Musical Performance

Content Area: **Music**
Course(s): **Music in Education**
Time Period: **Generic Time Period**
Length: **Over-Arching**
Status: **Published**

Unit Overview

The purpose of this unit is to continue and build upon past units of musical performance in previous years of study. Focusing primarily on vocal music, students will begin to refine healthy vocal techniques, match and independently locate pitches, and begin to read and interpret written music in performances. Students will continue to perform at bi-annual concerts in the Winter and Spring. The unit will continue to build a solid foundation to more advanced levels of musical performances in future years.

Standards

VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

Essential Questions

- How can you become an even better singer?
- What can we do to to understand and sing the notes on the page?

Application of Knowledge: Students will know that...

- hearing and singing pitches involves training your voice and your ears to reproduce and create pitches.
- performing in ensembles and preparing for performances requires frequent practice.
- performing is a rewarding musical experience.
- proper singing technique involves practicing healthy vocal exercises.
- the notes and marks on the staff represent specific pitches that they are meant to sing.

Application of Skills: Students will be able to...

- perform basic melodies from written music.
- practice healthy vocal singing habits.
- sing familiar and unfamiliar songs in performances.
- sing pitches, with improved intonation and accuracy, within the range of an octave.
- sing songs of varying difficulty in group performances.

Assessments

- Successful ability to accurately sing individually and in groups.
- 2 concerts per year - Winter & Spring.

Suggested Activities

- Provide diverse repertoire of songs for performance.
- Have vocal warm-ups be a regular part of the rehearsal routine.
- Introduce solfege syllables and association with the musical staff. Helpful techniques could include teaching the solfege hand signals in association with melodic lines.

Activities to Differentiate Instruction

- Simplifying or modifying parts for students that maybe struggling or students that may require a greater challenge.
- Arrange parts (if needed) to fit the various vocal ranges of students.
- Have students that are already proficient, model (solfege signals, vocal techniques, etc.)

Integrated/Cross-Disciplinary Instruction

Health: Healthy vocal techniques (breath support, etc)

Math: pattern recognition & fractions (note-reading)

Resources

Music in Childhood: From Pre-school through the Elementary Grades, 3rd Edition - Patricia Shehan