Unit Title: Be a Singing Star

Colorado's District Sample Curriculum Project
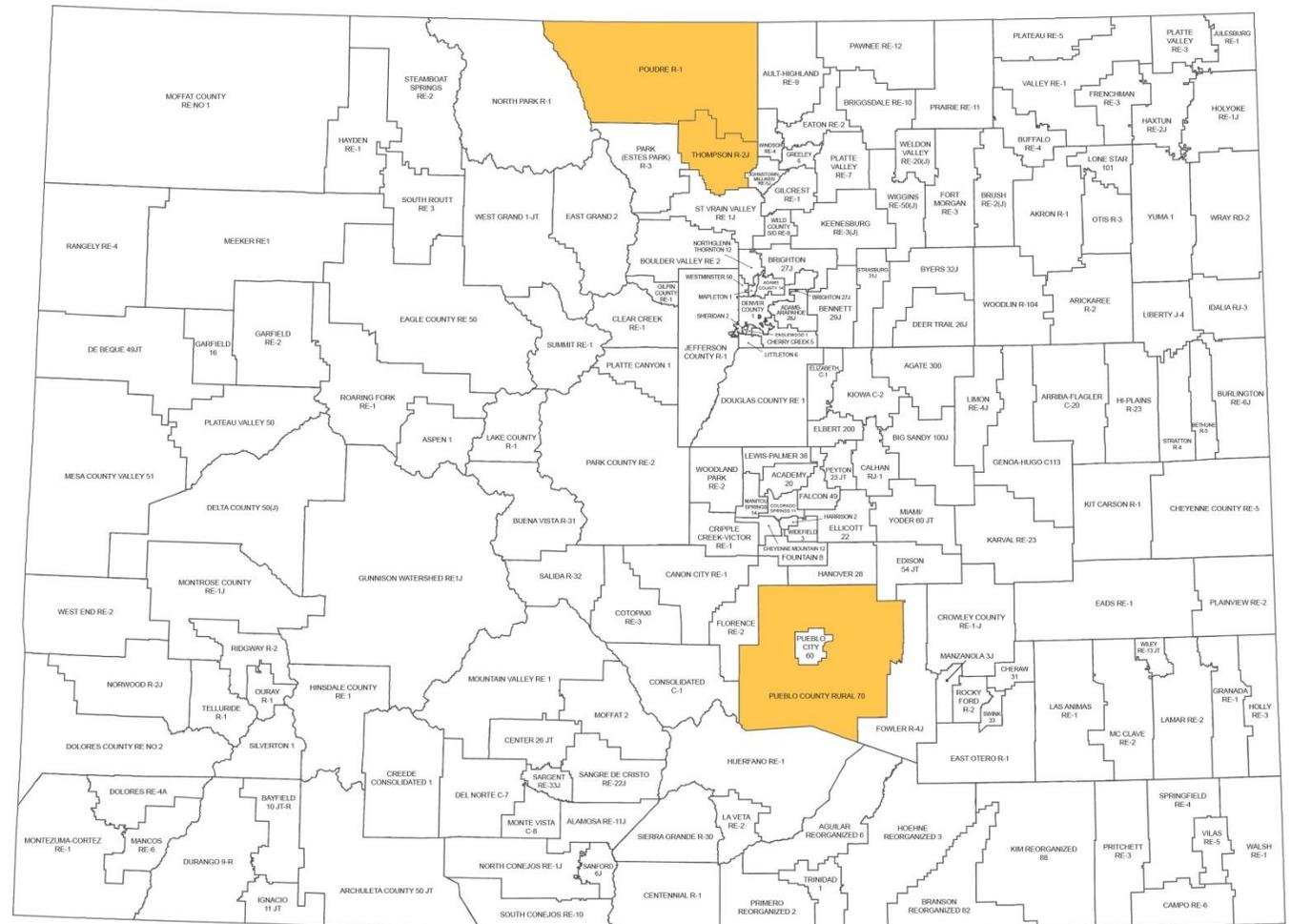
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

DATE POSTED: JUNE 10, 2014

Content Area	Music		Grade Level	1st Grade
Course Name/Course Code				

| Standard	Grade Level Expectations (GLE)	GLE Code
1. Expression of Music	1. Expressively perform in groups or independently	MU09-GR.1-S.1-GLE.1
	2. Perform basic rhythmic and melodic patterns	MU09-GR.1-S.1-GLE.2
2. Creation of Music	1. Demonstrate creation of short, independent musical phrases and sounds alone and with others	MU09-GR.1-S.2-GLE.1
	2. Identify musical patterns	MU09-GR.1-S.2-GLE.2
3. Theory of Music	1. Comprehension of gradual changes in dynamics and tempo	MU09-GR.1-S.3-GLE.1
	2. Aurally identify components of musical form	MU09-GR.1-S.3-GLE.2
	3. Comprehension of basic vocal and instrumental tone colors	MU09-GR.1-S.3-GLE.3
	4. Comprehension of basic rhythmic and melodic patterns	MU09-GR.1-S.3-GLE.4
4. Aesthetic Valuation of Music	1. Demonstrate respect for the contributions of self and others in a musical setting	MU09-GR.1-S.4-GLE.1
	2. Comprehension of basic components of music and musical performance at a beginning level	MU09-GR.1-S.4-GLE.2
	3. Identify music as an integral part of everyday life	MU09-GR.1-S.4-GLE.3

Colorado 21st Century Skills
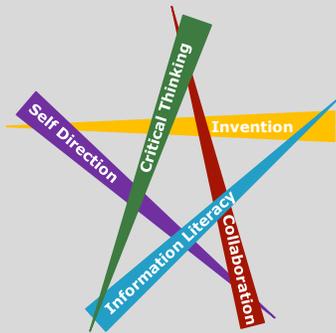
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*
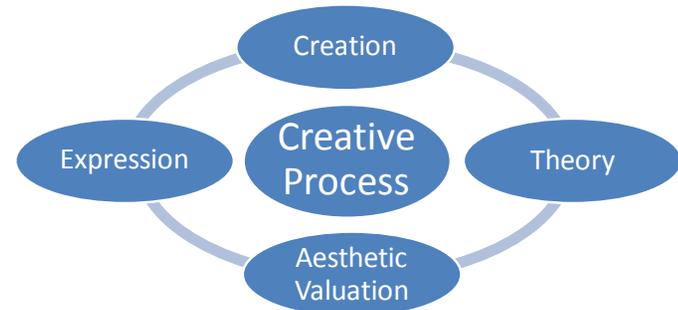
The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Be a Singing Star	Instructor's choice	Instructor's choice

Unit Title	Be a Singing Star		Length of Unit	Instructor Choice

Focusing Lens(es)	Exploration	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.1-S.1-GLE.1 MU09-GR.1-S.2-GLE.1 MU09-GR.1-S.3-GLE.1, MU09-GR.1-S.3-GLE.3, MU09-GR.1-S.3-GLE.4 MU09-GR.1-S.4-GLE.1, MU09-GR.1-S.4-GLE.2, MU09-GR.1-S.4-GLE.3
Inquiry Questions (Engaging-Debatable):	• What makes a singing voice good? (MU09-GR.1-S.1-GLE.1) and (MU09-GR.1-S.2-GLE.1) and (MU09-GR.1-S.3-GLE.1,3,4) and (MU09-GR.1-S.4-GLE.1,2,3) • What makes voices interesting? • Why and when do you use different voices? • How do different voice qualities contribute to musical experiences?		
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation		
Concepts	Technique, Expression, Improvisation, Vocal Tone Color		

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Vocal tone colors convey expression (i.e., sing, speak, whisper, shout). (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.2-GLE.1-EO.a) and(MU09-GR.1-S.3-GLE.3-EO.b) and (MU09-GR.1-S.4-GLE.3-EO.b)	How many voices are illustrated in the song "Peanut Butter" (or insert song here)? Do all voices sound the same? What ways are characters depicted in stories, poems, rhymes?	What makes voices sound different? How does voice tone color convey characters or emotion? Why is it important for different characters to have different vocal tone color?
How a singer produces sound determines vocal tone color. (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3,4)	How does breath control effect voice quality? Can students identify the difference between head voice and chest voice? Can students demonstrate head voice and chest voice?	How do you produce a singing voice? Why do voices sound different?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Ways to produce head voice in singing (MU09-GR.1-S.1-GLE.1-EO.a) • There are multiple vocal tone colors (i.e., speaking, singing, whispering, and shouting). (MU09-GR.1-S.3-GLE.3-EO.b) • Similarities and differences among vocal tone colors (MU09-GR.1-S.3-GLE.3-EO.b) • Know that different characters can have different tone colors (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b)	• Sing with a light, clear sound (head voice) (MU09-GR.1-S.1-GLE.1-EO.a) • Sing a variety of songs using their head voice (MU09-GR.1-S.1-GLE.1, 2) and (MU09-GR.1-S.4-GLE.1) • Demonstrate a variety of vocal tone colors (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.2-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EOb) • Compare and contrast vocal tone colors (MU09-GR.1-S.1-GLE.1-EO.a) and (MU09-GR.1-S.3-GLE.3-EO.b) • Watch the conductor to know when to start and stop singing or playing (MU09-GR.1-S.1-GLE.1-EO.c)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The voice is an instrument that makes different vocal tone colors.*
Academic Vocabulary:	Singing, produce, breath
Technical Vocabulary:	Head voice, chest voice, light voice, instrument, speaking, singing, whispering, shouting

