Beginning Vocal Techniques

Gorman Learning Center (052344)

Basic Course Information

Title:
Beginning Vocal Techniques
Transcript abbreviations:
Beg Vocal A / Beg Vocal B
Length of course:
Full Year
Subject area:
Visual & Performing Arts ("f") / Music
UC honors designation?
No
Prerequisites:
None
Co-requisites:
None
Integrated (Academics / CTE)?
No
Grade levels:
9th, 10th, 11th, 12th
Course learning environment:
Classroom Based

Course Description

Course overview:

This year long course will introduce students to fundamental vocal techniques through hands-on engaging experiences. Students will learn how to read and interpret literature for solo and choral settings. The goal of this course is for students to develop skills necessary to research, understand and interpret through writing and verbal skills for each musical piece performed.

The foundation for Vocal Production is based in traditional pedagogy and is intended to take students into an in-depth study of the art of individual vocal performance through the use of songs from a variety of musical genre. In addition to singing techniques, analysis and audition techniques, emphasis will be placed on communicating the song to an audience and career opportunities in the field of music.

This course offers students the opportunity to receive small group or private instruction to develop vocal performance skills. A variety of music methods and repertoire, including art songs, musical theatre, pop, and jazz is utilized to refine students' abilities in listening, analyzing,
interpreting, and performing. Instruction is offered in basic vocal technique, musical theatre history, microphone usage, and audition skills.

Course content:

**Unit 1**

Since the class is predominantly a hands-on, performance based experience for the students, there will be very little traditional learning methodologies such as worksheets, or reading and problems assigned from a book. Most learning will occur through self-paced, multi-day projects and performances. More specifically, students will be taught the overall learning goals for each unit as well as specific methodologies for completing the tasks using the appropriate methods and technology. Each student will be graded according to their efforts and personal progress made in each unit.

**Basic Sight-reading Techniques:** on-going in-class work in recognizing, hearing, singing interval relationships. Using the score for a select song we will find and label the intervals in the assigned measures. Find and label the following elements of music: time signature, key signature, dynamic and tempo markings, expression markings, breath markings, musical phrasing, articulation. Write the counts beneath the notes in the indicated measures. Label the names of the notes in the indicated measures. This will follow the week of sight reading and basic music theory teaching.

This unit will be comprised of four assignments based on lecture and demonstration shown in class.

1. a) Vocal Anatomy Worksheet b) Warm-up Project c) Dramatic Reading Project d) Star Spangled Banner

1. a) The Vocal Anatomy worksheet will help reinforce the lecture portion of this topic. Students will work as individuals to identify each part of anatomy within their vocal tract and resonance space. This assignment will be kept in the portfolio for future reference.
2. b) The Warm-up project will allow students to practice proper vocal warm-ups that help promote a healthy sound. Students will work in pairs to create a warm up series that includes the five main areas, 1) breathing, 2) vowels, 3) diction, 4) humming and 5) scales.
3. c) The Dramatic Reading Project. This project will place emphasis on the lyrics of a song. Students will each choose a poem of their liking and find what words are most important to the overall emotion of the text. Students will underline each important word and decide how best to speak each line with emotion and conviction. Students will decide if certain words need to be emphasized, spoken louder or softer, stretched out, shortened etc. Students will present their projects to the class.

**Unit 2**
Since the class is predominantly a hands-on, performance based experience for the students, there will be very little traditional learning methodologies such as worksheets, or reading and problems assigned from a book. Most learning will occur through self-paced, multi-day projects and performances. More specifically, students will be taught the overall learning goals for each unit as well as specific methodologies for completing the tasks using the appropriate methods and technology. Each student will be graded according to their efforts and personal progress made in each unit.

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This unit will be comprised of two main assignments. A) A performance B) Journal Assignment C) Develop a Song Arc

1. a) The Performance: Each student will perform their song of choice in front of the entire class memorized.
   2. b) Journal Assignment: Each student will use a rubric to rate their own performance including answering short answer questions. Each student will then chose one other peers performance to critique using the same rubric and short answer questions. The journal will be turned in at the end of each unit.

Unit 3

Since the class is predominantly a hands-on, performance based experience for the students, there will be very little traditional learning methodologies such as worksheets, or reading and problems assigned from a book. Most learning will occur through self-paced, multi-day projects and performances. More specifically, students will be taught the overall learning goals for each unit as well as specific methodologies for completing the tasks using the appropriate methods and technology. Each student will be graded according to their efforts and personal progress made in each unit.

