



## My Story, My Voice: Poetry to Song Student Workshop Outline

Artist Name: Ann Noriel

Discipline: Vocal Music

Curriculum Connections; Language Arts/Reading  
Elementary grades K-5

<b>Big Idea</b>	<i>We can create our own story and make it into a musical</i>
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*Common Core: Speaking and Listening 1, 2,4,5,6  
Writing 2-5; Language 3, 6 Writing 3*

	Concept & Standards Strands	Student Outcomes	Task & Criteria
1	<p><b>Introduction to basic singing technique</b> <i>Intro to opera, musicals and plays using the story of Hansel and Gretel</i></p> <p>(MC, HCC, AP)</p>	<ul style="list-style-type: none"> <li>• Understand the role of the conductor in leading a chorus.</li> <li>• Understand how to feel the beat in the music, the inner pulse, in order to stay together.</li> <li>• Demonstrate proper breath control through physical and vocal warm ups and through singing <i>With Your Foot You Tap, Tap, Tap</i> from Hansel and Gretel.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct the beat of the music.</li> <li>• Learn a physical warm up which will be done at the beginning of each session.</li> <li>• Learn a vocal warm up which will be done at the beginning of each session.</li> <li>• Sing and dance to “With Your Foot You Tap, Tap, Tap.”</li> </ul> <p><b><i>Students should demonstrate:</i></b></p> <ul style="list-style-type: none"> <li>• A feeling of the beat in the music.</li> <li>• An awareness of staying together when they sing.</li> <li>• An ability to move their whole body to the music.</li> </ul>
2	<p><b>Begin their story and their musical composition</b> <i>Begin writing their original work</i></p> <p>(AP, CE, AV)</p>	<ul style="list-style-type: none"> <li>• Recognize character archetypes (i.e., heroes, sidekicks and villains) and understand their purpose in stories.</li> <li>• Identify the basic elements of good story writing.</li> <li>• Develop a clearer understanding of the difference between an original idea and retelling an existing story.</li> <li>• Understand that the purpose of editing is to make the piece flow better.</li> <li>• Become more skillful at fitting word syllables with the rhythm of the music.</li> <li>• Develop the ability to listen while singing.</li> <li>• Understand the difference between verse, chorus and bridge.</li> </ul>	<ul style="list-style-type: none"> <li>• Students break into small groups: some groups will begin the creation of their original story and characters, putting the story into the form of a poem. Other student groups will work on the creation of the musical accompaniment using MacBook computers and Garage Band software with instrumental loops.</li> <li>• Each student group will share with the entire class what they have accomplished during the session. During the sharing portion, the class will experiment with melody and text setting.</li> </ul> <p><b><i>Students should demonstrate:</i></b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the difference between a poetic phrase and a sentence.</li> <li>• An ability to create a rhyming poem.</li> <li>• Willingness to sing the developing melody.</li> <li>• (For those working on the computers creating accompaniment) An ability to make several different combinations of instrumental loops (i.e., drums with piano, guitar with horns) and to create verse, chorus and bridge with these combinations.</li> </ul>

3	<p><b>Finish their first musical composition</b>  <i>Begin their second song</i>  <b>(AP, CE, AV)</b></p>	<ul style="list-style-type: none"> <li>• Understand how to work with the word syllables within the limitations of the music.</li> <li>• Feel more comfortable experimenting with instrument combinations (i.e., combine more than two loops at one time and layer the loops, try unusual instrument combinations, create sound effects by recording their voice and making those into loops).</li> <li>• Develop good practice techniques, including the ability to listen while singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Merge the lyrics and musical accompaniment for their first song.</li> <li>• Edit, refine and finish their first song.</li> <li>• Begin their second song.</li> </ul> <p><b><i>Students should demonstrate:</i></b></p> <ul style="list-style-type: none"> <li>• More creativity with the story in terms of plot twists and details.</li> <li>• An ability to edit and focus their ideas.</li> <li>• A deeper sophistication with combining music loops on the computer</li> <li>• Greater ease with merging melody and lyrics with the musical accompaniment.</li> </ul>
4	<p><b>Finish their second song</b>  <i>Connect to and expand the ideas of the first song</i>  <b>(AP, CE, AV)</b></p>	<ul style="list-style-type: none"> <li>• Feel more confident when creating phrases, rhyming and fitting word syllables with the rhythm of the music.</li> <li>• Gain an awareness of the big picture of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Initially work in small groups then work as a class: write, edit, refine and finish the song</li> </ul> <p><b><i>Students should demonstrate</i></b></p> <ul style="list-style-type: none"> <li>• An awareness of the big picture, the entire story.</li> <li>• An ability to connect the two songs, making the story deeper and more detailed.</li> <li>• Greater expertise working with the computers</li> </ul>
5	<p><b>Finalize their musical compositions</b>  <b>(AP, CE, AV)</b></p>	<ul style="list-style-type: none"> <li>• Become better editors.</li> <li>• Understand how to finish and finalize their musical masterpieces.</li> <li>• Develop good practice techniques, including the ability to listen while singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Add any finishing touches and finalize both songs</li> <li>• Sing through both songs, practicing proper vocal technique. (A rehearsal CD will be created for the classroom teacher to use for practice with the students. A webpage with practice recordings and song sheets will also be created for students to download and use to practice at home.)</li> </ul> <p><b><i>Students should demonstrate:</i></b></p> <ul style="list-style-type: none"> <li>• An ability to finalize their songs and let go of the editing process.</li> <li>• Good vocal technique when singing both of their songs.</li> </ul>
6	<p><b>Develop a better singing technique</b>  <i>Using basic vocal technique and singing with clear diction and confidence</i>  <b>(CE,AP)</b></p>	<ul style="list-style-type: none"> <li>• Gain an awareness of proper singing technique.</li> <li>• Learn the difference between constructive criticism and criticism.</li> <li>• Develop moves that are in time with the music (for younger elementary students only).</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in small solo groups in front of the class.</li> <li>• Take turns conducting each other.</li> <li>• Constructively critique each other on their small group performance</li> </ul> <p><b><i>Students should demonstrate:</i></b></p> <ul style="list-style-type: none"> <li>• An ability to sing without pushing.</li> <li>• An increase in projection and musicality.</li> <li>• An awareness of the mechanics of the vocal instrument.</li> <li>• Expansion in the rib cage when breathing in and singing, in order to support the tone.</li> </ul>

