

# 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**

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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**

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**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.

LA.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.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.
MU.K-12.1.3C.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.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.K-12.1.3C.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).
MU.K-12.1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
MU.K-12.1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
MU.K-12.1.3D.12nov.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.
MU.K-12.1.3D.12nov.Re9a	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations

SEL.PK-12.3	Social Awareness
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.5	Relationship Skills
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

## **Essential Questions**

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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**

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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**

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### **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**

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### **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**

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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**

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### **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**

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Choral Folders

Repertoire/ Octavo 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](#)