

Lesson plan, Kiarra Wilson ACU
 North Lakes state college

Date:12/6/13	Time: 8:55-10:05
Unit/Topic: Performing skills workshop	Lesson: Session 1
Strand(s): Team teaching with Mr. Gappi	Year: 9A

Lesson Objectives:

<p>Students are aware of how text can be used through body language to increase the professionalism of performance</p> <p>Students are aware of body language and how it affects performance</p> <p>Students are aware of nerves and have personally 'drawn' up their own chart based on their nerves they experience.</p> <p>Students understand requirements and advice for an affective performance.</p>

Prior Knowledge

<p>Electronic music, trance, dance, techno.</p> <p>Chord progressions, rhythm patterns, melody differentiation.</p>

Lesson structure


Time	Introduction and motivation	Teaching approaches and resources	
8:55	Students line up Bags outside		Make sure students are quiet and prepared to go

8:50	ID ATTEND Introduce workshop goals (shown on power point).	Load ID Attend and mark roll Load power point, make sure sound is plugged in.	inside. Introduce myself... Make sure students are quiet and paying attention for roll.
Time	Main Content	Teaching approaches and resources	
9:00	Text Analysis A) Show film clip B) Discussion – Text to body language/emotion E.g.- Why is this so effective in performance?	Power point	Text in power point and clip - Wishing you were somehow here again (Phantom of the opera). Link to telling a story. A song is not a recitation. It has a journey. A beginning, middle and end. Link back to text used.
9:17	Body Language with Mr. Gappi.	Help assist to move desks for exercises	Behaviour management
9:32	Nerves on power point- Explain 5 levels of nerves Do 5 point level exercise	Power point	Make sure students are doing exercise and understand what they are required to do.- Circulate classroom to keep students on task. If students want to share what they have written this is ok. If not- that is ok too. It is personal.

**Performance
Workshop**

With Mr. Gaggi and Miss Wilson
Year 9 Music

- Analyse text/video
- Body language
- Nerves
- An effective performance
- Wrap up! 😊



You were once my one companion
You were all that mattered
You were once a friend and father
Then my world was shattered

Wishing you were somehow here again
Wishing you were somehow near
Sometimes it seemed if I just dreamed
Somehow you would be here

Wishing I could hear your voice again
Knowing that I never would
Dreaming of you won't help me to do
All that you dreamed I could

Passing bells and sculpted angels
Cold and monumental, seem for you the wrong
companions
You were warm and gentle

Too many years fighting back tears
Why can't the past just die!


Wishing you were somehow here again
Knowing we must say, "Goodbye"
Try to forgive, teach me to live
Give me the strength to try!

Wishing you were somehow here again
Knowing we must say, "Goodbye"
Try to forgive, teach me to live
Give me the strength to try!


No more memories, no more silent tears
No more gazing across the wasted years
Help me say, "Goodbye"
Help me say, "Goodbye"

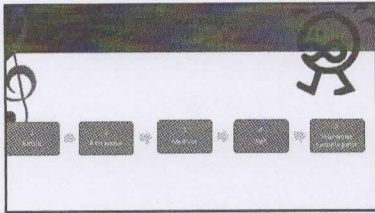
- Sierra Bonnes - Wishing You Were Somehow Here Again.mp4
- **Has the meaning of the song changed now that we have seen the video?**
- Or has it enhanced it further?
- **What body language was used to enhance the lyrics in the song?**
- **Why is this so effective in performance?**

- Body language is the unspoken, physical communication that occurs during encounters with another human being.
- It tells you their true feelings towards you and how well your words are being received.



- Nerves are a huge contributor to body language in any performance
- Nerves can hinder or boost your performance
 - If you are aware of your own body's reactions, you will be able to express emotion more easily





- Preparation:
 - practice till it becomes a part of you. Then practice some more.
 - Make sure all equipment needed for the performance works
 - Break-down the piece so you understand everything about it
- WARM UP!!
- Keep going if you make a mistake
- Act confident and sing/play the story as confidently as possible
- Self checking and awareness- be aware of your nerves (what level are you?) and what you can do to help calm yourself down.

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9:47	An affective performance with Mr. Gappi		Behaviour management
10:00	Conclude lesson- any major questions? Recap on what we have discussed. If time do a bit of a sing of wishing- YAY.		

Assessment of Learning

Q & A

Discussion

Feedback from students towards end of lesson (questions?)

Use of body language during exercises and discussion of text.

Equipment

Computer, DVD back up, USB back up, Lesson plan, Projector.

rewrite as 2 lessons

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Fridays/Thursdays

Date: 23/2A/5/13	Time: 2-1/845-1005 150-3/10.20-1130
Unit/Topic: Methods to achieve an effective performance, what you vocal folds look like.	Lesson: Prac lesson/ motivator theory
Strand(s): Laptop, projector, documents Planning: uploaded to drive, internet back up - private internet Source just in case. - Copy with out internet reliance with videos available	Year: 11A & 12A

Lesson Objectives:

To become aware of the vocal folds- what they look like, what they are like when damaged. How to look after your voice.
Understand the multiple concepts and reactions of performance- Body language, Nerves, Methods to achieve an effective performance.

Prior Knowledge

Performance piece, progressive rock, folk music...

Lesson structure

Time	Introduction and motivation	Teaching approaches and resources	
	Roll, books out. Introduce vocal folds/prezzie presentation	Laptop trolley is a possibility	Run prezzie presentation- if laptop trolley is available students can follow the presentation by using the

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			<p>hyperlink provided or take notes in their books. (ICT's).</p> <p>- How to look after your voice & performance docs available for students on school drive.</p>
Time	Main Content	Teaching approaches and resources	
	<p>Go through prezziie, prompt discussion, thoughts...</p> <p>Set up room for practice presentation (move desks)</p> <p>Pack up instruments, set desks back to where they belong.</p> <p>Debrief about lesson/performance.</p>	<p>Camera- & stand</p>	<p>Next prac lesson: review footage and reflect.</p>

Assessment of Learning

Video practice/draft of performance (assessment due in week 7 Friday).
 Self-awareness – self checking while performing, reflecting on practice video and highlighting constructive criticism on themselves learnt from the prezziie presentation.

Can link prezzi to
students so they
can also
access

Performance

Doc

An effective performance

+ Doc on performing singing - Available on drive



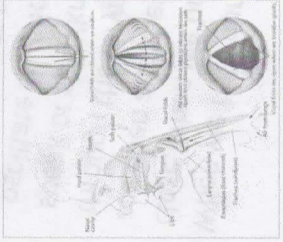
Warning: "Gross content"

Vocal folds

+ Doc on Vocal advice available on drive

Vocal folds

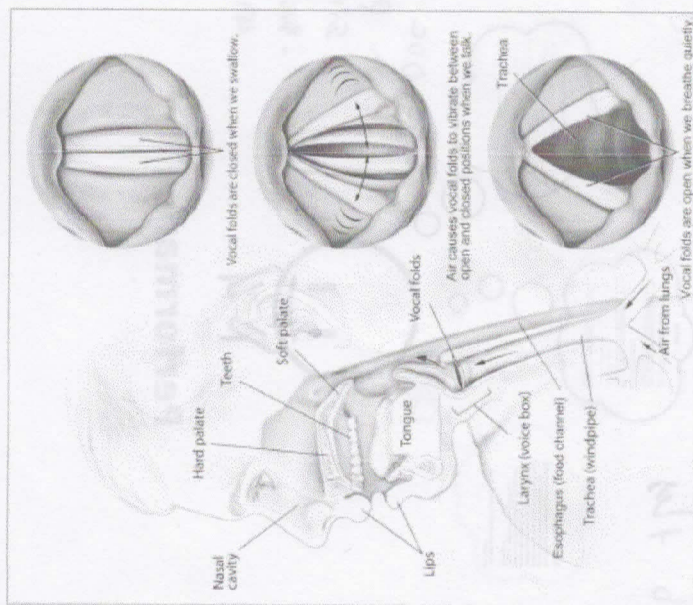
The vocal folds are two pieces of tissue which are located above the windpipe and stretch horizontally across the larynx. They are composed of the same material as the vocal cords. They are usually light or almost white in colour. They differ in size between 12.5 mm and 17.5 mm in length. Usually they are 12.5 mm long. They are made of two layers of tissue. The upper layer is called the body of the fold and the lower layer is called the lamina propria. They are joined together by a wide range of elastic fibres and patches so that every voice is unique.



When we hold our breath, the vocal folds close, when we breathe in the vocal cords are open. They are closed when we speak or sing (known as phonation). They oscillate so quickly (opening and closing 440 times per second when singing. A cannot be seen properly) by the naked eye without a good microscope. The film we see is off camera. It is forced down the back of your throat.

The vocal folds are two pieces of tissue which are located above the windpipe and stretch horizontally across the larynx. They are controlled via the vagus nerve and due to a lack of blood circulation, appear light or almost white in colour. They differ in size between 12.5 mm and 17.5 mm in length, usually being larger and thicker in men than women whose body structure is usually lighter and less muscular. Just as our bodies, hair and features differ between each individual, these variations in size result in voices with a wide range of notes, tones and pitches so that every voice is unique.

When we hold our breath, the vocal folds close, when we breathe in the vocal cords are open and they vibrate as air passes through the larynx including when we speak or sing (known as phonation). They oscillate so quickly (opening and closing 440 times per second when singing A above middle C), that the movement cannot be seen properly by the naked eye without slowing down the film. The film is recorded off a camera inserted down the back of your throat.



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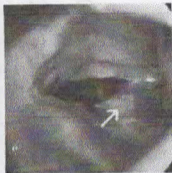


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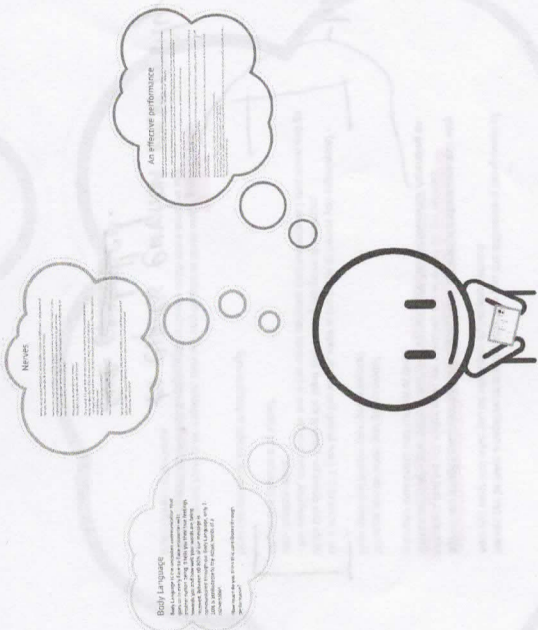
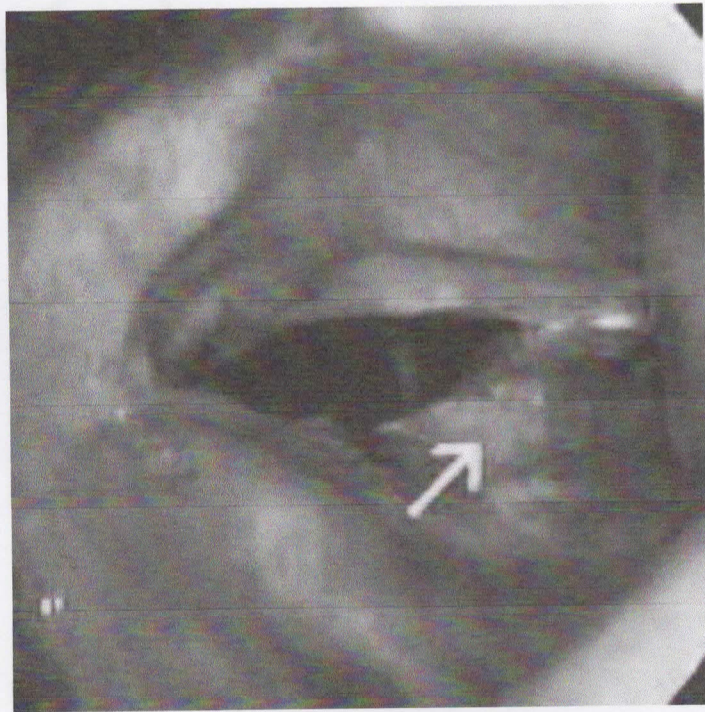
Vocal folds in action



Damaged vocal folds



Vocal folds in action



Performance