Unit Description:	Across the unit's duration, students will create a jingle demonstrating their understanding of how to produce various vocal tone colors in their head and chest voice. Students will understand that vocal tone colors convey expression through singing, speaking, whispering, and shouting using their head and chest voice. Students will learn how a singer produces sound determines vocal tone color. Once students explore various performance and production options the unit culminates in the creation of a short jingle and critique process using a self and peer evaluation scoring rubric.
Unit Generalizations	
Key Generalization:	Vocal tone colors convey expression (i.e., sing, speak, whisper, shout)
Supporting Generalizations:	How a singer produces sound determines vocal tone color.
Considerations	Audio or video recordings may not be possible with school's technology capacity otherwise students can use phone/tablets and other ways to capture their performances as resources allow.

Performance Assessment: *The capstone/summative assessment for this unit.*

Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Vocal tone colors convey expression (i.e., sing, speak, whisper, shout)
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Your vocal group has been hired to create and sing a jingle for a local candy store like Fuzziwig's, Russell Stover, and/or Hammond's Candies. Your jingle will need to share the excitement of a new candy with children between the ages of 3 and 12. The jingle should be at least 4 lines of text and should not be longer than 30 seconds. You can speak, sing, whisper, and/or shout and must use your head voice and chest voice. You will perform your jingle for your class as a "test" audience.
Product/Evidence: (Expected product from students)	Students will write a poem that will be used as the basis for a jingle that rhymes. Once they have at least 2-3 lines written they will explore variations of tone colors and finalize the tune for their composed jingle using. Through the performance of their jingle, students will demonstrate their understanding of head and chest voice and knowledge of tone colors.
Differentiation: (Multiple modes for student expression)	Students may work as individuals, pairs or in small groups Students may produce their final product in the following forms: • Live performance • Audio recording • Video recording

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	**Fiction**
First Steps in Music (Vocalizations) - John M. Feierabend - http://www.giamusic.com/products/P-5880.cfm *Teaching Kids to Sing*- Ken Phillips *Educating Young Singers*- Mary Goetze, Angela Broeker, and Ruth Boshkoff	*Stanza*-Jill Esbaum (AD830L Lexile Level) *Leap Back Home to Me*-Lauren Thompson (AD380L)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	**Performance Preparation Process** *Within a performance focused unit, the basic process of introduce, rehearse, and perform are ongoing throughout the unit. The various learning experiences underscore the process.* **Introduce –** Refers to the pre-experiences needed to create their own composition. As learning progresses, students will be introduced to additional production and performance options. **Rehearse –** Refers to the steps that occur after introducing initial concepts. Review, practice, revisiting areas that need additional focus will be a recurring process. **Perform –** Refers to the execution and/or application of work within in the introduction and rehearsal process. This can include the final capstone performance task or other performances demonstrating skill attainment. When a student demonstrates skills in discreet form (such as a single musical concept) or in a full comprehensive form (such as the full performance) they perform as a way to determine understanding. Performing occurs throughout the unit.	Teacher Resources:	http://www.hsc.csu.edu.au/music/performance/preparation/performance_prep/performance_prep_gilmore.htm (Performance Preparation (HSC Online))
			Student Resources:	N/A
	Skills:	**Introduce –** Identify and produce head and chest voice. Discuss, respond, and analyze various music examples. **Rehearse –** Review, analyze, edit, adjust elements of the performance as needed **Perform –** Apply, execute, demonstrate skill attainment	Assessment:	**Introduce –** Pre-assess jingle understanding through brainstorming and discussion **Rehearse –** Rehearsal is formatted to meet student's range of abilities. Formative assessment and adjustment of text, vocal tone colors, production options, performance options, etc. are found throughout the rehearsal process **Perform –** Formative assessment such as observation and correction for discreet skill attainment. Summative assessment such as self and peer evaluation rubrics can be used in formal/final performance

