

**Vocal Music Department Philosophy Statement**

The Waukeee Vocal Music Program provides instruction and opportunities for students to collaborate with peers, develop age appropriate vocal technique, and build music literacy skills through music inclusive of different historical periods and cultures. It is the goal of the Vocal Music Department to provide students with a comprehensive education full of performance experiences that promote life-long singing and appreciation.

	<b>Progress Report Statements</b>	<b>Associated Essential Objectives</b>
<b>1</b>	Performs expressive intent of music	<p>S2:A3.9 Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.1a)</p> <p>S2:C1.9 Demonstrate attention to technical accuracy and <b>expressive qualities</b> in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres (MU:Pr6.1.E.1a)</p> <p>S2:C2.9 Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances (MU:Pr6.1.E.1b)</p> <p>S2:B2.9 Within the context of a prepared performance, maintain focus on the conductor while following their guidance to perform accurate tempo, dynamics, entrances and cut-offs, phrase shape, and unified vowel shape (WCSD)</p>
<b>2</b>	Performs with technical accuracy	<p>S2:C1.9 Demonstrate attention to <b>technical accuracy</b> and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres (MU:Pr6.1.E.1a)</p> <p>S2:B2.9 Within the context of a prepared performance, maintain focus on the conductor while following their guidance to perform accurate tempo, dynamics, entrances and cut-offs, phrase shape, and unified vowel shape (WCSD)</p>
<b>3</b>	Demonstrates appropriate physical technique while singing	S2:B3.9 Demonstrate proper posture and developmentally appropriate physical technique such as breath intake, placement, resonance (difference for styles, range, vowels), and vowel shape (WCSD)
<b>4</b>	Uses sight-reading skills to perform accurate rhythmic and pitch notations	S2:B4.9 Utilize sight-reading skills to read and perform accurate rhythmic and pitch notations (including the ability to sight-read intervals in major keys and multiple meters, and an introduction to step-wise chromatic syllables) within the context of sight-reading excerpts and a section of 3-part music (WCSD)
<b>5</b>	Writes using standard notation	S1:B2.9 Preserve draft compositions and improvisations through standard notation and audio recording. (MU:Cr2.1.E.1b)
<b>6</b>	Demonstrates an understanding of the mutual impact of music, culture, and history	<p>S2:C1.9 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a <b>varied repertoire of music representing diverse cultures, styles, and genres</b> (MU:Pr6.1.E.1a)</p> <p>S2:C2.9 Demonstrate an understanding of <b>expressive intent</b> by connecting with an audience through prepared and improvised performances (MU:Pr6.1.E.1b)</p> <p>S3:B1.9 Explain and support interpretations of the <b>expressive intent and meaning</b> of musical works, citing as evidence the treatment of the elements of music, <b>contexts</b>, (when appropriate) the setting of the text, and <b>personal research</b> (MU:Re8.1.E.1a)</p> <p>S4:B1.9 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.1a)</p>
<b>7</b>	Evaluates and critiques musical performances	<p>S3:B1.9 Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research (MU:Re8.1.E.1a)</p> <p>S3:C1.9 Evaluate works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context (MU:Re9.1.E.1a)</p>