


BAA Vocal Techniques 11

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

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature: 

Course Name: Vocal Techniques

Grade Level of Course: 11

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 as well as voice training and knowledge. In addition, a clear understanding of the physiological and physical aspects of the voice and an ability to demonstrate these aspects is desirable.

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 everyday for five months - one semester - students hear their improvement more quickly than they would singing on their own. More importantly, they will learn the proper vocal technique that they normally would not be exposed to in their everyday listening experiences.

Rationale:

Every person goes through a voice change through their early adolescent years. By providing a specific course to deal with this issue, irreparable vocal damage can be avoided by young singers who unintentionally use their voice in an unhealthy way

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Introduction to the Vocal Mechanism	30
Unit 2	Basic Vocal Development	30
Unit 3	Stylistic Analysis	20
Unit 4	Intermediate Vocal Development	30
Unit 5	Performance	10
Total Hours		120

Unit/Topic/Module Descriptions:

Unit 1: Overview Introduction to the Vocal Mechanism

30 Hours

Students will become familiar with the whole vocal mechanism. This will include learning about anatomical terminology, vocal hygiene, and general vocal maintenance.

Curriculum Organizers: Understanding the Voice

It is expected the student will:

- demonstrate understanding of the parts of the body that is involved in creating the whole vocal sound
- demonstrate understanding of the mental process involved in singing
- demonstrate understanding of the physical process involved in singing

Curriculum Organizers: Demonstrating the Voice

It is expected the student will:

- demonstrate proper use of breath support
- demonstrate proper posture
- demonstrate use of the "five" different voice types

Curriculum Organizers: Vocal Hygiene

It is expected the student will:

- demonstrate understanding of the physiological care and maintenance of the voice
- demonstrate understanding of the physical care and maintenance of the voice
- demonstrate understanding of the mental care and maintenance of the voice

Unit 2: Overview: Basic Vocal Development**30 Hours**

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

Curriculum Organizers: Combining Chest and Head Voice Registers

It is expected the student will:

- demonstrate proper vocal technique through standard five note descending humming exercise
- demonstrate proper vocal technique through standard five note ascending humming exercise
- demonstrate proper vocal technique through standard eight note ascending sliding exercise

Curriculum Organizers: Co-ordinated Vocal Onset

It is expected the student will:

- demonstrate the use of a glottal attack
- demonstrate the use of co-ordinated onset

Curriculum Organizers: Use of Vowel Sounds

It is expected the student will:

- demonstrate proper tongue position of long vowel sounds
- demonstrate proper tongue position of short vowel sounds

Curriculum Organizers: Use of Proper Breathing Technique

It is expected the student will:

- demonstrate proper posture
- demonstrate proper standing position
- demonstrate lower diaphragmatic breathing
- demonstrate silent unhindered breathing

Unit 3: Overview: Stylistic Analysis**20 Hours**

Students will listen to various forms of stylistic interpretation and be able to discuss and incorporate this knowledge.

Curriculum Organizers: Analysis of Vocal technique

It is expected the student will:

- demonstrate an understanding of the vocal technique used by various artists
- demonstrate an understanding of the characteristics of different voice types
- demonstrate an understanding of the specific physical attributes of different artists

Curriculum Organizers: Analysis of Musical Style

It is expected the student will:

- research different styles of vocal repertoire i.e. classical, jazz, contemporary
- use recordings and biographical information

Curriculum Organizers: Presentation of Stylistic Analysis

It is expected the student will:

- demonstrate to the class specific stylistic interpretations
- lead group discussion of stylistic interpretation

Unit 4: Overview: Intermediate: Vocal Development**30 Hours**

Students will continue with basic vocal development and advance their theoretical and physical skills with more in depth vocal exercises.

Curriculum Organizers: Expanding Vocal Range

It is expected the student will:

- apply vocal exercises in progressive increments on a daily basis in both directions
- explore more challenging repertoire
- increase their endurance by lengthening time of exercises

Curriculum Organizers: Increasing the Voice Dynamic

It is expected the student will:

- demonstrate use of crescendo and decrescendo
- practical use in repertoire
- demonstrate the use of voice placement in achieving dynamic contrast

Curriculum Organizers: Increasing Technical Facility

It is expected the student will:

- explore different uses of the voice i.e. Vibrato, straight tone, inflections etc.
- explore the use of sustain tone and flexibility exercises

Unit 5: Overview: Performance**10 Hours**

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

Curriculum Organizers: Preparation for Performance

It is expected the student will:

- select appropriate repertoire
- organize accompaniment
- organize practiced and performance time

Curriculum Organizers: Performance

It is expected the student will:

- demonstrate proper posture, technique, performance etiquette and stylistic interpretation

Curriculum Organizers: Performance Critique

It is expected the student will:

- receive and assimilate productive feedback
- analyze and reflect on their performance through self assessment
- plan strategies for improvement

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

Learning Resources:

Books

Richard Miller
 Linda Rammage
 Richard Miller

The Structure of Singing
 Vocalizing with Ease
 How to Teach Singing

Additional Information:

This course has been running at Port Moody Secondary School since 2000. The students appear to find value and enjoyment in the course as many take more than one year of the course.