7	<p><b>Continue to develop a better singing technique And cast the main roles</b>  <i>Using basic vocal technique and singing with clear diction and confidence</i>  <b>(CE, AP)</b></p>	<ul style="list-style-type: none"> <li>• Gain a deeper awareness of proper singing technique.</li> <li>• Use constructive criticism when offering feedback to fellow students.</li> <li>• Learn the process of auditioning for a role.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to sing the songs working on vocal technique.</li> <li>• After listing the main roles in their story, students then state which role(s) they are interested in. Finally, students audition for these roles.</li> <li>• Students are cast in the roles either by vote of the classroom or classroom teacher/teaching artist assigning the roles (depending on the dynamics of the class).</li> </ul> <p><b>Students should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• An ability to sing without pushing with increased musicality and awareness of breath support.</li> <li>• An understanding of the role for which they are auditioning.</li> <li>• A willingness to try out knowing they may not get cast in that role.</li> <li>• Support for their fellow students who are auditioning.</li> <li>• A good attitude even if they don't get the desired part.</li> </ul>
8	<p><b>Act out their songs as a play</b>  <i>Connect their imagination to their voice and body. Have some students narrate and others act.</i>  <b>(AP, CE, AV)</b></p>	<ul style="list-style-type: none"> <li>• Actors will gain an understanding of how to connect emotion to the body.</li> <li>• Narrators will gain an understanding of how to connect emotion to the voice.</li> </ul> <p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Develop a connection to each other, working as a team and depending on each other.</li> <li>• Be encouraged to try so hard in the rehearsal that they make mistakes and to use their mistakes as a tool to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the physical and vocal warm up that occur during each session, students will now run both songs as part of their morning warm up.</li> <li>• Design the presentation of their musical.</li> <li>• Develop blocking from working with each other.</li> </ul> <p><b>Students should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• A greater awareness of each other while working together.</li> <li>• A strong focus on stage, one that stays consistent and does not drop.</li> <li>• Stage movement with motivation and intention.</li> <li>• Actors should have an awareness of their bodies and cue their movement and emotion off of the narrators.</li> <li>• Narrators should have a stronger sense of using their voice and how it affects and connects to the actors.</li> </ul>
9	<p><b>Continue acting out their songs as a play</b>  <b>(AP, CE, AV)</b>  <i>Narrators and Actors will show a stronger connection to each other</i></p>	<ul style="list-style-type: none"> <li>• Actors will deepen their understanding of how to connect emotion to the body.</li> <li>• Narrators will show more emotion and character with their voices.</li> <li>• Both narrators and actors will be more connected to each other, working as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop their own blocking, working with each other.</li> <li>• Songs will be memorized by session 9.</li> </ul> <p><b>Students should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• A greater connection to each other while working on stage.</li> <li>• A stronger focus on stage, one that stays more consistent and does not drop.</li> <li>• An awareness of their bodies. Actors should cue their movement and emotion off of the narrators.</li> <li>• A strong sense of how to use their voice as narrators and how their vocal inflection affects the actors.</li> <li>• Ability to sing both songs from memory</li> </ul>

