

Content Area: Music  
Course(s): Choir  
Time Period: 1st Marking Period  
Length:  
Status:

## **Unit Title: Unit #3 Singing Technique**

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### **Overview: Description of the Unit**

1. Sing with proper alignment and breathing technique
  2. Sing with proper head resonance and healthy tone production.
  3. The student will demonstrate proper diaphragmatic breathing technique.
  4. The student will execute all the vowel sounds with appropriate shaping and resonance.
  5. The student will execute all consonant sounds needed to project proper articulation and diction.
  6. The student will demonstrate proper dynamics and expressiveness is singing.
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### **NJSLA Standards**

- 1.3.2.B.2 - Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.
- 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.s
- 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
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## **Primary Interdisciplinary Connections**

*Health and Anatomy - through the proper use of the body as the instrument.*

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## **21st Century Skills/Themes**

- CRP1. Act as a responsible and contributing citizen and employee.
  - CRP2. Apply appropriate academic and technical skills.
  - CRP4. Communicate clearly and effectively and with reason.
  - CRP9. Model integrity, ethical leadership and effective management.
  - CRP10. Plan education and career paths aligned to personal goals.
  - CRP12. Work productively in teams while using cultural global competence.
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## **Content Statements**

**Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.**

**Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.**

**Proper vocal production and vocal placement improve vocal quality.**

**Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.**

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## Cumulative Progress Indicator (CPI) - [Example](#)

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### Enduring Understandings

The performance of music requires proper skills and physical discipline.  
The proper use of technique enables a singer to communicate more totally the essence of the music.

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### Essential Questions

What does it take to be a successful choral singer?

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### Unit Learning Targets

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Students will read and discuss information about the physical components of the vocal apparatus

Students will perform physical warm-ups including stretching for body alignment, muscle relaxation exercises, and diaphragmatic breathing exercises

Students will perform vocalization exercises including scales, arpeggios, agility exercises, articulation exercises, and diction exercises for execution of all vowels and consonants.

Students will perform three concerts a year, using correct and appropriate singing technique.

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**Equipment/Materials Needed:**

Staff lined white board

Piano

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**Teacher Resources**

Hand Out sheets on body alignment, breathing, and singing technique.

Video excerpts on breathing and singing technique.

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**Assessments**

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**Formative Assessment**

Daily participation - teacher observation and student self evaluation.

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### **Summative Assessment**

Students will perform a concert that is musically and stylistically correct and appropriate to the literature.

Teacher observation in class and in final concert performances.

Critique of the recordings of the concerts

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### **Modifications for Special Needs Students**

#### **IEP:**

Projects are designed so teacher may add or omit criteria based on student needs.

Shortened assignments

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences)

Additional time for test preparation

Review/testing matched to student pace

Test directions read/explained thoroughly

Oral, short-answer, modified tests

Emphasis on successes

Graphic Organizers

Student choice of texts, projects, writing prompts, etc.

Collaborate with after-school programs or clubs to extend learning opportunities

#### **504:**

Additional time for test preparation

Review/testing matched to student pace

Test directions read/explained thoroughly

Oral, short-answer, modified tests

Emphasis on successes

Graphic Organizers

Student choice of texts, projects, writing prompts, etc.

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Collaborate with after-school programs or clubs to extend learning opportunities

**ELL:**

Shortened assignments

Extended time is allotted for students

Visuals/video provided where possible

Electronic translators

Provide work for completion or understanding to ELL teacher to continue during ELL class

**G/T:**

Projects are designed so teacher may extend criteria based on student needs.

Structure learning around explaining or solving a social or community-based issue

Provide electronic games, lessons, etc to encourage students to expand or move ahead of class learning.

Collaborate with after-school programs or clubs to extend learning opportunities

**At Risk Failure:**

Projects designed so teacher may add or omit criteria based on student need

Shortened assignments

Extended time allotted for students

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their communities

Collaborate with after-school programs or clubs to extend learning opportunities and support

Various online learning opportunities to reinforce skills based on student needs

Provide students multiple choices for how they can represent their understandings

Additional time for test preparation

Directions written and read/explained thoroughly and in chunks

Emphasis on successes

Graphic organizers and other organizational aides

Student Success Team and implementation of RTI Interventions

Set goal plan with reachable goals and pathways and collaboration with parents

One-on-one conference with teacher to include feedback on work and progress toward meeting goals

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Modifications: ELL, At-Risk, Special Education

1. Audio Books; accessibility features used on Chromebooks
2. Adapted texts
3. Graphic Organizers
4. Assessment modifications
5. Differentiated instruction

### **Teacher Notes**

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### **Curriculum Development Resources**

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