This unit will be comprised of three main assignments. A) A performance B) Journal Assignment C) Historical Write Up

1. a) The Performance: Each student will perform their song of choice in front of the entire class memorized.
2. b) Journal Assignment: Each student will use a rubric to rate their own performance including answering short answer questions. Each student will then choose one other peer’s performance to critique using the same rubric and short answer questions. The journal will be turned in at the end of each unit.

3. c) Historical Write-Up: Hello, My Name Is…: From the list given, choose a composer, lyricist, or performer. Use the given list of resources for your research. Taking on the identity of your person, tell the class about yourself, including the history of your development in your area of expertise, stories about your work, what shows you’ve working on, how you feel about your work, what makes your work different from others in your field, characteristics of your work, how you got your start. What were your favorite projects? You may use mp3 sound clips of songs you talk about, and/or show YouTube or DVD clips of shows as you discuss them.

Unit 4

Since the class is predominantly a hands-on, performance based experience for the students, there will be very little traditional learning methodologies such as worksheets, or reading and problems assigned from a book. Most learning will occur through self-paced, multi-day projects and performances. More specifically, students will be taught the overall learning goals for each unit as well as specific methodologies for completing the tasks using the appropriate methods and technology. Each student will be graded according to their efforts and personal progress made in each unit.

This unit will be comprised of two main assignments. A) A performance B) Journal Assignment

1. a) The Performance: Each student will perform their song of choice in front of the entire class memorized.

2. b) Journal Assignment: Each student will use a rubric to rate their own performance including answering short answer questions. Each student will then choose one other peer’s performance to critique using the same rubric and short answer questions. The journal will be turned in at the end of each unit. Included in this unit’s journal assignment will be an additional assignment.

3. c) Develop a Song Arc: Purpose: identifying the singer’s growth and change over the course of a song.

4. Create a bio for yourself (as you relate to the song) including age, height, weight, job history, children, education, and other details you feel important.

5. Identify to whom you are singing. Are you by yourself? Where are you? Are you commenting on an event and telling the story to the audience? Do you represent a specific point of view?

6. After you have figured out what your role is, think about whether you will make a shift during the course of the song. Do you serve the story differently at the beginning, middle or end of the song? Notice whether the shift happens in the beginning, middle, or end of the song and identify what makes the shift occur. Will you go along with the change willingly, or reluctantly? If reluctantly, then what finally convinces you?

7. Using your outline for your song, write a few paragraphs that describe your journey.
Unit 5

This unit will be comprised of three main assignments. A) A performance B) Journal Assignment C) Advertisement Assignment D) Character Analysis

1. a) The Performance: Each student will perform their song of choice in front of the entire class memorized.
2. b) Journal Assignment: Each student will use a rubric to rate their own performance including answering short answer questions. Each student will then chose one other peers performance to critique using the same rubric and short answer questions. The journal will be turned in at the end of each unit.
3. d) Character Analysis Worksheet: for each song that you learn, you will write about you as the singer as you relate to the song. We will use the 9 Questions by Uta Hagen:
   4. Who Am I? (All the details about your character including name, age, address, relatives, likes, dislikes, hobbies, career, description of physical traits, opinions, beliefs, religion, education, origins, enemies, loved ones, sociological influences, etc.)

2. What time is it? (Century, season, year, day, minute, significance of time)

3. Where am I? (Country, city, neighborhood, home, room, area of room)

4. What surrounds me? (Animate and inanimate objects-complete details of environment)

5. What are the given circumstances? (Past, present, future and all of the events)

6. What is my relationship? (Relation to total events, other characters, and to things)

7. What do I want? (Singer's need. The immediate and main objective)

8. What is in my way? (The obstacles which prevent character from getting his/her need)
9. What do I do to get what I want? (The action: physical and verbal, also-action verbs)

Although the focus of this class is on singing and not acting, these are questions that many professionals in all genres of music ask in order to convey the meaning of the song when performing it - to engage the audience - and not just stand and sing the song.

