10 - Phrasing - 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 demonstratvie at two choir concerts, one marking their mid-year progress, the second culminating in their end of year proficiency.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

A phrase in a song or piece of choral repertoire, is a musical thought or sentence, which contains musical punctuation for emphasis, shape, expression, and conclusion (or cadence). The overall structure of the music contains many phrases, creating the musical 'story' of the song.

CONTENT AREA STANDARDS

1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).

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.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

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

Technology

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.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| 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:

- The articulation of a series of musical phrases, enhances the storytelling aspect of the piece of music.
- The combined vocal techniques of **CVT** (Correct Vocal Technique), **GVT** (Group Vocal Technique), Breath Support, Forward Resonance, and Diction, are the   methods by which a phrase of music may be communicated with the desired aesthetic outcome, by the singer.
- Musical phrasing is what elevates 'singing a song,' to performing a piece of art.

Procedural Knowledge
Students will be able to:

- Perform a musical phrase, utilizing their vocal techniques and practices, to achieve a desired sound/aesthetic.
- Assess their performance of a piece of music, by whether the intention or story of the song was demonstrated through their phrasing.
- Identify any physical laxes in their vocal technique, with an emphasis on low-supported breathing, so

as to ensure a solid phrasing proficiency throughout the song.

EVIDENCE OF LEARNING

Alternate Assessments

- Performance
- Teacher/Student Conferences

Formative Assessments

- Small group discussions/critiques

- Listening analysis/log, (written) based on the day's warm-up 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)

- Improve Your Phrasing When Singing: https://www.djarts.com.au/singing-tips/phrasing/

- McKenna, Angela K. and Miller, Cristi Carey. *Quick Starts for Young Choirs: Activities and Ideas to Focus Your Singers*. Hal Leonard Corp., 2013.

- Dilworth, Rollo. *Choir Builders: Fundamental Vocal Techniques for Classroom and General Use*. Hal Leonard Corp., 2006.

- Leonard, Hal Corp. *Experiencing Choral Music*. Hal Leonard Corp. and McGraw Hill (Glencoe), N.Y.,

N.Y., 2005.

- Frederickson, Dr. Scott. *Poplar Choral Handbook.* Scottmusic.com, U.S.A., 2004.

- Crocker, Emily. *Voice Builders for Better Choirs*. Hal Leonard Corp., 2002.

- Ellsworth, Anne and Jennings, Teresa. *Warm ups for Young Voices*. Plank Road Publishing, Wauwatusa, Wi., 1999.

- www.Masterworkspress.com

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.