Time Frame</b>	2 weeks
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## Stage 1 - Identify Desired Results

### Standards

#### PA Standards

**9.1.12 A:** Know and use the elements and principles of each art form to create works in the arts and humanities.

**9.1.12 C:** Integrate and apply advanced vocabulary to the arts forms.

#### 9.1.12

- **G:** Analyze the effect of rehearsal and practice sessions.
- **H:** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

**9.3.12 C:** Apply systems of classification for interpreting works in the arts and forming a critical response.

### Big Ideas

- Musicians should be acquainted with a variety of music and its role in the life of all people.

### Essential Questions

- Why is musical theater so popular?
- How does theater reflect and influence culture and society?
- How do humans connect through theater?

### Content

- History of American musical theater
- Important musicals in history
- Important musical writers in history--composers and librettists
- Influential actors/actresses in musical theater over time

### Skills

- Identify the importance of musical theater in learning American music history
- Describe how musicals have changed over time
- Recognize musicals by the time period/decade by studying stories and music writing styles

<b>Unit #/Title</b>	7/Musical Theater Repertoire	<b>Time Frame</b>	2 weeks
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## Stage 1 - Identify Desired Results

### Standards

**PA Standards**

**9.1.12 A:** Know and use the elements and principles of each art form to create works in the arts and humanities.

**9.1.12 C:** Integrate and apply advanced vocabulary to the arts forms.

**9.1.12**

- **G:** Analyze the effect of rehearsal and practice sessions.
- **H:** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

**9.3.12 C:** Apply systems of classification for interpreting works in the arts and forming a critical response.

<b>Big Ideas</b>	<b>Essential Questions</b>
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<ul style="list-style-type: none"> <li>• Musicians use their own experiences and skills to create music.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I know how to sing the piece I've picked? (both musically and character wise)</li> <li>• How do I pick a piece that suits my voice?</li> <li>• How do I prepare for a performance?</li> </ul>
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<b>Content</b>	<b>Skills</b>
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<ul style="list-style-type: none"> <li>• Musical theater style of singing <ul style="list-style-type: none"> <li>o Vowel placement (different than classical)</li> <li>o Stress of consonants and words for word emphasis</li> <li>o Relaxed muscles in body for healthy vocal production</li> <li>o Healthy belting</li> </ul> </li> <li>• Character building</li> </ul>	<ul style="list-style-type: none"> <li>• Recall where to find an appropriate piece</li> <li>• Choose the musical theater repertoire right for your voice type</li> <li>• Prepare a piece with the resources given</li> <li>• Receive and respond to criticism from self and teacher appropriately</li> </ul>
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<b>Unit #/Title</b>	8/Classical Repertoire	<b>Time Frame</b>	2 weeks
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## Stage 1 - Identify Desired Results

### Standards

#### PA Standards

**9.1.12 A:** Know and use the elements and principles of each art form to create works in the arts and humanities.

**9.1.12 C:** Integrate and apply advanced vocabulary to the arts forms.

#### 9.1.12

- **G:** Analyze the effect of rehearsal and practice sessions.
- **H:** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

**9.3.12 C:** Apply systems of classification for interpreting works in the arts and forming a critical response.

### Big Ideas

- Musicians use their own experiences and skills to create music.

### Essential Questions

- How do I find a translation to the piece I am singing?
- How do I know that a piece suits my voice?
- How do I prepare for a performance?

### Content

- Classically trained style of singing
  - o Techniques of singing include:
    - Vowel placement
    - Stress of consonants and words for word emphasis
    - Relaxed muscles in body for healthy vocal production
- Character building through classical music

### Skills

- Demonstrate what a good practice resource sounds like
- Choose classical repertoire for voice type
- Prepare a piece with given resources
- Receive and respond to criticism from teacher, and be able to self criticize

<b>Unit #/Title</b>	9/Vocal Health through Repertoire	<b>Time Frame</b>	2 weeks
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## Stage 1 - Identify Desired Results

### Standards

#### PA Standards

**9.1.12 A:** Know and use the elements and principles of each art form to create works in the arts and humanities.

#### 9.1.12 C:

- Integrate and apply advanced vocabulary to the arts forms.

#### 9.1.12

- **G:** Analyze the effect of rehearsal and practice sessions.
- **H:** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

**9.3.12 C:** Apply systems of classification for interpreting works in the arts and forming a critical response.

### Big Ideas

- Musicians use their own experiences and skills to create music.

### Essential Questions

- How do I know if I'm singing with a good tone?
- How do I maintain a healthy tone of singing during a practice session?
- How do I apply these physical aspects to singing repertoire?

### Content

- Warm-ups for healthy singing
- Classically trained style of singing, with a focus on healthy techniques
  - Techniques of singing include:
    - Vowel placement
    - Stress of consonants and words for word emphasis
    - Relaxed muscles in body for healthy vocal production
- Character building through classical music

### Skills

- Describe timbre and how to manipulate personal timbre
- Demonstrate application of healthy techniques during warm-ups to repertoire being sung
- Demonstrate and practice using whole body to produce favorable tone quality