

Title: <b>What are the ingredients of Good Singing?</b>	Lesson #1	Grade 4 Unit <i>O Canada and Lands Beyond</i> Approximately 45 minutes
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<b>Critical Learning</b>	<b>Guiding Questions</b>
Sing in tune with a clear, open head tone reading from standard notation	What are the ingredients of a good singing voice?
Reflect by giving feedback on the singing of others and self-assessing	Am I, and are others, using those ingredients when I/they sing?

<b>Curriculum Expectations</b>	<b>Unpacked Expectations</b>
<p><b>C1 Creating and Performing:</b> apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.</p> <p style="padding-left: 40px;">C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods; and</p> <p style="padding-left: 40px;">C1.4 use the tools and techniques of musicianship in musical performances</p> <p><b>C2 Reflecting, responding, and analyzing:</b> apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.</p> <p style="padding-left: 40px;">C2.3 identify and give examples of their strengths and areas for growth as music performers, interpreters, and audience members.</p>	<p style="text-align: center;"><b>Learning Goals</b></p> <p><b>At the end of this lesson, students will be able to say:</b></p> <p><b><i>I can:</i></b></p> <ul style="list-style-type: none"> <li>• sing “<i>O Canada</i>” with a clear, open head tone, good posture, controlled breathing and proper articulation; and</li> <li>• give constructive feedback to others and use it to improve my own singing.</li> </ul>

## Instructional Components and Context

### Readiness

Review [duration](#) by reading rhythmic notation

Show [pitch](#) by the shape of a melodic contour, using hand gestures

Sing a variety of pitches, in unison, in tune; sing call-and-response, rounds and partner songs

### Terminology – Music

[Rhythm/Time](#)

[Rhythm Time Names](#)

Posture

[Articulation](#)

Diaphragmatic

Breathing

[Solfege Names](#)

[Melodic Contour](#)

[Standard Notation](#)

[Treble Clef](#)

[Five-Line Staff](#)

[Head Tone](#)

### Materials

Rhythm warm-up examples, **BLM 1 Rhythm Chart**  
-simple nursery songs such as “Star Light, Star Bright”; “Rain, Rain, Go Away”

Notated version of “O Canada” (preferably in the key of D or E flat major)

Canadian Heritage Site (many resources for “O Canada”):

<http://www.pch.gc.ca/pgm/ceem-cced/symb/ocanada-eng.cfm>

Piano for accompaniment or recorded version of “O Canada” or teacher sings a cappella

Self/peer assessment template **BLM 2 Peer Assessment Teacher Resource 1 Rubric Singing Techniques**

Recorded examples of open sound/nasal sound/chest voice or teacher sings examples of each

**Teacher Tip:** Songs can often be found on reputable sites on the internet.

Example resources-

Voice warm-ups:

Telfer, N. (1996). *Successful Warm-ups*. Sand Diego, CA: Neil A Kjos. ISBN 849741742

Dillworth, R. (2006). *Choir Builders...* Milwaukee, WI: Hal Leonard. ISBN 1423425235

Head tone placement:

Houlahan, M & Tacka, P (2008). *Kodály Today: A Cognitive Approach to Elementary Music Education* New York: Oxford University Press. p. 75

Minds On	Approximately 10 minutes	Pause and Ponder
<p><b>Whole Class</b></p> <p>Review concepts of beat and rhythm, and how they differ. Sing a simple song (e.g., “Star Light, Star Bright”), patsch the beat; clap the rhythm, then reverse elements on a signal.</p> <p>Review reading rhythms with a variety of four- and eight-beat patterns.</p> <p><b>BLM 1 Rhythm Chart</b></p> <p>Students read and perform together as a class (unison) in this order:</p> <ol style="list-style-type: none"> <li>1. Say the time names only;</li> <li>2. Say and clap;</li> <li>3. Clap only;</li> <li>4. Play on non-pitched percussion instruments, (e.g., woodblock, hand drum), body percussion, (e.g., stomp, patsch, clap, snap) or found objects (e.g., chair, pencils).</li> </ol> <p>Divide the class into two groups, taking turns performing the rhythm phrases.</p> <p>Teacher claps one rhythm at a time. Students read and identify the corresponding rhythm from the chart.</p> <p>Echo clap rhythm patterns from “O Canada”.</p> <p><b>Teacher Note:</b> “O Canada” rhythms to be taught by rote since the dotted quarter-eighth rhythm is a Grade 5 Fundamental Concept.</p>		

