

Course Title – Vocal Music

Implement start year – 2014-2015

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Unit #1, topic – Physical Awareness

Students will be able to independently use their learning to produce a high quality sound using their knowledge of the human anatomy.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

1.1.12.A.4 Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.

21st Century Themes (www.21stcenturyskills.org)

- ☐ Global Awareness
- ☐ Financial, Economic, Business and Entrepreneurial Literacy
- ☐ Civic Literacy
- ☒ Health Literacy
- ☐ Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- ☒ Creativity and Innovation
- ☒ Critical Thinking and Problem Solving
- ☐ Communication and Collaboration

Information, Media and Technology Skills:

- ☒ Information Literacy
- ☒ Media Literacy
- ☐ ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- ☒ Flexibility and Adaptability
- ☒ Initiative and Self-Direction
- ☐ Social and Cross-Cultural Skills

	<input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> In order to produce a healthy sound, the musical breath originates from the diaphragm.</p> <p><i>EU 2</i> The body is their instrument and proper care is essential to successful vocal production.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does the method in which you breathe affect musical sound? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does the physical sensation of singing in head voice differ from singing in chest voice? • Why do choirs warm-up? • Why is hydration essential to singers? • How does singing posture differ from average daily posture?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the anatomy of the respiratory system in the body. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • expand the diaphragm for supported singing.

<p><i>EU2</i></p> <ul style="list-style-type: none"> • the importance of hydration and health of vocal folds. • how the anatomy of the body relates to producing quality sound. • scales and vocal exercises. • the importance of posture, alignment, and facial relaxation, which prepares the body for producing a supported and healthy vocal quality. • physical awareness is essential to healthy singing. 	<p><i>EU2</i></p> <ul style="list-style-type: none"> • perform vocal exercises using various scales. • adapt their posture to any performance setting.
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks:</p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • Students are shown pictures and have to identify the correct posture and jaw positions. • Students will be given a quiz about proper vocal care and health. 	

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Teacher will demonstrate the function of a diaphragm with a visual aid; ie. a balloon. (A)
- Teacher will show footage of a working vocal fold and discuss its anatomy and care. (A)
- Students will engage in diaphragmatic breathing exercises. (M)
- Using their iPads, students will video themselves singing, which will show diaphragmatic breathing, facial relaxation, and supported posture. (M)
- Students will take on the role of a teacher and create three diaphragmatic based vocal warm-ups to be demonstrated and used in the choral rehearsal. (T)
- Students will analyze a piece of choral music and choose three warm-ups that correlate to its phrasing structure. (T)