

Development of Vocal Technique

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **65 Days**
Status: **Published**

Brief Summary of Unit

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EstZXo0uiFYv1Nu4/edit>

Students will study and refine proper and healthy vocal techniques. Students will study the major organs and muscles which are involved in singing and learn how to take good care of their voices. Study of proper diction techniques, singing tone, and color will assist students in the creation of high quality performance.

Revised August 2019

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| MU.9-12.1.3C.12prof.Pr5 | Developing and refining techniques and models or steps needed to create products. |
| MU.9-12.1.3C.12prof.Pr6 | Conveying meaning through art. |
| MU.9-12.1.3C.12prof.Re9 | Applying criteria to evaluate products. |
| MU.9-12.1.3C.12prof.Pr5a | Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. |
| MU.9-12.1.3C.12prof.Pr6a | Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. |
| MU.9-12.1.3C.12prof.Pr6b | Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. |
| MU.9-12.1.3C.12prof.Re9a | Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. |

Essential Questions

- Why would singers want to use proper and healthy vocal techniques every time they sing?
- How does poor vocal technique affect a musical performance? How does good technique affect a musical performance?
- How is sound produced?
- How does body alignment and breathing influence sound production?
- How does a singer articulate consonants and sustain vowels?
- What are the ways a person can keep their voice healthy?
- What is vocal tone and color?
- Why is warming-up important?
- How does proper technique contribute to the balance, intonation, and tone of the entire ensemble?

Students Will Know/Be Skilled At

- The major organs, muscles, and anatomical processes associated with proper breathing, breath support, and phonation.
- How to properly align their bodies for singing.
- How to breathe for singing and how to use proper breath support.
- How to create resonance and the function of the soft palate.
- How to sing with proper diction.
- The most common vowel sounds and how to maintain pure vowels.
- The difference between a healthy and a damaged voice and how to care for one's voice.
- The characteristics of and differences between head voice and chest voice and what belting is.
- How to change and manipulate tone color and weight in the voice as appropriate for different repertoire.
- Proper body alignment and breathing affect the quality of the sound a singer produces.
- Singing requires awareness and development of the body in relation to the physical demands of performance.
- Each person has only one voice and it is essential to take proper care of it.
- Clear and uniform diction is essential to the interpretation and communication of music to an audience.
- Vocal tone and color can be altered and manipulated to suit different musical styles and genres.
- Warming up the voice each day allows a singer to strengthen the muscles used for singing and to practice important aspects of vocal technique.
- The vocal technique of each member of the ensemble affects the quality of the group.

Learning Plan

- Teacher facilitates vocal warm-ups, breathing exercises, and vocalises each class, which will serve to aid in teaching and improving specific vocal issues related to the choral repertoire.
- Students and teacher discuss and demonstrate proper body alignment.
- Students and teacher identify the organs and muscles involved in breathing and breath support. Students are asked to label them in pictures and write descriptions of their functions.
- Students and teacher discuss vocal health. How can one keep his or her voice healthy? Why should we worry about this? How can one's voice become damaged?
- Students must demonstrate good vocal health at all times and teacher will draw attention to poor technique within the choral rehearsal.
- Teacher guides students in understanding diction. Students learn basic diction rules and the main vowels. Students learn how to write diction into their score.
- Students and teacher discuss basic vocal color and tone and determine the appropriate sound of each piece of choral repertoire being performed.
- Students and teacher evaluate the class's use of proper technique, diction, and tone throughout the rehearsals and from the recording of the performance.

Evidence/Performance Tasks

- Demonstrate proper body alignment when performing as a class and individually.
- Demonstrate proper breathing and breath support when performing as a class and individually.
- Sing with resonance and proper diction when performing as a class and individually.
- Write descriptions of proper vocal technique.
- Evaluate and critique the vocal technique of others and help identify potential technical problems of themselves and their peers.
- Perform choral repertoire with stylistically appropriate vocal tone and color.

Suggested Strategies for Modifications

Tenor Bass Choir [Accomodations](#)