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of basic components and purposes of active music listening skills and exploration in singing various songs. Thus there are no learning experiences that introduce this knowledge or this information. Teachers may, however, wish to revisit/reinforce these understandings at the beginning of the unit. Students will also be using poems as a reference for their lyrics. A basic understanding and exploration of short poems is recommended.

Learning Experiences # 1 – 8
Learning Experiences # 1 – 8 **Instructional Timeframe: Teacher Determined**

Learning Experience # 1

The teacher may model different tone colors so that students can begin to explore the various vocal tones that can be made while singing.

Generalization Connection(s):	Vocal tone colors convey expression How a singer produces sound determines vocal tone color
Teacher Resources:	http://mysongfile.com (Familiar children's songs i.e., Rain Rain Go Away, Bounce High Bounce Low, Lucy Locket Lost Her Pocket) http://www.nurseryrhymes.org/nursery-rhymes.html (A comprehensive list of nursery rhymes and children's songs) http://www.giamusic.com/products/P-5880.cfm-John M. Feierabend- First Steps in Music (Music Curriculum Series - Examples of sounds that will assist the student In understanding the difference between Head and Chest voice: whale song, sirens, motor boats, elevators, vocal yawns, race car) http://kbkonnected.tumblr.com/post/10068999001/livebinder-update-kids-make-music-online (100+ sites where kids can make music online) http://appshopper.com/entertainment/voices-fun-voice-morphing (Voice Changer App) http://www.teacherspayteachers.com/Product/Composing-in-1st-Grade-So-Mi-La-1080286 (Composing in 1st grade resource)
Student Resources:	N/A
Assessment:	Students will begin to demonstrate correct use of head and chest voice with different tone colors. https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf (A compilation of various observation checklists to capture student demonstrations)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may use familiar songs, nursery rhymes, and poetry using a variety of tone colors/and expression Students may use current classroom literacy lesson (check with classroom teacher)	Students may perform individually for partner, small group, class, or teacher Students may perform within a small group Students may respond to a teacher's question using head or chest voice in a variety of tone colors

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Critical Content:	• Ways to produce head voice in singing • There are multiple vocal tone colors • Similarities and differences among vocal tone colors • Know that different characters can have different tone colors
Key Skills:	• Sing with a light, clear sound (head voice)

	• Sing a variety of songs using their head voice • Demonstrate a variety of vocal tone colors • Watch the conductor to know when to start and stop singing or playing
Critical Language:	Head voice, chest voice, light voice, instrument, speaking, singing, whispering, shouting

Learning Experience # 2	

The teacher may provide examples of different jingles so that students can identify the different vocal qualities used in the jingle (e.g., sing, say, whisper, shout).

Generalization Connection(s):	Vocal tone colors convey expression (e.g., sing, speak, whisper, and shout)
Teacher Resources:	Examples of "Bad" Jingles http://www.airsupport.ca/services-rates/badjingles/ (Bad radio jingles – teacher needs to review for content) http://www.youtube.com/watch?v=lF-eWnbIwEk (Bad TV Commercial – Coles Australia) Examples of Effective Jingles http://www.youtube.com/watch?v=Li_xg-G0y-A (Vintage 80's Meow Mix Commercial) http://www.youtube.com/watch?v=j7OHG7tHrNM (The Crying Indian - full commercial - Keep America Beautiful) http://www.youtube.com/watch?v=aPkyPdubqDs (Nike Presents: Just Do It – Possibilities) http://www.ispot.tv/ad/76Aa/sonic-drive-in-spicy-chicken-sandwiches-flavor-roller-coaster (Sonic Drive-In Spicy Chicken Sandwiches are spicy! It's like a flavor roller coaster) http://www.youtube.com/watch?v=l8uXH7yCKi4 (Mash up of several jingles) http://www.youtube.com/watch?v=mLRhsxJ8_GE (Classic commercial jingles) http://www.youtube.com/watch?v=PZE1zfVaJR0 (Subway 5 Dollar Footlong jingle)
Student Resources:	N/A
Assessment:	Students will begin to evaluate the quality of voice used in the jingle. Students will create a class chart (T-Chart for comparison) adding the name of the jingle and the vocal qualities used. http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map) http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.sandi.net/cms/lib/ca01001235/centricity/domain/176/lessons/music_1.pdf (1st grade music lesson plan- page 18 has picture cards for vocal sounds)	Students may evaluate jingles using teacher-directed method Students may verbally express opinion to partner or class Students may express their learning experience through the following methods: visual cards that indicate the different kinds of voice; number on a board that correspond to different kinds of voices
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)

