Vocal Technique

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **30-45 Day cycle**
Status: **Published**

Brief Summary of Unit- Revised June 2021

In this unit, vocalists will continue to use best practices to improve vocal technique and build on the understanding that several components are used to produce a quality choral sound. We will support students' vocal development by reinforcing posture, diction, breathing, vowel production and blend. Additionally, students will learn to navigate the use of the falsetto/head voice in the register/break and learn to achieve balance when performing SAB /SATB or any combination of vocal ranges as they relate to repertoire. Throughout the unit students will learn to interpret the musical expression in choral scores and will grow accustomed to watching their directors for cut offs and cues. Students will continue to use critiquing and evaluation methods for self and peer assessment. Students will understand the importance of building these vocal skills through warm-ups, vocal exercises, rehearsals and repertoire to better create, perform, present, produce, respond and connect with their voices in a meaningful way.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

1.3C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire

	of music through prepared and improvised performances.
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions

How do musicians improve the quality of their performance?

When is a performance judged ready to present?

How do context and the manner in which musical work is presented influence audience response?

How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

How can musical expression be used to relay the meaning of the text/music?

What vocal techniques can be used to improve intonation?

How can repertoire of varying genres and historical periods be successfully performed?

What role does the conductor play in the ensemble's interpretation of repertoire?

Enduring Understandings

To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creators/composers or performers manipulate the elements of music.

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Application of dynamics, breath control, intonation and expression are used when performing in an ensemble.

Vocal tone and color can be altered and manipulated to suit different musical styles and genres.

The use of improper vocal technique can be dangerous and can cause harm to the body.

Clear and uniform diction is essential to the interpretation and communication of music to an audience.

It is important to watch the conductor and be aware of the visual cues.

Objectives

Students Will Know

How to use proper posture while performing

How to perform phrases with controlled breathing

How to sing in tune through the use of vowel modification

How to use dynamics properly to blend with the ensemble and show expression of the music performed

How to successfully sing in multiple voice parts within an ensemble

How to follow a choral score and the conductor

Objectives

Students will be skilled at....

Utilizing proper posture for singing while seated or standing and individually or in an ensemble setting

Controlled breathing and staggered breathing, recognizing when a breath mark is needed and marking their

scores

Achieving proper vocal technique through the use of targeted warm ups

Assigning appropriate vowel sounds to any given word or syllable.

Maintaining and performing pure vowel sounds and modifying vowels depending upon the range of the note

Negotiating the passaggio (register break) appropriately

Articulation

Creating a rich tone with resonance within students own register

Blending voices to create balance within the ensemble

Singing in pitch

Singing in parts (SAB-SATB)

Analyzing choral scores, identifying systems, recognizing all voice parts and following their voice part

Being able to use dynamics and expression to relay the meaning of the song

Following conductor cues to interpret repertoire

Learning Plan

The teacher will develop strategies in daily learning plans to promote student independence and understanding in the following areas:

Proper posture

Controlled breathing

Staggered breathing

Vocalization to include:Arpeggiated patterns, Major scale pattern on solfege

Vowel development exercises –relate to repertoire when possible.

Exercises to stretch range and assist with crossing break

Make connections between vocalization exercises and repertoire needs.

Proper vowel pronunciation/tone production

Maintaining a relationship with “do”

Diction: consonants, vowels

Blending voices for balance

Singing in tune with other voice parts

Analyzing choral scores

Reading and performing choral repertoire of varying genres

Interpreting and Applying dynamics

Expression

Learning to watch conductor cues

Recognizing melodic contour throughout the score

Live/ Recorded assessments will be used by student and teacher for evaluation and critiquing.

Evidence/ Performance Tasks

Formative:

Teacher visual/aural observation of students performance:

Posture while standing, while seated

Students following voice part in choral score

Students adherence to conductor cutoffs and other cues

Use of vocal techniques that protect the voice (breathing from the diaphragm, dropping the jaw to avoid muscle tension)

Student discussion, aural/visual performance of

Dynamics

Articulation/Diction

Musical Styles/Forms

Breathing

Summative

Video or audio recordings of repertoire

Individual and ensemble contributions

Winter Concert

Spring Concert

Other live performances

Benchmark

Individual recordings of repertoire for self critique with rubric

Ensemble recordings of repertoire for group critique with rubric

Assessment will have the following grade-level competency expectations:

6th Grade-with assistance

7th Grade- with limited assistance

8th Grade- independently

MATERIALS

Choral Folders

Repertoire/ Octovo Music

Tuned Piano

Keyboard

Computer with speakers

Finale Software Score writing program

Reaper or Logic (audio/visual production app)

Smartboard

Music Stands

Pencils

Chairs

Choral Risers

Microphones

Microphone Stands

Audio Microphone cables

Digital Recorder

Choral Director Resources Method Books

Digital Page Turner

Auxiliary Percussion

Hand Drums

Shaker

Afuche

Maracas

Cowbells

Finger Cymbals

Tambourine

Djembe

Boomwhackers

Hand bells

Claves

Triangle

Suggested Strategies for Modification

This link includes content specific accommodations and modification for all populations:

Performing Arts Accommodations & Modifications