

J. LESSON PLAN MODIFIED FOR GIFTED AND TALENTED
MANCHESTER COLLEGE
Department of Education
Lesson by: Kaitlin Hughes

Lesson: Bad to Good Singing

Approx. length: 50 minutes

Age or Grade Intended: Fourth Grade

Academic Standards:

Music 4.1.1 Sing while maintaining good breath control, pitch, diction, tone quality, and posture.

Performance Objective:

Given a quiz, students must answer three questions with 100% accuracy.

Given instructions from the teacher, the student will stand while singing, showing 2 out of 3 body placements correctly.

Given instructions from the teacher, the student will demonstrate how to properly breathe while singing, showing 2 out of 3 body placements correctly.

Assessment: After learning the proper posture and way to breathe while singing, have each student show you what they learned individually in front of a mirror. Give them three points if they show you their body is erect, their feet are shoulder-width apart, and their arms are at their sides. Give them one or two points if they are missing two or one of these things. For breathing properly, give them three points if they are standing up straight, their belly is pushed out, and they breathe through their belly and not their shoulders. The students will also be given a quiz in which they should finish with 100% accuracy.

Advanced Preparation by Teacher:

1. Have two YouTube videos ready to play for the students as soon as they sit down; one example of good singing and one example of bad singing.
(Good - <http://www.youtube.com/watch?v=5OdLsiq6F6k>
Bad - <http://www.youtube.com/watch?v=uvHYZ6vkhRE>)
2. Have their chairs put in a circle or be ready to tell them to grab their chairs and make a circle. For younger grades you may have to put tape on the floor where their chair belongs or go ahead and move all the chairs to make a circle in a clear spot. Also have one chair in the middle of the circle for you. This allows all of them to be able to see you and you to see them easily without having to look around people.
3. Bring a full length mirror.
4. Prepare a small quiz and have enough copies and pencils for the entire class.

Procedure:

Introduction: As soon as the whole class takes their seats, show them two YouTube videos. One shows an example of bad singing whereas the other is a very good example.

(Gardner: Visual/Spatial) Only show about 40 seconds of each, then turn it off, and ask the class which one they liked better. Ask them why they liked it or why they did not like it. **(Bloom: Evaluation)** I hope that they say they did not like the one with bad singing. Ask them, if they were the teacher, what would they do to make the person on the video a better singer? **(Bloom: Application)** Tell them that yesterday we learned how to read dynamics in music and now we need to learn how to properly sing as we use dynamics. So today we will be learning how to become a better singer by learning proper techniques and posture in singing.

Step-by-Step:

1. Tell the class they are going to first start on good singing posture. Tell them that posture is very important in singing because it affects how your sound comes out and how you breathe. Breathing is very important and maintaining bad posture during singing would cause a lot of difficulty breathing. Not good! First, have them stand up and have them follow you in some stretches. Reaching your arms across both ways, twisting around, touching your toes, dancing around a little bit, just to loosen up from the day. **(Gardner: Bodily/Kinesthetic)** Then show them several ways that would not be good for singing posture; slouching forward or backwards, or crossing your legs. **(Gardner: Visual/Spatial)** Tell them that they can sit down and sing but the *best* singing voice is found when you stand up straight. First, let us pretend that we HAVE to sit down and we have to sound the best we can be. Do this, by showing them what to do and having them copy. **(Gardner: Visual/Spatial, Bloom: Comprehension)** Sit in the chair, back straight, feet flat on the floor and hands in lap. They can use the backs of their chair for a support or just sit straight up. Rotate in your chair so every student can see you and imitate you and so you can make sure everyone has correct posture. Once everyone has it, have the class stand up. **(Gardner: Bodily/Kinesthetic)** Tell them that this proper technique is going to feel very awkward. Tell them to pretend to be a puppet with a string attached to the back of your head, lifting the entire body, stretching the spine. Tell them to grab a hold of the imaginary string hanging above their heads and pull up. Be sure to do this with the students, pulling up and making your whole body go straight, head back, chin just below horizontal, arms at your sides, and feet should be shoulder-width apart. Tell them to have their shoulders relaxed and their chest out just a bit. Have each person turn to a neighbor and show their posture to one another, correcting anything they see is wrong. **(Gardner: Interpersonal)**

2. Bring back the students' attention and have them sing on a 'ta' syllable to a C scale or a other warm-up scale on the piano. **(Gardner: Musical/Naturalist)** As you play and they sing, watch the students and make sure they are continuing their posture etiquette. Do the scale a couple times. Make sure they are very clear and precise on their diction, even if they are only singing 'ta'. Explain to them, that if they practice these small things with smaller items, when they work on bigger things it will be easier. For example, when they work on music for concerts and things, they will have to be able to pronounce their words very clearly along with getting their notes, so they should work on pronouncing their syllables clearly and accurately at all times.

3. The next big thing they will be working on is breath control. Tell them that this is the one of the hardest things in singing and it takes practice to become really good! Tell them that it is easy to breathe as we talk, but it is a bit more difficult when we sing because it is a much more focused breathing and you have to take in enough breathe to last until you are allowed to breathe again. Ask them, did you know that we don't breathe properly when we talk and we only use 1/8 of our lung capacity? **(Bloom: Application)** So when we sing, we find ways to use our whole

lung capacity. Tell them they are going to do an exercise to learn the proper way to breathe. Make sure they are still standing up and have plenty of arm room. As you count to 8, have them raise their arms to shoulder height and gently inhale the entire 8 counts. When you get to 8, ask them to pant lightly, then roll their shoulders around in a circle front to back, then take another little bit of air in, pant a little more, then begin the lowering of the arms and exhale. Have them exhale on a Hiss or zzzz. You can also add a song to this exercise. For example, try “Twinkle Twinkle Little Star”. Have them raise their arms as they inhale and as they sing and exhale, have them lower their arms, continually raising their arms when they fill back up with air and lowering them as they use the air. **(Gardner: Musical/Naturalist)** While they are exhaling or singing, watch and tell them to keep their chests raised and not pull the abdomen too quickly. That wastes air. Tell them that the proper way to sing is to push your belly out. Some people try to suck in their tummy and breathe from the shoulders or something, but where does your air come from? Show them that your lungs are right under your chest which affects your chest and your stomach. Sing a pitch for the class and show them how you can fill your stomach with air by pushing it out. Show them how long it can last and how you may look like Santa for just a short time but the sound will be well worth it! Do the arm raising and lowering activity again and have them try to watch their stomach as it goes in and out when they exhale and inhale. **(Gardner: Bodily/Kinesthetic)** You can add words, syllables, or a song as they exhale depending on what works best for the class.

4. With about 15 minutes of class left, pass out a quiz and a pencil to each student. While they are taking the quiz, call back one student at a time to your desk or the back of the classroom (make sure it is somewhere that you can still see all the students while they are taking their quiz). Have the full length mirror with you and have each student show you proper posture and how to breathe properly while singing. If it helps, they can use the mirror to look at themselves. If they need to think about it or practice in front of the mirror allow them to do that and tell you when they are ready. **(Gardner: Intrapersonal, Visual/Spatial, Bodily/Kinesthetic, Bloom: Application)**

Closure: Emphasize that learning to sing well is a long process and we are only at the beginning! Tell the students they may not be as good as the people we watched on the YouTube video but if you practice a lot and try really hard and always sing with the techniques you were taught today and the ones we learn tomorrow and in the future, you could be on your way to sounding that good, someday!

Adaptations/Enrichment:

Gifted and Talented: The gifted and talented students will probably be very good at breathing and posture already so have them help you lead the activities or help other students. They can be examples of good posture and technique. As they help lead the activity you can monitor the other students or play a song on the piano in which they can sing to. The gifted and talented can help lead warm-ups as you prepare an activity or as you walk around and correct anyone who is not singing properly. This is a great experience for these students to help build their confidence and leadership roles in the music classroom and perhaps others.

Learning Disabilities: Write out the steps to proper posture and breathing on the board so students can refer back to them in case they forget or you are going too fast. This lesson is a lot

of visual learning which is helpful for learning disabled students. You can also go at a slower pace and give more examples and have the class copy you.

ADHD – Hyperactive: This lesson plan is helpful to ADHD students because it is visual and interactive, moving around. Allow them to continually move around if needed. They can also help pass out the quizzes and pencils.

Self-Reflection:

Did the students understand my point to the lesson?

Were the activities helpful or pointless for the students?

Is there anything I would change next time?

Additional Comments:

QUIZ KEY

Proper Techniques and Posture

Name _____

1. What is a good thing to do before you start singing at all? (Hint: We did it today!)

Stretch out your body.

2. Name just **two** things you should do when standing and singing.

(Any two of the following)

- **Stand straight; as though you are a puppet.**
- **Head back**
- **Chin just below horizontal**
- **Arms at your side**
- **Feet are should-width apart**
- **Shoulders relaxed**

3. Name **one** proper thing to do when breathing while singing.

(Any one of the following)

- **Keep chest raised**
- **Push belly out**
- **Don't suck in tummy**

Manchester College - Lesson Plan Rubric

Name: Kaitlin Hughes Date: _____ Points: 31.5/40 Converted: 9/10

Title of lesson: Bad to Good Singing

Criteria	1	2	3	4	PTS
MC lesson plan format with explicitly stated Academic Standards (C1)	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the MC format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	4
Lesson Plan Objectives (C1) <i>What materials?</i>	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s)	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	3.5
Assessment (A1)	Assessment is unrelated to objectives and standards	Assessment is somewhat related to objectives and standards; assessment is not appropriate for all students' learning styles and strengths	Assessment is related to objectives and standards; assessment is less accessible for students with certain learning styles and strengths	Assessment is directly related to objectives and standards; assessments provides for students with varying learning styles and strengths to excel; variety is used	4
Introduction/Hook (C1) <i>connect to previous lesson</i>	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	3
Supporting materials (C1)	No supporting materials are included	Supporting material and student handouts are messy, incomplete, and/or unappealing to students; material does not enhance the lesson	Supporting materials and student handout are clear and complete. Materials enhance the lesson	Supporting materials and student handouts are clear, complete, and appealing to students; materials enhance lesson significantly	NA
Procedures/ Instructional activities (C1)	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	4
Bloom's (C6)	Lesson makes reference to 1 level of Bloom	A few (2) levels of Bloom's are used	Some (3) levels of Bloom's are used	A variety (4+) of Bloom's are used	4
Gardner's (E1)	Lesson makes reference to 1 level of Gardner	(2) examples of Gardner's ideas	(3) examples of Gardner's ideas are identified	(4+) ideas of Gardner's are identified	4
Engaging/Creativity (R6) (E2)	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4
Adaptations/ Modifications (E1)	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two reasonable adaptations and/or modifications	Lesson thoroughly details reasonable adaptations and/or modifications that are exemplary	4
Grammar and Spelling (R5)	4 or more errors in grammar and/or spelling are present	3 errors in grammar and/or spelling are present	1-2 errors in grammar and/or spelling are present	No errors in grammar and/or spelling are present	3

Teacher comments

great sense of humor!