

Vocal II Curriculum (MS grade 7-8)

[National Standards Document Link](#)

[Maryland Standards Document Link](#)

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Create: Imagine

Essential Question(s): How do musicians generate creative ideas?

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources.

FCPS Indicator

MU.CHI.1

Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU.CHI.1a Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience. Create music with melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.

MU.CHI.1b Use a variety of media and methods, including available technology, to select, present, explain, and document musical ideas with connections to context and artistic purpose.

MU. CH2.1c

Students will have the opportunity to compose, transcribe, or arrange a piece of music through their personal connection project, or participation in theory, piano or guitar classes.

MU.CHI.1d

Improvise simple rhythmic variations and simple melodic variations

MU.CH2.1e

Create and develop melodic and harmonic phrases using various pitches and rhythms

Anchor Standard 2: Organize and develop artistic ideas and work.

Create: Plan & Make

Essential Question(s): How do musicians make creative decisions?

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

FCPS Indicator

MU.CHII.2 Brainstorm and create melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

MU.CHII.2.1 Preserve draft compositions and improvisations through standard notation and audio recording

MU.CHII.2a Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record personal musical ideas, then craft a summary that supports creative and conceptual choices.

MU.CH2.2b

Create and develop melodic and harmonic phrases using various pitches and rhythms

MU.CH2.2d

Review prior rhythmic patterns. Perform, identify, and notate rhythms using standard notations in simple and complex meters adding the following: sixteenth note/rest, sixteenth/eighth combinations

MU.CH2.2e

Identify and perform time signatures: 2/4, 3/4, 4/4, 6/8, 2/2

Anchor Standard 3: Refine and complete artistic work.

Create: Evaluate and Refine

Essential Question(s): How do musicians improve the quality of their creative work? When is creative work ready to share? Musicians' presentation of creative work is the culmination of a process of creation and communication.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

FCPS Indicator

MU.CHII.3 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria

MU.CHII.3a Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

MU.CHII.3b Incorporate refinements to personal musical ideas through analysis and implementation of feedback.

MU.CHII.3.1 Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of the characteristics of music or texts studied in rehearsal

MU.CHII.3.1a Present a performance-ready version of personal musical ideas. Clearly support decisions made during the creative process, including refinement, using appropriate technology as available.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Perform: Select, Analyze, and Interpret

Essential Question(s): How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

FCPS Indicator

MU.CHII.4

Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

MU.CHII.4a With limited guidance, select a piece of music to read, analyze, and perform with attention to context and artistic purpose.

MU.CH2.4b Perform appropriate MCEA Level III music while maintaining a steady beat in various tempi.

MU.CHII.4.1 Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

MU.CHII.4.1a Explain and compare the use of musical contexts in describing choices of music selected for performance.

MU.CHII.4.1b Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.

MU.CHII.4.2 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

MU.CHII.4.2a Support and justify the use of artistic qualities when interpreting music for performance.

MU.CHII.4.2b Identify and perform characteristics of expression, phrasing, style, and tempo

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Performing: Rehearse, Evaluate, and Refine

Essential Question(s): What can I do to fully prepare a performance or technical design?

Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.

FCPS Indicator

MU.CHII.5 Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU.CHII.5a With limited teacher guidance, identify and apply collaboratively developed criteria to explore multiple ideas during the rehearsal process, in order to improve performance quality, technical accuracy and artistic purpose.

MU.CHII.5b As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges, in order to improve quality of musical experience for performers and listeners.

MU.CHII.5c Demonstrate appropriate audience and performance etiquette appropriate to the style of music performed. Demonstrate appropriate rehearsal techniques for large ensemble and sectionals to prepare for performances

MU.CHII.5d Demonstrate individual and ensemble breathing (e.g. staggered, phrasing, etc.) and breath support techniques

MU.CHII.5e Demonstrate proper singing posture in rehearsals and performances

MU.CHII.5f Sing with proper diction as appropriate to the choral selections and as indicated by the conductor.

MU.CHII.5g Identify the various parts of the vocal mechanism

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Perform: Share and Present

Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

FCPS Indicator

MU.CHII.6 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU.CHII.6a Describe how elements of music are used in various cultures.

MU.CHII.6.1 Demonstrate an understanding of the context of the music through prepared and improvised performances.

MU.CHII.6.1a Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.

MU.CHII.6.1b Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation.

MU.CHII.6.1c Determine readiness of a varied repertoire of music for public performance, based on the experience of time, place, and culture from which the music is chosen.

MU.CHII.6.1d Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

MU.CHII.6.1e Practice and perform choral music with control, beauty, and blend using a pure, uniform vowel system as appropriate to age and development.

Anchor Standard 7: Perceive and analyze artistic work.

Respond: Reflect

Essential Question(s): How do individuals choose music to experience?

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by

analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

FCPS Indicator

MU.CHII.7 Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

MU.CHII.7a Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence based on the comparison.

MU.CHII.7.1 Describe how understanding context and the way the elements of music are manipulated inform the response to music.

MU.CHII.7.1a: With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Respond: Interpret

Essential Question(s): How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

FCPS Indicator

MU.CHII.8 Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

MU.CHII.8a When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Respond: Evaluate

Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?

Enduring Understanding: : The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

FCPS Indicator

MU.CHII.9 Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

MU.CHII.9a Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.

MU.CHII.9b Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

MU.CHII.9c Compare and contrast musical elements from two or more selections of music.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Connecting

Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

FCPS Indicator

MU.CHII.10 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU.CHII.10a Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music

MU.CHII.10b: Use musical skills learned in class as part of music making both inside and outside the classroom and school, including after school programs.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Connecting & Research

Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

FCPS Indicator

MU.CHII.11 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU.CHII.11a With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

MU.CHII.11b With increasing independence connect music to other people's personal life experiences, when creating, performing, or responding to music.

MU.CHII.11c Identify ways in which the subject matter of other disciplines is integrated with music (i.e. art, social studies, and science)

MU.CHII.11d Identify similarities and differences in the meanings of common terms used in various arts (i.e. form, line, and contrast)

MU.CHI.11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU.CHI.11.1a Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources and cultural uses.

MU.CHII.11.1b Identify and define the history and impact of music from the time period of selected repertoire