

UNIT PLAN – Healthy Vocal Technique -

<p><u>Big Ideas:</u> Creative growth requires patience, readiness to take risks, and willingness to try new approaches.</p>	<p><u>Course and Grade:</u> Choir 8</p>
<p><u>Estimated Time:</u> 7 classes</p>	<p>Objectives:</p> <ol style="list-style-type: none">1. Students will become aware of healthy and unhealthy habits in their voices and bodies and how those relate to singing.2. Students will find optimal body alignment and voice placement for themselves and maintain the longevity of their singing skills. <p>Next steps:</p> <ol style="list-style-type: none">1. Students will apply these skills to singing repertoire in future units.
<p><u>Curricular Competencies:</u></p> <p>Keep these: E&C – Exploring and Creating</p> <p>R&R – Reasoning and Reflecting</p> <p>C&D- Communicating and documenting</p>	<p><u>Content:</u></p> <ul style="list-style-type: none">● Body alignment/awareness● Tension● Breathing (inhalation)● Breath support (exhalation)● Chiaroscuro● Diction● Resonance <p><u>Assessment:</u></p> <p>IA – Informal Assessment (homework checks, in-class observations)</p> <p>FA – Formal Assessment (written observations, scat-singing/playing test)</p> <p>GD – Group Discussion</p>

			GA – Group Activity		
<u>Lesson</u>	<u>Topics</u>	<u>Curricular Competencies</u>	<u>Activities</u>	<u>Materials</u>	<u>Assessment</u>
1	Body alignment /awareness	E&C, C&D, R&R	<ul style="list-style-type: none"> ● Lecture and discussion about optimal body alignment for healthy singing ● Teacher models proper alignment ● Students will practice aligning their bodies from feet, knees, hips, shoulders, and head ● Students will explore an arched back and a rounded back and find a balanced place in the middle ● Students will explore balancing their head so there's no weight pulling on their neck 	N/A	IA, GA
2	Breathing	E&C, C&D, R&R	<ul style="list-style-type: none"> ● Teacher will model proper full breaths (low in the body) ● Students will practice breathing low in the body and engage in “pull the breath out your back” (bow and arrow) ● Teacher and students will practice inhaling without extra grating sound on the vocal cords ● Teacher will model “Geordie breathing technique” ● Student will go through Geordie’s exercise 	N/A	IA,, GD

3	Breath support	E&C, C&D, R&R	<ul style="list-style-type: none"> • Lecture on how to properly support the voice so that the tension is not in the throat but in the belly region • Squatting exercise while singing high notes so that the students may feel proper breath support. • Group discussion on what proper breath support felt like in their torso and throat 	N/A	IA, GD,
4	Tension	E&C, C&D, R&R	<ul style="list-style-type: none"> • Teacher and students will discuss tension in the body (jaw, shoulders, feet, hands, locked knees) • Students will practice putting light tension in different body parts and then releasing it 	N/A	IA, GD, GA
5	Resonance/Mask Placement	E&C, C&D, R&R	<ul style="list-style-type: none"> • Teacher will model a nasal sound on an “ee” vowel” • Students will engage in GP of singing with a sound resonating more forward in the face • Relaxing the soft palate • Students are asked to sing loud and feel where their resonant areas are on their face • Teacher will introduce the learning device of the <i>brightness vs. darkness spectrum</i> meter • Student will be guided by the teacher to use the meter 	YouTube/CD’s, chalkboard/document projector	IA, GA, GD
6	Chiaroscuro	E&C, C&D, R&R	<ul style="list-style-type: none"> • Teacher will lecture and demonstrate the concept of chiaroscuro • Teacher will vocally model chiaroscuro while playing around with the <i>brightness vs. darkness spectrum</i> so students can understand the balance required 	N/A	IA, GA, GD

			<ul style="list-style-type: none"> ● Students will then sing on an ‘Ah’ vowel and play around to reach that optimal balance 		
7	Diction	E&C, C&D, R&R	<ul style="list-style-type: none"> ● Lecture and discussion about diction (vowels and consonants) using correct pronunciation ● Going over the vowels “a e i o u” shape of the mouth and diphthong (combination of two adjacent vowel sounds within the same syllable.) ● Diction exercises “ The lips, the teeth, the tip of the tongue” and “westjet guest jet” 	handout, white board, Dry Erase Markers	GA, IA, GD, SPT