Musical Performance

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

Unit Overview

This unit seeks to continue to hone and refine techniques and aspects of vocal performance. Up to this point, students have studied vocal performance in Pre K - 1st grade. In the 2nd grade curriculum, students will begin to incorporate multiple harmonies into their performance. This will gradually set the expectation for 3 and 4 part harmonies in their performances.

Standards

VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
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.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.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.
VPA.1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
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

What should you be listening to and where should you be watching during a performance?

What makes a good performance?

Application of Knowledge: Students will know that...

- being part of a successful performing group involves a great deal of practice.
- performing in 2 parts involves very focused listening skills.
- there are a variety of exercises that can be done to promote good vocal health.

- they can perform music from a written score, and which parts relate to their voice.

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

- perform and sing using healthy vocal habits.
- perform at 2 concerts (Winter & Spring).
- sing and perform music from a written score (treble clef).
- sing songs in unison and 2 part harmonies.
- sing songs of varying difficulties in a performing group.

Assessments

- Performance at 2 concerts per year (Winter & Spring).
- Monitor improvements made in rehearsals.

Suggested Activities

- When rehearsing music in multiple parts, have all students learn parts and then separate groups into different voices.
- Use piano and/or guitar accompaniment frequently to give students consistent sense of pitch.
- Review note reading. Use solfege and solfege hand signals when needed.

Activities to Differentiate Instruction

- Simplify parts for students that may struggle. Modify or enhance parts for students that may be in need of a greater challenge.
- Use recordings to give students a sense of the complete song.
- Use visual cues to remind students of words.

Integrated/Cross-Disciplinary Instruction

Social Studies: Songs in languages of different cultures

ELA: poety - song lyrics

Resources

www.jwpepper.com