

BAA Vocal Techniques 12

District Name: Coquitlam
District Number: SD #43
Developed by: Ingrid Gay / Gord Hembruff
Date Developed: December 2, 2004
School Name: Port Moody Secondary
Principal's Name: Karen Jensen

Board/Authority Approval Date: April 4, 2005

Board/Authority Signature:

Course Name: Vocal Techniques

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s):

Special Training, Facilities or Equipment Required:

The teacher should possess a valid music teaching degree and have appropriate voice training and knowledge. In addition, the teacher needs to have an understanding of the physiological and physical aspects of the voice and be able to demonstrate these aspects.

Course Synopsis:

This course is designed specifically for those students wishing to broaden their solo vocal skill level and ability. The in-depth technique of the voice takes years to accomplish therefore this course works on the development through specific exercises, repertoire and analysis. By singing specific exercises students hear their improvement quicker than they would by singing on their own. Therefore, by adding another level of instruction the student will increase their understanding and add to their physical strength.

Rationale:

Every person goes through a voice change through his or her early adolescent years. By providing a subsequent course the teacher can continue to monitor and instruct proper and accepted vocal technique.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Review of the Vocal Mechanism	15
Unit 2	Advanced Vocal Development	30
Unit 3	Stylistic Analysis	30
Unit 4	Intermediate Vocal Development	20
Unit 5	Performance	25
Total Hours		120

Unit/Topic/Module Descriptions:

Unit 1: Review of the Vocal Mechanism

15 Hours

Students will review the whole vocal mechanism. This will include the following areas: anatomical terminology, vocal hygiene, and general vocal maintenance.

Curriculum Organizers: Structure and Skills - Understanding the Voice

It is expected that students will:

- identify the mental process involved in singing
- identify the physical process involved in singing
- identify the parts of the body that is involved in creating the whole vocal sound
- demonstrate an understanding of the proper Italian terminology as pertaining to the voice - "Passaggio" (the vocal break), voce di testa, flageolet, messa di voce, voce sostenuto
- demonstrate an understanding of the terms Chest voice, Mixture voice, head voice and how they relate to the five different voice types.

Curriculum Organizers: Structure and Skills - Demonstrating the Voice

It is expected that students will:

- demonstrate proper use of breath support for singing
- recognize and demonstrate use of the "five" different voice types in singing - Chest, Lower Middle, Upper Middle, Upper, Flageolet by connecting them into one unified sound and being able to navigate the subsequent changes
- demonstrate proper posture for singing

Curriculum Organizers: Structure and Skills - Vocal Hygiene

It is expected that students will:

- explain the physiological care and maintenance of the voice
- explain the physical care and maintenance of the voice
- explain the mental care and maintenance of the voice

Unit 2: Overview: Advanced Vocal Development

30 Hours

Students will learn advanced vocal development through the use of a variety of vocal exercises.

Curriculum Organizers: Structure - Combining Chest and Head Voice Registers

It is expected that students will:

- demonstrate proper vocal technique through standard octave descending humming exercises
- demonstrate proper vocal technique through standard octave ascending humming exercises
- demonstrate proper vocal technique through standard perfect fifth ascending sliding exercises
- demonstrate proper vocal technique through ascending 1-3-5-8 descending 7-5-4-2-1 exercises on “yah”

Curriculum Organizers: Structure - Use of Vowel Sounds in languages other than English

It is expected that students will:

- demonstrate proper tongue and jaw position in German
- demonstrate proper tongue and jaw position in French
- demonstrate proper tongue and jaw position in Italian

Curriculum Organizers: Structure - Use of Proper Breathing Technique – Extended ability

It is expected that students will:

- demonstrate the use of the rib cage in diaphragmatic breathing
- demonstrate advanced phrasing of songs, arias, chansons, and leiter
- demonstrate silent unhindered breathing

Curriculum Organizers: Structure - Increasing Technical Facility

It is expected that students will:

- compare and contrast different uses of the voice ie. Vibrato, straight tone, inflections etc.
- compare and contrast the use of sustain tone and flexibility exercises

Unit 3: Overview: Stylistic Analysis

30 Hours

Students will present various forms of stylistic interpretation and be able to lead a class discussion.

Curriculum Organizers: Context – Distinctiveness of the individual voice

It is expected that students will:

- demonstrate an understanding of how the construction of the face, head, throat and chest area determine each person's individual sound
- demonstrate an understanding of how individuals without specific physical characteristics naturally create the environment in order to have optimum vocal technique

Curriculum Organizers: Context - Analysis of Vocal technique

It is expected that students will:

- define and recognize the vocal techniques used by various artists
- define and recognize the characteristics of different voice types
- define and recognize the specific physical attributes of different artists

Curriculum Organizers: Context - Analysis of Musical Style

It is expected that students will:

- define and analyse the different styles of vocal repertoire ie classical, jazz, contemporary
- relate recordings and biographical information to gain historical perspective in voice

Unit 4: Overview: Career in Music

20 Hours

Students will be introduced to professionals in the field of singing

Curriculum Organizers: Careers - Guest Artists

It is expected that students will:

- compare learned vocal techniques reinforced through the practical experience of the artist
- examine the business of music as a profession.

Curriculum Organizers: Careers - Career Opportunities in the Music Business

It is expected that students will:

- research on-line resources on available career opportunities in voice
- examine contract law and management services

Unit 5: Overview: Performance

25 Hours

Through the use of performance students will demonstrate the techniques and concepts taught in the course

Curriculum Organizers: Structure and Application - Preparation for Performance

It is expected that students will:

- select appropriate repertoire to their own voice from a variety of genres
- design the accompaniment for the performance
- plan practice and performance time
- formulate a plan to promote the performance as a concert

Curriculum Organizers: Structure and Application - Performance

It is expected that students will:

- demonstrate proper posture, technique, performance etiquette and stylistic interpretation
- demonstrate an understanding of being an “entertainer”

Curriculum Organizers: Structure and Application - Performance Critique

It is expected that students will:

- collect and assess productive feedback
- evaluate their performance through self assessment techniques
- develop and choose strategies for improvement of skills

Instructional Component:

- direct instruction
- indirect instruction
- interactive instruction
- demonstration
- group work
- research
- practical application
- analysis of own and other performances
- modelling

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

tests.

Learning Resources:

Books

The Structure of Singing	Richard Miller
Vocalizing with Ease	Linda Rammage
How to Teach Singing	Richard Miller

Audio Tape

Singing Instruction	Arlene McIntyre
Karaoke Klassics	Alfred Sung