

**Visual and Performing Arts  
Performing Arts: Treble Choir**

**Unit 2: Vocal Production and Performance**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ The performance of a female ensemble is based upon the use of different vocal techniques and rehearsal strategies which pertain directly to the anatomy of the female singing voice.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What theory knowledge, vocal techniques and vocal ability are needed to produce a quality performance?</li> <li>▪ What understanding of the female vocal anatomy is needed to produce a clear and quality singing tone?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ High performance quality is based upon the use of several different theory concepts and vocal techniques depending on the genre being performed.</li> <li>▪ The female voice has two voice registers that need to work seamlessly to achieve a quality performance.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ dynamics, tone, meter, blend, articulation, diction, phonation, phrasing, terms of vocal anatomy, chest voice, head voice</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Perform a grade 3 to 4 musical piece with accuracy.</li> <li>▪ Demonstrate a vocal quality that is expressive and technically accurate.</li> <li>▪ Perform with various techniques and methods in their performance based upon the genre of music being performed.</li> <li>▪ Perform with others in an ensemble setting in which group chemistry and blend is an essential element of success.</li> </ul>
<p><b>Related Maine Learning Results</b></p>	<p><u>Music</u>  A. Creative Expression  A1. Music Difficulty  Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique alone or with others.  A2. Notation and Terminology  Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.</p>

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<b>Related Maine Learning Results</b>	<p>E. Visual and Performing Arts Connections  E5. Interpersonal Skills  Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <ol style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ol>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Prepare several musical numbers for public performance</li> <li>▪ Rehearse proper vocal strategies and techniques with the music.</li> <li>▪ Listen and critique various female ensemble recordings on vocal techniques and overall group quality.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Live performance and evaluation</li> <li>▪ Theory test and quizzes</li> <li>▪ Vocal quartet Quizzes</li> <li>▪ Classroom Observation</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Variety of sheet music</li> </ul> </li> </ul>