	N/A	Students may choose the most effective jingle and defend why they believe it is the best.
Critical Content:	• Know that different characters can have different tone colors	
Key Skills:	• Compare and contrast vocal tone colors • Reflect on different types of jingles found in various resources	
Critical Language:	Speaking, singing, whispering, shouting, reflect, jingle, compare, contrast, vocal tone color	

Learning Experience # 3	
The teacher and the students may brainstorm adjectives for candy (e.g., sour, chewy, red, chocolaty) so the students can match an adjective with an appropriate tone color (e.g., happy tone=sweet, sad tone=sour, loud tone=flavorful).	
Generalization Connection(s):	Vocal tone colors convey expression
Teacher Resources:	http://www.momswhothink.com/reading/list-of-adjectives.html (Starting list of adjectives that could be used to describe candy) https://www.teachervision.com/tv/printables/hmco/HMH_writing-a-jingle.pdf (Steps for writing a jingle) http://www.readwritethink.org/classroom-resources/lesson-plans/alliteration-around-849.html?tab=4 (Modifiable lesson plan for alliteration and creating a jingle) http://www.teacherspayteachers.com/Product/MELODY-WRITING-A-Step-by-Step-Approach-for-Young-Musicians-921291 (Melody writing for young children resource)
Student Resources:	http://www.youtube.com/watch?v=m-6TSkSC1j0 (Slideshow of different types of candy) Observation journal pages or booklet http://www.teacherspayteachers.com/Product/MUSIC-Listening-Journal-Activities-94387 (Music journal resource)

Assessment:	Students will begin to work in small groups generating a list of candy adjectives. With each adjective, students will add their ideas to a class chart an appropriate tone color for each adjective.
	   http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf (Compare and contrast thinking map)
	   http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.rhymer.com/ (Online rhyming dictionary with searchable words by letter) http://www.poetry4kids.com/blog/news/rhyming-lists/ (Site with rhyming word lists)	Students may organize choices using visual or graphic organizers Students may work in pairs to generate examples. Students may be given a list of adjectives to choose from.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may demonstrate list of adjectives through purposeful use of head and/or chest voice. Students may generate list using more complex adjectives.

Critical Content:	• There are multiple vocal tone colors (i.e., speaking, singing, whispering, and shouting) • Know that different characters can have different tone colors
Key Skills:	• Demonstrate a variety of vocal tone colors • Compare and contrast vocal tone colors • Generate a list of adjectives • Match adjectives to tone color
Critical Language:	Head voice, chest voice, speaking, singing, whispering, shouting, adjective

Learning Experience # 4	
The teacher may use one jingle to model variations in tone and/or dynamics so that students can begin exploring the potential impact of vocal tone in emphasizing a phrase.	
Generalization Connection(s):	Vocal tone colors convey expression. How a singer produces sound determines vocal tone color.
Teacher Resources:	http://faculty.weber.edu/chansen/humanweb/projects/MeghanUng/poems.htm (A collection of Shel Silverstein poems. Choose a favorite to use as an example) http://www.poemhunter.com/poems/candy/page-1 (Examples of 4 line candy poems) http://www.itsamadlibsworld.com (Examples of MadLibs and MadLibs generator) Examples of "Bad" Jingles http://www.airsupport.ca/services-rates/badjingles/ (Bad radio jingles – teacher needs to review for content) http://www.youtube.com/watch?v=lF-eWnbIwEk (Bad TV Commercial – Coles Australia) Examples of Effective Jingles http://www.youtube.com/watch?v=Li_xg-G0y-A (Vintage 80's Meow Mix Commercial) http://www.youtube.com/watch?v=j7OHG7tHrNM (The Crying Indian - full commercial - Keep America Beautiful) http://www.youtube.com/watch?v=aPkyPdubqDs (Nike Presents: Just Do It – Possibilities) http://www.ispot.tv/ad/76Aa/sonic-drive-in-spicy-chicken-sandwiches-flavor-roller-coaster (Sonic Drive-In Spicy Chicken Sandwiches are spicy! It's like a flavor roller coaster) http://www.youtube.com/watch?v=l8uXH7yCKi4 (Mash up of several jingles) http://www.youtube.com/watch?v=mLRhsxJ8_GE (Classic commercial jingles) http://www.youtube.com/watch?v=PZE1zfVaJR0 (Subway 5 Dollar Footlong jingle)
Student Resources:	Group's list from previous learning experience
Assessment:	Students will identify the elements of a jingle (rhyming words, pattern, type of vocal tone and dynamics) and begin to generate their own jingle by placing adjectives into at least 4 lines of text (e.g., MadLibs) and attach a tone color to various sections of the text to create the jingle. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	N/A	Students may demonstrate head and chest voice through one-word adjectives from group's jingle Students may demonstrate head and chest voice by pointing to head or chest when group rehearses jingle Students may use a teacher-created text (i.e., a MadLib example where teacher creates text and students insert personal group's adjectives in the blanks)

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use all possible combinations of tone colors using head and chest voice Students may add movement to their jingle Students may use Leveled/Tiered/complex adjectives (i.e., "purple" is "indigo")

Critical Content:	• Ways to produce head voice in singing • There are multiple vocal tone colors • Similarities and differences among vocal tone colors • Know that different characters can have different tone colors
Key Skills:	• Sing with a light, clear sound • Demonstrate a variety of vocal tone colors • Compare and contrast vocal tone colors • Compose at least 4 lines of text • Match adjectives to tone color
Critical Language:	Head voice, chest voice, speaking, singing, whispering, shouting, poetry, rhyme, adjectives

Learning Experience # 5

The teacher may demonstrate examples of sound effect production options (sound generators, technology, instruments) so that students can begin to discern possible ways a message can be conveyed.

Generalization Connection(s):	Vocal tone colors convey expression
Teacher Resources:	http://www.youtube.com/watch?v=0RuHi0jNMhM (Soundation tutorial) http://www.youtube.com/watch?v=tpUUKJeP7jE (GarageBand tutorial) http://www.youtube.com/watch?v=aEJjvhnA1wQ (iMovie tutorial) http://behindthebaton.com/2011/07/28/amazing-iphone-apps-for-music-teachers-2/ (Compilation of Music Teacher Apps)
Student Resources:	http://soundation.com (online music studio with recording, effects, virtual instruments and over 700 free loops and sounds) Garage Band

	iMovie Tape Recorder	
Assessment:	Students will identify the elements of sound production (background music, sound effects, voice changers) and begin to generate their own jingle by placing sound production elements into their composition.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.composecreate.com/music-portfolio/#prettyPhoto[gallery]/4/ (Student example from composecreate.com)	Students may replicate visual/aural examples of other jingles (refer to examples in Learning Experience #1)
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may implement numerous advanced production options (costuming, lighting, movement) Students may use a variety of vocal tone colors simultaneously (layering) to create harmonic depth
Critical Content:	• Similarities and differences among vocal tone colors • Know that different characters have different tone colors	
Key Skills:	• Demonstrate a variety of vocal tone colors • Compare and contrast vocal tone colors • Create a performance using music technology software	
Critical Language:	Head voice, chest voice, speaking, singing, whispering, shouting, audio, video	

Learning Experience # 6	
The teacher may provide appropriate guidance for rehearsal so that students can understand the importance of rehearsal in the creative process.	
Generalization Connection(s):	How a singer produces sound determines vocal tone color
Teacher Resources:	https://sites.google.com/a/bcps.k12.va.us/james-river-high-school-choir/handbook/classroom-rehearsal-guidelines (James River High School Choir Rehearsal Guidelines) http://www.amazon.com/Teaching-Kids-Sing-Kenneth-Phillips/dp/1133958508/ref=sr_1_1?ie=UTF8&qid=1398042156&sr=8-1&keywords=ken+phillips+singing (Ken Phillips – Teaching Kids to Sing) http://www.jwpepper.com/10086000.item#.U1RuZ8e0Zn4 (Mary Goetze, Angela Broeker, and Ruth Boshkoff – Educating Young Singers) http://www.teacherspayteachers.com/Product/A-Z-Vocal-Tips-124869 (A-Z Downloadable Book of Vocal Tips)
Student Resources:	N/A
Assessment:	Students will begin to connect their text, vocal tone color choices, and production options to their jingle. They will use rehearsal time

