

Vocal Music 9-12 | VM

For Vocal Music 9-12, the major work of the discipline falls within the Perform domain. Concepts covered in the Create, Connect, and Respond domains are accessible only after students are thoroughly versed in the fundamental skills necessary to perform on an instrument. Standards are specifically adapted towards the artistic processes by which people make music: Performing, Creating, Responding, and Connecting. The foundations within each artistic process propose an intended sequence of scaffolding skill levels as a means of developing students' competency.

Literacy in the vocal music classroom is being able to read, write, and perform music. Just as the study of various languages promotes overall literacy, reading and writing musical notation, expressive markings, and harmonic structure unlocks new patterns of thought, exploring the analytical, mathematical, and linguistic centers of the mind. Musical literacy is decoding at its best. The language of music encompasses the senses of touch, sight, and hearing. These processes demand the student to balance their physical and intellectual actions and personal discipline in ways not explored in other academic areas.

The activity of vocal music provides students opportunities for high and varied levels of critical thinking. Students of vocal music develop a second written language and artistically-enhanced physical skills. They learn to work independently and within groups, as critical thinkers, problem solvers, and contributing members of a larger unit. Problem solving in the vocal classroom is immediate and continuous as the music is being produced. Creative decision making, individually and in groups, results in final artistic products. Vocal music instruction cultivates an individual who is capable of multi-tasking, managing time, working alone, and collaborating with others.

Finally, there is not an intentional pairing of grade level with ability level or mastery level. The appearance of pairing grade 9 with HS1, grade 10 with HS2, and so on, is to provide two different options for viewing the standards and determining the appropriate developmental level of a high school ensemble or individual student. It is expected that some grade 11 or 12 students may be first-year ensemble members and/or at a musical level of HS1 or HS2; and an inverse situation may exist wherein a grade 9 student may be at a HS2 or HS3 level as a musician. Therefore, the standards are written for flexible application in high school choral and instrumental ensembles, wherein assigning musical or developmental level is at the discretion of the individual teacher.

Artistic Processes	1HS1HS14 National Standards / TN	New Foundations	Performance Standards
Perform (P)	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> 1. Select, analyze, interpret 2. Develop and refine 3. Convey meaning through presentation 	See grade levels
Create (Cr)	Improvise (3), compose (4)	<ol style="list-style-type: none"> 4. Generate and conceptualize 5. Organize and develop 6. Refine and complete 	
Respond (R)	Listen (6), analyze (7)	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work 8. Interpret intent and meaning 9. Apply criteria to evaluate 	
Connect (Cn)	Connect (8), historical (HS1)	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experience 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding 	

DOMAIN: Perform

Foundation P1

Select, analyze, and interpret artistic work for presentation.

Standard VM.P1

Grade Level	Standards
HS1	HS1.VM.P1.A Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
	HS1.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.
	HS1.VM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.
HS2	HS2.VM.P1.A Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	HS2.VM.P1.B Document and demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.
	HS2.VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.
HS3	HS3.VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	HS3.VM.P1.B. Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.
	HS3.VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.

HS4	HS4.VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	HS4.VM.P1.B Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.
	HS4.VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.

DOMAIN: Perform	
Foundation P2	
Develop and refine artistic techniques and work for presentation.	
Standard VM.P2	
Grade Level	Standards
HS1	HS1.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.
	HS1.VM.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, and control • Pitch matching, pitch accuracy, and intonation • Balance and blend • Sense of ensemble
	HS1.VM.P2.C Demonstrate technical accuracy through appropriate use of: <ul style="list-style-type: none"> • Tonal center/key relations • Scale construction • Pitch and rhythm work • Range development • Diction, pronunciation, vowel formation, and clarity of text • Expressive elements including dynamics, phrasing, and stylistic characteristics

	HS1.VM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.
HS2	HS2.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.
	HS2.VM.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, and control • Pitch matching, pitch accuracy, and intonation • Balance and blend • Sense of ensemble
	HS2.VM.P2.C. Demonstrate technical accuracy through appropriate use of: <ul style="list-style-type: none"> • Tonal center/key relations • Scale construction • Pitch and rhythm work • Range development • Diction, pronunciation, vowel formation, and clarity of text • Expressive elements including dynamics, phrasing, and stylistic characteristics
	HS2.VM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.
HS3	HS3.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.
	HS3.VM.P2B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, and control • Pitch matching, pitch accuracy, and intonation • Balance and blend • Sense of ensemble

	<p>HS3.VM.P2C Demonstrate technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> • Tonal center/key relations • Scale construction • Pitch and rhythm work • Range development • Diction, pronunciation, vowel formation, and clarity of text • Expressive elements including dynamics, phrasing, and stylistic characteristics
	<p>HS3.VM.P2D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p>
<h1>HS4</h1>	<p>HS4.VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings</p>
	<p>HS4.VM.P2B Demonstrate fundamental control of the voice while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, and control • Pitch matching, pitch accuracy, and intonation • Balance and blend • Sense of ensemble
	<p>HS4.VM.P2C Demonstrate technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> • Tonal center/key relations • Scale construction • Pitch and rhythm work • Range development • Diction, pronunciation, vowel formation, and clarity of text • Expressive elements including dynamics, phrasing, and stylistic characteristics
	<p>HS4.VM.P2D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p>

DOMAIN: Perform

Foundation P3

Convey and express meaning through the performance of artistic work.

Standard VM.P3

Grade Level	Standards
HS1	HS1.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
	HS1.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.
HS2	HS2.VM.P3.A Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
	HS2.VM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.
HS3	HS3.VM.P2.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	HS3.VM.P2.B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.
HS4	HS4.VM.P2.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	HS4.VM.P2.B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.

DOMAIN: Create	
Foundation Cr1 Generate and conceptualize artistic ideas and work	
Standard VM.Cr1	
Grade Level	Standards
HS1	HS1.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.
HS2	HS2.VM.Cr1.A Compose and improvise ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.
HS3	HS3.VM.Cr1.A Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.
HS4	HS4.VM.Cr1.A Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.

DOMAIN: Create	
Foundation Cr2 Organize and develop artistic ideas and work.	
Standard VM.Cr2	
Grade Level	Standards
HS1	HS1.VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.
	HS1.VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.

HS2	HS2.VM.Cr2.A Select, draft, and develop ideas and motives for arrangements or short compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.
	HS2.VM.Cr2.B. Describe and document compositions and/or improvisations for use in an arrangement or short composition through notation and/or recording.
HS3	HS3.VM.Cr2.A Select, draft, and develop ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.
	HS3.VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.
HS4	HS4.VM.Cr2.A Select, draft, and develop ideas and motives for use in an organized arrangement or composition used for a variety of purposes and contexts.
	HS4.VM.Cr2B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.

DOMAIN: Create	
Foundation Cr3 Refine and complete artistic work.	
Standard VM.Cr3	
Grade Level	Standards
HS1	HS1.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively-developed criteria.
	HS1.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.
HS2	HS2.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or short composition based on personally-developed criteria.
	HS2.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

HS3	HS3.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally-developed criteria.
	HS3.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.
HS4	HS4.VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally-developed criteria.
	HS4.VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

DOMAIN: Respond	
Foundation R1 Perceive and analyze artistic work.	
Standard VM.R1	
Grade Level	Standards
HS1	HS1.VM.R1.A Identify and describe reasons for selecting music based on characteristics found in music, context, student opinion, and personal research from teacher-provided sources.
	HS1.VM.R1.B Analyze and explain how context and manipulation of musical elements influence response to music.
HS2	HS2.VM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	HS2.VM.R1.B Analyze and explain how context, manipulation of musical elements, and form inform response to music.
HS3	HS3.VM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	HS3.VM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.

HS4	HS4.VM.R1.A Identify, compare/contrast, and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	HS4.VM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.

DOMAIN: Respond	
Foundation R2 Interpret intent and meaning in artistic work.	
Standard VM.R2	
Grade Level	Standards
HS1	HS1.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the elements of music, contexts, historical significance, and the setting of the text.
HS2	HS2.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, referring to the elements of music, contexts, and the setting of the text based on varied research sources.
HS3	HS3.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.
HS4	HS4.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard VM.R3

Grade Level	Standards
HS1	HS1.VM.R3.A Apply appropriate criteria to evaluate musical works and performances.
HS2	HS2.VM.R3.A Apply appropriate criteria to evaluate musical works and performances.
HS3	HS3.VM.R3.A Apply appropriate criteria to evaluate musical works and performances.
HS4	HS4.VM.R3.A Apply appropriate criteria to evaluate musical works and performances.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard VM.Cn1

Grade Level	Standards
HS1	HS1.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
HS2	HS2.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
HS3	HS3.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
HS4	HS4.VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

Standard VM.Cn2

Grade Level	Standards
HS1	HS1.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
HS2	HS2.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
HS3	HS3.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.
HS4	HS4.VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.