

04 - Forward Resonant Singing - 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

Resonance are the vibrations of sound that carry the singer's voice, so they may be heard in a large performance venue. Correct placement of these vibrations alters the tone and blend a choir makes, and is adaptable based on the choral repertoire being sung, via text and vowel modifications. In addition, forward resonant singing, ensures the health and vitality of a 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:

- Resonance creates tone through vibrations in your throat, mouth, and nasal passages.
- The role of resonance in choral music, affects the choir's sound, specifically blend and tone (depending on the number of singers).
- Good breath coordination, in conjunction with the shapes and sounds of vowels in the lyrics of choral repertoire, enhance resonance.

Procedural Knowledge

Students will be able to:

- Identify which vowel shapes produce optimal resonance, and how they are affected throughout the vocal registers (low, medium, and high).
- Apply resonance to their vocal warm-ups, to create a full-bodied, healthy choral sound.
- Analyze and apply the use of nasal consonants ('m' and 'n') in generating forward resonant placement in their singing.
- Perform in large groups, using resonance to control a balanced blend of voice parts (soprano, alto, tenor, baritone, bass).

EVIDENCE OF LEARNING

Alternative Assessments

- Performance
- Teacher/Student Conferences

Formative Assessments

- Small group discussions/critiques
- Listening analysis/log, (written) based on the day's resonance goals
- Small singer group demonstrations (2-part, up to 4-part singing)

Summative Assessments

- Group performance critique
- Group performance evaluation
- Individual assessments

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Resonance - VoiceScienceWorks: <https://www.voicescienceworks.org/resonance.html>
- The Anatomy of a Great Choral Warm-Up: <https://blog.chorusconnection.com/the-anatomy-of-a-great-choral-warm-up>
- Resonance: Creating Good Vocal Vibes: https://mci.archpitt.org/music/Voice_Lesson_6_Resonance.pdf
- 10 Vocal Warm-Ups to Improve Resonance for Singers: <https://www.liveabout.com/vocal-resonance-exercises-4018962>
- Hafler, Max. *Teaching Voice: Workshops for Young Performers*. Nick Hern Books, 2016.

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.