

Voice Class Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p>Providing and Communicating Clear Learning Goals</p> <ol style="list-style-type: none"> 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success <p>Using Assessments</p> <ol style="list-style-type: none"> 4. Using informal assessments of the whole class 5. Using formal assessments of individual students 	<p>Conducting Direct Instruction Lessons</p> <ol style="list-style-type: none"> 6. Chunking content 7. Processing content 8. Recording and representing content <p>Conducting Practicing and Deepening Lessons</p> <ol style="list-style-type: none"> 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning <p>Conducting Knowledge Application Lessons</p> <ol style="list-style-type: none"> 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims <p>Using Strategies That Appear in All Types of Lessons</p> <ol style="list-style-type: none"> 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact 	<p>Using Engagement Strategies</p> <ol style="list-style-type: none"> 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students <p>Implementing Rules and Procedures</p> <ol style="list-style-type: none"> 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures <p>Building Relationships</p> <ol style="list-style-type: none"> 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control <p>Communicating High Expectations</p> <ol style="list-style-type: none"> 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the program. It provides a clear pathway of skill development, increasing complexity, and technical proficiency across a sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Music Vision

The vision for music in the Connecticut Technical Education and Career System (CTECS) is to empower students through Music Education to develop the creativity, communication, collaboration, and critical skills needed for success in the 21st century. Through music's rich cultural heritage and universal language, students grow as expressive, empathetic, and lifelong learners prepared to thrive in a diverse and evolving world.

Music Curriculum Philosophy

The CTECS Music Curriculum 24-25 revision was modeled after CSDE Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) and the [National Core Arts Standards: A Conceptual Framework for Arts Learning](#) as frameworks to structure and inform the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course; it provides a roadmap of the essential learning outcomes for mastery by the end of the course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

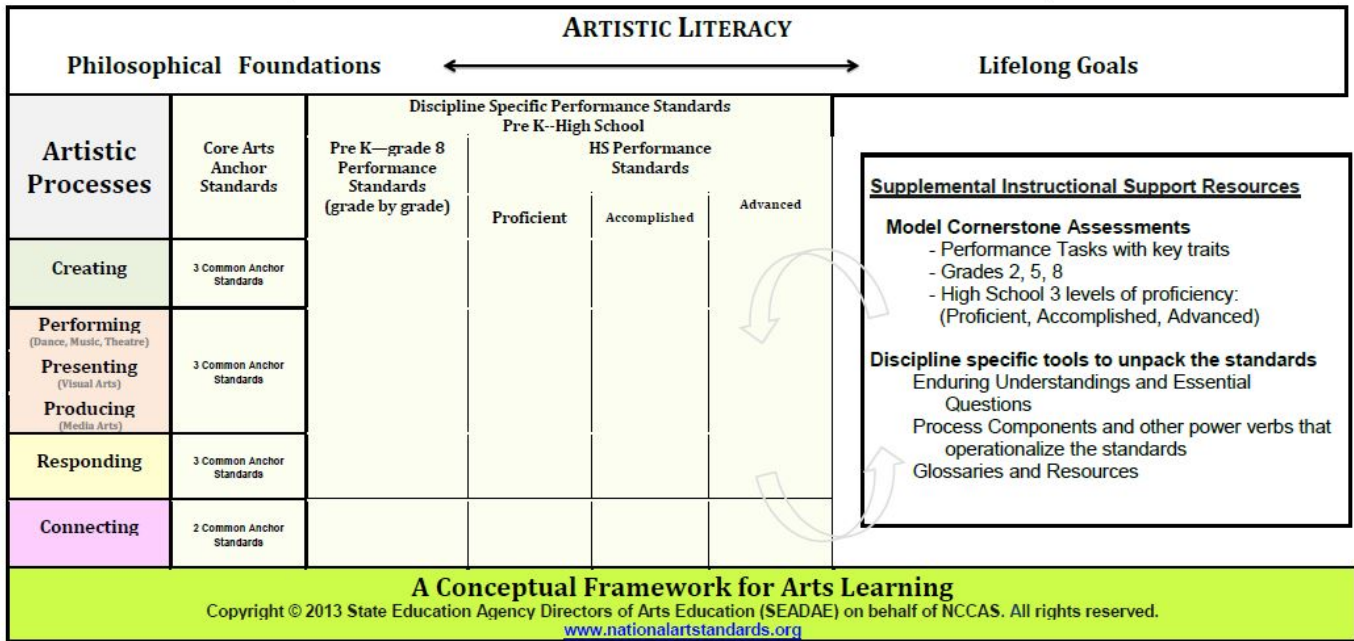
- [CT Arts Standards/National Arts Music Standards](#)
- [National Association for Music Education](#)



National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014



Voice Class Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	MU:Pr4.2.H.I MU:Pr5.1.H.Ia MU:Re7.2.H.Ia MU:Cn11.0.H.Ia	MU:Pr5.3.H.I MU:Pr4.2.H.IIa MU:Cr3.1.H.Ia MU:Re9.1.H.Ia	MU:Re8.1.H.I MU:Pr6.1.H.Ia MU:Re8.1.H.Ia MU:Cn10.0.H.IIa	MU:Cn10.0.H.I MU:Pr4.1.H.Ia MU:Re7.1.H.Ia MU:Pr6.1H.IIa

Voice Class Curriculum Unit 1

Priority Standards Addressed in Unit 1

MU:Pr4.2.H.I

Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr5.1.H.Ia

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from others.

MU:Re7.2.H.Ia

Explain how the analysis of structures and contexts informs the response to music.

MU:Cn11.0.H.Ia

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when performing music.

Big Ideas:

- **The Instrument is Within:** The vocal instrument is part of the human body; physical health and mental well-being directly impact sound.

Essential Questions:

- How do I produce a consistent, healthy tone without physical strain?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MU:Pr4.2.H.I</p> <ul style="list-style-type: none"> ● Musical works ● Musical structure ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Context (historical, cultural, stylistic) ● Performance ● Interpretation ● Expression ● Performance practices 	<p>MU:Pr4.2.H.I</p> <ul style="list-style-type: none"> ● Analyze musical structure ● Analyze context of musical works ● Identify musical elements ● Examine relationships within the music ● Interpret implications for performance ● Apply understanding to performance decisions ● Demonstrate informed performance choices ● Connect structure and context to interpretation ● Evaluate performance approaches ● Use analysis to shape expression
<p>MU:Pr5.1.H.Ia</p> <ul style="list-style-type: none"> ● Repertoire of music 	<p>MU:Pr5.1.H.Ia</p>

<ul style="list-style-type: none"> ● Technical challenges ● Vocal technique ● Practice strategies ● Feedback (peer, teacher, self) ● Evaluation criteria ● Performance skills ● Improvement process 	<ul style="list-style-type: none"> ● Identify technical challenges in repertoire ● Develop strategies to address challenges ● Apply vocal techniques in practice ● Implement practice strategies ● Seek and receive feedback from others ● Evaluate effectiveness of strategies ● Adjust strategies based on feedback ● Demonstrate improvement in performance ● Reflect on progress and outcomes
<p>MU:Re7.2.H.1a</p> <ul style="list-style-type: none"> ● Musical structure ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Context (historical, cultural, social, stylistic) ● Musical works ● Analysis ● Response to music ● Interpretation ● Expression 	<p>MU:Re7.2.H.1a</p> <ul style="list-style-type: none"> ● Analyze musical structure ● Analyze context of musical works ● Identify musical elements ● Explain relationships between structure and context ● Interpret music based on analysis ● Describe responses to music ● Connect analysis to personal and informed response ● Support responses with musical evidence ● Evaluate how structure and context influence interpretation
<p>MU:Cn11.0.H.1a</p> <ul style="list-style-type: none"> ● Personal interests ● Musical knowledge ● Musical skills ● Repertoire of music ● Performance choices ● Expressive intent ● Musical interpretation ● Self-awareness in performance 	<p>MU:Cn11.0.H.1a</p> <ul style="list-style-type: none"> ● Demonstrate personal interests through music selection ● Apply musical knowledge to performance choices ● Apply technical and expressive skills in performance ● Make intentional repertoire selections ● Align performance with expressive intent ● Interpret music based on personal understanding ● Reflect on how interests, knowledge, and skills influence choices ● Adjust performance decisions to match intent ● Communicate personal musical choices through performance
<p>Academic Vocabulary</p> <ul style="list-style-type: none"> ● Identify 	

- Perform
- Describe
- Analyze
- Connect
- Respond

Content Vocabulary

- Appoggio
- Diaphragm
- Intercostals
- Larynx
- Glottis
- Phonation
- Subglottal Pressure
- Clavicular Breathing

Resources:

Technology:

- <https://www.musictheory.net/exercises>
- <https://www.sightreadingfactory.com/practice/sr/level?mediumId=rhythmonly>
- <https://www.musicca.com/>
- <https://connecticut-technical-educatio.flat.io/welcome>
- choralnet.org
- <https://www.cpd.org/wiki/>
- <https://www.nats.org/>

Suggested Texts:

- Pop Rounds - Roger Emerson
- 24 Art Songs & Arias
- Bach Chorals
- Evoking Sound - The Complete Choral Warm Up
- The Vocal Athlete
- Practical Vocal Acoustics
- What Every Singer Needs to Know about the body
- The Singing Teachers Guide to Transgender Voices
- Wholehearted Voice
- The Contemporary Singer
- Journal of Singing
- Your Voice: An inside View
- The First Book of Solos
- Music Theater Anthologies

Rehearsal/Concert Repertoire

Selected by director/ensemble

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In musicca.com
 - Exercises: Notes: Treble or Bass Clef (instrument dependent)
 - Rhythm reading exercises for Whole, Half, Quarter notes, Eighth Notes, and Eighth Note recap
- In sightreadingfactory.com (or through physical, teacher-made exercises that mimic those on sightreadingfactory.com):
 - "Ensemble Multi-Part" Exercises through level 2 (using 3/4 and 4/4 time signatures)
- Improvised solos within rehearsal texts and warm ups

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring
- Timed rhythm & pitch identification exercises
- Whole-class practice using the white board/smart board as a visual guide
- Games such as *rhythm bingo* and *poison rhythm*
- Rhythmic & melodic dictation exercises

Summative Assessments:

REQUIRED:

- Music Literacy Pre-test
- Rhythm Counting & Notation Quiz(es)/Test(s)

- Performance & Scale Quiz(es)/Test(s)

Suggested:

- Independent/Group playing tests utilizing rehearsal texts
- Rhythmic & melodic dictation exercises

Opportunities for Interdisciplinary Connections:

Musicians must connect all disciplines to be successful in our craft. When responding, creating and performing music we are not just musical, we are mathematicians, readers, historians and artists.

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

- Reading notes and lyrics from the staff, octavos and sheet music
- Connecting musical experiences with lived experiences through ourselves and others
- Learning historical context of the piece

Mathematical Practice Standards

- Using math skills to count rhythm

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing performances, projects and assignments that are able to connect to our trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning

- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Voice Class Curriculum Unit 2

Priority Standards Addressed in Unit 2	
<p>MU:Pr5.3.H.I Apply tailored strategies to overcome technical and expressive challenges in a varied repertoire of music.</p> <p>MU:Pr4.2.H.IIa Document and demonstrate how compositional devices and structural aspects of musical works impact and inform prepared performances.</p> <p>MU:Cr3.1.H.Ia Evaluate and refine draft arrangements and improvisations based on personally-developed criteria.</p> <p>MU:Re9.1.H.Ia Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● The Science of Sound: Understanding the physics of airflow, vibration, and resonance empowers a singer to troubleshoot their own voice. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● In what ways does my anatomy function to produce sound? 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MU:Pr5.3.H.I</p> <ul style="list-style-type: none"> ● Repertoire of music ● Technical challenges ● Expressive challenges ● Vocal technique ● Performance skills ● Practice strategies ● Musical expression ● Evaluation of effectiveness 	<p>MU:Pr5.3.H.I</p> <ul style="list-style-type: none"> ● Identify technical and expressive challenges in repertoire ● Develop tailored strategies to address challenges ● Apply vocal techniques to overcome challenges ● Implement practice strategies effectively ● Adjust strategies based on results ● Demonstrate improved technical and expressive performance ● Reflect on strategy effectiveness

	<ul style="list-style-type: none"> ● Refine performance through targeted practice ● Integrate expression with technical skill in performance
<p>MU:Pr4.2.H.IIa</p> <ul style="list-style-type: none"> ● Compositional devices (e.g., repetition, sequence, variation) ● Structural aspects of music (form, sections, phrasing) ● Musical works ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, expression) ● Prepared performances ● Interpretation ● Expression ● Performance practices 	<p>MU:Pr4.2.H.IIa</p> <ul style="list-style-type: none"> ● Identify compositional devices in musical works ● Analyze structural aspects of compositions ● Explain how compositional and structural features inform performance ● Apply understanding of structure to shape prepared performances ● Demonstrate interpretive choices based on analysis ● Adjust phrasing, dynamics, and expression according to musical structure ● Document analysis and performance decisions ● Connect musical elements to performance outcomes ● Reflect on how structure and devices impact interpretation
<p>MU:Cr3.1.H.Ia</p> <ul style="list-style-type: none"> ● Draft arrangements ● Improvisations ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Personal criteria for evaluation ● Techniques for refinement ● Expressive intent ● Performance outcomes ● Musical structure 	<p>MU:Cr3.1.H.Ia</p> <ul style="list-style-type: none"> ● Create draft arrangements and improvisations ● Develop personal criteria for evaluation ● Evaluate drafts using established criteria ● Identify strengths and areas for improvement ● Refine arrangements and improvisations based on evaluation ● Apply musical elements to improve composition or improvisation ● Adjust expressive and technical elements ● Demonstrate revised versions in performance ● Reflect on the effectiveness of refinements ● Iterate the process of creation and evaluation
<p>MU:Re9.1.H.Ia</p> <ul style="list-style-type: none"> ● Musical works 	<p>MU:Re9.1.H.Ia</p>

- Performances
- Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form)
- Analysis techniques
- Interpretation strategies
- Evaluation criteria
- Evidence from music
- Expressive intent

- Analyze musical works and performances
- Interpret musical meaning and intent
- Apply established criteria to evaluations
- Support evaluations with evidence from the music
- Compare performances or works using analysis
- Justify judgments about music
- Communicate evaluations clearly
- Reflect on how analysis and interpretation inform judgment
- Integrate multiple musical elements in evaluation

Academic Vocabulary

- Identify
- Perform
- Describe
- Analyze
- Connect
- Respond

Content Vocabulary

- Resonance
- Pharynx
- Soft Palate (Velum)
- Chiaroscuro
- Formant
- Passaggio
- Placement
- Vowel Modification

Resources:

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 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
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Voice Class Curriculum Unit 3

Priority Standards Addressed in Unit 3	
<p>MU:Re8.1.H.I Support interpretations of musical works that reflect creators'/performers' expressive intent.</p> <p>MU:Pr6.1.H.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>MU:Re8.1.H.Ia Support an interpretation of a musical work that reflects the creators'/performers' expressive intent.</p> <p>MU:Cn10.0.H.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Narrative Artistry: Technical mastery is the vehicle for storytelling; a song is a heightened form of communication. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does the marriage of text and music create meaning for an audience? 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MU:Re8.1.H.I</p> <ul style="list-style-type: none"> ● Musical works ● Creators'/performers' expressive intent ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Interpretation strategies ● Evidence from music ● Performance practices ● Expression and phrasing 	<p>MU:Re8.1.H.I</p> <ul style="list-style-type: none"> ● Analyze musical works to identify expressive intent ● Interpret music in alignment with creators'/performers' intent ● Support interpretations with evidence from the music ● Apply musical elements to shape expression ● Demonstrate interpretive choices in performance ● Communicate expressive intent through vocal performance ● Reflect on how musical features convey

	<p>meaning</p> <ul style="list-style-type: none"> ● Justify interpretive decisions based on analysis
<p>MU:Pr6.1.H.Ia</p> <ul style="list-style-type: none"> ● Repertoire of music ● Prepared performances ● Improvised performances ● Technical accuracy ● Expressive qualities (dynamics, phrasing, articulation, timbre, expression) ● Vocal technique ● Musical elements (rhythm, melody, harmony, texture, form) ● Performance practices 	<p>MU:Pr6.1.H.Ia</p> <ul style="list-style-type: none"> ● Demonstrate technical accuracy in performance ● Apply expressive qualities to music ● Perform prepared repertoire accurately and expressively ● Improvise with technical precision and expression ● Integrate musical elements into performance ● Adjust technique and expression in real time ● Reflect on performance effectiveness ● Refine performance based on self- and peer-evaluation ● Communicate musical intent through performance
<p>MU:Re8.1.H.Ia</p> <ul style="list-style-type: none"> ● Musical works ● Creators'/performers' expressive intent ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Interpretation strategies ● Evidence from music ● Performance practices ● Expression and phrasing 	<p>MU:Re8.1.H.Ia</p> <ul style="list-style-type: none"> ● Analyze musical works to identify expressive intent ● Interpret music in alignment with creators'/performers' intent ● Support interpretations with evidence from the music ● Apply musical elements to shape expression ● Demonstrate interpretive choices in performance ● Communicate expressive intent through vocal performance ● Reflect on how musical features convey meaning ● Justify interpretive decisions based on analysis
<p>MU:Cn10.0.H.IIa</p> <ul style="list-style-type: none"> ● Musical knowledge ● Musical skills ● Repertoire of music ● Musical creation ● Performance practices ● Response to music ● Expressive intent ● Interpretation 	<p>MU:Cn10.0.H.IIa</p> <ul style="list-style-type: none"> ● Demonstrate personal interests through music creation and performance ● Apply musical knowledge to creative and performance choices ● Apply skills to support musical intent ● Make intentional choices when creating music ● Make informed performance decisions

- Decision-making in music

- Interpret music based on personal understanding
- Reflect on how interests, knowledge, and skills influence musical decisions
- Connect personal intent to responses to music
- Communicate expressive intent through creation, performance, and response

Academic Vocabulary

- Identify
- Perform
- Describe
- Analyze
- Connect
- Respond

Content Vocabulary

- IPA (International Phonetic Alphabet)
- Diction
- Diphthong
- Legato
- Word Painting
- Subtext
- Tessitura

Resources:

Technology:

- <https://www.musictheory.net/exercises>
- <https://www.sightreadingfactory.com/practice/sr/level?mediumId=rhythmonly>
- <https://www.musicca.com/>
- <https://connecticut-technical-educatio.flat.io/welcome>
- choralnet.org
- <https://www.cpdل.org/wiki/>
- <https://www.nats.org/>

Suggested Texts:

- Pop Rounds - Roger Emerson
- 24 Art Songs & Arias
- Bach Chorals
- Evoking Sound - The Complete Choral Warm Up
- The Vocal Athlete
- Practical Vocal Acoustics
- What Every Singer Needs to Know about the body
- The Singing Teachers Guide to Transgender Voices
- Wholehearted Voice

- The Contemporary Singer
- Journal of Singing
- Your Voice: An inside View
- The First Book of Solos
- Music Theater Anthologies

Rehearsal/Concert Repertoire

Selected by director/ensemble

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In musicca.com
 - Exercises: Notes: Treble or Bass Clef (instrument dependent)
 - Rhythm reading exercises for Whole, Half, Quarter notes, Eighth Notes, and Eighth Note recap
- In sightreadingfactory.com (or through physical, teacher-made exercises that mimic those on sightreadingfactory.com):
 - "Ensemble Multi-Part" Exercises through level 2 (using 3/4 and 4/4 time signatures)
- Improvised solos within rehearsal texts and warm ups

Suggested:

- Anecdotal observations of students in groups or partnerships
- Do Nows/Bell Ringers

- Exit tickets
- 1:1 or small group conferring
- Timed rhythm & pitch identification exercises
- Whole-class practice using the white board/smart board as a visual guide
- Games such as *rhythm bingo* and *poison rhythm*
- Rhythmic & melodic dictation exercises

Summative Assessments:

REQUIRED:

- Music Literacy Pre-test
- Rhythm Counting & Notation Quiz(es)/Test(s)
- Performance & Scale Quiz(es)/Test(s)

Suggested:

- Independent/Group playing tests utilizing rehearsal texts
- Rhythmic & melodic dictation exercises

Opportunities for Interdisciplinary Connections:

Musicians must connect all disciplines to be successful in our craft. When responding, creating and performing music we are not just musical, we are mathematicians, readers, historians and artists.

