

**Suggested Teaching Aims and Objectives for AYV Repertoire
that Align with the National Core Music Standards**

Aim #1	Vocal Technique/Singing/Diction
<p>Expanded Core Music Standards</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● Why is it important to have proper vocal technique while singing? ● How can you identify someone who is singing with proper vocal technique? ● How can you identify someone who is singing with poor vocal technique? ● How does diction and proper vowel placement influence tone quality? <p>Understandings – <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Proper vocal technique will translate into vocal health ● Utilizing good vocal technique will enhance the quality of singing ● Singing with proper diction maintains the integrity of the music ● Diction provides a universal tool for communicating through language ● Singing with proper diction maintains the integrity of the music and the culture <p>Knowledge – <i>Students will know that...</i></p> <ul style="list-style-type: none"> ● Properly formed vowels and clear articulation will lead to more musical singing ● Diaphragmatic breathing helps to produce a healthy vocal sound ● Blended voices create a more musical sound in an ensemble ● What poor vocal habits to avoid ● How to recognize good tone quality through listening examples and/or teacher modeling <p>Skills – <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Sing with properly formed vowels and clear articulation ● Produce a healthy sound through good breath support ● Blend voices to create a cohesive sound as an ensemble ● Sing with vocal stamina and endurance
<p>Supporting Anchor(s)</p>	<ul style="list-style-type: none"> ● Pr.5.1
<p>Objective(s)</p>	<ul style="list-style-type: none"> ● Students will sing with healthy vocal technique using proper vowel production, breath support, clear articulation, and blend and balance voice within ensemble ● Students will sing with healthy vocal technique while modifying vowels and diction, controlling pitch accuracy and using appropriate tone color to create an authentic performance of the selection

Aim #2	Music Literacy and Score Interpretation
Expanded Core Music Standards	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How does the application of correct stylistic elements aid in performance? ● How does music terminology directly affect performance? ● How can tone quality affect the emotional aesthetic in the repertoire? ● How can aural skills impact intonation, blend, and balance in performance? <p>Understandings – <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Knowledge of definitions of musical terms are necessary to interpret the repertoire, and also enhances the musical performance ● Tone quality can elicit various emotional responses ● Music can be interpreted in a variety of ways <p>Knowledge – <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to sing with dynamics, articulation, expression, phrasing, tempi, form, etc., as determined by the repertoire <p>Skills – <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read a choral score and identify their vocal line and musical symbols throughout ● Interpret definitions of musical terms ● Sing in unison and two-part harmony
Supporting Anchor(s)	<ul style="list-style-type: none"> ● Pr4.1 ● Pr4.2 ● Pr4.3 ● Pr5.1 ● Pr6.1
Objective(s)	<ul style="list-style-type: none"> ● Students will sing in unison and two-part harmony, and identify their vocal line within the choral score ● Students will identify rhythmic elements relevant to the song, including, but not limited to: time signature, syncopation, meter modulation, multi-measure rest, triplet, vocal percussion, non-lexical vocables, pick up note (anacrusis) ● Students will identify harmonic elements relevant to the song, including, but not limited to: key signature, tonality, modulation, accidentals, non-chord tones (anticipation, escape tone, passing tone, suspension, appoggiatura) ● Students will define, describe, identify and use music vocabulary relevant to the score, including but not limited to: tempo, phrasing, accent, dynamics, form, verse, bridge, chorus, descant, divisi, repeat sign, first and second endings, coda, dal segno, fermata, solo, word painting, and expression ● Students will define the form of the song, and describe repetitions and contrasts

Aim #3	History, Style, and Performance Practice
<p>Expanded Core Music Standards</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● To what extent does music play a role in culture? <p>Understandings – <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Different styles of music require different vocal interpretations ● The musical context influences musical interpretation <p>Knowledge – <i>Students will know...</i></p> <ul style="list-style-type: none"> ● The cultural context in which the music was composed <p>Skills – <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Understand the composer’s intent based on the text
<p>Supporting Anchor(s)</p>	<ul style="list-style-type: none"> ● Pr6.1a ● Re7.1 ● Re7.2 ● Re8.1 ● Re9.1 ● Cn10 ● Cn11
<p>Objective(s)</p>	<ul style="list-style-type: none"> ● Students will demonstrate choral phrasing and expression that conveys the text of the song, and demonstrate understanding of the composer’s intent based on the text ● Students will demonstrate control of expressive elements to add meaning to the text

Aim #4	Rehearsal and Performance Technique
<p>Expanded Core Music Standards</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What is the performer's role? ● What makes a good performance? <p>Understandings – <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The success of an ensemble can be positively or negatively affected by the professionalism of it's members ● Every member is accountable and responsible for his/her role in the ensemble <p>Knowledge – <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Rehearsal and concert etiquette ● Stage presence ● Conductor's gestures <p>Skills – <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Audiate music ● Sing in sectional formations ● Perform with appropriate facial and body expression ● Respond to conducting patterns, cues, and gestures ● Demonstrate proper rehearsal and performance etiquette
<p>Supporting Anchor(s)</p>	<ul style="list-style-type: none"> ● Pr5.1 ● Pr6.1b
<p>Objective(s)</p>	<ul style="list-style-type: none"> ● Students will follow conductor's cues, patterns, and gestures ● Students will perform repertoire in a professional manner for the benefit of the ensemble and the audience ● Students will interact and cooperate with fellow ensemble members to interpret the music and enhance the performance

