



Grades

3-5

Strand

Music

Curriculum

[http://www.
curriculum.gov.sk
.ca](http://www.curriculum.gov.sk.ca)

Grades 3-5: Unique Voices with Singer/Songwriter David Sereda

Aim: This session will give students the opportunity to participate in a live broadcast with professional musician David Sereda.

Students will learn how professional singer/songwriters create unique music.

This workshop will show teachers and students one approach to writing a song and introduce students to the music of Canadian singer/songwriters.

Creative/Productive: Students will explore the role of rhythm and melody in songwriting and create their own short vocal phrase.

Critical/Responsive: Students will have the opportunity to ask musician David Sereda questions about his life as a professional singer/songwriter.

Cultural/Historical: Students will learn about the unique vocal styles and compositions of Canadian singer/songwriters.

About the Artist

David Sereda is a singer, songwriter, actor, pianist, composer, educator and producer. He performs and works on original productions across Canada. Born and raised in Edmonton, he has loved to sing and make up songs for as long as he can remember.

Favourite work includes *Love Jive!* (Dora nomination) and *Siren Song* with playwright and novelist Don Hannah, Tarragon Theatre (Toronto). These musicals had only three performers in the cast! For Sheatre, a community arts company, David and director Joan Chandler co-wrote *TOM* (based on artist Tom Thomson's life and art). They are now making a new musical inspired by the Underground Railway.

In music, David has toured from coast to coast in festivals, concerts small and large, and with choirs (Nova Scotia Mass Choir and Montreal Jubilation Choir). His song *Powerful Love* closed the 11th International Conference on AIDS in Vancouver. Albums on his own include Rocky Wednesday Records: *Chivalry Lives*, *The Price of Love* and *The Blue Guide*. A new release, *Boyfriend*, is on its way.

David was vocal coach for Robin Poitras' *In Fur Till Spring* (Rouge Gorge) and Michele Sereda's *One + One* (Curtain Razors, Sakewewak). He arranged songs for a community chorus for the Secret Gardens Tour (July) and sang at FarmFest in Willow Bunch (August).

David is looking forward to singing with you.

Program Structure (1 hour 40 min.)

Teachers are encouraged to send in questions from students via Adobe Connect at any point during the broadcast <http://connect.edonline.sk.ca/liveartsed/>.

Pre-broadcast activity. Researching Canadian Singer/Songwriter (see this teacher guide).

Part 1: 30 min. LIVE Broadcast introductory session with professional musician David Sereda.

- Video Biography 'This is your life David Sereda ...'.
- Artist shares. Things David will do as a professional singer/songwriter.
- How does your voice work (diagram - body)?
- Artist demonstration. Vocal warm-up (see outline in this teacher guide).
- Artist leads activity. Call and response, the difference between melody and rhythm.
- Artist demonstration. Guess this song (see this teacher guide)

Part 2: 10 min. Teacher Guided Activity. Guess this song.

Part 3: 30 min. LIVE Broadcast session with professional musician David Sereda.

- Classroom report.
- Unique Voices. How do you create an original song?
- Key Elements of a singer/songwriter: who they are; where they live; what they care about; their voice; and their skill set.
- Examples of four different Saskatchewan artists (artist will refer to submitted pre-broadcast reports).
- Artist performance. David Sereda performs an original song.
- Artist demonstration. Creating a lyric.

Part 4: 10 min. Teacher Guided Activity. Writing a lyric.

Part 5: 15 min. LIVE Broadcast conclusion with professional musician David Sereda.

- Students report and artist responds. David picks a lyric and shows two contrasting methods of developing a song (rhythm versus melody). How does word choice impact method?
- Q & A with the Artist. Teachers are encouraged to send in questions using Adobe Connect <http://connect.edonline.sk.ca/liveartsed/> or by phoning the broadcast classroom 306.791.1739.

Curriculum Outcomes

Creative/Productive

- CP3.5 Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.
- CP4.5 Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.
- CP5.5 Demonstrate increased skills and abilities in use of the voice and one or more instruments.

Critical/Responsive and Cultural/Historical

Refer to renewed Arts Education curriculum documents for further information on outcomes and assessment.

Materials and Resources

Students will need paper and pencils/pens for a writing exercise during the broadcast. Students will also be working with a partner during this activity. Teachers may wish to assign partners prior to the broadcast.

Teacher Guide for Hands-on Workshop Segment of the Broadcast

Pre-Broadcast Activity: Show students examples of three Canadian singer/songwriters available on the LIVE Arts website. Working as a class, pick another Canadian singer/songwriter from the list on the LIVE Arts website and listen to the posted song. Have students brainstorm how the lyrics might be based in the writer's life experience. Create a brief classroom report with the singer/songwriter's name, sample of their lyrics, a brief explanation of how the lyric reflects their personal life, and send in the report for posting on the LIVE Arts website.

Part 1: Vocal warm-ups.

Why warm-up? Our voice is made with our bodies. If we are using our voice, we should take care of it and warm it up so it will work well and we'll get to know how it's working (awareness). Just as an athlete warms up, so do performers.

1. Yawn and a stretch (really yawn, on sound).
2. Shaking out tension:
 - roll shoulders (shoulders, neck connection to throat, jaw, head)
 - arms slow-mo windmills
 - arms: criss-cross, hug. Which arms on top? Criss-cross the other way
 - shake hands (butterflies), add foot, then switch to other foot.
3. Puppet exercise: stretch up, yawn. Then, like a puppet, strings to fingers, cut; strings on wrists, cut; strings on elbows, cut; feel the weight of your arms. Reverse. Float elbows up. Don't hold your breath ...

Teacher Guide for Hands-on Workshop, Continued

Part 1: Vocal warm-ups, continued

4. Balloon exercise: Make an fff sound (top teeth to bottom lip) like air out of a balloon. Image: air in your lungs like white paint.

5. Breathing exercises:

- Drawing with breath. Dot of breath. Line. Big circle. Write your name. Big.
- Stream of air: gentle - bounce it out
- Hand in front of mouth about two fingers width away. Feel breath on back of throat. Feel breath on hand. Is there a difference in temperature?
- Drop of breath. Drop of sound. Huh.
- Alternate, feel throat open, face relaxed, body relaxed.
- Little larger breath, bounce it out. Sound (don't hold on to it, let your body shake it out).
- Jog it out. Respect each other's space, don't crash! Stop when you run out of breath.

Repeat 3 times.

6. Lip exercises:

- Pbbbbbb (raspberry) sound. Blow through the lips; top, bottom lip, both.
- Open sound, then let lips come together.
- Huh-mmm.
- Repeat.
- Reverse: Mmmm-uhhhh.
- Detective: fingers on face: resonance

7. Lips and tongue vocal drill, call and response, consonants.

Teacher Guide for Hands-on Workshop, Continued

Part 2: Teacher leads this activity. Guess this song (10 min.).

1. The teacher will pick a song that everyone knows, and simply clap out the rhythm. Students will clap the rhythm back to the teacher. Students try to guess the song by hearing only the rhythm (refer to the demo that David gave on broadcast using Jingle Bells). One suggestion for the second song is Row Row Row your Boat.
2. Ask volunteer students to clap the rhythm to the first two lines of a song. Ask the class to clap or echo back the rhythm. Try to clap absolutely in sync with each other. Then, sing the song and clap it.

Sing the song only using “la”. That is the melody. Clap the song again. That is the rhythm.

Try to represent the song with only melody, no words. Sing the first line of the song using “la”.

Have the class echo the melody back, and then guess what song it is.

Part 3: Back to LIVE broadcast.

Part 4: Teacher leads activity. Writing lyrics (10 min.).

This activity will follow the artist’s demonstration for creating a lyric (one or two lines). David will address the idea of lyrics and their inspiration or theme (e.g., visuals, things you hear, ideas, feelings, social justice issues) and how songwriters create unique lyrics.

1. Working as a group, have students list things that happened to them today. Use “I” or “We” in the first line of each item. Teacher writes some of the lines on the board.
2. Pick one line to work with, and underline the last word. Brainstorm a list of rhymes for this word. Create a second line that rhymes with the first.

See if the students can write 4 lines.

3. Try writing a few different versions of the lyrics. Try using a different music form (e.g., AB, ABA) for the 4 line rhyme scheme: AABA or ABAB or ...

Remember: songs are memorable when lyrics, melody, rhythm, mood, story and rhyme combine.

Part 5: Back to LIVE broadcast.