

03 - Posture and Breath Support - 6-8 Choir - 2020

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **Ongoing**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course provides a solid foundation in Choir fundamentals, which are introduced, reviewed and mastered, from grade level 6 through level 8. Its design is to impart students with a multifaceted music education, through skill building, historical and social contexts, and performance. Students will engage in daily collaborative whole group and small group singing, to enhance vocal technique, while building community and equity through diversity. Musical growth and mastery will be demonstrative at two choir concerts, one marking their mid-year progress, the second culminating in their end of year proficiency.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- Correct postural alignment is the cornerstone for healthy vocal production. Understanding vocal anatomy and physiology, and its applications to tension-free singing, is fundamental to CVT (Correct Vocal Technique) and GVT (Group Vocal Technique), and ultimately, the performance of a piece of choral music.
- In tandem to posture, a low-seated breath support sustains healthy singing, and is applicable to the literacy of phrasing, dynamics, articulation, and musical style (depending on what the choral piece calls for). Comprehension of a well supported breath, maintains the health of the choral singer's voice.

CONTENT AREA STANDARDS

1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

Technology

*See linked standard(s) below

21st Century Life & Careers

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

ELA

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.2.8.C.1

Explain how different teams/groups can contribute to the overall design of a product.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Postural alignment for singing is the result of the activation and release of different parts of the musculoskeletal system.
- There is a difference between autonomic respiration, and singer's respiration, and how to utilize both in the context of choral singing.
- The combined application of good posture and low-seated breath support, not only creates the most desirable sound for choral singing, but additionally, promotes vocal, physical, and stamina health.

Procedural Knowledge

Students will be able to:

- Demonstrate pedagogy through practice, via the *Alexander Technique* series of movements: recognizing and applying body awareness, postural improvements, and moving muscles more

efficiently, to their singing.

- Identify and locate vocal anatomy, and activate its application through breathing techniques, to warm-ups, vocalizations, and choral repertoire.
- Perform healthfully and efficiently, by synthesizing and ultimately mastering excellent posture and low-seated breath support.

EVIDENCE OF LEARNING

Alternative Assessments

- Performance
- Teacher/Student Conferences

Formative Assessments

- Group discussions/critiques
- Small singer group demonstrations (partner work)
- Active listening to foster assessments and analysis (written)
- Constructive input, utilizing Choir vocabulary and Music terminology

Summative Assessments

- Performance critique and/or assessments
- Performance technique analysis

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Postural Exercises (Stretching, Movement, Alexander warmups)
- Breathwork, Breathing Exercises (Intercostal muscle workout, sustained vocalization, mirror work)
- Application of Posture/Breath Support to specific repertoire
- Conable, Barbara. *How to Learn the Alexander Technique: A Manual for Students*. Andover Press, Portland, OR, 1995
- Dimon, Jr., Theodore. *Anatomy of the Voice: An Illustrated Guide for Singers, Vocal Coaches, and Speech Therapists*. North Atlantic Books, Berkeley, CA, 2018.
- Draina, Bonnie. *Breathing Book for Singers*. Mountain Peak Music, 2019.

INTERDISCIPLINARY CONNECTIONS

Career Readiness

Utilizing leadership, collaboration and communication skills.

Technology/Multimedia

Music education tech resources (Chrome Music Lab, Voice Record)

Science and Health

Vocal Anatomy and Pedagogy

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.