Action!	Approximately 30 minutes	
<p>To prepare students for singing activities, have them pitch-match several phrases sung by the teacher, (e.g., s-m-l; d’ s d); sing echo songs, (e.g., “Down By the Bay”); call and response games, (e.g., sing questions, students sing back an answer with the same or different notes).</p> <p><b>Teacher Prompt:</b> <i>Identify when singing is in-tune, using the strategy,</i></p> <p><b>Teacher Resource 5 (‘Thumbs Up, Thumbs Down’) from Grade 3 Unit, Going Green</b></p> <p>Have students brainstorm with a partner 3 or 4 ‘ingredients’ of a good singing voice, then share and list responses. Add to the list if needed, e.g., good posture</p> <ul style="list-style-type: none"> <li>○ breathing from the diaphragm</li> <li>○ singing with a raised palate (roof of mouth)-visual cue: form one hand in an inverted “U”</li> <li>○ proper articulation-achieved by making sure the mouth is</li> </ul>		<p><b>Assessment for Learning:</b></p> <p><b>Teacher Resource 5 From Grade 3 Unit, Going Green</b></p>

shaped properly to create the desired vowel sound, (e.g., an 'o' sound-shape the mouth to look like an 'o')

- singing with a clear, open head tone
- avoiding use of chest voice and 'nasal' tone

Chant a simple poem or nursery rhyme (e.g., “Rain, Rain, Go Away, Come Again Another Day”), first speaking the words, then singing the song.

**Teacher Prompt:** *What is the difference between our singing voices and our speaking voices? What are some of the techniques that we use to produce a good tone when singing?*

Sing the rhyme again, and focus on the forward placement of the voice, activating the [head tone](#) /voice.

Introduce and practice proper breathing for singing using the diaphragm: (lungs expand, shoulders do not rise):

Students place their thumbs on their waist in the back.

On the front of their bodies, they place their index fingers on their bottom rib, and finally, their baby finger on their hip bones.

Breathe in slowly, exhale slowly, keeping the shoulders down, and the hands moving out; repeat, trying to extend the time students can breathe out.

Have students set a goal to be able to sing a four-measure phrase in one breath. Sing a familiar song such as “Rain, Rain, Go Away”, singing the song all in one breath. Using **Teacher Resource 5 from Grade 3 Unit, Going Green (Thumbs Up, Thumbs Down)**

\*Strategy: have students indicate if they were able to sing the whole song in one breath.

**Teacher Tip:** Continue to practice singing phrases in one breath with a variety of familiar songs.

Sing vocal warm-ups,  
Breathing exercises (e.g., breathe in slowly, exhale slowly,

Experiment with nasal sounds and open sounds. (e.g., nasal - “nya”), sing a scale or other melodic pattern to this sound; repeat the process with an open, head tone

**Teacher Prompt:** *What difference do you hear between the nasal and the head tone sounds? What kind of songs are appropriate for using the head tone? Why?*

<p>Sing the major scale, starting on middle C, with <a href="#">solfege</a>. Raise the beginning note by a semitone each time, (e.g. from C to C#). Include ascending and descending passages.</p> <p>Practise articulation warm-ups, (e.g., “Maybe my mommy may go to Miami, and maybe my Mommy may not”) sing all on one pitch and move up by semitones.</p> <p>Learn the song, “<i>Pierrot’s Tune</i>”. Sing and apply all ingredients of a good singing voice that have been developed.</p> <p><b>Teacher Prompt:</b> <i>Which of the ingredients were easy for you to remember to apply to your singing? Which ingredients do you still need to practice?</i></p> <p><b>Small Groups</b> Introduce <b>BLM 2 Peer Assessment</b>. In small groups, students sing “<i>O Canada</i>”, applying the ingredients of a good singing voice. Complete the Peer Assessment Chart. Give feedback to each other from the notes made on the charts. Practise singing “<i>O Canada</i>” again, applying the ideas given by peers.</p> <p>Perform for the teacher, who assesses the performances and gives feedback to the singers, using <b>Teacher Resource 1 Rubric Singing Techniques</b>.</p>	<p><b>Assessment as Learning:</b> <b>BLM 2 Peer Assessment</b></p> <p><b>Assessment of Learning:</b> <b>Teacher Resource 1 Rubric Singing Techniques</b> (assess students in small groups)</p>
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<p><b>Consolidation</b></p>	<p><b>Approximately 5 minutes</b></p>
<p>Sing “<i>O Canada</i>” once more as a whole group applying the posted list of ingredients of a good singing voice.</p> <p><b>Teacher Prompts:</b> <i>What have you learned about the production of a good singing voice? Do you use all, most or some of the techniques needed? How can you improve your singing technique?</i></p>	