



Course Goals:

Through this course, students will work to learn mechanics of healthy singing in multiple styles. Students will improve their ability to perform, critique, and improve their own singing and the singing of their classmates.

The class Canvas Course is the best place to find information/assignments for this class. Accompaniment tracks are found on the class webpage found on the choir website: afchoir.org

Learning Outcomes: At the end of this course students should have mastered the rudiments and terminology of singing, including:

- The principles of healthy singing
- How the vocal mechanism works (vocal pedagogy basics)
- Diagnosing vocal problems and determining the proper vocal exercises to improve such problems
- Healthy technique for traditional, speech, and belt styles of singing

Fees: \$25 per semester covers course supplies, music, accompaniment tracks, etc.

Class Description and Expectations

This class is for the beginning to advanced singer. The emphasis of this semester long course will be vocal production. Students will learn to sing healthily in both musical theater and classical styles. **Students will be expected to sing solos and duets in both mater classes and tests each term.** Parents are welcome to observe any performance throughout the semester. Vocal physiology will be the primary focus in this course. Two hours or more of practice per week is expected. Practice logs are due in Canvas Mondays at 7:30 AM each week.

The teacher's job is not to teach notes and rhythms, that is the student's responsibility. The teacher will be focusing on teaching vocal and performance technique. To aid students in learning the notes and rhythms of assigned literature, the accompaniments to assigned songs are available on line through the choir website: www.afchoir.org. Most songs are also readily available on YouTube; therefore, students will need internet access to be successful in this course.

Students must be prepared to sing in class for master class or performances on the day assigned. A "bad throat," cramps, fatigue, or not knowing the notes, or not practicing with the accompaniment are not acceptable excuses. If a student is too sick to sing, they should be at home rather than infecting the rest of the class. **Only students with extreme laryngitis will be excused from performing on the assigned day in class.**

If a student has an excused absence for the day he/she is to masterclass or perform, students may make a video of the masterclass or performance through Canvas and receive critiques and test points. It is unlikely that a there will be time in class to perform live if a student misses his/her assigned day.

Students are required to video and complete a self-evaluation of each of their performances. Evaluations of student performances are due by following class period and are turned in through Canvas.

Materials and Supplies

- Music is provided. However, students may perform a song of his/her choosing for the unit if it is teacher approved and the student has both the sheet music and an accompaniment track in the correct key. Students will need a three-ring binder in which to store the music and take notes for class.
- Students must have their music, notebooks, and a pencil in class each day. Students without these items will be subject to a loss of PROUD disposition points.



Class Information

Vocal Techniques will employ standards-based grading for the 2021-2022 school year. What does this mean and how will it affect students and his/her grade?

- **What is standards-based grading?**

Standards-based grading communicates how students are performing on a set of clearly defined learning targets, called standards. The purpose of standards-based grading is to identify what a student knows, and is able to do in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a term, which can mask what a student has learned, or not learned and can or cannot do.

- **How does standards-based grading differ from traditional grading?**

Unlike with traditional grading systems, a standards-based grading system measures a student's mastery of appropriate vocal standards by prioritizing the most recent, consistent level of performance. Thus, a student who may have struggled at the beginning of vocal techniques, when first encountering new material, may still be able to demonstrate mastery of key concepts by the end of a grading period. In a traditional grading system, a student's performance for an entire quarter is averaged together. Early scores that were low would be averaged together with more proficient performance later in the class, resulting in a lower overall grade than current performance indicates. Standards-based grades separate academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's ability to sing and perform. Standards-based grading classrooms help students eliminate fear of making mistakes and teaches them that this is a key part of the learning process!

- **How will a student's grade be determined?**

A student's performance on a series of assessments (both formative and summative) will be used to determine a student's overall grade. Students will be graded on practice, masterclasses, performances, an understanding of how the vocal mechanism works, and how to improve performances of both others and themselves.

- **What will each of the numbers in the 4-point scale represent?**

- A score of (4) indicates that a student exceeds a standard by consistently demonstrating an advanced level of understanding and ability.
- A score of (3) indicates that a student has independently achieved the standard. The student demonstrates mastery of the standard.
- A score of (2) indicates that a student is developing an understanding of a standard, but isn't quite there yet, and still may be in need of additional instruction and/or support.
- A score of (1) indicates minimal understanding of a standard. The student shows limited evidence of understanding the standard.
- A score of (0) indicates that there is no evidence to determine mastery of the standard.

- **How will grades be determined?**

Grades will be determined based on the following and will NOT include any subdivided grades (ex. A-, B+, etc.):

A: "3" or "4" in all scores

B: "2" in any one of the scores

C: "2" in more than one score

D: "1" in any one of the scores

F: "1" in more than one score or "0"



Proud dispositions will be factored into students' grades. In accordance with AFHS Policy, students will turn in reflections on these dispositions 2 times each term.



Vocal Techniques PROUD RUBRIC

Persistent, Respectful, Open-Minded, Unified, & Dependable: Capable of being depended on, worthy of trust, reliable

4	Learning Target - 3	2	1
<ul style="list-style-type: none"> I am present and on-time except when absolutely unavoidable. When I am absent, I have communicated, in a timely manner, with the teacher and have completed the assignment(s) for the day on time or before the absence. My attitude in class shows an eagerness to learn and an open mind. I am extremely respectful of my peers and teacher and it shows in my behavior and interactions with them. I am proactive in ensuring I understand everything expected of me and am able meet deadlines. I am fully engaged in masterclasses and in class activities. I am musically prepared for masterclass and tests and turn in my assignments on time. 	<ul style="list-style-type: none"> I am present, on time, and focused in class with few exceptions. My attitude about the class shows that I care, take my learning seriously, and respect my teacher and my peers. In masterclasses, class discussions, and activities I am willing, engaged, and on-topic. I am prepared for classes with assignments and music preparation completed. I turn in assignments on-time and to the best of my ability. I communicate with my teacher about my needs, questions, and progress. If I miss school, I check Canvas and complete assignments. 	<ul style="list-style-type: none"> I frequently miss school with unexcused absences or because I am hanging out with friends, sleeping in, or unprepared for class. My attitude in class shows an inconsistent level of concern for my learning and/or the learning of others. I participate half-heartedly in rehearsals, class discussions, activities often because I am not prepared. My actions disrupt the learning of others during masterclasses & performances I sometimes communicate with the teacher about my needs, questions, and progress. Some of my assignments are not done on time, and I don't ask for help before the assignment is due. When I am absent, I occasionally take responsibility by checking and completing work in Canvas. 	<ul style="list-style-type: none"> I am not focused in class. My attitude about this class shows that it is not a priority in my life or education. Passing is good enough for me and so I turn in things just as I do them rather than adhering to the due dates given. I cannot participate effectively in masterclasses, performances, or class activities because I choose not to prepare for them. My actions disrupt the learning of others during masterclasses and performances. I do not communicate with my teacher about my needs, questions, or progress except at the end of the term. I do not take responsibility to do assignments on time nor do I check Canvas to stay on top of things when I am absent.

Course Standards

- Understanding the vocal mechanism [Tests]
- Masterclass preparation (formative assessment) [Lab]
- Performances (summative assessment) [Projects]
- Performance Critiques [Assignments]
- Practicing singing and the techniques taught in class 2 hours (120 minutes) each week. [Homework]
- PROUD dispositions [Essential Standards]

There is a quiz in Canvas on this disclosure document. It is due by the second time the class meets.