

Planning brief by	Kate Page
Date	To be completed by students before the Intensive Week and included in your Learning Journal

Context

Arts subject	<ul style="list-style-type: none"> Music
Context	<p>Grad Dip Ed Primary June July 2014 Arts Challenge 1 for Music</p> <p>This is planning for an introductory activity for Visual Arts that can be completed by a student on her/his own in about an hour.</p>
Title of activity/brief	The Vocal Gym: developing confident and safe singing practices through vocal warm-ups
Overview	•
The big picture/ Enduring questions/understandings	<ul style="list-style-type: none"> Our first music is our voice
Resources <i>Resources include any PowerPoint presentations/videos /etc.</i>	<ul style="list-style-type: none"> Your voice and body Music Video clips 1 and 2 on http://www.aircommissionatmurdoch.org

You must complete this activity before the Intensive Week

The TA Activity outlined:

Remember that it is possible to set out this same information in other formats. See the example provided for more detail. If another format is used please attach as an appendix to this document.

Remember there are some givens: e.g. warm up/cool down; space for reflection

Activity	Learning	Links	Extensions
The activity step by step	Explicit statement of the intended learning in terms of the <i>Australian Curriculum: The Arts</i>		
<p>Watching: 1.</p> <p>Resource 1 Arts Challenge 1 Introductory Video (4.5min)</p> <p>Watch and complete Resource 1: 1. The Vocal Gym – Introductory Video.</p> <p>You will find the clip at http://www.aircommissionatmurdoch.org</p>			
<p>Warm Up (7.5min)</p> <p>Watch and complete Resource 2: 'Vocal Warm-ups'. You will find the clip at http://www.aircommissionatmurdoch.org</p> <p>1. Standing posture:</p> <ul style="list-style-type: none"> Stood feet shoulder-width apart, bent knees, lock-unlock/bounce, tall tree with strong roots and stretching to the sky <p>2. Breathing:</p> <ul style="list-style-type: none"> Breathed in and out over different counts 8, 4, 2 <p>3. Warm-up 1:</p> <ul style="list-style-type: none"> 'Good Vibrations': Sung the following sounds over the range of an octave arpeggio: ah/mm/ay/oo Brought your awareness to the linked body parts (chest, lips, throat, face / nasal cavity), touching them at the appropriate points during the activity <p>4. Warm-up 2:</p> <ul style="list-style-type: none"> 'What's in the Pot?' 	The role of Warming up in Music		
<p>REFLECTION TASK 1</p> <p>It should take you about 15min to complete.</p>	The reflection task outlined below is designed to enable you to develop a physiological, tactile and auditory awareness of sounds commonly used in vocal warm-ups.		
<p>REFLECTION TASK 2</p> <p>This should take you about 25min to complete.</p>	The following task is designed to enable you to use your knowledge to compose an original vocal warm-up, using the example warm-up below, 'Vowel Verse'.		
<p>REFLECTION TASK 3</p> <p>This should take you 5min to complete.</p>	The final task is to help you assess what resources you may already have for vocal warm-ups.		

ARTS CHALLENGE 1 REFLECTION DOCUMENT

- This document accompanies the video entitled: **'Resource 2: Vocal Warm-ups'**
- **Please include this completed document into your Reflective Journal for assessment**

You will have just completed the following activities:

- Watching: 1. Resource 1 Arts Challenge 1 Introductory Video (4.5min)
- Watching / doing: Resource 2: Vocal Warm-ups (7.5min)

You will have just completed the following vocal warm-up activities (you must have completed them to do this reflection):

REFLECTION TASK 1

The following task is designed to enable you to develop a physiological, tactile and auditory awareness of sounds commonly used in vocal warm-ups. It should take you about 15min to complete.

You must complete this activity before the Intensive Week

Body zones <input type="checkbox"/> Tongue, teeth, jaw & lips <input type="checkbox"/> Soft palate, nasal cavity <input type="checkbox"/> Vocal chords & throat <input type="checkbox"/> Diaphragm <input type="checkbox"/> Full body	Warm-up purpose <input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
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Reflecting on the warm-up activities you have just completed, indicate what you think the main warm-up purpose was:

(Whilst you are doing this, informally reflect on what body zones each sound activates)

	Warm-up purpose/s (tick 2 max)
Standing posture	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
Breathing 1-8	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
'Good Vibrations'	
Ah	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
Mm	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
Ay	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
OO	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation

'What's in the Pot'	
FTSKFTSK sh sh sh sh, ss ss ss ss, ftch ftch ftch ftch	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
Woah!	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
(Bring it close to your nose and have a good sniff)	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
Mmmm!	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
(gobbling and gulping sounds) (it's tough to chew, it's sticky)	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
(it's hot!) ho-oh- ho-oh-oh-oh-oh-oh...	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
Weeeee!	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation
Blurgh!	<input type="checkbox"/> Punctuation and articulation <input type="checkbox"/> Resonance and richness of vocal tone <input type="checkbox"/> Focused and powerful vocal tone <input type="checkbox"/> Activation, sustainment and pacing of air flow <input type="checkbox"/> Relaxed body with appropriate muscles ready for activation

REFLECTION TASK 2

The following task is designed to enable you to use your knowledge to compose an original vocal warm-up, using the example warm-up below, 'Vowel Verse'. This should take you about 25min to complete.

***Using the example warm-up 'By the Ice-cream Van', create your own original vocal warm-up activity:**

The idea with this warm-up is that it is a conversational story, with the teacher outlining a scenario and the class responding with a long vowel sound. Dependent on the emotional content of the story and the way it is told by the teacher, it will elicit different inflections of vowel sounds by the group. This warm-up exercise framework can be adapted for any situation or even to introduce stories/texts being studied in English and Drama.

	EXAMPLE: 'By the Ice-cream Van'	***YOUR WARM-UP HERE*** Title:	You must complete this activity before the Intensive Week
Synopsis:	<i>The teacher has gone for a trip to the seaside and is telling the group of students what happened on their outing.</i>		
Teacher scenario:	"Yesterday I spent the morning by the ocean. The smell of the salt on the air was so lovely, it made me feel so relaxed."		
Students Vowel: Ah	"Ah": (in a relaxed way)	"Ah":	
Teacher scenario:	"It was the perfect weather to buy an ice-cream. Suprisingly, they were only selling them for 10 cents each!"		
Students Vowel: Ay	"Ay?": (in surprise)	"Ay":	
Teacher scenario:	"I decided to try a bubblegum and blueberry ice-cream. I was soooooo excited!"		
Students Vowel: Ee	"Ee!": (as if excited)	"Ee":	
Teacher scenario:	"When I got to the front of the queue, they had run out of bubblegum and blueberry ice-cream. I was soooo disappointed."		
Students Vowel: Oh	"Oh": (as if in sympathy)	"Oh":	
Teacher scenario:	"Just then, a second ice-cream truck pulled up. Not only was I at the front of the queue but they had my favourite flavor, cherry and chocolate! I was so happy!"		
Students Vowel: Oooh	"Oooh": (excited and happy)	"Oooh":	

REFLECTION TASK 3

The following task is to help you assess what resources you may already have for vocal warm-ups. This should take you 5min to complete.

*List any songs you may know (nursery rhymes, pop songs, etc) that may be good to use as a warm-up: