



## *Sing!* Choral Program, Music Academy of the West Curriculum Progression Overview

The *Sing!* Choral Program offers a sequential curriculum that develops musically literate, confident singers from elementary through high school. Students build strong foundations in pitch and rhythm using research-informed tools such as moveable Do solfège, Curwen hand signs, and Takadimi, while engaging with a wide range of repertoire across styles, cultures, and languages. Through progressive ensemble work and regular performance opportunities, students grow in musical independence, collaboration, and social-emotional intelligence—learning to listen, lead, and contribute meaningfully within a diverse community.



At *Sing!*, performance is not just the end goal—it's how students learn confidence, responsibility, and pride.

### HOW TO READ THIS OVERVIEW

Students progress across six core pillars as they advance through the *Sing!* program—building musical skill, performance experience, and a strong sense of belonging from elementary through high school.

### WHY SOLFÈGE & TAKADIMI

*Sing!* teaches students to read music by understanding how pitch and rhythm function. **Moveable Do solfège** builds tonal awareness in any key, while **Takadimi** clarifies how rhythm fits within the beat. Together, these tools support musical independence, accuracy, and confidence.

#### SOLFÈGE



Do Re Mi Fa So La Ti Do

#### TAKADIMI



Ta Ta-Di TaKaDiMi Ta



## PERFORMING AT THE HIGHEST LEVEL

*Sing!* embraces a performance-based approach to music education, empowering young singers to develop their artistry through their most natural instrument—the voice. Participants refine their musicianship, tackle musical challenges, and showcase their progress in high-level performances.

## CURRICULUM PILLARS

Musical Literacy • Vocal & Ensemble Technique • Collaborative Musicianship • Performance • Repertoire, Language & Cultural Understanding • Community & Belonging

### A SEQUENTIAL MODEL OF MUSICAL AND PERSONAL GROWTH

| PILLAR   | SANTA ROSA (1–3)   | ANACAPA (4–6)   | MIRAFLORES (JH)   | RIVIERA (HS)  |
|--|--|---|---|---|
| <b>Pitch Literacy (Solfège)</b>                            | Pitch matching; introduction to solfège; pitch direction                         | Read melodies; expanding major/minor                  | Fluent major & minor sight-singing                                    | Advanced sight-singing in multiple keys   |
| <b>Rhythmic Literacy (Takadimi)</b>                        | Steady beat; simple Takadimi patterns  | Syncopation; varied meters                            | Compound & mixed meter  | Advanced rhythmic precision   |
| <b>Vocal &amp; Ensemble Technique</b>                      | Healthy register navigation; unison  | Expanded range; beginning harmony                     | Register balance; 2–3 part harmony                                    | Mature balance; advanced harmony  |
| <b>Collaborative Musicianship (Ensemble &amp; Pianist)</b> | Listen and respond to piano cues; steady tempo support                           | Maintain rhythm and entrances; follow harmonic shifts | Rehearse in parts; refine tuning and balance through active listening | Collaborate artistically; adjust phrasing, tempo, and color in partnership        |
| <b>Performance</b>   | Joyful performance; concert norms  | Confident, joyful public performance                  | Stylistic and expressive awareness in performance                     | Polished, expressive, and artistically informed performance                       |
| <b>Repertoire, Language &amp; Cultural Understanding</b>   | Diverse repertoire; introduction to global traditions; some additional languages | Multiple languages; cultural context introduced       | Text study; stylistic, cultural, and emotional awareness              | Nuanced interpretation informed by historical, cultural, and biographical context |
| <b>Community &amp; Belonging</b>                           | Belonging, safety, pride   | Responsibility within community                       | Accountability & collaboration  | Leadership & mentorship   |
| <b>Student Independence</b>                                | Follow conductor; sing independently   | Maintain independent part                             | Guided preparation  | Independent preparation   |

## TO INVEST IN THE FUTURE OF SING!, CONTACT:

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