

# Vocal Performance II

## Course Compendium

### UNITS OF STUDY\*

Unit 1- *How to Deal with Stage Anxiety*

Unit 2- *How to Perform a song*

Unit 3- *Preparing for an audition*

Unit 4- *Interpreting a Song*

Unit 5- *Preparation for Cabaret*

Unit 6- *Vocal Technique*

Unit 7- *Study of Various Composers and Music Artists*

Unit 8- *Introduction to singing harmonies in an ensemble*

Unit 9- *Preparation for Cabaret Performance*

Unit 10- *Preparation for final Vocal Project*

### INTERDISCIPLINARY CONNECTIONS

#### **NJSLS Companion Standards**

**RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Vocal Performance II: Credits: 5**

**Prerequisite: Vocal Performance 1**

**Grades: 10, 11, 12**

**This course fulfills the visual and performing arts graduation requirement.**

This is an advanced singing class designed to develop the performance skills of the individual student. Students use acting techniques and character development in both solo vocal performance and supportive scene study. Improvisation as used in sub-text will contribute to the creative process. Students will learn how to sing in harmony and in an ensemble. Students have the opportunity to make a recording of selected performances.

**Participation in dress rehearsals, cabaret performances, and vocal music concerts are required.**

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## 21st Century Life and Careers

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP7.** Employ valid and reliable research strategies.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**9.3.HT-RFB.4** Demonstrate leadership qualities and collaboration with others.

**9.3.12.AR-PRF.1** Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

**9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

## Technology

**8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education</p>	<ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Preassess to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p>

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	<p>curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<p><b>Students with 504 Plan</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
<b>At Risk Learners / Differentiation Strategies</b>		
<p>Alternative Assessments  Choice Boards  Games and Tournaments  Group Investigations  Guided Reading  Learning Contracts  Leveled Rubrics  Literature Circles  Multiple Texts  Personal Agendas</p>	<p>Independent Research &amp; Projects  Multiple Intelligence Options  Project-Based Learning  Varied Supplemental Activities  Varied Journal Prompts or RAFT Writing  Tiered Activities/Assignments  Tiered Products  Graphic Organizers  Choice of Books/Activities  Mini-Workshops to Reteach or Extend  Think-Pair-Share by readiness or interest  Use of Collaboration of Various Activities</p>	<p>Jigsaw  Think-Tac-Toe  Cubing Activities  Exploration by Interest  Flexible Grouping  Goal-Setting with Students  Homework Options  Open-Ended Activities  Use of Reading Buddies  Varied Product Choices  Stations/Centers  Work Alone/Together</p>

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