

# Unit 1: Vocal Technique

Content Area: **Music**  
Course(s): **Chamber Choir**  
Time Period: **1st Marking Period**  
Length: **7 Weeks**  
Status: **Published**

## Unit Overview

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Students will demonstrate the proper postural alignment and stance conducive to proper diaphragmatic breathing. Students will demonstrate the proper use of the oral mechanics of singing in order to produce the appropriate vocal resonance, timbre, and tone production found in grade level appropriate SAB/SATB choral literature.

## Transfer

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Students will be able to independently use their learning to sing with proper and healthy technique in any situation be it solo singing or various styles of ensemble singing.

## Meaning

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## Understandings

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Students will understand that...

- 1.1 Vocalists stand/sit with correct posture.
- 1.2 Vocalists understand proper breathing and use of oral mechanics.
  
- 2.1 Proper technique leads to the best characteristic tone quality and continued vocal health.
  
- 3.1 Vocalists warm up their voice and take measures to avoid damage and illness.

## **Essential Questions**

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1. How do vocalists create a proper sound?
2. Why is it important to sing with proper technique?
3. How do vocalists maintain a healthy voice and healthy vocal production?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Components of posture.
- Differences between proper seated and standing postures.
- Functions of the diaphragm, trachea, lungs, and epiglottis
- Functions of the larynx, vocal folds, soft palate, and nasal cavity.
- Differences between chest voice, mixed voice, and head voice.
- The effect of different resonance areas on tone.
- Pure Vowels
- Proper ways to produce clear and crisp consonant sounds
- Proper warm-up routines
- Home practice strategies
- Methods of maintaining a healthy voice

## **Students will be skilled at...**

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Students will be skilled at...

- Standing and sitting with proper posture.
- Taking a proper breath for singing.
- Using diaphragmatic support to produce a healthy tone.
- Producing a free and relaxed sound.
- Using a chest voice, mixed voice, and head registers appropriately.
- Manipulating resonance areas to adjust timbre.
- Shaping vowels correctly.
- Producing clear and crisp constant sounds.
- Warming-up properly.
- Practicing at home efficiently.
- Maintaining a healthy singing voice.

## **Academic Vocabulary**

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- Posture
- Diaphragm
- Larynx
- Trachea/Windpipe
- Vocal Folds
- Soft Palate
- Hard Palate
- Lips, Teeth, Tongue
- Nasal Cavity/Sinuses
- Resonance
- Phonation

- Vibrato

## **Learning Goal**

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Develop improved physiological awareness and activity by practicing healthy techniques for vocal production.

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.1.4.12.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.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.

## **Target 1-- Level 1 Retrieval**

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Students will know all of the physical components of the vocal mechanism and their role in vocal production.

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.
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## **Target 2-- Level 2 Comprehension**

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Students will be able to perform basic vocalises and choral excerpts with an understanding of characteristic tone, resonance, and true intonation.

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.
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## **Target 3 - Level 3 Analysis**

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Students will learn that the cohesiveness of a piece of music and its ability to communicate a theme can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed.

Students will know that basic vocal arranging skills require theoretical understanding of music composition

and proper, healthy vocal tract usage.

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.

### **Target 4-- Level 4 Knowledge Utilization**

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Students will be able to apply concepts of vocal technique and health to improve as a musician.

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.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.

### **Summative Assessment**

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- Vocal Recording Assessment
- Benchmark Exam
- Performance assessment (individual & group)
- Written assessment
- Festival/Competition adjudication

### **Formative Assessment and Performance Opportunities**

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- Teacher Observation
- Individual and peer assessment
- Ensemble performance
- Self-critique
- Written assessment
- Vocal performance assessment

## **21st Century Life and Careers**

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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.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.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Differentiation / Enrichment**

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### **Differentiation**

- Utilize peer assistance.
- Strategic seating for reduced distraction, enabling better lesson focus.
- Small-group, teacher-monitored learning activities.
- Modify pace of teacher demonstration.

### **Enrichment**

- Utilize as peer mentors.
- Expand and extend concepts and ideas with supplemental materials.
- Encourage participation in Honors Ensembles (SJCDA, NJMEA, etc.)

## **Unit Resources**

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- Posters and visual aids

- Handouts
- Teacher designed exercises
- Audio/video examples
- Exercises from "The Complete Choral Warm-up Book"
- Exercises from "Choral Builders"