

Unit 04: Development of Vocal Technique

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit

Students will grow in their understanding and use of proper and healthy vocal techniques, including alignment, breathing, support, resonance, diction, and tone color.

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9

Model integrity, ethical leadership and effective management.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.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.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.

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.1.2.12

All students will understand the role, development, and influence of the arts throughout history and across cultures.

VPA.1.2.12.A

History of the Arts and Culture

VPA.1.2.12.A.1

Determine how dance, music, theatre, and visual art have influenced world cultures

throughout history.

VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.3.12	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
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.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
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.CS2	The ability to read and interpret music impacts musical fluency.
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	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

VPA.1.4.12.B	Critique Methodologies
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.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
VPA.1.4.12.B.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

Transfer

Essential Questions

- • How does vocal technique affect a musical performance?
- • Why should a singer always be concerned with vocal technique?

Essential Understandings

- • clear and uniform diction is essential to the interpretation and communication of music to an audience.
- • singing requires awareness and development of the body in relation to the physical demands of performance.
- • the larger the choir, the more each member must work to produce good diction.
- • the use of improper vocal technique can be dangerous and can cause harm to the body.
- • Their own personal understanding and execution of alignment, breathing and support, affects the sound quality and ability of the entire choir.
- • vocal tone and color can be altered and manipulated to suit different musical styles and genres.
- • vowel modification is essential to singing uniformly and in-tune.

Students Will Know

- • how to assign appropriate vowel sounds for singing to any given word or syllable.
- • how to breathe correctly for singing and utilize breath support.

- • how to change and manipulate tone color.
- • how to create resonance.
- • how to listen and balance with the voices around them.
- • how to maintain and perform pure vowel sounds and how to modify vowels depending upon the range of a note.
- • how to negotiate the passaggio (register break) appropriately.
- • how to properly align their bodies for singing.
- • how to sing with proper diction.
- • key terms and vocabulary including, resonance, passaggio, tone color, alignment, uniformity of vowel, vowel modification, breath support.

Students Will Be Skilled At

Evidence/Performance Tasks

- • demonstrate proper body alignment, breathing, and breath support when performing and rehearsing, as a class and individually.
- • determine, mark and perform appropriate vowels and consonants for diction.
- • explore and reflect on the essential questions through discussions and journaling.
- • perform stylistically varied choral repertoire in several languages successfully and appropriately.
- • sing with appropriate vocal tone and color for specific repertoire pieces.
- • sing with resonance and correct, uniform diction when performing and rehearsing, as a class and individually.

Learning Plan

- • Preview the essential questions and connect to learning throughout the course.
- • Students and teacher discuss and demonstrate proper body alignment, from the feet up to the head.
- • Students and teacher discuss and demonstrate proper breathing for singing, allowing the diaphragm to move downward and the abdomen to expand. Students work with a partner to assist themselves in keeping a low, supported breath, using their partner as a mirror and correcting each other.
- • Students and teacher discuss vocal color and tone in relation to the repertoire being performed. Students compare the sound of several pieces and discuss why the differences are important and necessary in their performance of the music.
- • Students and teacher evaluate the class's use of proper vocal technique, diction, and tone throughout the rehearsals and from the recording of the performance.
- • Students must demonstrate good vocal health at all times and teacher will draw attention to and remedy poor technique within the choral rehearsal.
- • Teacher facilitates vocal warm-ups, breathing exercises, and vocalises in each class that will serve to aid in teaching and improving specific vocal issues related to the choral repertoire.

- • Teacher guides students in understanding diction. Students apply diction rules and the pure vowels to the repertoire, as well as discuss the need for vowel modification. Teacher asks students to write vowels and consonants into their score. Sometimes, teacher may ask students to suggest which vowel would be appropriate for the word, or students are assigned to write in diction on their own, using their knowledge and experience.

Materials

Suggested Strategies for Modifications

- • Address student technique issues individually, by circulating during the warm-up and also during individual hearings, providing students with ways to self-regulate their own issues with breathing, alignment, support etc.
- • Allow students to choose from several journal, essay, or discussion prompts and allow for multiple methods of response.
- • Provide ample space for all students to participate and respond during class discussions.