المدرسة الأمريكية الدولية
American International School
kuwait

HIGH SCHOOL

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

VOCAL SCOPE AND SEQUENCE | AY 2026-27

I - Introduced | P - Practiced | M - Mastered | A - Applied | U - pacing-guide unit | * - added alignment

Artistic Process	STANDARDS / SKILLS New York State Music Enduring Understandings	Vocal I Semester course	Vocal II Semester course	Advanced Vocal Semester 1	Advanced Vocal Semester 2
Creating	**Anchor Standard 1: Generate and conceptualize artistic ideas and work.** Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question: How do musicians generate creative ideas?	**MU:Cr1.1.E.HSI*** U5 | I-P Generate melodic and rhythmic ideas for an original eight-measure vocal phrase within a comfortable range.	**MU:Cr1.1.E.HSII*** U5 | P-A Generate ideas for a complete 12- to 16-measure work for two or three vocal parts.	**Creating: later focus** U1-4 No explicit composition task in Semester 1. Build pitch, rhythm and score knowledge for U5.	**MU:Cr1.1.E.HSII*** U5 | P-A Generate ideas for a short two- to four-part passage using singable ranges and healthy register transitions.
Creating	**Anchor Standard 2: Organize and develop artistic ideas and work** Enduring Understanding Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question: How do musicians make creative decisions?	**MU:Cr2.1.E.HSI*** U5 | I-P Develop and notate an eight-measure melody. Preserve a draft and use feedback to revise it. Evidence: notated melody, revision and performance.	**MU:Cr2.1.E.HSII*** U5 | P-A Develop a 12- to 16-measure work with two or three parts, clear form and purposeful harmony. Preserve notation and revisions. Evidence: original score and portfolio.	**Creating: later focus** U1-4 Build literacy through solfege, notation, rehearsal and score annotation. These support later composition; they do not establish Creating attainment. Evidence: U2 literacy tasks; U4 annotated score.	**MU:Cr2.1.E.HSII*** U5 | P-A Notate a two- to four-part passage with clear voice leading and appropriate ranges; rehearse and refine it after peer critique. Evidence: composition and performance-based task.
Creating	**Anchor Standard 3: Refine and complete artistic work** Enduring Understandings: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria Musicians' presentation of creative work is the culmination of a process of creation and communication. Essential Question: How do musicians improve the quality of their creative work? When is creative work ready to share?	**MU:Cr3.1.E.HSI*** U5 | P-A Revise and perform the original eight-measure melody after feedback. Retain draft and final versions in the semester portfolio.	**MU:Cr3.1.E.HSII*** U5 | P-A Revise, rehearse and perform the original multi-part work. Explain how feedback changed the music.	**Creating: later focus** U1-4 Concert critique and goal setting prepare students to evaluate and refine their own work in Semester 2.	**MU:Cr3.1.E.HSII*** U5 | P-A Refine the original passage through peer critique, then perform one part and explain choices that support the ensemble.

Course cells describe planned learning and evidence. Alignment additions are identified for incorporation into unit tasks and rubrics; see the review.

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Performing	**Anchor Standard 4: Select, Analyze and interpret artistic work for presentation.** Enduring Understandings: Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance Essential Questions: How do performers select repertoire? How does understanding the structure and context of musical works inform performance?	**MU:Pr4.1.E.HSI** U1-3 | I-P Use healthy posture and breath; read basic notation and solfege; enter and release accurately in unison music and rounds. Evidence: diagnostic, notation quiz and unison/round performance. Alignment addition: explain repertoire choice from approved options using literacy, context and current skill.	**MU:Pr4.1.E.HSII** U1-3 | P-A Use cultural context, clear diction, healthy register transitions and marked score evidence to inform two-part singing. Evidence: diagnostic, annotated score and interpretation checkpoint. Alignment addition: justify repertoire choice using structure, skill and performance purpose.	**MU:Pr4.1.E.HSII** U1, U3 | P-A Establish a safe vocal routine and baseline range; use score and conductor cues to prepare winter repertoire. Evidence: diagnostic and rehearsal checkpoint. Alignment addition: explain why selected repertoire suits ensemble ability, musical structure and concert context.	**MU:Pr4.1.E.HSII*** U6-7 | P-A Apply score knowledge to three- and four-part spring repertoire and expressive interpretation. Evidence: sectionals and spring performance. Alignment addition: record a reasoned repertoire-selection justification; this code is not listed for these units in the guide.
Performing	**Anchor Standard 5: Develop and refine artistic techniques and work for presentation** Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Questions How do musicians improve the quality of their performance? When is musical work ready to present?	**MU:Pr5.1.E.HSI** U2-5 | I-P-A Develop healthy tone, accurate pitch and rhythm, basic sight-singing and part independence. Apply teacher and peer feedback to a focused practice goal. Follow conductor cues; evidence: sight-singing, ear training and rehearsal checkpoints.	**MU:Pr5.1.E.HSII** U2-5 | P-A Sustain two- or three-part independence; develop ear training and lead a short rehearsal task with specific, respectful feedback. Add evidence of initiating aural/visual cues; evidence: sectional leadership.	**MU:Pr5.1.E.HSII** U1-3 | P-A Build an independent warm-up routine; improve intonation, matched vowels and solfege; use feedback to address a concert priority. Add evidence of initiating aural/visual cues; evidence: rehearsal checkpoint.	**MU:Pr5.1.E.HSII** U5-8 | P-A Refine register transitions, diction and three-/four-part independence through sectionals. Teach a safe five-minute warm-up in U8. Add evidence of initiating cues and evaluating rehearsal strategies.

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Performing	**Anchor Standard 6: Convey meaning through the presentation of artistic work** Enduring Understanding: The effectiveness of a performance is based on criteria that vary across time, place and cultures. Essential Questions: How does a musician convey artistry in a public performance	**MU:Pr6.1.E.HSI** U4 | A Perform beginning choral repertoire with accurate pitch, rhythm and diction; follow entrances, cut-offs, tempo and dynamics with appropriate stage behavior. Evidence: winter or spring concert for the enrolled semester.	**MU:Pr6.1.E.HSII** U4-5 | A Perform two- and three-part repertoire with independent singing, secure technique, expressive phrasing and balanced tone. Perform the original composition. Evidence: concert and composition performance.	**MU:Pr6.1.E.HSII** U2-3 | P-A Sustain an independent part while responding to entrances, cut-offs, tempo, dynamics and balance. Evidence: Winter Choir Concert, Nov 23, 2026.	**MU:Pr6.1.E.HSII** U6-7 | P-A Perform three- and four-part repertoire with secure technique, expression, style and nuanced conducting response, including rubato. Evidence: Spring Choir Concert, Apr 19, 2027.
Responding	**Anchor Standard 7: Perceive and analyze artistic work.** Enduring Understandings: Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music. Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	**MU:Re7.1.E.HSI** U2 | I-P Listen to and compare models of supported tone, matched vowels, steady beat and ensemble entrances. Evidence: technique check and rehearsal responses. Alignment addition: have students select a listening example and explain its purpose using musical characteristics.	**MU:Re7.1.E.HSII** U1 | P-A Compare the sound, purpose and context of two cultural traditions in a research playlist and presentation. Evidence: world-music research and playlist. Alignment addition: explicitly justify each selection against stated listening criteria.	**MU:Re7.1.E.HSII** U4 | P-A Use winter recording and score evidence to identify strengths, needs and future goals. Evidence: reflection and peer critique. Alignment addition: justify a selected listening example for a stated musical purpose; reflection alone is not full evidence for this standard.	**MU:Re7.1.E.HSII** U8 | P-A Compare early- and late-year recordings to explain growth and organize portfolio artifacts. Evidence: digital portfolio. Alignment addition: justify recording selections using musical features, context and purpose.

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Responding	**Anchor Standard 8: Interpret meaning of artistic work** Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Questions: How do we discern musical creators' and performers' expressive intent?	**MU:Re8.1.E.HSI** U3 | I-P Connect feedback to expressive choices in rounds and beginning two-part music. Evidence: rehearsal checkpoint. Alignment addition: explain one interpretation using text, context or score evidence.	**MU:Re8.1.E.HSII** U2-3 | P-A Mark evidence supporting phrasing, dynamics and style; use cultural context to explain interpretation. Evidence: annotated score and interpretation checkpoint. Add a brief researched contextual reference.	**MU:Re8.1.E.HSII** U2, U4 | P-A Link listening and score analysis to intonation, balance, phrasing and diction improvements. Evidence: annotated score and critique. Add an explicit explanation of expressive intent with contextual research.	**MU:Re8.1.E.HSII** U6 | P-A Use text, musical texture and context to support diction, phrasing and style in spring repertoire. Evidence: sectional performance. Add a brief score-based interpretation supported by contextual research.
Responding	**Anchor Standard 9: Apply Criteria to evaluate artistic work** Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. Essential Questions: How do we judge the quality of musical work(s) and performance(s)	**MU:Re9.1.E.HSI** U4-5 | P-A Use the concert rubric to identify a rehearsal priority. Cite recording evidence for one strength and one next step. Evidence: performance reflection and semester portfolio.	**MU:Re9.1.E.HSII** U4-5 | P-A Evaluate technique and expression using score, recording and rubric evidence; explain revisions. Evidence: performance critique and portfolio. Include researched context.	**MU:Re9.1.E.HSII** U4 | P-A Critique the winter concert; annotate needed changes and set one measurable vocal and one ensemble goal. Evidence: reflection, peer critique and self-assessment. Include researched context.	**MU:Re9.1.E.HSII** U5, U7-8 | P-A Evaluate composition and concert work, address a final rehearsal priority and compare year-long progress. Evidence: peer critique, self-assessment and portfolio. Include researched context.