	to refine, modify their piece as needed. https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf (A compilation of various observation checklists to capture student demonstrations)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may rehearse during an alternate time (lunch, recess, after school) Students may rotate places in the classroom designated for rehearsal and editing space	Students may rehearse jingle in front of teacher to receive feedback Students may rehearse jingle in front of another group to receive feedback
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may share successful rehearsal techniques with class	Students may volunteer to be the conductor for another group
Critical Content:	• Ways to produce head voice in singing • There are multiple tone colors • Similarities and differences among vocal tone colors • Know that different characters can have different tone colors	
Key Skills:	• Sing with a light, clear sound • Demonstrate a variety of vocal tone colors • Watch the conductor to know when to start and stop singing or playing	
Critical Language:	Head voice, chest voice, speaking, singing, whispering, shouting, rehearsal, edit, illustrate	

Learning Experience # 7
The teacher may organize a performance venue so that students can experience the importance of a dress rehearsal.

Generalization Connection(s):	Vocal tone colors convey expression How a singer produces sound determines vocal tone color	
Teacher Resources:	Appropriate technology for performance needs (i.e., Computer; Tablet, MP3 Player, microphone, speakers, instruments, lights, etc.)	
Student Resources:	Appropriate technology for performance needs (i.e., Computer; Tablet, MP3 Player, microphone, speakers, instruments, lights, etc.)	
Assessment:	Students will participate in a dress rehearsal of their final composed jingle with poem using a variety of vocal tone colors.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may use appropriate production options to perform their jingle	Students may perform their jingle independently for the teacher
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)

	Students may create invitations to other classrooms to watch performance Students may investigate other possibilities (marketing, advertising, television, radio) for performance	Students may perform for different audiences Students may conduct another group's performance Students may video their performance and publish to school media/YouTube
Critical Content:	• Ways to produce head voice in singing • There are multiple vocal tone colors • Similarities and differences among vocal tone colors • Know that different characters can have different tone colors	
Key Skills:	• Sing with a light, clear sound • Sing a variety of songs using their head voice • Demonstrate a variety of vocal tone colors • Watch the conductor to know when to start and stop singing or playing • Demonstrate appropriate audience behavior	
Critical Language:	Head voice, chest voice, speaking, singing, whispering, shouting, performance etiquette, audience etiquette	

Learning Experience # 8		
The teacher may model peer observation techniques so that students can begin exploring the feedback process and its potential for improving artistic performances.		
Generalization Connection(s):	Vocal tone colors convey expression How a singer produces sound determines vocal tone color	
Teacher Resources:	http://www.rcampus.com/rubricshowc.cfm?code=A586CW&sp=yes& (iRubric: Jingle Making rubric) http://wveis.k12.wv.us/teach21/cso/upload/UP3535WS5.doc (Sample elementary performance rubric) http://rubistar.4teachers.org (Rubric generator)	
Student Resources:	N/A	
Assessment:	Students will use resources to evaluate all group performances (self and peer). http://www.uky.edu/SocialWork/crp/files/Samplepeerevaluationform.pdf (Modifiable peer evaluation form) https://www.ocps.net/cs/ese/support/curriculum/Documents/A%20Checklist%20for%20Everything%20Book.pdf (A compilation of various observation checklists to capture student demonstrations)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may use alternate forms of evaluation (oral, thumbs up/down/sideways, facial expressions, numbers) Students may work with a peer and or group to evaluate themselves and others
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)

	Students may create their own scoring rubric (self and peer) http://multigenre.colostate.edu/genrelist.html (Sample list of writing genres. Students may choose alternate writing genre for evaluation)	Students may evaluate groups using self-created scoring rubric Students may use an alternate form of evaluation (refer to genre list)
Critical Content:	- Ways to produce head voice in singing - There are multiple vocal tone colors - Similarities and differences among vocal tone colors - Know that different characters can have different tone colors	
Key Skills:	- Compare and contrast vocal tone colors - Evaluate self and peer performances	
Critical Language:	Head voice, chest voice, light voice, instrument, speaking, singing, whispering, shouting, evaluate, rubric	