

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Chorus 7 & 8	Grade Level(s): 7th and 8th
Department: Visual and Performing Arts	Credits: N/A
BOE Adoption Date: October 2017	Revision Date(s): October 2019

ABSTRACT

Seventh and Eighth Grade Choir is a year-long vocal performance class for singers of all ability levels and provides students with vocal performance opportunities. The main focus of the coursework is to develop proficiency in the basic skills necessary for effective choral music performance. Daily rehearsals will consist of a warm-up period, group vocal technique training, learning individual parts, and fitting those parts into the body of the ensemble. Students will develop skills in technique, tone production, music reading, vocal intonation, diction, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several day and evening concerts will be scheduled throughout the year, and student participation will be a requirement of the course. At the completion of this course, students will be able to continue on to, and actively participate in large group ensembles, such as an established High School Choir Program.

1. Students develop a strong sense of rhythm, pitch, meter, tempo, ear-training and musical vocabulary throughout this course. Students will demonstrate their knowledge and understanding of the concepts through group performance.
2. Students develop knowledge on how to care for their voice and maintain vocal health.
3. Students will demonstrate the knowledge gained from this course through a performance for a public audience at beginning, middle and end of the year.

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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 Core Student Learning Standards (NJ SLS).

Curriculum & Instruction Goals

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 intermediate benchmarking

Philosophy of the Shared Curriculum Service with South Harrison Township Elementary

The ultimate goal of the newly established shared curriculum service with South Harrison Township Elementary is to provide clearly coherent curriculum for grades K-12 to enhance student growth and achievement and provide learning experiences that assist in providing an inherent love of learning. With true vertical and horizontal curricular alignment all students will be effectively prepared for their arrival onto the campus of Kingsway Regional Middle School. Through this shared vision, both school districts are able to work earlier and more productively with students to ensure they are properly equipped with the knowledge and skills necessary to be successful in college and career upon graduation from high school. The alignment of curriculum K-12 safeguards countless benefits for our children; it is the very foundation for the improved teaching and learning that is our goal as educators, parents, and community members. Most notably, an aligned curriculum K-12 creates a common ownership and understanding of what must be taught and learned at each grade level for each subject area. No matter where a student attends, the curriculum requirements are the same across buildings, grade levels and teachers. Additionally, an aligned curriculum serves to provide valuable information to parents who will know what each child is expected to learn while in the classroom.

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):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 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 NJCCCS and CCSS are 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. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the Common Core State Standards and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **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.).
14. **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*

15. 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.

16. 21st Century Skills: These skills emphasize the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; 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: 7th and 8th Grade Chorus

