

Unit 6: Vocal Technique

Content Area: **Fine and Performing Arts**
Course(s): **M.S. Choir**
Time Period: **September**
Length: **Throughout the school year**
Status: **Published**

Unit Overview

- In this unit we will discuss, demonstrate, and utilize, standing posture, sitting posture, breathing, vocal health, and voice parts and individual voice placement.

Essential Questions

How do musicians make creative decisions?

How do musicians improve the quality of their creative work?

How do performers select repertoire?

Career Readiness, Life Literacies, and Key Skills

WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Enduring Understandings

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

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.

Standards/Indicators/Student Learning Objectives (SLOs)

MU.K-12.1.3C.12int.Cr3	Refining and completing products.
MU.K-12.1.3C.12nov.Cr3	Refining and completing products.
MU.6-8.1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
MU.6-8.1.3A.8.Cr3b	Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.
MU.K-12.1.3C.12int.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3C.12nov.Pr4	Selecting, analyzing and interpreting work.
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
MU.6-8.1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
MU.6-8.1.3A.8.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.6-8.1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Performance Expectations

MU.K-12.1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
MU.K-12.1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
MU.K-12.1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where

	appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. 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.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Lesson Titles

- Breathing-The students will demonstrate their understanding of how diaphragmatic breathing works.
- Closing Consonants-The students will appropriately close consonants regardless of the consonants placement in the word.
- Diction-The students will correctly pronounce words within a given piece of music. They will apply this to different dialects where historically/geographically appropriate.
- Diphthong-The students will use blended vowel sounds when forming specific words that require them.
- Intonation-The students will utilize vocal technique and ear training to aid them in singing the correct notes in tune.
- Listening-listening and discussing the technique used by a wide variety of performers (spanning, but not limited to race, ethnicity, culture, gender, ensemble arrangement) for a specific song
- Shaping Vowels-The students will shape vowel sounds to produce the purest vowel sound possible.
- Sitting Posture-The students will sit with proper posture to produce the best possible seated sound.
- Sound Production-The students will apply vocal technique to create an optimal sound.
- Standing Posture-The students will utilize the appropriate standing posture to produce the best possible sound.
- Vocal Health-The students will put into action best practices for keeping their voices as healthy as possible.
- Voice Placement-The students will use vocal range to determine voice placement within a chorus.

Inter-Disciplinary Connections

LA.8.3.1	All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
LA.8.3.2	All students will write in clear, concise, organized language that varies in content and form

for different audiences and purposes.

LA.8.3.4

All students will listen actively to information from a variety of sources in a variety of situations.

LA.8.3.5

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

SOC.5-8.6.2.8

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.5-8.6.3.8

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Topic: Music and Sustainable Practices

Discuss the environmental impact of the music industry itself, including travel, production materials, and energy consumption. Encourage students to research and propose sustainable practices for musicians and composers in the future.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Green Music Project: <https://www.nextmusic.org/> - Promotes sustainable practices in the music industry, offering resources for musicians and venues.

Music Declares Emergency: <https://www.musicdeclares.net/us/> - Global movement uniting musicians and

music professionals to take action on climate change.

A Greener Festival: <https://agreenerfestival.org/> - Offers resources and guidance for organizing sustainable music festivals.

The Future of Music Coalition: <https://www.futureofmusic.org/> - Champions ethical and sustainable practices in the music industry.

Holocaust Mandate

Amistad Mandate

Instructional Strategies/Learning Activities/Levels of Blooms/DOK

- Physical movement
- Warm downs
- Warm ups

ELL Modifications

- Be flexible with time frames and deadlines
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Digital translators
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Focus on domain specific vocabulary and keywords
- Group students
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Repeat, reword, clarify

- Tap prior knowledge

504 and IEP Modifications

- Allow student to edit with teacher comments the first attempt at a graded written assignment
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test
- Focus on domain specific vocabulary and keywords
- Less questions per page
- Modeling and showing lots of examples
- Monitoring student moods/behavior fluctuation patterns to report to casemanager
- Non-verbal redirection of behaviors
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary
- providing study guides that don't lead the student to study too much extraneous information
- Rewording questions so that there are not higher level vocabulary within the question
- Speaking to students privately when redirecting behaviors
- Teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days

G & T Modifications

- Argumentation and debate
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a specific career they are interested in? How would this apply to their interest?)
- Employ differentiated curriculum to keep interest high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Encourage students to make transformations- use a common task or item in a different way.
- Invite students to explore different points of view on a topic of study and compare the two.
- Modeling
- Student led/directed discussions

At Risk Modifications

- AE Time
- Allow student to edit with teacher comments the first attempt at a graded written assignment
- Modeling
- Modeling and showing lots of examples
- Non-verbal redirection of behaviors

- Outlines & graphic organizers
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary
- Review, restate, reword directions
- Slower pacing of materials
- Speaking to students privately when redirecting behaviors
- Study guides
- Testing modifications
- Visuals

Formative Assessment

- Checklists
- Discussion
- Question and Answer
- Thumbs up, thumbs down, thumbs sideways
- Try it this way
- Visual corrections
- Vocal Health Workbook

Summative Assessment

- Marking Period Assessments
- Performance Rubric
- Tests

Alternative Assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials

- Full Voice Workbook
- Music technique websites
- Noteflight
- Sibelius
- Youtube

Technology

- CDs
- Chromebook
- Gimkit
- Google Classroom
- Kahoot
- Noteflight
- Promethean Board
- Quizlet
- Various note reading websites

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of

digital environments and media.

TECH.8.1.8.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.8.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.1.8.D.CS3

Exhibit leadership for digital citizenship.