

# LESSON PLAN: Vowels for Tone, Consonants for Diction

## Objective:

*Students will discover the roles of vowels and consonants when singing.*

## Resources:

Song recording, lyrics

## Procedures:

- 1 Ask students to have a ‘turn and talk’ about the following: “Which is more important when singing the lyrics of a song, the vowels or the consonants?”
- 2 Play a recording of the song with the lyrics displayed so that everyone can become familiar with the lyrics and the tune. Repeat if necessary.
- 3 Next, try singing the song again with the removal of all consonants. (As the teacher, be prepared to model what each line sounds like in a “repeat after me” fashion, practicing one line at a time.)
- 4 Repeat step two, this time singing the entire song only using vowels while the recording plays.
- 5 Ask students to write a short reflection about their vowel-singing experience. Make sure they include some pros and cons of singing only vowels.

### National Core Arts Standards (Music):

Anchor Standard #1: Generate and conceptualize artistic ideas and work. Anchor Standard #5: Develop and refine artistic work for presentation. Anchor Standard #7: Perceive and analyze artistic work. Anchor Standard #9: Apply criteria to evaluate artistic work. Common Core State Standards: ELA-Writing: Text Types and Purposes. Example: CCSS.ELA-LITERACY.W.6.1 - Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-LITERACY.W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

