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Grade 11 University Vocal Music Genre Study

Specific Expectations:

The Creative Process

A1.1 apply the creative process when performing notated and/or improvised music

Creating and Performing

A 2.1 apply the elements of music and related concepts appropriately and effectively when interpreting and performing notated music

The Critical Analysis Process

B 1.1 deconstruct the elements and other components in musical works through score study and purposeful listening

B 1.2 listen in a purposeful way to selections from a wide variety of musical styles and genres, and analyse and reflect on their responses to and interpretation of them

B 1.4 gather information from reliable sources on the background of music and musicians, audience responses, and music criticism, and analyse and reflect on the information to enhance their critical judgements and ongoing interpretations of music

Skills and Personal Growth

B 3.3 demonstrate the interpersonal skills, work habits, attitudes, and qualities that are essential to the effective functioning of a musical ensemble

Pre-Unit

***Note: at this point, students are already knowledgeable about the elements of music and the expectations for a successful solo vocal performance (ex. tonal quality, diction, phrasing, presentation etc.)

1. Before the lessons of the genre unit begin students will be given their coffeehouse performance assignment handout. As a class, read through the assignment and the rubric. The class should be made aware that they will be expected to choose a piece over the next three genre study days and they will have a weekend to prepare their piece and will perform on Monday.
2. Establish a performance order. Have students draw a number from a numbered class set of index cards. Record the number that each student receives. This will be the order of the coffeehouse performances.

Genre Study Day 1: Jazz

Learning Goals:

By the end of the lesson students will further their understanding of the jazz genre and its defining elements

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B 1.4 gather information from reliable sources on the background of music and musicians, audience responses, and music criticism, and analyse and reflect on the information to enhance their critical judgements and ongoing interpretations of music

B 3.3 demonstrate the interpersonal skills, work habits, attitudes, and qualities that are essential to the effective functioning of a musical ensemble

Materials:

Projector, laptop, cords, internet access, whiteboard/markers, Venn diagram handouts, lined paper, extra pencils

Assessment Tool(s):

Assessment AS: Students will add to their Venn diagram as they hear and consider other group responses

Assessment FOR: Students will hand-in their reflections on their listening homework and teacher will return these paragraphs with anecdotal comments. Teacher will use these paragraph responses (specifically how the students use key terminology) to assess how well the students understand the genre of jazz and it's use of the elements of music.

Hook:

- Play the song "Mac the Knife" sung by Ella Fitzgerald as the students enter the room
- Students should take their seats and begin freewriting about whatever images, ideas, sensations, or emotions (etc.) that the piece stirs up for them

Introductory Activity: (The use of the elements of music in Jazz)

- Have the students get into groups of 3 and sit with their group members
- Play the video of "Birdland" performed by Manhattan Transfer off of Youtube and have each **individual** student take notes on *anything they hear in relation to the musical elements of: Melody, Harmony, Rhythm, Texture, Timbre, and Form*
 - http://www.youtube.com/watch?v=Q1nj6Yla_Vg
- Next, play the video of "Something's Got a Hold of Me" performed by Etta James off of Youtube, and have each **individual** student take notes on *anything they hear in relation to the musical elements of: Melody, Harmony, Rhythm, Texture, Timbre, and Form*
 - <http://www.youtube.com/watch?v=5TstodSiDk4>
- Handout a blank Venn diagram to each student, and have the students work in their groups of 3 to fill in which elements of music the two pieces use in similar ways, and which ones are used in different ways

- The students should use the jot notes they've made individually to help with this
- Although the students are working in groups, each student should scribe a copy of their group's Venn diagram for their notes
- Section the whiteboard into 6 even sections and write the headings "Melody, Harmony, Rhythm, Texture, Timbre, and Form" in each blank section
- Invite groups to share their Venn diagrams with the class and record the information that they share about the elements of music under the appropriate headings on the whiteboard
 - Ensure to lead the students to connections between the genre and it's use of the elements of music as well as the specific song and it's use of the elements of music
 - As each group adds their contribution to the discussion, the other groups should be continuously adding the new ideas to their own Venn diagrams (**Assessment AS learning**)

Introductory Activity: (The historical and societal context of Jazz)

- Play the video of "A History of Jazz" off of Youtube and have the students take notes on anything they hear in relation to the following topics: The use of the elements of music in jazz, the historical context of jazz, the social context of jazz (past or present)
 - <http://www.youtube.com/watch?v=whN5PXsrP6E>
- Lead the students in a brief discussion about the video
 - Ask prompting questions such as:
 - Who are some popular artists of jazz that the video mentioned?
 - What key terminology did the video use?
 - Which elements seem to be consistent in jazz through the ages?

Main Activity: (Vocal Jazz Improvisation)

- Warm up
 - At the end of the warm-up make sure to teach the students the blues scale and have them sing it a few times as a group on the syllable "doo"
- Improvise!
 - All students will sing the chord progressions of the blues scale
 - One, one, one, one, four, four, one, one, five, four, one, one
 - Sung on the words (Ex. one) **or** on "do" (choose 1 as a group)
 - Sung on whole notes for 12 bars
 - One at a time, each student will either sing the standard blues scale that we learned in warm-up **OR** they may choose to improvise a melody of their own
 - Either way, the solo student sings while the rest of the class sings the chord progressions underneath
 - Go around the class in a circle until everyone has sung
- **Homework:** Ask the students to listen to a piece from one of the artists below and write down the title/artist and 4-5 sentences about whatever they liked/disliked about the use of the elements of music within the piece. Each like/dislike statement must be justified using appropriate musical language. This will be handed in at the start of the next period for assessment with anecdotal comments. (**Assessment FOR Learning**)
 - Oscar Peterson, Ella Fitzgerald, Etta James, Louis Armstrong, Ray Charles, Nat king Cole, Natalie Cole

Genre Study Day 2: Musical Theatre

Learning Goals: By the end of the lesson students will understand how

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B 1.2 listen in a purposeful way to selections from a wide variety of musical styles and genres, and analyse and reflect on their responses to and interpretation of them

Materials:

- LCD Projector with projector screen, speakers, and computer
- Blank paper for every student
- Markers to pass around for all students

Assessment Tool(s):

Assessment OF Learning: Think- Pair- Share to assess what you know and compare with your partner

Assessment AS Learning: Students will reflect on performance and think about how they can improve it for next time.

Hook:

Have a music theater piece playing as students enter classroom, *Defying Gravity* from *Wicked*.
<http://www.youtube.com/watch?v=BHOBHM935co>

Introductory Activity:

Free-write:

Have students take out a lined piece of paper and allow 3 minutes for writing about any emotions that the video clip of *Defying Gravity* from *Wicked* evoked. The freewrite may also be in the form of a list.

Class discussion:

Have students share their thoughts and what they wrote about in a class discussion. Teacher should prompt questions about the elements of music and ensures that all of them are being discussed: **Melody, Harmony, Rhythm, Texture, Timbre, Form**

Have the students add to their notes any new ideas that the class is sharing.

Introductory Activity:

Play 2nd musical theatre piece using the video clip from youtube- *Music of the Night* from *Phantom of the Opera*. Hand out a blank sheets of paper and coloured markers and instruct the students to make a poster. The students will use images and words to relate the piece of music to: **Elements of Music, Historical Context, and Social Context**. Write these words on the board for students to refer back to. Individually each student will create a poster that uses image and words to relate the piece of music to the listed items.

(<http://www.youtube.com/watch?v=v8Zci-3ZvYg>)

Think- Pair- Share: Have students share their poster with a partner. Ask for volunteers to share their poster with the class and begin writing down general elements of music (Elements of Music,

Historical Context, and Social Context.) Teacher writes these elements on the board and tell students to write them down in their notebooks. (**Assessment OF Learning**)

Main Activity: (Singing in character)

- Warm up: stretching, high notes, low notes, diction.

Activity in scene building/musical theatre singing:

Piece: *OOM Pah Pah* from *Oliver*

- Give the students the context for the piece
- Assign roles for each student to assume
- Teach the piece of music to the group, start with the chorus and allow each group to take on specific verses.
- Give the class 2 mins to find an “instrument” that represents their role from materials in the classroom (this could be pencils, music stands, doors, anything they can find in the room)
- Sing the piece with the found sounds allowing the students to make noise with their found “instruments”
- Incorporate everything together and perform the scene

Consolidation:

Finish with a video recording of the scene and allow for student reflection (**Assessment AS Learning**)

Genre Study Day 3: Rock/ Pop

Learning Goals: By the end of the lesson students will be able to deepen their understanding of pop and rock music, and the elements which make them up.

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The Critical Analysis Process

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Skills and Personal Growth

B 3.3 demonstrate the interpersonal skills, work habits, attitudes, and qualities that are essential to the effective functioning of a musical ensemble

Materials:

- CD/Mp3 Player
- AV capability

Assessment Tool(s):

Assessment OF Learning: Sharing your work with the class to copy down.

1. Have a Beatles song playing as students enter the classroom, *Taxman* by the Beatles
2. Freewrite about Taxman or create a list: talk about what we hear and emotions that are evoked.
3. Class discussion
 - a Teacher leads a discussion on each of the elements of music
 - o **Melody, Harmony, Rhythm, Texture, Timbre, Form**
4. Play another Rock piece: *Jailhouse Rock* by Elvis Presley
<http://www.youtube.com/watch?v=ZqK97av7I3s>
5. Sort students into six groups. Each group will be assigned an element of music (melody, harmony, rhythm, texture, timbre, form) and it will be their job to analyze and contrast the two pieces using the lens of their particular element of music. We will compile this data in front of the class and give the students a chance to copy it down into their listening logs. (*See listening logs and the end of unit plan) (**Assessment OF learning**)
6. Separate the students into groups of four or five. As a group they need to use familiar pop lyrics and melodies to create a story. Each group member must sing at least one line.
7. Give time for group work.
8. Class performances.

Genre Study Day 4: Peer Assessment Day

Learning Goals: By the end of the lesson students will gain experience listening and critiquing a performance and gain experience performing.

Specific Expectations:

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A 2.1 apply the elements of music and related concepts appropriately and effectively when interpreting and performing notated music

Materials: Coffeehouse peer progress reports

1. Vocal warm up: should include warm ups that are reflective of each genre studied to prepare each student for their peer performance.
2. Distribute peer progress reports and read through them as a class. As a class, discuss the importance of giving both positive and critical feedback.
3. In pairs, students perform their pieces for each other and fill in the progress for each other.
4. Students have time to individually practice their coffeehouse pieces.

Genre Study Day 5: Performance Day

Learning Goals: By the end of the lesson students will gain experience performing and being respectful audience members.

Specific Expectations:

A1.1 apply the creative process when performing notated and/or improvised music

A 2.1 apply the elements of music and related concepts appropriately and effectively when interpreting and performing notated music

Materials: Sound system for karaoke tracks, rubrics for each student, self-evaluation forms

Assessment Tool(s): Assessment OF learning rubric for coffeehouse performance, assessment AS learning final self assessment

1. Vocal warm up: should include warm ups that are reflective of each genre studied to prepare each student for their performance.
2. Teacher reviews expectations of a performance for performer and audience members.
3. Performances proceed in the order determined on the day the performance was assigned.
4. Distribute self-assessment form for each student to complete and submit at the end of class.

Assessment FOR Learning: Coffeehouse Peer Progress Report

Name of Performer: _____

Name of Peer Assessor: _____

Pitch Accuracy:

Breathing/ phrasing:

Meaning and emotion of song:

Diction (pronunciation):

Interest (dynamics, articulations etc):

Assessment AS Learning: Final Self-Assessment of Coffeehouse Performance

Name: _____

I was confident during my performance:

Definitely	Somewhat	A little bit	Not at All
3	2	1	0

My performance reflected my creative abilities:

Definitely	Somewhat	A little bit	Not at All
3	2	1	0

I was happy with my performance as a whole:

Definitely	Somewhat	A little bit	Not at All
3	2	1	0

My performance reflected elements of the genre of my piece:

Definitely	Somewhat	A little bit	Not at All
3	2	1	0

Total: /12

Genre Coffeehouse Performance Assignment

Over the next three days we will be exploring the genres of jazz, rock and musical theatre. You will be performing a piece from one of these genres.

1. Choose a piece that can be classified as jazz, rock or musical theatre.
2. Learn and practice your piece independently. Make sure you are fulfilling all expectations on the rubric. Pay special attention to the elements of your chosen genre!
3. If you wish your piece to be accompanied, you must arrange for this independently. There will be a sound system available if you choose to use a karaoke track.

Assessment OF Learning (Rubric for Coffeehouse Performance)

	Marginal (1)	Developing (2)	Very Good (3)	Excellent (4)
Final Performance				
Tonal Quality	Student's tonal quality has limited appropriateness for the selected genre.	Student's tonal quality is somewhat appropriate to the selected genre.	Student's tonal quality is appropriate to the selected genre.	Student's tonal quality is highly appropriate to the selected genre.
Pitch accuracy	Student's pitch is rarely accurate.	Student's pitch is accurate some of the time.	Student's pitch is accurate most of the time.	Student's pitch is accurate all of the time.
Preparedness and memorization	Song is prepared and memorized with limited effectiveness.	Song is prepared and memorized with some effectiveness.	Song is prepared and memorized with effectiveness.	Song is prepared and memorized with a high degree of effectiveness.
Presentation (posture, eye contact, confidence etc.)	Student's presentation and body language is rarely appropriate.	Student's presentation and body language is somewhat appropriate.	Student's presentation and body language is appropriate.	Student's presentation and body language is highly appropriate.
Breathing/ phrasing	Student's breathing and phrasing is rarely appropriate.	Student's breathing and phrasing is sometimes appropriate.	Student's breathing and phrasing is usually appropriate.	Student's breathing and phrasing is always highly appropriate.
Diction	Student's diction is rarely appropriate.	Student's diction is sometimes appropriate.	Student's diction is usually appropriate.	Student's diction is always highly appropriate.
Elements of Genre	Performance rarely incorporates elements of selected genre	Performance incorporates elements of selected genre in a somewhat appropriate manner	Performance incorporates elements of selected genre in an appropriate manner	Performance incorporates elements of selected genre in a highly appropriate manner

Final Self-Assessment Grade: _____ **FINAL GRADE:** _____

Music Listening Sheets:

Title of Selection: _____

Performer: _____

Composer: _____

Genre: _____

Melody: _____

Harmony: _____

Contour: _____

Rhythm: _____

Instrumentation: _____

Texture: _____

Timbre: _____

Dynamics: _____