Prerequisite(s): None

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1:</p> <p>Vocal Technique</p>	<p>48 weeks</p> <p>Ongoing</p>	<p>NJSLS VPA. 1.3.8.B.3</p> <p>MU:Pr5.1.7a</p>	<ul style="list-style-type: none"> • Students will be able to identify and demonstrate appropriate posture, breathing mechanics and diction. • Students will be able to demonstrate correct tone production and provide self-analysis of individual vocal goals. • Students will be able to identify the components of a proper vocal warm-up. 	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate correct singing posture. • Demonstrate proper breathing techniques and engage the lower intercostals muscles. • Demonstrate how to produce a healthy vocal sound but relaxing the larynx and pushing the tongue forward. • Compare different vocal warm-ups and discuss the specific technique each warm-up focuses on.
<p>Unit 2:</p> <p>Understanding Musical Concepts and Theory</p>	<p>48 weeks</p> <p>Ongoing</p>	<p>NJSLS VPA. 1.1.8.B.2</p> <p>NJSLS VPA. 1.3.8.B.3</p> <p>MU:Re7.2.7a</p> <p>MU:Re7.2.8a</p>	<ul style="list-style-type: none"> • Students will understand that identifying musical elements is the key to music literacy. • Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo, etc. to identify musical elements and to describe and critique music. • Students will be able to demonstrate their 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify musical symbols. • Identify pitches on the staff. • Distinguish between different types of notes (line and space). • Demonstrate how to write notes on a staff. • Label the lines and spaces on a treble and bass clef. • Identify notes and duration of notes. • Distinguish between different types of notes.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>understanding of musical elements by writing musical documents and critiquing the work of others in the classroom.</p> <ul style="list-style-type: none"> Students will be able to apply their knowledge of musical elements through the performance of music. 	<p>(rhythmic)</p> <ul style="list-style-type: none"> Demonstrate correct placement of a note stem. Demonstrate how to write notes on a staff. Define time signature, measure, and bar lines. Demonstrate their knowledge of musical vocabulary through discussion and critique.
<p>Unit 3: Patriotic Songs-group performance.</p>	<p>3 weeks September/ October</p>	<p>NJSLS VPA. 1.3.8.B.1 NJSLS VPA. 1.3.8.B.2 NJSLS VPA. 1.3.8.B.3 NJSLS CRP1</p> <p>MU:Cr1.1.8a MU:Cr3.2.8a MU:Pr4.2.8a MU:Pr4.2.8b MU:Pr4.2.8c MU:Pr6.1.8a MU:Pr6.1.8b</p>	<ul style="list-style-type: none"> Students will synthesize the basic musical concepts learned into the performance of two patriotic songs composition. Students will be able to perform in a large group. Students will be able to perform in multiple parts in a large group setting. Students will be able to use musical vocabulary to critique the performance of the entire choir. Students will demonstrate their understanding of being a contributing member of the community through performance of these songs. 	<p>Students will:</p> <ul style="list-style-type: none"> Perform their individual part within the large group. Apply musical concepts through large group performance. Perform music accurately and expressively. Differentiate between different musical styles Critique and reflect on their individual part of the choir. Discuss the importance of being a contributing member of the community through performance of these songs.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 4:</p> <p>Group Performance and preparation for the Holiday Concert.</p>	<p>10-12 weeks</p> <p>October, November, December</p>	<p>NJSLS VPA. 1.3.8.B.1 NJSLS VPA. 1.3.8.B.2 NJSLS VPA. 1.3.8.B.3</p> <p>MU:Cr1.1.8a MU:Cr3.2.8a MU:Pr4.2.8a MU:Pr4.2.8b MU:Pr4.2.8c MU:Pr6.1.8a MU:Pr6.1.8b</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of the Holiday Concert Repertoire. • Students will be able to perform in a large group. • Students will be able to perform in multiple parts in a large group setting. • Students will be able to use musical vocabulary to critique the performance of the entire choir. 	<p>Students will:</p> <ul style="list-style-type: none"> • Perform their individual part within the large group. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the choir.
<p>Unit 5:</p> <p>Group Performance and preparation for the Broadway Concert.</p>	<p>10-12 weeks</p> <p>January, February, March</p>	<p>NJSLS VPA. 1.3.8.B.1 NJSLS VPA. 1.3.8.B.2 NJSLS VPA. 1.3.8.B.3</p> <p>MU:Cr1.1.8a MU:Cr3.2.8a MU:Pr4.2.8a MU:Pr4.2.8b MU:Pr4.2.8c MU:Pr6.1.8a MU:Pr6.1.8b</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance the Broadway Concert Repertoire. • Students will be able to perform in a large group. • Students will be able to perform in multiple parts in a large group setting. • Students will be able to use musical vocabulary to critique the performance of the entire 	<p>Students will:</p> <ul style="list-style-type: none"> • Perform their individual part within the large group. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the choir.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			choir.	
Unit 6: Group Performance and preparation for the End of the Year Classical Concert.	10-12 weeks April, May, June	NJ SLS VPA. 1.3.8.B.1 NJ SLS VPA. 1.3.8.B.2 NJ SLS VPA. 1.3.8.B.3 MU:Cr1.1.8a MU:Cr3.2.8a MU:Pr4.2.8a MU:Pr4.2.8b MU:Pr4.2.8c MU:Pr6.1.8a MU:Pr6.1.8b	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of the Classical Concert Repertoire. • Students will be able to perform in a large group. • Students will be able to perform in multiple parts in a large group setting. • Students will be able to use musical vocabulary to critique the performance of the entire choir. 	Students will: <ul style="list-style-type: none"> • Perform their individual part within the large group. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the choir.
Unit 7: Concert Critique	1 Week End of June	NJ SLS VPA 1.4.8.A.1 NJ SLS VPA. 1.4.8.B.2 NJ SLS LA.K-12.NJLSA.W2 MU:Pr5.1.8a MU:Re9.1.8a	<ul style="list-style-type: none"> • