

Unit Three: Vocal Production (Show Choir)

Content Area: **Fine Arts**
Course(s): **Show Choir**
Time Period: **Marking Period 4**
Length: **4-8 Weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
Unit 1 : Music Elements	1	4-8
Unit 2: Musical Expression	1	4-8
Unit 3 : Vocal Production	2	4-8

Unit Overview

1. Students will understand physical elements that make up the essential vocal anatomy in the human body.
2. Students will know that basic vocal arranging skills require theoretical understanding of music composition and proper, healthy vocal tract usage
3. Students will learn that the cohesiveness of a piece of music and its ability to communicate a theme can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed

Enduring Understandings

Enduring Understandings: Industry Trends and Issues

- Posture
- Diaphragm, Larynx, Windpipe/Trachea
- Vocal Cords/Folds
- Soft Palate, ^[U]_[SEP] Hard Palate
- Articulators: Lips, Teeth, Tongue, Nasal Cavity/Sinuses
- Resonance, Phonation,
- Depth of Vowel, Vibrato

Essential Questions

- How is sound produced with the human voice?
- What are the different voice classifications?
- What are some healthy and efficient vocal techniques that male and female choir member need to practice to develop range, accuracy in matching pitches?
- How can the voice be manipulated in healthy and unique ways that contribute to a piece of art?

New Jersey Student Learning Standards (No CCS)

VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.CS3	Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

Amistad Integration

The student will study, examine, and perform music from a variety of historical periods and cultures, including but not limited to:

- Negro/African American Spirituals
- Slave/Work Songs
- Vocal Jazz
- Vocal Blues

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a

component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.

Holocaust/Genocide Education

N/A

Interdisciplinary Connections

VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Technology Standards

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
TECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

21st Century Themes/Careers

CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Financial Literacy Integration

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

1. Students will be able to understand and know:
 1. Elements of the vocal anatomy. ^[L]_[SEP]
 2. Proper vocal ranges in various ensembles. ^[L]_[SEP]
 3. Appropriate techniques for developing improved vocal production. ^[L]_[SEP]
 4. What usage of vocal technique is appropriate given the historical context of the work being performed.
2. Students will be able to do:
 1. Expressive singing of choral works to be performed. ^[L]_[SEP]
 2. Sight-read a variety of choral literature. ^[L]_[SEP]
 3. Perform independent parts in choral works.
 4. Use proper articulations using their prior knowledge of historical context
3. Learning activities and strategies:
 1. Garage band recording software ^[L]_[SEP]
 2. Sight Reading Factory sight- singing. ^[L]_[SEP]
 3. Develop Listening Skills using various choral recordings ^[L]_[SEP]
 4. Perform concert music
 5. Practice “advanced” ^[L]_[SEP]musical technique.

Differentiated Instruction

- Curriculum Map
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Rubrics
- Learning Through Workstations
- Concept Attainment

- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- Daily Teacher Observation of student feedback.
- Weekly check point assessments.
- Individual lessons.
- Rehearsal Participation.
- Ensemble Engagement.

Summative Assessment

Marking Period singing exams via Canvas. Each student will record their individual voice via a Canvas submission while the rest of the choir does the same.

1. During classes students will ^{[[]]}_[SEP]perform portions of ^{[[]]}_[SEP]literature. ^{[[]]}_[SEP]
2. Record and self- ^{[[]]}_[SEP]evaluate progress on sight-singing and concert pieces. ^{[[]]}_[SEP]

Benchmark Assessments

Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative assessment (Playing exam)

Alternate Assessments

The students will demonstrate accurate knowledge of the vocal anatomy and vocal production, develop skills appropriate to their age, gender and voice classification and apply listening skills and the process of critique in distinguishing different qualities of the singing voice.

Provide oral and written feedback evaluating choral recordings.

Resources & Technology

- Select Concert Literature
- Macbook Pro
- Apple TV/projector
- Canvas
- Spotify
- Google Drive

BOE Approved Texts

[BOE Approved Texts](#)

Select Concert Choir literature

Closure

- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- The entire student ensemble performs a section of the repertoire. Introspectively they assess their competency on that section.
- Students perform their selection in a small quartet/octet/section. The remaining students listen and provide 2 things they did well, and 2 things they need to improve.

ELL

- Alternate Responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- IPA pronunciation guides

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the whiteboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between seats.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

- preferential seating
- extended time on tests and assignments
- verbal, visual, or technology aids
- behavior management support
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use peer supports and mentoring

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking