

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name: Mixed Voice Choral Ensembles: Kingsway Chorale &amp; Dragon Singers</b>	<b>Grade Level(s): 9 - 12</b>
<b>Department: Music</b>	<b>Credits: 1</b>
<b>BOE Adoption Date: October 2018</b>	<b>Revision Date(s): October 2019</b>

## **ABSTRACT**

Kingsway Chorale is a non-auditioned vocal performance class for students of all ability levels that provides students with group vocal instruction and ensemble performances opportunities. Dragon Singers is an auditioned vocal performance class. Students selected for this course demonstrate advanced vocal/musical abilities. The overriding philosophy for each of these courses is that the cultivating of each student's musical aptitude also cultivates their humanity. Through the study of choral music, students will develop skills in vocal technique, tone production, music literacy and choral performance as allowed for by the varied proficiency level of each student's capabilities and musicianship abilities. Students will study and perform music of varied styles and of graduated difficulty levels. Performances are held throughout the year and student participation in these performances is a requirement of the course.

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## Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

## Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

### Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

## How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

## Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.

2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
  - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21<sup>st</sup> Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

**Proficiencies and Pacing Guide:**

**Course Title: Mixed Voice Choral Ensembles: Kingsway Chorale (non-auditioned) & Dragon Singers (auditioned)**

**Prerequisite(s): None**

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1: Vocal Technique</b>	Ongoing –  September through June	VPA 1.1.12.B.CS1 NJSLS VPA 1.3.12.B.CS3  VA:Cr1.1.1a VA:Pr5.1.1a	<ul style="list-style-type: none"> <li>• Students will be able to identify, demonstrate and apply to their performance the five concepts of vocal tone production: posture, breathing, resonance, diction and intonation</li> <li>• Students will be able to demonstrate correct tone production and provide self-analysis of individual vocal goals</li> <li>• Students will be able to identify the importance of and the components of a comprehensive warm-up routine</li> </ul>	<ul style="list-style-type: none"> <li>• Five concepts of vocal tone production</li> <li>• Identify individual vocal part</li> <li>• Identify individual vocal strengths and weaknesses</li> <li>• Develop and follow a comprehensive vocal warm-up routine</li> <li>• Identify and demonstrate the difference between the “Bel canto” style of singing and pop, musical theater and other popular styles</li> <li>• Vocal health: care and factors that lead to damage and injury</li> </ul>
<b>Unit 2: Music Literacy</b>	Ongoing –  September through June	NJSLS VPA 1.1.12.B.1 NJSLS VPA 1.3.8.B.3  VA: MU:Pr4.2.E.5a VA: MU:Pr6.1.E.5b	<ul style="list-style-type: none"> <li>• Students will be able to identify the three musical elements (rhythm, melody and harmony) is the key to musical literacy through listening and score analysis</li> <li>• Student’s will be able to identify and define music terms and symbols used in the repertoire</li> <li>• Students will be able to translate music terms from Italian into English</li> <li>• Students will be able to identify pattern, key signature, themes and motives through listening and score analysis</li> <li>• Students will be able to explain how the observation of musical terms (such as related to rhythm, pitch, harmony and performance</li> </ul>	<ul style="list-style-type: none"> <li>• Three elements of music: (rhythm, melody and harmony)</li> <li>• Musical performance terms including those pertaining to dynamics, articulation and tempo</li> <li>• Musical performance terms including repeat, DS and DS al Coda</li> <li>• Rehearsal markings including bar numbers and rehearsal letters</li> <li>• Duple and triple meter</li> <li>• Basic musical form including song form, AB, ABA, AABA and Rondo</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>direction) in a composition results in a performance that serves the composer's objective</p> <ul style="list-style-type: none"> <li>• Students will be able to accurately perform a musical score observing all terms and symbols</li> </ul>	
<b>Unit 3: Music Theory/Sight-Singing</b>	Ongoing –  September through June	NJSLS VPA 1.1.12.B.1 NJSLS VPA 1.3.12.B.CS3 NJSLS VPA. 1.1.8.B.2  VA: MU:Pr4.2.E.5a VA:Re8.1.IIa  NJSLS VPA 1.3.8.B.3	<ul style="list-style-type: none"> <li>• Students will understand that a knowledge of basic music notation will result in the performance the assigned concert music</li> <li>• Students will be able to read and perform using hand signs/solfege syllables notated rhythms, melodies and harmonies</li> <li>• Students will be able to apply acquired sight singing skills to assigned concert music</li> </ul>	<ul style="list-style-type: none"> <li>• Basic rhythmic notation including meter, the proportional system, types of notes and rests, beat, tempo and accent</li> <li>• Basic pitch notation including the staff, clefs and ledger lines</li> <li>• The major scale with Curwin hand signs and solfege syllables</li> <li>• Sight singing</li> </ul>
<b>Unit 4: Listening/Analysis</b>	Ongoing –  September through June	NJSLS VPA 1.4.12.A.3 NJSLS VPA 1.4.12.B.2	<ul style="list-style-type: none"> <li>• Students will use their knowledge of musical terms to effectively critique a performance</li> <li>• Students will understand the process of critique and how it can result in an improved performance</li> <li>• Students will express verbally and in written form an emotional connection a specific musical composition</li> <li>• Students will express verbally and in written form critique and analysis of a performance</li> <li>• Reflect and respond to being a part of a structured organization that judges in a constructive manner the</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Analysis</li> <li>• Constructive Criticism</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			prepared performance of an individual or ensemble.	
<b>Unit 5: Preparation for Concerts (Fall, Holiday, Spring and end of Year</b>	Ongoing – September through June	NJSLS VPA 1.1.12.B.2 NJSLS VPA 1.2.12.B.CS3 NJSLS VPA1.4.12.B.2  VA:pr.4.1IIIa VA:Pr6.1.8a VA:Pr6.1.8b VA:Cr3.2.8a VA:Pr4.2.8b VA:Pr4.2.8c	<ul style="list-style-type: none"> <li>• Students will synthesize the musical concepts learned into the performance of their concert repertoire.</li> <li>• Students will be able to perform their vocal part individually, in sections and in a large group</li> <li>• Students will be able to apply musical concepts contained in the score to their performance</li> <li>• Students will be able to expressively sing through a piece of music</li> <li>• Students will be able to have the chance to play the part of the choral director and critique the ensemble in reference to their repertoire and musical concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Perform their individual part within the large group</li> <li>• Apply musical concepts through large group performance.</li> <li>• Analyze parts of the repertoire that may need repair</li> <li>• Perform music accurately and expressively</li> <li>• Differentiate between different musical styles</li> <li>• Critique and reflect on their individual part of the chorus</li> <li>• Play the part of the chorus director and identify trouble spots in the large group repertoire and repair them</li> </ul>



<b>Unit: 1 Vocal Technique</b>	<b>Recommended Duration: Ongoing – September through June</b>
<b>Unit Description:</b> This unit is intended to introduce students to the concepts of established vocal technique. Students will be introduced to and gain experience practicing the five concepts of vocal tone production (posture, breathing, resonance, diction and intonation), be able to demonstrate correct tone production, provide self-analysis of individual vocal goals and identify the importance of and the components of a comprehensive warm-up routine	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How do proper fundamental skills affect a musical performance?</li> <li>• What is healthy singing?</li> <li>• How do musicians improve the quality of their performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate performance requires the incorporation of well-rehearsed musical skills. Each member of the ensemble must reach a unified decision regarding the skill level needed for a performance</li> <li>• Appropriate healthy singing requires vocal students to have a knowledge of human anatomy as it pertains to vocal pedagogy</li> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>VPA 1.1.12.B – [Strand] – Music</p> <p>VPA 1.1.12.B.CS1 – Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.</p> <p>VPA 1.3.12.B – [Strand] – Music</p> <p>NJSLS VPA 1.3.12.B.CS3 – Understanding of how to manipulate the elements of music is a contributing factor to music artistry.</p> <p><b>Anchor Standard 1: Generate and conceptualize artistic ideas and work</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to identify, demonstrate and apply to their performance the five concepts of vocal tone production: posture, breathing, resonance, diction and intonation</li> <li>• Students will be able to demonstrate correct tone production and provide self-analysis of individual vocal goals</li> <li>• Students will be able to identify the importance of and the components of a comprehensive warm-up routine</li> </ul>	<ul style="list-style-type: none"> <li>• Five concepts of vocal tone production</li> <li>• Identify individual vocal part</li> <li>• Identify individual vocal strengths and weaknesses</li> <li>• Develop and follow a comprehensive vocal warm-up routine</li> <li>• Identify and demonstrate the difference between the “Bel canto” style of singing and pop, musical theater and other popular styles</li> <li>• Vocal health: care and factors that lead to damage and injury</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
VA:Cr1.1.1a – Use multiple approaches to begin creative endeavors  <b>Anchor Standard 5: Develop and Refine artistic techniques and work for presentation.</b>  VA:Pr5.1.1a - Analyze and evaluate the reasons and ways an exhibition is presented		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily review of musical terms and concepts</li> <li>• Music work/notebook</li> <li>• Peer Critique</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Terms Test (human anatomy)</li> <li>• CSA</li> </ul>	<ul style="list-style-type: none"> <li>• Row Test</li> <li>• Solo Test</li> </ul>	<ul style="list-style-type: none"> <li>• Daily vocal warm-up</li> <li>• Critique and reflection</li> </ul>

**Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Test in alternative site</li> <li>• Allow for re-dos</li> <li>• Provide study guides prior to tests.</li> <li>• Truncated/shortened assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Translation when possible</li> <li>• Truncated/shortened assessments when necessary.</li> <li>• Additional time to complete tasks/projects</li> <li>• No penalty for spelling errors</li> <li>• Read test passages/articles aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time to complete tasks/projects</li> <li>• Read test passages/articles aloud</li> <li>• Provide study guides prior to tests.</li> <li>• Highlight key directions</li> <li>• Order test items from least complex to most complex.</li> </ul>	<ul style="list-style-type: none"> <li>• Be a student helper/demonstrator</li> <li>• Accept short answers if detailed and thorough.</li> </ul>

**Instructional Strategies:** *(List and describe.)*

- Organizing students to interact with new information
- Identifying critical information
- Previewing new content
- Chunking
- Providing Resources and Guidance
- Reflection

<b>Unit Vocabulary:</b>
<b>Essential:</b> Bel canto, posture, breathing, resonance, diction and intonation
<b>Non-Essential:</b> larynx, palate, rib cage

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS A R4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p> <p>Mathematics: NJSLS 7.RP – Analyze proportional Relationships and use them to solve real-world and mathematical problems.</p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>21<sup>st</sup> Century Life and Careers: NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJSLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music</p>	<ul style="list-style-type: none"> <li>• YouTube examples</li> <li>• Performance recording</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global Awareness</b> Show appreciation for music from other countries and genres</li> <li>• <b>Civic Literacy</b> Identify the roles of musicians in different cultures and musical genres i.e. rock, pop, reggae etc.</li> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b> Discuss the roles of a professional musician and their involvement in a final production</li> <li>• <b>Health Literacy</b> Students sing with proper breathing and posture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li>• <b>Critical Thinking &amp; Problem Solving</b> Music students are taught to critique music performances and rehearsal</li> <li>• <b>Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</b> Music students learn to be responsible and flexible and how to work as a group towards a common goal</li> <li>• <b>Information &amp; Communication</b> Music students are taught to critique a performance in a positive manner</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b> Identify different musical settings in which musicians can perform.</li> <li>• <b>Information Literacy</b></li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>theory.</p> <p>Health/PE:</p> <p>World Languages: NJSL W 7.1.A.7- Infer the meaning of some unfamiliar words and phrases in formal and informal contexts</p> <p>Social Studies: NJSL SS 6.1.8.D.1.b-Explain how interactions among African, European, and Native American groups began a cultural transformation</p> <p>Technology:</p> <p>Career Ready Practices: NJSL A 9.2.12.C.3 Identify transferable career skills and design alternative career paths</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Concert music</li> <li>• Staff paper notebook</li> <li>• Teacher constructed exercises and examples</li> <li>• Various recorded musical examples</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Performance tests</li> <li>• CSA</li> <li>•</li> </ul>

**Resources:**

**Major Activities (required):**

- Formally critique/discuss the use of music theory in a piece of music.
- Analyze theory concepts and interpret them in a musical score

<b>Unit: 2 Music Literacy</b>	<b>Recommended Duration: Ongoing – September through June</b>
<ul style="list-style-type: none"> <li>• <b>Unit Description:</b> Achieving literacy and fluency in music significantly enhances the singers’ performance and appreciation of sophisticated music. This unit will introduce students to the three musical elements (rhythm, melody and harmony), music terms and symbols used in the repertoire, music terms and their translation from Italian into English, identifying pattern, key signature, themes and motives through listening and score analysis, and how the observation of musical terms (such as related to rhythm, pitch, harmony and performance direction) in a composition results in a performance that serves the composer’s objective.</li> </ul>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• Why is it important for artists to have a common musical vocabulary?</li> <li>• How do we judge the quality of musical work(s) and performance(s)?</li> </ul>	<ul style="list-style-type: none"> <li>• The ability for artists to communicate with each other is key to understanding and appreciating music of varied styles and genres.</li> <li>• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>VPA 1.1.12.B [Strand] - Music            NJSL SVA 1.1.12.B.1 – Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical genres</p> <p>VPA 1.3.8.B [Strand] - Music            NJSL SVA 1.3.8.B.3 - Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</p> <p><b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b>            VA: MU:Pr4.2.E.5a – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performance.</p> <p><b>Anchor Standard 6: Convey meaning through</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to identify the three musical elements (rhythm, melody and harmony) is the key to musical literacy through listening and score analysis</li> <li>• Student’s will be able to identify and define music terms and symbols used in the repertoire</li> <li>• Students will be able to translate music terms from Italian into English</li> <li>• Students will be able to identify pattern, key signature, themes and motives through listening and score analysis</li> <li>• Students will be able to explain how the observation of musical terms (such as related to rhythm, pitch, harmony and performance direction) in a composition results in a performance that serves the composer’s objective</li> <li>• Students will be able to accurately perform a</li> </ul>	<ul style="list-style-type: none"> <li>• Three elements of music: (rhythm, melody and harmony)</li> <li>• Musical performance terms including those pertaining to dynamics, articulation and tempo</li> <li>• Musical performance terms including repeat, DS and DS al Coda</li> <li>• Rehearsal markings including bar numbers and rehearsal letters</li> <li>• Duple and triple meter</li> <li>• Basic musical form including song form, AB, ABA, AABA and Rondo</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>the performance of artistic work.</b>            VA: MU:Pr6.1.E.5b – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performance of a varied repertoire of music.</p>	<p>musical score observing all terms and symbols</p>	

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily review of musical terms and concepts</li> <li>• Music work/notebook</li> <li>• Peer Critique</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Terms Quiz</li> <li>• Listening Quiz</li> <li>• CSA</li> </ul>	<ul style="list-style-type: none"> <li>• Row Tests</li> <li>• Solo Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Formally critique/discuss the use of music concepts in the performance of a piece of music.</li> <li>• Analyze a musical composition presented in written form and identify the musical concepts.</li> <li>• Critique and Reflection</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Test in alternative site</li> <li>• Allow for re-dos</li> <li>• Provide study guides prior to tests.</li> <li>• Truncated/shortened assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Translation when possible</li> <li>• Truncated/shortened assessments when necessary.</li> <li>• Additional time to complete tasks/projects</li> <li>• No penalty for spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time to complete tasks/projects</li> <li>• Read test passages/articles aloud</li> <li>• Provide study guides prior to tests.</li> <li>• Highlight key directions</li> </ul>	<ul style="list-style-type: none"> <li>• Be a student helper</li> <li>• Accept short answers if detailed and thorough.</li> </ul>

**Instructional Strategies:** *(List and describe.)*

- Organizing students to interact with new information
- Identifying critical information
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- Chunking
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- Reflection

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>E/LA:            NJSLS A R4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p> <p>Mathematics:            NJSLS 7.RP – Analyze proportional Relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>21<sup>st</sup> Century Life and Careers:            NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.            NJSLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p> <p>Health/PE:</p> <p>World Languages:            NJSLS W 7.1.A.7- Infer the meaning of</p>	<ul style="list-style-type: none"> <li>• YouTube examples</li> <li>• Performance recording</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global Awareness</b>                Show appreciation for music from other countries and genres</li> <li>• <b>Civic Literacy</b>                Identify the roles of musicians in different cultures and musical genres i.e. rock, pop, reggae etc.</li> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b>                Discuss the roles of a professional musician and their involvement in a final production</li> <li>• <b>Health Literacy</b>                Students sing with proper breathing and posture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Media Literacy</b>                Music students are taught how to analyze music performances.</li> <li>• <b>Critical Thinking &amp; Problem Solving</b>                Music students are taught to critique music performances and rehearsal</li> <li>• <b>Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</b>                Music students learn to be responsible and flexible and how to work as a group towards a common goal</li> <li>• <b>Information &amp; Communication</b>                Music students are taught to critique a performance in a positive manner</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b>                Identify different musical settings in which musicians can perform.</li> <li>• <b>Information Literacy</b></li> </ul>



<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>some unfamiliar words and phrases in formal and informal contexts</p> <p>Social Studies: NJSL SS 6.1.8.D.1.b-Explain how interactions among African, European, and Native American groups began a cultural transformation</p> <p>Technology:</p> <p>Career Ready Practices: NJSL A 9.2.12.C.3 Identify transferable career skills and design alternative career paths</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Concert music</li> <li>• Staff paper notebook</li> <li>• Teacher constructed exercises and examples</li> <li>• Various recorded musical examples</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Performance tests</li> <li>• CSA</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Formally critique/discuss the use of music theory in a piece of music.</li> </ul>

<b>Unit: 3 Music Theory/Sight-Singing</b>	<b>Recommended Duration: Ongoing – September through June</b>
<p><b>Unit Description:</b> This Unit is intended to introduce students to the basic elements of music theory and sight singing. Throughout this unit, students will be introduced to the concepts of music theory as it relates to this course; pitch notation, meter and rhythm, note duration and recognition, dynamics, tempo and vocabulary. Students will demonstrate their understanding of these musical concepts through writing musical documents, critiquing the work of others and performance.</p>	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• Why is it important for students to learn and understand music theory?</li> <li>• How do the varied concepts of music come together to form a musical composition?</li> <li>• How do individuals choose music to experience?</li> </ul>	<ul style="list-style-type: none"> <li>• The process of creating music is a highly personal one, but does reflect the culture and historical background of the artist. A common vocabulary allows artists of varied cultures and backgrounds to gain insight, understanding and appreciation of each other's works.</li> <li>• The process of creating music is neither haphazard nor random. The way the elements of rhythm, melody, and harmony are used by each artist results in an aesthetically pleasing, but unique composition. This taken with the cultural and historical background of the artist, accounts for the wide diversity of styles of music.</li> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>VPA 1.1.12.B [Strand] - Music  NJSLS VPA 1.1.12.B.1 – Examine how aspects of meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical genres</p> <p>VPA 1.3.12.B [Strand] Music  NJSLS VPA 1.3.12.B.CS3 – Understanding how to manipulate the elements of music is a contributing factor to musical artistry</p> <p>NJSLS VPA. 1.1.8.B.2 - Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p>	<ul style="list-style-type: none"> <li>• Students will understand that a knowledge of basic music notation will result in the performance the assigned concert music</li> <li>• Students will be able to read and perform using hand signs/solfege syllables notated rhythms, melodies and harmonies</li> <li>• Students will be able to apply acquired sight singing skills to assigned concert music</li> </ul>	<ul style="list-style-type: none"> <li>• Basic rhythmic notation including meter, the proportional system, types of notes and rests, beat, tempo and accent</li> <li>• Basic pitch notation including the staff, clefs and ledger lines</li> <li>• The major scale with Curwin hand signs and solfege syllables</li> <li>• Sight singing</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b> VA: MU:Pr4.2.E.5a – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performance. Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p><b>Anchor Standard 7: Interpret intent and meaning in artistic work</b> VA:Re8.1.IIa - Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Daily review of musical terms and concepts</li> <li>• Music work/notebook</li> <li>• Peer Critique</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Terms Quiz</li> <li>• Listening Quiz</li> <li>• CSA</li> </ul>	<ul style="list-style-type: none"> <li>• Row Tests (sight singing)</li> <li>• Solo Tests (sight singing)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Sight Singing</li> <li>• Formally critique/discuss the use of music theory in a piece of music.</li> <li>• Analyze a musical composition presented in written form and identify the musical concepts.</li> <li>• Critique and Reflection</li> </ul>

<b>Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):</b> <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Read directions to student</li> <li>• Test in alternative site</li> <li>• Allow for re-dos</li> </ul>	<ul style="list-style-type: none"> <li>• Translation when possible</li> <li>• Truncated/shortened assessments when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time to complete tasks/projects</li> <li>• Read test passages/articles aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Be a student helper</li> <li>• Accept short answers if detailed and thorough.</li> </ul>

<ul style="list-style-type: none"> <li>• Provide study guides prior to tests.</li> <li>• Truncated/shortened assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time to complete tasks/projects</li> <li>• No penalty for spelling errors</li> <li>• Read test passages/articles aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Provide study guides prior to tests.</li> <li>• Highlight key directions</li> <li>• Order test items from least complex to most complex.</li> </ul>	
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<p><b>Instructional Strategies:</b> <i>(List and describe.)</i></p> <ul style="list-style-type: none"> <li>• Organizing students to interact with new information</li> <li>• Identifying critical information</li> <li>• Previewing new content</li> <li>• Chunking</li> <li>• Providing Resources and Guidance</li> <li>• Reflection</li> </ul>
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<p><b>Unit Vocabulary:</b></p> <p><b>Essential:</b> staff, treble clef, bass clef, ledger line, grand staff, octave, step, scale, meter, time signature, bar line, double bar line, measure, round, canon</p> <p><b>Non-Essential:</b> diatonic, chromatic, scale degree, Curwin, solfege</p>
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<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>E/LA:            NJSLS A R4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p> <p>Mathematics:            NJSLS 7.RP – Analyze proportional Relationships and use them to solve real-world and mathematical problems.</p> <p>Recognize and represent proportional relationships between quantities.</p>	<ul style="list-style-type: none"> <li>• YouTube examples</li> <li>• Performance recording</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global Awareness</b>                Show appreciation for music from other countries and genres</li> <li>• <b>Civic Literacy</b>                Identify the roles of musicians in different cultures and musical genres i.e. rock, pop, reggae etc.</li> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b>                Discuss the roles of a professional musician and their involvement in a final production</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Media Literacy</b>                Music students are taught how to analyze music performances.</li> <li>• <b>Critical Thinking &amp; Problem Solving</b>                Music students are taught to critique music performances and rehearsal</li> <li>• <b>Life and Career Skills (flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</b>                Music students learn to be responsible and flexible and how to work as a group towards a common goal</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>Science:</p> <p>Visual and Performing Arts:</p> <p>21<sup>st</sup> Century Life and Careers:            NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.            NJSLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p> <p>Health/PE:</p> <p>World Languages:            NJSLS W 7.1.A.7- Infer the meaning of some unfamiliar words and phrases in formal and informal contexts</p> <p>Social Studies:            NJSLS SS 6.1.8.D.1.b-Explain how interactions among African, European, and Native American groups began a cultural transformation</p> <p>Technology:</p> <p>Career Ready Practices:            NJSLS A 9.2.12.C.3            Identify transferable career skills and design alternative career paths</p>		<ul style="list-style-type: none"> <li>• <b>Health Literacy</b>            Students sing with proper breathing and posture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Information &amp; Communication</b>            Music students are taught to critique a performance in a positive manner</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b>            Identify different musical settings in which musicians can perform.</li> <li>• <b>Information Literacy</b></li> </ul>

**Resources:****Texts/Materials:**

- Concert music
- Staff paper notebook
- Teacher constructed exercises and examples
- Various recorded musical examples

**Major Assignments (required):**

- Performance tests
- CSA

**Major Activities (required):**

- Formally critique/discuss the use of music theory in a piece of music.
- Analyze theory concepts and interpret them in a musical score

<b>Unit: 4 Listening/Analysis</b>	<b>Recommended Duration: Ongoing – September through June</b>
<b>Unit Description:</b> Evaluation and self-evaluation of an artist’s technical proficiency are critical components for improving and appreciating the aesthetics of a performance. This unit student’s gain experience using the concepts of effective critique and the communicating skills necessary to achieve this.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How does the ability to evaluate technical proficiency and artistry affect one’s appreciation of a performance?</li> <li>• Why might the enhanced ability to musically self-evaluate broaden one’s perception of musical aesthetics?</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and self-evaluation of an artist’s technical proficiency are critical components for improving and appreciating the aesthetics of a performance.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>VPA 1.4.12 [Strand] – Aesthetic Response</p> <p>NJSLS VPA 1.4.12.A.3 – Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theater and visual art) using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value.</p> <p>VPA 1.4.12.B [Strand] – Critique Methodologies</p> <p>NJSLS VPA 1.4.12.B.2 – Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<ul style="list-style-type: none"> <li>• Students will use their knowledge of musical terms to effectively critique a performance</li> <li>• Students will understand the process of critique and how it can result in an improved performance</li> <li>• Students will express verbally and in written form an emotional connection a specific musical composition</li> <li>• Students will express verbally and in written form critique and analysis of a performance</li> <li>• Reflect and respond to being a part of a structured organization that judges in a constructive manner the prepared performance of an individual or ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique</li> <li>• Analysis</li> <li>• Constructive Criticism</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments:</b>	<b>Performance Assessments:</b>	<b>Major Activities/ Assignments (required):</b>
<ul style="list-style-type: none"> <li>• Daily review of musical terms and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Concert critique</li> <li>• Terms Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Row Tests (critique of each)</li> <li>• Solo Tests (critique of each)</li> </ul>	<ul style="list-style-type: none"> <li>• Formally critique/discuss the use of musical concepts in a piece of</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>• Music work/notebook</li> <li>• Peer Critique</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Quiz</li> <li>• CSA</li> </ul>		<ul style="list-style-type: none"> <li>• music.</li> <li>• Critique and Reflection</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>• Translation when possible</li> <li>• Truncated/shortened assessments when necessary.</li> <li>• Additional time to complete tasks/projects</li> <li>• No penalty for spelling errors</li> <li>• Read test passages/articles aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Translation when possible</li> <li>• Truncated/shortened assessments when necessary.</li> <li>• Additional time to complete tasks/projects</li> <li>• No penalty for spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time to complete tasks/projects</li> <li>• Read test passages/articles aloud</li> <li>• Provide study guides prior to tests.</li> <li>• Highlight key directions</li> <li>• Order test items from least complex to most complex.</li> </ul>	<ul style="list-style-type: none"> <li>• Be a student helper</li> <li>• Accept short answers if detailed and thorough.</li> </ul>

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> <li>• Organizing students to interact with new information</li> <li>• Identifying critical information</li> <li>• Previewing new content</li> <li>• Chunking</li> <li>• Providing Resources and Guidance</li> <li>• Reflection</li> </ul>

Unit Vocabulary:
<p><b>Essential:</b> tone, timbre, dynamic contrast, tempo, blend, diction</p> <p><b>Non-Essential:</b> tessitura</p>



<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>E/LA: NJSLS A R4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p> <p>Mathematics: NJSLS 7.RP – Analyze proportional Relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>21<sup>st</sup> Century Life and Careers: NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJSLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p> <p>Health/PE:</p>	<ul style="list-style-type: none"> <li>• YouTube examples</li> <li>• Performance recording</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Global Awareness</b> Show appreciation for music from other countries and genres</li> <li>• <b>Civic Literacy</b> Identify the roles of musicians in different cultures and musical genres i.e. rock, pop, reggae etc.</li> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b> Discuss the roles of a professional musician and their involvement in a final production</li> <li>• <b>Health Literacy</b> Students sing with proper breathing and posture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li>• <b>Critical Thinking &amp; Problem Solving</b> Music students are taught to critique music performances and rehearsal</li> <li>• <b>Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</b> Music students learn to be responsible and flexible and how to work as a group towards a common goal</li> <li>• <b>Information &amp; Communication</b> Music students are taught to critique a performance in a positive manner</li> <li>• <b>Technologies Literacy</b></li> <li>• <b>Communication &amp; Collaboration</b> Identify different musical settings in which musicians can perform.</li> <li>• <b>Information Literacy</b></li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>World Languages: NJSLs W 7.1.A.7- Infer the meaning of some unfamiliar words and phrases in formal and informal contexts</p> <p>Social Studies: NJSLs SS 6.1.8.D.1.b-Explain how interactions among African, European, and Native American groups began a cultural transformation</p> <p>Technology:</p> <p>Career Ready Practices: NJSLs A 9.2.12.C.3 Identify transferable career skills and design alternative career paths</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Concert music</li> <li>• Staff paper notebook</li> <li>• Teacher constructed exercises and examples</li> <li>• Various recorded musical examples</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Performance tests</li> <li>• CSA</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Formally critique/discuss the use of music theory in a piece of music.</li> <li>• Analyze theory concepts and interpret them in a musical score</li> </ul>

<b>Unit: 5 Preparation for Concerts (Fall, Holiday, Spring and End of Year)</b>	<b>Recommended Duration: Ongoing – September through June</b>
<b>Unit Description:</b> This unit will focus on synthesizing musical skills learned thus-far into a cohesive and full-length performance. Reflection and critique will play an important role. Repertoire will progress from rounds and canons through a cappella to the medium-advanced level.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• What is good singing?</li> <li>• How can observing and/or evaluating other’s performance improve one’s own performance skills?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Correct and healthy vocal technique transcends musical styles</li> <li>• Self-evaluation is a natural result of critical observation of the performance of others</li> <li>• Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>VPA 1.1.12.B.2 [Strand] - Music            NJSLS VPA 1.1.12.B.2 - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultures</p> <p>VPA 1.3.12 B [Strad] - Music            NJSLS VPA 1.2.12.B.CS3 – Understanding how to manipulate the elements of music is a contributing factor to music artistry</p> <p>VPA 1.4.12.B [Strand] - Critique Methodologies            NJSLS VPA 1.4.12.B.2 - Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art</p> <p><b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b>            VA:pr.4.1IIIa            Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event</p>	<ul style="list-style-type: none"> <li>• Students will synthesize the musical concepts learned into the performance of their concert repertoire</li> <li>• Students will be able to perform in individually, in sections and in a large group</li> <li>• Students will be able to perform musical concepts as contained in the score of the assigned concert repertoire</li> <li>• Students will be able to expressively sing through a piece of music.</li> <li>• Students will be able to have the chance to play the part of the choral director and critique the ensemble in reference to their repertoire and musical concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform their individual part within the large group</li> <li>• Apply musical concepts through large group performance.</li> <li>• Analyze parts of the repertoire that may need repair.</li> <li>• Perform music accurately and expressively.</li> <li>• Differentiate between different musical styles</li> <li>• Critique and reflect on their individual part of the chorus.</li> <li>• Play the part of the chorus director and identify trouble spots in the large group repertoire and repair them.</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b>            VA:Pr6.1.8a            Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent</p> <p>VA:Pr6.1.8b            Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style</p> <p><b>Anchor Standard 3: Refine and complete artistic work.</b>            VA:Cr3.2.8a            Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.</p> <p><b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b> <small>[SEP]</small>            VA:Pr4.2.8b            When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>VA:Pr4.2.8c            Identify how cultural and historical context inform performances and result in different musical effects.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>Teacher critique</li> <li>Self-critique</li> </ul>	<ul style="list-style-type: none"> <li>Listening Quiz</li> <li>Concert Performance</li> <li>CSA</li> </ul>	<ul style="list-style-type: none"> <li>Row Test</li> <li>Solo Test</li> </ul>	<ul style="list-style-type: none"> <li>Daily rehearsal of assigned music</li> <li>Concert performance</li> </ul>

**Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):** *How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> <li>Read directions to student</li> <li>Highlight key directions</li> </ul>	<ul style="list-style-type: none"> <li>Read directions to students</li> <li>Highlight key directions</li> </ul>	<ul style="list-style-type: none"> <li>Read directions to students</li> <li>Highlight key directions</li> </ul>	<ul style="list-style-type: none"> <li>Student leader</li> </ul>

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> <li>Identifying critical information</li> <li>Previewing new content</li> <li>Chunking</li> <li>Reflection</li> </ul>

Unit Vocabulary:
<b>Essential:</b> repeat, DC, DC al coda  <b>Non-Essential:</b> quartet, opera

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21 <sup>st</sup> Century Themes: <i>(Check and explain how the connection is made.)</i>	21 <sup>st</sup> Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: NJSLS A R4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.	<ul style="list-style-type: none"> <li>YouTube examples</li> <li>Performance recording</li> </ul>	<ul style="list-style-type: none"> <li><b>Global Awareness</b> Show respect for music from other countries and genres</li> <li><b>Civic Literacy</b> Identify the roles of musicians in different cultures and musical genres i.e. rock, pop, reggae etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Media Literacy</b> Music students are taught how to analyze music performances.</li> <li><b>Critical Thinking &amp; Problem Solving</b> Music students are taught to critique music performances and rehearsal</li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
<p>Mathematics:            NJSLS 7.RP – Analyze proportional Relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities.</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>21<sup>st</sup> Century Life and Careers:            NJ SLS CTE 9.3.12.AR-PRF.3 – Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods.</p> <p>NJSLS CTE 9.3.12.AR-PRF.4 – Demonstrate knowledge of music theory.</p> <p>Health/PE:</p> <p>World Languages:            NJSLS W 7.1.A.7- Infer the meaning of some unfamiliar words and phrases in formal and informal contexts</p> <p>Social Studies:            NJSLS SS 6.1.8.D.1.b-Explain how interactions among African, European, and Native American groups began a cultural transformation</p>		<ul style="list-style-type: none"> <li>• <b>Financial, Economic, Business, &amp; Entrepreneurial</b>                Discuss the roles of a professional musician and their involvement in a final production</li>   <li>• <b>Health Literacy</b>                Students sing with proper breathing and posture</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</b>                Music students learn to be responsible and flexible and how to work as a group towards a common goal</li>   <li>• <b>Information &amp; Communication</b>                Music students are taught to critique a performance in a positive manner</li>   <li>• <b>Technologies Literacy</b></li>   <li>• <b>Communication &amp; Collaboration</b>                Identify different musical settings in which musicians can perform.</li>   <li>• <b>Information Literacy</b></li> </ul>

<b>Interdisciplinary Connections &amp; Career Ready Practices (Note Applicable Standards):</b>	<b>Integration of Technology:</b> <i>(Note the SAMR Model elements used and how.)</i>	<b>21<sup>st</sup> Century Themes:</b> <i>(Check and explain how the connection is made.)</i>	<b>21<sup>st</sup> Century Skills:</b> <i>(Check and explain how the connection is made.)</i>
Technology:  Career Ready Practices: NJSLS A 9.2.12.C.3 Identify transferable career skills and design alternative career paths			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Concert Music</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Performance testing</li> <li>• Concert performance</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Daily rehearsal of concert music</li> <li>• Concert performance</li> </ul>