10	<p><b>Using vocal inflection in narration and vocal improvisation in acting (CE, AP)</b>  <i>Strengthen connection, confidence and stage presence</i></p>	<ul style="list-style-type: none"> <li>• Narrators will strengthen their ability to use their voice as a tool to cue and motivate the actors.</li> <li>• Develop skills in improvisation.</li> <li>• Actors will know how to improvise without doing too much.</li> </ul> <p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Strengthen their focus and learn to keep the focus onstage even during transitions.</li> <li>• Be more aware when they drop focus.</li> </ul>	<p>Refine their piece, making the delivery of the piece more smooth, flowing and confident.          Create dialogue through improvisation.</p> <p><b>Students should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• More ease in their performance.</li> <li>• An ability to improvise within the scene without doing too much (i.e., upstaging other actors or stepping on each other's lines).</li> <li>• An ability to discover ideas organically, following their instincts and impulses and working off of each other.</li> <li>• Ability to work on body posture and audience awareness.</li> </ul>
11	<p><b>Work through their entire piece (All Strands)</b>  <i>Working together to smooth out the delivery of their performance</i></p>	<ul style="list-style-type: none"> <li>• Narrators will strengthen their ability to use their voices as a tool to cue the actors.</li> <li>• Actors will make movement on stage more definite and bigger as well as more connected to the voice of the narrator.</li> <li>• All will gain awareness of the technical jobs in the theatre.</li> </ul> <p><b>All students will:</b></p> <ul style="list-style-type: none"> <li>• Strengthen their focus and learn to keep the focus onstage even during transitions.</li> <li>• Be more aware of when they drop focus.</li> <li>• Learn how to refine their song.</li> <li>• Gain knowledge about the different jobs in the theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine their piece, making it more smooth, flowing and confident.</li> <li>• Assign technical jobs: Stage Manager, Costumer, Prop Master Assistant Director.</li> </ul> <p><b>Students should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• More ease in their performance.</li> <li>• An ability to finalize all moves and run through their performance several times.</li> <li>• A refined singing technique</li> <li>• An awareness of body energy and posture and how to position their body so that they will be seen by the audience.</li> </ul>
12	<p><b>Run Through (All Strands)</b>  <i>Gain independence by running through show with minimal help from the teaching artist and/or classroom teacher.</i></p>	<ul style="list-style-type: none"> <li>• Feel more at ease with performing their piece.</li> <li>• Gain an awareness of the importance of singing with good technique and still singing well even when adding emotions and staging.</li> <li>• Connect to each other and the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Run piece with all costumes and props.</li> <li>• Set the dialogue (the dialogue created through improvisation).</li> </ul> <p><b>Students should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Projection without yelling.</li> <li>• An awareness of an audience and how to adjust ones body so the audience can see them.</li> <li>• Good posture while singing.</li> <li>• A connection to each other.</li> <li>• A sense of working together as a team.</li> <li>• An ability to run the show without the help of an adult.</li> <li>• Consistent blocking.</li> </ul>

13	<b>Dress Rehearsal (All Strands)</b>	<ul style="list-style-type: none"> <li>• Demonstrate ease with performing their piece.</li> <li>• Show the ability to run the show with consistency.</li> <li>• Gain a deeper awareness of good singing technique.</li> <li>• Consistently be aware of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Run show with all costumes and props.</li> </ul> <p><b>Students should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Projection without yelling.</li> <li>• A continued awareness of an audience and how to adjust ones body so the audience can see them.</li> <li>• Good posture while singing.</li> <li>• A connection to each other.</li> <li>• A sense of working together as a team.</li> <li>• An ability to run the show without the help of an adult.</li> <li>• Consistent blocking.</li> </ul>
14	<b>Culmination (All Strands)</b>	<ul style="list-style-type: none"> <li>• Gain an understanding of the difference between rehearsing and performing.</li> <li>• Develop a strong connection to fellow actors on stage and be OK with something unexpected happening (i.e., if someone forgets a line, is late on an entrance, etc.)</li> <li>• Understand the need for intensity and energy on stage.</li> </ul>	<p><b>CULMINATION:</b> First perform their song as a play with the narrators and actors, and then sing their song as a chorus.</p> <p><b>Students should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Confidence while singing.</li> <li>• Focus and clarity in performance.</li> <li>• Group collaboration and effort.</li> <li>• A sense of ownership and pride in their original work.</li> <li>• A connection to each other and the audience</li> </ul>

**National Music Standards**

**Connecting**

**Cn 10.0 Anchor Standard:** Synthesize and relate knowledge and personal experiences to make art.

**Creating**

**Cr 1.1 Anchor Standard:** Generate and conceptualize artistic ideas and work.

**Cr 2.1 Anchor Standard:** Organize and develop artistic ideas and work.

**Cr 3.2 Anchor Standard:** Refine and complete artistic work.

**9.1 Anchor Standard:** Apply criteria to evaluate artistic work.

**Performing**

**Pr 4.1, 4.2, 4.3 Anchor Standard:** Select, analyze and interpret artistic work for presentation.

**Pr5.1 Anchor Standard:** Develop and refine artistic techniques and work for presentation.

**Pr 6.1 Anchor Standard:** Convey meaning through the presentation of artistic work.

**Responding**

**Re 7.1, 7.2 Anchor Standard:** Perceive and analyze artistic work.

**8.1 Anchor Standard:** Interpret intent and meaning in artistic work.

