

Unit 2: Technique

Content Area: **Music**
Course(s): **Sample Course, Chorus**
Time Period: **OctNov**
Length: **6-8 Weeks**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Vocal Technique

6th-8th Grade Chorus

Belleville Board of Education

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Unit Overview

The body is an amazing instrument and needs to be properly understood to produce the best tone for vocal music. Posture, including Alexander Technique, is the cornerstone to proper vocal production. Breathing and breath control will help students to advance their well-being and vocal health. Students will examine the physiology of breath and tone production, learning how these functions work in the body. Using these functions, such as projection and vowel shapes, are imperative to obtaining authentic vocalizations and establishing moods in different types of music literature. Techniques on how to continue to keep their bodies healthy and how to produce a tone using proper technique and form will also be presented.

NJSLS

VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.1.8.B.CS1	Common, recognizable musical forms often have characteristics related to specific cultural traditions.
VPA.1.1.8.B.CS2	Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.

VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.8.B.CS1	Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
VPA.1.3.8.B.CS2	Stylistic considerations vary across genres, cultures, and historical eras.
VPA.1.3.8.B.CS3	Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
VPA.1.3.8.B.CS4	Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.1.4.8.B.CS2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

Exit Skills

By the end of Unit 2, students will be able to:

- Identify body parts utilized in vocal production
- Describe the vocalization process
- Analyze different vocal techniques, listening for key elements of proper vocalization
- Perform proper breathing and tone production in concert literature
- Execute basic Alexander Technique
- Perform breathing exercises
- Understand how the use of the various resonating cavities within the body alter color tone, projectability and perceived style
- Perform varying music styles, utilizing different vocal techniques
- Apply proper posture for optimal vocalization

Enduring Understanding

Definition: *Enduring Understandings*

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

- The body is an instrument, and needs to be treated properly for optimal vocalization
- Vocalization is shaped by oral cavities, projection, and proper body alignment
- Proper tone is essential for group and individual performance of different genres of music
- Posture and breath directly correlate to vocal production.

Essential Questions

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

- They can help students discover patterns in knowledge and solve problems.
- They support inductive teaching—guiding students to discover meaning, which increases motivation to learn.
- They are one of the most powerful tools for helping students think at more complex levels.
- They engage the personal intellect—something that traditional objectives usually fail to do.
- Have no obvious “right” answer
- Raise other important questions, often across subject-area boundaries
- Address a concept
- Raise other important questions
- Naturally and appropriately recur
- Stimulate critical, ongoing rethinking
- Are framed to provoke and sustain student interest

What makes a Questions "Essential?"

- Continues throughout all our lives
- Refers to core ideas and inquiries within a discipline
- Helps students effectively ask questions and make sense of important and complex ideas, knowledge, and know-how
- Engages a specific and diverse set of learners

Two Types of Essential Questions:

- Overarching: The overall “Big Idea”
 - More general, broader
 - Point beyond specific topics or skills
 - Promote the transfer of understanding
- Topical: Unit or lesson specific but still promotes inquiry
 - Unit or lesson specific - used to guide individual units or lessons
 - Promote inquiry
 - Resist obvious answers
 - Require explanation and justification

Essential Questions:

- Why is it important to take care of my body?
- How can the Alexander Technique be applied into my daily rehearsals?
- How does the way I sit or stand reflect upon my vocalization?
- How can I listen and blend my voice to strengthen the group sound?
- Why is tone color important?
- How can tone color shape a piece of music?

Learning Objectives

Tips on Writing Good Learning Objectives

Bloom’s Taxonomy

Applying Bloom’s Taxonomy to Learning Objectives

Effective learning objectives need to be observable and/or measureable, and using action verbs is a way to achieve this. Verbs such as “identify”, “argue,” or “construct” are more measureable than vague or passive verbs such as “understand” or “be aware of”. As you develop your syllabus focus on articulating clear learning objectives and then use these objectives to guide class assignments, exams and overall course assessment questions.

