

VW Unit 6: Consonants & Clarity (Vocal Workshop)

Content Area: **Fine Arts**
Course(s): **Vocal Workshop**
Time Period: **Marking Period 3**
Length: **4-8 Weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
Unit 1: Breath & Body	1	1-2
Unit 2: Free Tone & Resonance	1	3-4
Unit 3: Preparing a Song	1	1-2
Unit 4: Vocal Instrument	2	1-2
Unit 5: Vowels & Vocal Color	2	1-2
Unit 6: Consonants & Clarity	2	1-2

Unit Overview

Students will learn how to read and perform from printed music. They will recognize building blocks of musical language, from the smallest half steps to melodic patterns and scales.

Students will do breathing and vocal exercises to make them aware of how the vocal apparatus functions. They will recognize a healthy, mature, and energetic vocal tone.

Students will understand the differences between solo and ensemble singing.

Enduring Understandings

- The arts serve multiple functions: enlightenment, education, and entertainment.
- The performance of great music requires skills and discipline which must be cultivated in the classroom and rehearsal.
- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

Essential Questions

- How important are consonants?
- When I sing, will consonants help or get in the way?
- What if several consonants come together? Will they make my singing sound choppy?
- Am I using my voice and body properly to produce the best sound possible?
- Am I actively contributing to the desired sound of the ensemble?

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.1.1.12.B.CS2	Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.
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.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
VPA.1.3.12.B.CS1	Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.
VPA.1.3.12.B.CS3	Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
VPA.1.3.12.B.CS4	Basic vocal and instrumental arranging skills require theoretical understanding of music composition.
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

Students will be able to verbally, physically, and musically identify/replicate the proper vocal tenets of consonants and clarity. Including but not limited to:

1. Diction
2. Phonetics
3. International Phonetic Alphabet
4. Semivowels
5. Hums
6. Voiced and unvoiced pairs
7. R: the variable sound
8. Clusters and legato singing

Students will be able to recognize all notes and rests in treble and bass clefs. They will understand time signatures. They will be able to sing major scales and sightread stepwise melodic patterns using solfege syllables in movable “do.” They will be able to reproduce intervals of half step, whole step, thirds and octaves.

1. Clap, count, and sing rhythmic patterns using whole through sixteenth notes and rests.
2. Vocalize using major scales and interval patterns.
3. Practice sight-reading short melodic lines using solfege syllables.
4. Identify scales and melodic patterns found in choral works studied.
5. Breathing and vocal exercises during rehearsals.
6. Anatomy review.

Demonstrate proper sitting and standing postures. Demonstrate good breath support and understand concept of staggered breathing. Understand the basic physiological functions of the vocal mechanism. Sing with an open tone and begin to develop resonance using

appropriate vocal registers (head/chest.)

Students will demonstrate the ability to sing in a small group and maintain a voice part. They will be able to balance and blend their voices with the other singers. They will recognize intonation errors.

1. Singing in rehearsals, sectionals, and small ensembles with 1-2 on a part.
2. One recital per unit

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.

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

- Oral response to questions in review of material.
- More time allotted for written assignments/assessments.
- Take Home projects/reviews/assessments.

Resources & Technology

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

BOE Approved Texts

Paton, John Glenn. *Foundations in Singing: a Guidebook to Vocal Technique and Song Interpretation*. New York: McGraw-Hill, 2006.

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.

- 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