Unit 6

Since the class is predominantly a hands-on, performance based experience for the students, there will be very little traditional learning methodologies such as worksheets, or reading and problems assigned from a book. Most learning will occur through self-paced, multi-day projects and performances. More specifically, students will be taught the overall learning goals for each unit as well as specific methodologies for completing the tasks using the appropriate methods and technology. Each student will be graded according to their efforts and personal progress made in each unit.

This unit will be comprised of two main assignments. A) A performance B) Journal Assignment

1. a) **The Performance:** Each group will perform their song of choice in front of the entire class memorized.
2. b) **Journal Assignment:** Each student will use a rubric to rate their own performance including answering short answer questions. Each student will then choose one other peers’ performance to critique using the same rubric and short answer questions. The journal will be turned in at the end of each unit.

Unit 7

Since the class is predominantly a hands-on, performance based experience for the students, there will be very little traditional learning methodologies such as worksheets, or reading and problems assigned from a book. Most learning will occur through self-paced, multi-day projects and performances. More specifically, students will be taught the overall learning goals for each unit as well as specific methodologies for completing the tasks using the appropriate methods and technology. Each student will be graded according to their efforts and personal progress made in each unit.

This unit will be comprised of two main assignments. A) A performance B) Journal Assignment C) Mock Auditions.

1. a) **The Performance:** Each student will perform their song of choice in front of the entire class memorized.
2. b) **Journal Assignment:** Each student will use a rubric to rate their own performance including answering short answer questions. Each student will then chose one other
peers performance to critique using the same rubric and short answer questions. The journal will be turned in at the end of each unit.

3. C) In-class mock-auditions

- Allows the student to take information learned in class and apply it to the practice of auditioning. Helps to facilitate peer mentoring, group discussions, and public speaking.

Unit 8

Since the class is predominantly a hands-on, performance based experience for the students, there will be very little traditional learning methodologies such as worksheets, or reading and problems assigned from a book. Most learning will occur through self-paced, multi-day projects and performances. More specifically, students will be taught the overall learning goals for each unit as well as specific methodologies for completing the tasks using the appropriate methods and technology. Each student will be graded according to their efforts and personal progress made in each unit.

This unit will be comprised of three main assignments. A) A performance B) Journal Assignment C) Student Portfolio

1. a) The Performance: Each student will perform their song of choice in front of the entire class memorized.
2. b) Journal Assignment: Each student will use a rubric to rate their own performance including answering short answer questions. Each student will then choose one other peers’ performance to critique using the same rubric and short answer questions. The journal will be turned in at the end of each unit.
3. c) Student Portfolio

- Helps to develop skills in organization, and provides a bank of songs from which to use for auditions and other performance opportunities outside of class and for years to come.

Unit 9

Since the class is predominantly a hands-on, performance based experience for the students, there will be very little traditional learning methodologies such as worksheets, or reading and problems assigned from a book. Most learning will occur through self-paced, multi-day projects and performances. More specifically, students will be taught the overall learning goals for each unit as well as specific methodologies for completing the tasks using the appropriate methods and technology. Each student will be graded according to their efforts and personal progress made in each unit.

This unit will be comprised of three main assignments. A) A performance B) Journal Assignment C) Research Paper

1. a) The Performance: Each student will perform their song of choice in front of the entire class memorized.
2. **b) Journal Assignment:** Each student will use a rubric to rate their own performance including answering short answer questions. Each student will then choose one other peers’ performance to critique using the same rubric and short answer questions. The journal will be turned in at the end of each unit.

**Unit 10**

Since the class is predominantly a hands-on, performance based experience for the students, there will be very little traditional learning methodologies such as worksheets, or reading and problems assigned from a book. Most learning will occur through self-paced, multi-day projects and performances. More specifically, students will be taught the overall learning goals for each unit as well as specific methodologies for completing the tasks using the appropriate methods and technology. Each student will be graded according to their efforts and personal progress made in each unit.

This unit will be comprised of three main assignments. A) A performance  B) Journal Assignment C) Research Paper

1. **a) The Performance:** Unit 10 will culminate in a public performance in which students will use the skills they have gained over the course of the year. This performance will either be a class recital, ticketed musical theater performance, or a combination of the two.

2. **b) Journal Assignment:** Each student will use a rubric to rate their own performance including answering short answer questions. Each student will then choose one other peers’ performance to critique using the same rubric and short answer questions. The journal will be turned in at the end of each unit.

**Course Materials**

No course materials have been added to this course.