

SO YOU THINK YOU CAN SING!

(Youth Vocal Talent Workshop)

Course Overview

A fun-oriented Singing Session that is a youth talent workshop/vocal music clinic & showcase for students grade 3-5, 6-8, 9-12 and students with special needs who are aware that they have a talent and desire to enhance/improve their talent promoting personal responsibility, leadership, and community service. The workshop offers a range of timed sessions starting from two 3-hour sessions over 2 days to ten 2-hour sessions over 2 weeks. Students learn to recognize melodic and rhythmic patterns. Students become familiar with lyrics and their importance to the melody. Students learn to build confidence and “get out of their own head”. Students are introduced to all forms of American music: Jazz, Blues, Rock, Pop, R&B, Gospel and American Folk. All students will have an opportunity to perform and learn to advocate for opportunities without limitation.

Standards/Essential Learnings for students are:

- Sing along with various song styles
- Practice moving to music
- Listen actively to different kinds of music
- Learn to Improv through SCATTING
- Write out lyrics and try to write their own lyrics to song melodies
- Learn to hold and use a microphone correcting
- Identify rhythms in music styles
- Recognize basic instrument sounds, primarily piano, bass, drums, percussion, saxophone and guitar

Effective coaching helps students see that the music transcends the singing/performance and that the exposure to music history extends beyond an isolated subject. Through music, students develop their own insights into ways of thinking, learning, communicating, and preparing for the future. A coach’s education, background, and training in music and actual professional performance profoundly influence the musical achievement of his or her students.

CURRICULUM

All Students have access to content and process standards as follows:

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language to understand specific inferences, based on big ideas that have lasting value beyond the workshop.
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products
- Students and parents are informed of expectations (standards/essential learnings, evaluation policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Suggested timelines are followed

Rubric

The evaluation scale that we use to rate performance according to clearly stated levels of criteria and enables students to self-assess. The rubric we use is based in encouragement and motivation rather than strict pass or fail. The 7-pt scale is descriptive:

1) Not Good, 2) OK, 3) Good, 4) Great, 5) Awesome, 6) Amazing, and 7) Beyond AMAZING-I don't have words!!

Instruction

Student-Coach Collaboration is vital in this learning process

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension
- Coach uses multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls) Students actively engage in learning
- Students in workshop sing and talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

Authentic Assessment

Assessments are tightly aligned to the Standards to simulate/replicate important, real-world experiences

- Students and parents are provided with clear descriptions of proficiency
- Workshop evaluation practices clearly show how students are progressing toward essential learnings/standards
- Evaluation is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every session
- Students create authentic products and performances for critical audiences

VOCAL WORKSHOP for Kindergarten through Grade 5

Elementary grade workshop seeks to establish the foundation of the music program. Students learn to listen, focusing on what they are listening to, and to identify, describe, and categorize a myriad of sounds. Using correct vocabulary, elementary students identify attributes of sound such as:

- Dynamics
- Pitch
- Timbre - quality of a musical sound
- The melodic and harmonic properties of notes played or sung at the same time
- Sources, identifying voice and instruments from various cultures
- Music forms
- Rhythm and beat
- Duration
- Silence - the absence of sound

The range of activities determines specific space allocations. Playing music, movement, singing and singing games require adequate room for safety and instructional effectiveness. Other space considerations include:

- Secure storage for equipment and materials (e.g., tapes, compact discs, VCR/TV, classroom instruments, computers) .
- The room needed for student use of equipment and materials during class .
- The number of chairs, risers, and/or desks needed to accommodate the largest class (if classes scheduled in the room include students from kindergarten through grade five, a variety of desk and chair sizes is needed).

SAMPLE - Music Session Plan for Elementary Students

Music Session for Grade/Level: Elementary		Date/Week:	
Main Lesson Goal/Objective:			
The student will know: how to stand in front of an audience and use their voice (sing/speak) to the best of their ability			
The student will be able to: to listen, focus on what they are listening to, and to identify, describe, and categorize a myriad of sounds and music styles			
Musical Elements Addressed:		Music Standards Addressed:	
Expressive: Dynamics, Tempo, Style		•Perform (sing, speak, confidence on stage in front of audience)	• Creating (lyrics, improv/scatting)
Timbre: Vocal		• Move to Music	•Relate to History & Culture
Duration: Beat, Meter, Rhythm		•Listen, Analyze, Describe Music Styles	• Microphone usage

Pitch: Melody, Harmony, Tonality		Workshop Lesson Groupings:		
Structure: Form, Texture		Whole Class	Small Group	Individual
Musical Processes:		Materials Needed:		
Experience	Improvisation	Microphone, DVD Player and Projector, Sound System, Stage area (ideally)		
Exploration	Creation			
Imitation	Fun/Play			
Learning Activities (Be sure to address modification & differentiation needs)				
The students will:				
1. Sings a variety of rounds and unison songs while interpreting a conductor's cues				
2. Sing a variety of melodies				
3. Actively listens to and describes music and instruments				
4. Describes how a music group achieves precision and expressiveness				

VOCAL WORKSHOP for the Middle School

Students in middle school apply the concepts and skills learned in music literature. Considerations in judging the appropriateness of literature include: -

- Range
- Technical difficulty
- Personal interest
- Variety of style, historical period, cultural influence, and genre

Instructional strategies encourage students to strive for quality in every session, every day and provide support for students to develop new skills and to work on challenging tasks.

At the middle school level, coach, peer, and self-assessments help students identify what they have done well, what they can improve, and strategies for making improvements. Thoughtful self-assessment stimulates personal achievement and encourages students to take responsibility for their education. Achievement in music instills pride and confidence.

NOTE: Music Session Plan for Middle School Level is available upon request.

VOCAL WORKSHOP for the High School

Students in middle school fulfill a more refined or finesse level of requirements that represent achievement levels and not age or grade classification. For example, a high school student singing in public for the first time is approached and encouraged differently than one who has performed in church or on stage many times. Because students in secondary level performance workshops often have differing skill and experience levels, student expectations are individualized. Materials used in performance levels are different. As coach analyzes and chooses material, she considers the skills and techniques needed to build student proficiency and make selections that represent a broad range of cultures, time periods, and genres.

NOTE: Music Session Plan for High School Level is available upon request.

The Music Essential Knowledge and Skills: the four strands that structure this workshop

Perception - Students begin the workshop at an awareness level and move through grade sequences building the understandings described in each level's statement of student expectations. In order to build awareness of and sensitivity to sound and music, students are provided many opportunities to:

- Observe and explore the sensory qualities of many different environmental stimuli
- Identify and apply knowledge of aural qualities to new musical experiences
- Investigate and apply knowledge of formal musical structures to sophisticated musical performances
- Examine sounds in terms of initial impressions, in-depth analyses, and interactive relationships
- Reflect on sensory information with personal responses and interpretations.

Creative expression/performance – The “making of music” which encompasses repertoire, performing by singing individually and in groups, understanding and writing lyrics, and creating and staging performances within specified guidelines. Students progress from very basic, simple performances to complex performances that require accumulated knowledge and skills. As students grow in exposure, musical abilities, self-confidence, and enjoyment of singing and listening to music also grows. To support and encourage musicianship, students are given many opportunities to:

- Sing songs
- Develop organizational skills in the process of singing music
- Engage in problem solving requiring creative and critical thinking
- Explore the properties and capabilities of various musical forms
- Identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing

Historical/cultural heritage - The connections students make within the discipline to gain understandings of music's roles and influences in different societies and time periods is important to understand. Students are introduced to the circumstances and events that influenced composers and musicians in order to preserve certain musical styles and traditions. To expand their awareness and interest in diverse genres, Students are given many opportunities to:

- Examine different styles, movements, and themes of musical works
- Identify and compare the roles of music in contemporary and past cultures
- Investigate music and music careers in terms of personal interests and goals, consumer choices, and the place of music in society.

Response/evaluation – The criteria built over the workshop to assess skill level and appreciation for American musical works will allow them to learn to confidently and credibly compare, contrast, synthesize, and assess/evaluate personal works and the works of others. Coach students to consider and to clearly articulate the reasoning behind their opinions is an important aspect of this strand. For student assess/evaluation skills to grow, they are given many opportunities to:

- Analyze and compare musical relationships, such as function and meaning
- Interpret, evaluate, and justify artistic decisions
- Make informed choices based on evaluative judgment processes.

10 REASONS TO STUDY MUSIC

1. Children who study music tend to have larger vocabularies and more advanced reading skills than their peers.
2. Elementary age children who are involved in music lessons show greater brain development and memory improvement within a year than children who receive no musical training.
3. Children who study a musical instrument are more likely to excel in all of their studies, work better in teams, have enhanced critical thinking skills, stay in school, and pursue further education.
4. Music can assist active listening, which is beneficial in a range of things from taking part in conversations to building more satisfying friendships.
5. Students learn the value of perseverance and sustained effort to achieve excellence and the reward of hard work!
6. Music study enhances discipline skills.
7. Music study helps the student explore his or her imagination, creativity, and power of invention.
8. Research shows that music is to the brain as physical exercise is to the human body. Music tones the brain for auditory fitness and allows it to decipher between tone and pitch.
9. In the past, secondary students who participated in a music group at school reported the lowest lifetime and current use of all substances (tobacco, alcohol, and illicit drugs).
10. Learning and mastering a musical instrument improves the way the brain breaks down and understands human language, making music students more apt to pick up a second or third language.