



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

Big Idea	<i>We can create our own story and make it into a musical.</i>
-----------------	--

*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>Introduction to basic singing technique and songwriting <i>learn a basic warm up and begin writing an original composition</i></p> <p>(AP, CE, AV)</p>	<ul style="list-style-type: none"> • Demonstrate proper breath control through physical and vocal warm ups. Recognize character archetypes (i.e., heroes, sidekicks and villains) and understand their purpose in stories. • Identify the basic elements of good story writing. • Develop a clearer understanding of the difference between an original idea and retelling an existing story. • Understand that the purpose of editing is to make the piece flow better. • Become more skillful at fitting word syllables with the rhythm of the music. • Develop the ability to listen while singing. • Understand the difference between verse, chorus and bridge. 	<ul style="list-style-type: none"> • Learn a physical and vocal warm up that will be done at the beginning of each session. • 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 choosing the musical accompaniment for their song from a large assortment of accompaniment tracks. • 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. <p><i>Students should demonstrate:</i></p> <ul style="list-style-type: none"> • An awareness of staying together when they sing. • A clear understanding of the difference between a poetic phrase and a sentence. • An ability to create a rhyming poem. • Willingness to sing the developing melody.

2	<p>Finish their musical composition</p> <p><i>Refine and finish their song</i></p> <p>(AP, CE, AV)</p>	<ul style="list-style-type: none"> • Understand how to work with the word syllables within the limitations of the music. • Become better editors. • Develop good practice techniques, including the ability to listen while singing. 	<ul style="list-style-type: none"> • Merge the lyrics and musical accompaniment to create their song. • Edit, refine and finish their song. • Sing through their piece practicing proper vocal technique. (A rehearsal CD will be created for the classroom teacher to use for practice in the classroom with the students. A webpage will also be created for students to download their practice recording and song sheet from home.) <p><i>Students should demonstrate:</i></p> <ul style="list-style-type: none"> • More creativity with the story in terms of plot twists and details. • An ability to edit and focus their ideas. • Greater ease with merging melody and lyrics with the musical accompaniment. • An ability to stay together when singing
3	<p>Develop a better singing technique and audition for acting roles</p> <p><i>Use basic vocal technique and sing with clear diction and confidence. Students will also try out for the main roles</i></p> <p>(CE, AP, AV)</p>	<ul style="list-style-type: none"> • Gain an awareness of proper singing technique. • Learn the difference between constructive criticism and criticism. • Develop moves that are in time with the music (for younger elementary students only). • Learn the process of auditioning for a role. 	<ul style="list-style-type: none"> • Sing their song in small solo groups in front of the class. • Take turns conducting each other. • Constructively critique each other on their small group performance. • Students will be cast in roles either by the vote of the classroom or by the classroom teacher/teaching artist assigning the roles (depending on the dynamics of the class). <p><i>Students should demonstrate:</i></p> <ul style="list-style-type: none"> • An ability to sing without pushing. • An increase in projection and musicality. • An awareness of the mechanics of the vocal instrument. • Expansion in the rib cage when breathing in and singing, in order to support the tone. • Support for their fellow students who are auditioning. • A good attitude even if they don't get the part.
4	<p>Act out their song as a play</p> <p><i>Connect their imagination to their voice and body. Have some students narrate and others act.</i></p> <p>(AP, CE, AV)</p>	<ul style="list-style-type: none"> • Actors will gain an understanding of how to connect emotion to the body. • Narrators will gain an understanding of how to connect emotion to the voice. <p><i>All students will:</i></p> <ul style="list-style-type: none"> • Develop a connection to each other, working as a team and depending on each other. • Be encouraged to try new things and be willing to make mistakes and learn from their mistakes. 	<ul style="list-style-type: none"> • In addition to the physical and vocal warm up that occur during each session, students will now run their song as part of their morning warm up. • Design and develop blocking by working with each other. <p><i>Students should demonstrate:</i></p> <ul style="list-style-type: none"> • A greater awareness of each other while working together. • A strong consistent focus on stage and an ability to keep focused. • Stage movement with motivation and intention. • An awareness of their bodies. Actors should cue their movement and emotion off of the narrators. • A strong sense of using their voice as narrators and how it affects and connects with the actors.

5	Work through then run through their performance (All Strands)	<ul style="list-style-type: none"> • Feel more at ease with performing their piece. • Gain an awareness of the importance of singing with good technique and still singing well even when adding emotions and staging. • Connect to each other and the audience. 	<ul style="list-style-type: none"> • Work through piece. • Run piece with all costumes and props without stopping. • Add any additional dialogue. <p>Students should demonstrate:</p> <ul style="list-style-type: none"> • Projection without yelling. • An awareness of an audience and how to adjust ones body so the audience can see them. • Good posture while singing. • A connection to each other. • A sense of working together as a team. • An ability to run the show without the help of an adult. • Consistent blocking.
6	Culmination (All Strands)	<ul style="list-style-type: none"> • Gain an understanding of the difference between rehearsing and performing. • 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.). • Understand the need for intensity and energy on stage. 	<p>CULMINATION:</p> <p>Run Through: Before the audience arrives, students will have a run through of their show.</p> <p>Performance: First the students perform their song as a play with the narrators and actors then everyone sings their song as a chorus.</p> <p>Students should demonstrate:</p> <ul style="list-style-type: none"> • Confidence while singing. • Focus and clarity in performance. • Group collaboration and effort. • A sense of ownership and pride in their original work. • A connection to each other and the audience.

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.

Pr 5.1 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.



The Kennedy Center



This program is provided under a contract with the John F. Kennedy Center for the Performing Arts

2015