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- Reading notes and lyrics from the staff, octavos and sheet music
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Mathematical Practice Standards

- Using math skills to count rhythm

Next Generation Science Standards

Standards for students that are aligned to priority standards

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 - Aerospace Manufacturing
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 - Automotive Technology

- Automotive Collision Repair and Refinishing
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- Biotechnology
- Building and Civil Construction
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- Digital Media
- Diesel and Heavy - Duty Equipment Repair
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Voice Class Curriculum Unit 4

Priority Standards Addressed in Unit 4	
<p>MU:Cn10.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Pr4.1.H.1a Explain and demonstrate the use of feedback and self-reflection to prepare a solo performance.</p> <p>MU:Re7.1.H.1a Apply criteria to select music for specified purposes, justifying the choices.</p> <p>MU:Pr6.1.H.1a Demonstrate an understanding of the context of the music through prepared and improvised performances.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Vocal Autonomy: Developing the ear and the knowledge to practice independently and make healthy stylistic choices. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I adapt my technique to different genres while maintaining vocal longevity? 	
Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p>MU:Cn10.0.H.1a</p> <ul style="list-style-type: none"> ● Musical knowledge ● Musical skills ● Repertoire of music ● Musical creation ● Performance practices ● Response to music ● Expressive intent ● Interpretation ● Decision-making in music 	<p>MU:Cn10.0.H.1a</p> <ul style="list-style-type: none"> ● Demonstrate personal interests through music creation and performance ● Apply musical knowledge to creative and performance choices ● Apply skills to support musical intent ● Make intentional choices when creating music ● Make informed performance decisions ● Interpret music based on personal understanding ● Reflect on how interests, knowledge, and skills influence musical decisions ● Connect personal intent to responses to music

	<ul style="list-style-type: none"> ● Communicate expressive intent through creation, performance, and response
<p>MU:Pr4.1.H.Ia</p> <ul style="list-style-type: none"> ● Solo repertoire ● Feedback (teacher, peer, self) ● Self-reflection strategies ● Technical skills ● Expressive elements (dynamics, phrasing, articulation, timbre, expression) ● Performance preparation ● Musical elements (rhythm, melody, harmony, form) 	<p>MU:Pr4.1.H.Ia</p> <ul style="list-style-type: none"> ● Apply feedback to improve performance ● Reflect on personal performance strengths and weaknesses ● Demonstrate technical accuracy in solo performance ● Adjust expressive elements based on reflection and feedback ● Prepare repertoire for performance using self-assessment ● Integrate musical elements effectively ● Revise performance strategies based on evaluation ● Demonstrate improvement in solo performance ● Communicate musical intent through performance
<p>MU:Re7.1.H.Ia</p> <ul style="list-style-type: none"> ● Repertoire of music ● Selection criteria ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Purpose of performance or listening ● Expressive intent ● Context (social, cultural, stylistic) ● Justification strategies 	<p>MU:Re7.1.H.Ia</p> <ul style="list-style-type: none"> ● Apply criteria to evaluate musical selections ● Select music for a specified purpose ● Analyze musical elements to support selection ● Justify choices based on criteria and purpose ● Compare potential selections for suitability ● Consider context and expressive intent in selection ● Communicate reasoning for selection decisions ● Reflect on how choices align with intended purpose
<p>MU:Pr6.1.H.IIa</p> <ul style="list-style-type: none"> ● Repertoire of music ● Prepared performances ● Improvised performances ● Context of music (historical, cultural, social, stylistic) ● Musical elements (rhythm, melody, harmony, dynamics, timbre, texture, form) ● Expression and interpretation ● Performance practices 	<p>MU:Pr6.1.H.IIa</p> <ul style="list-style-type: none"> ● Demonstrate context through prepared performance ● Demonstrate context through improvised performance ● Apply musical elements to reflect context ● Adjust expression, phrasing, and technique based on context ● Interpret music with attention to historical, cultural, and stylistic factors

- Communicate expressive intent to an audience
- Integrate context into performance decisions
- Reflect on how context informs musical choices

Academic Vocabulary

- Identify
- Perform
- Describe
- Analyze
- Connect
- Respond

Content Vocabulary

- Vocal Hygiene
- Belting
- Vibrato
- Straight Tone
- Fach
- Nodes (Vocal Fold Nodules)
- Marking

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