

**Course Title Girls Ensemble**

**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.

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

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

#### 21<sup>st</sup> 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
- Productivity and Accountability
- Leadership and Responsibility

<p><b><u>Enduring Understandings:</u></b>  <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><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How does the method in which you breathe affect musical sound?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How does the physical sensation of singing in head voice differ from singing in chest voice?</li> <li>• Why do choirs warm-up?</li> <li>• Why is hydration essential to singers?</li> <li>• How does singing posture differ from average daily posture?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the anatomy of the respiratory system in the body.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• the importance of hydration and health of vocal folds.</li> <li>• how the anatomy of the body relates to producing quality sound.</li> <li>• scales and vocal exercises.</li> <li>• the importance of posture, alignment, and facial relaxation, which prepares the body for producing a supported and healthy vocal quality.</li> <li>• physical awareness essential to healthy singing.</li> <li>• physical awareness essential for moving through dance.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• expand the diaphragm for supported singing</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• perform vocal exercises using various scales.</li> <li>• adapt their posture to any performance setting.</li> <li>• control the physical and vocal aspects of singing while dancing in performance.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Recommended Performance Tasks:</b></p>	

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- 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)
- Students will choreograph dance movement to a piece of choral music, keeping in mind that conserving air and breathing properly is essential to singing and dancing simultaneously. (T)