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Connecting	**Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.** Enduring Understanding: The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions. Essential Questions: How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration? What inspires and informs the creative work of musicians?	**MU:Cn10.1.E.HSI** U1, U5 | I-P-A Explain connections among music, identity, family and community; reflect on influences and personal growth. Evidence: heritage playlist, student presentation and portfolio. Include one musical interest to explore next.	**MU:Cn10.1.E.HSII** U5 | P-A The guide links this code to composition and critique. Those tasks alone do not demonstrate the original standard: using music to serve others. Alignment addition: share the composition for an identified audience/community need and reflect on its effect.	**MU:Cn10.1.E.HSII*** U1-4 Not explicitly mapped in Semester 1. A concert does not automatically evidence service to others. Alignment addition: define an audience/community purpose for the winter performance and reflect on its effect; revisit in U8.	**MU:Cn10.1.E.HSII** U5; U8 extension* U5 composition is the listed focus; the service connection needs evidence. Alignment addition: use U8 peer teaching to address a peer learning need and reflect on its effect. Connect the composition to a defined audience or community purpose.
Connecting	**Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.** Enduring Understanding: Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future. Essential Questions: How does music help us understand the lives of people of different times, places, and cultures? How does music help preserve personal and cultural insights and values?	**MU:Cn11.1.E.HSI** U1 | I-P Investigate how family, community and cultural perspectives influence music. Evidence: heritage playlist and presentation. Alignment addition: include a significant social or historical event and explain music's role in it.	**MU:Cn11.1.E.HSII** U1 | P-A Compare two cultural traditions and explain how context affects interpretation. Evidence: world-music research and presentation. Alignment additions: appraise a musician/group's effect on society and investigate a music vocation and its societal role.	**MU:Cn11.1.E.HSII*** U1-4 Not explicitly mapped in Semester 1. Alignment addition: connect repertoire study or U4 critique to a musician/group's societal influence and factors enabling that influence. Carry the inquiry into the U8 portfolio; do not infer coverage from performance alone.	**MU:Cn11.1.E.HSII** U8 | P-A The guide lists portfolio growth and peer teaching. These need a clearer societal/career connection. Alignment additions: investigate a vocal musician or ensemble's societal impact and a music vocation; include findings in the portfolio alongside evidence of growth.

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2026-27 COURSE SEQUENCE AND ASSESSMENT MILESTONES

Vocal I and Vocal II are separate semester courses; each restarts U1-5 for the next cohort. Advanced Vocal continues across the year. Dates and lesson counts are reproduced from the supplied FINAL guides.

Unit	Vocal I focus	Vocal II focus	Semester 1 / lessons	Semester 2 / lessons
1	Heritage and launch	World music and diagnostic	Aug 23-Sep 3 / 10	Jan 17-Feb 4 / 13
2	Healthy tone and literacy	Technique, diction, score study	Sep 6-Oct 8 / 25	Feb 7-Mar 3 / 18
3	Sight-singing and ear training	Part independence and leadership	Oct 11-Nov 5 / 13	Mar 6-Apr 1 / 13
4	Concert performance	Concert performance	Nov 8-23 / 11	Apr 4-19 / 12
5	Reflection; 8-measure melody	Critique; 12-16 measures, 2-3 parts	Nov 24-Jan 14 / 27	Apr 20-Jun 9 / 34

Advanced Vocal - year-long progression

Unit	Learning focus	Dates / lessons	Principal evidence
1	Ensemble Launch, Vocal Alignment, Breath & Diagnostics	Aug 23-Sep 17 / 20	Diagnostic Performance; Teacher Observation; Self-Assessment
2	Tone Production, Intonation & Solfege Literacy	Sep 20-Nov 5 / 28	Sight-Singing Performance; Rehearsal Checkpoint; Quiz
3	Conducting Responsiveness & Winter Concert Synthesis	Nov 8-23 / 11	Concert Performance; Rehearsal Checkpoint; Teacher Observation
4	Post-Concert Critique, Score Analysis & Goal Setting	Nov 24-Jan 14 / 27	Performance Reflection; Peer Critique; Self-Assessment
5	Vocal Registers, Passaggio & Composition	Jan 17-Feb 11 / 18	Composition; Performance-Based Task; Peer Critique
6	Diction, Polyphony & Spring Concert Preparation	Feb 14-Apr 1 / 26	Sectional Performance; Rehearsal Checkpoint; Teacher Observation
7	Expressive Synthesis & Spring Concert	Apr 4-19 / 12	Concert Performance; Rehearsal Checkpoint; Self-Assessment
8	Post-Concert Reflection, Peer Pedagogy & Portfolio	Apr 20-Jun 9 / 34	Portfolio; Peer Teaching; Performance Reflection