Sample Learning Objectives for a Lower Division Course

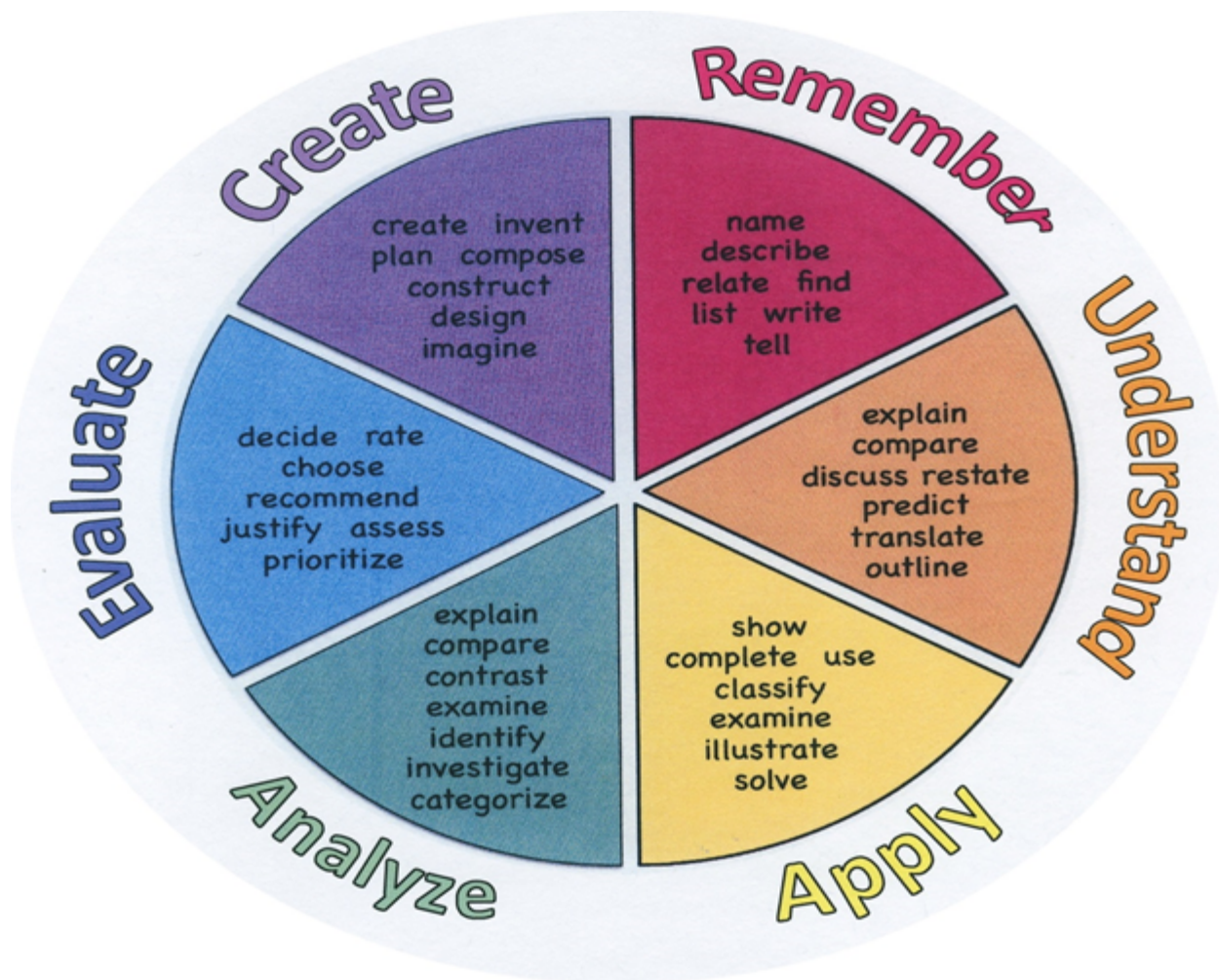
After completing Nutrition 101 *Humans and Food*, students will be able to:

- **Identify** nutrients found in common food sources via the product’s nutrition label
- Use computer dietary analysis to assess a 2-day dietary intake and **summarize** results
- **Locate** nutrition-related information on the Internet and use **evaluative** criteria to **identify** reliability of the information

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



- Demonstrate proper posture
- Apply breathing techniques into warm ups, daily rehearsals, and performances
- Perform concert literature with proper tone for the piece
- Project voice with appropriate style for music performance
- Critically analyze performances, citing elements of tone production and how they influence the style of the music

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

HPE.2.1.8.E.CS1	Social and emotional development impacts all components of wellness.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.B.CS1	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
HPE.2.2.8.C.CS1	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills

- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?

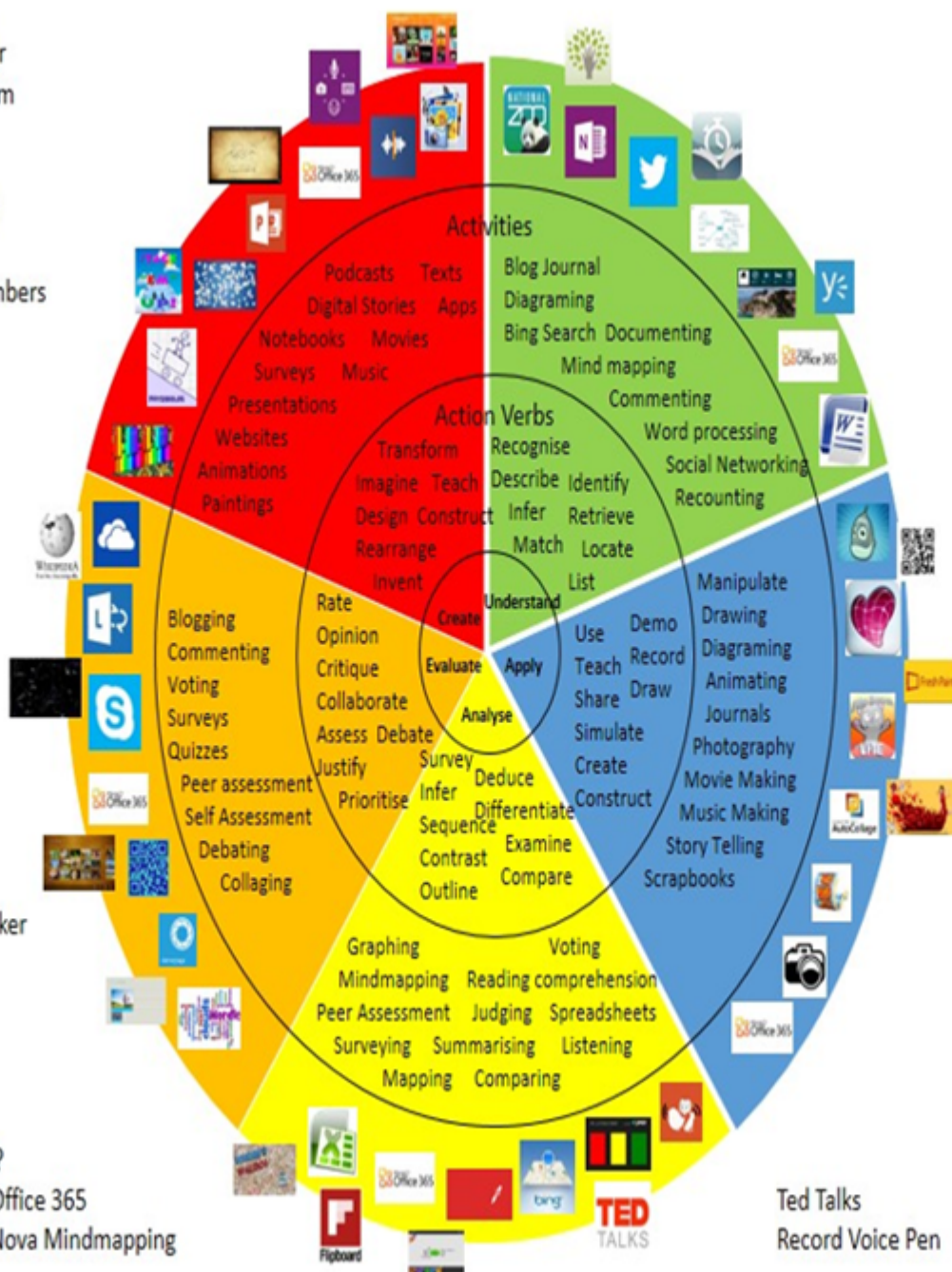
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Concert Music
- <http://alexandertechnique.com/>

Ancillary Resources

-Professional recordings of concert music and professional ensembles

-Youtube.com

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: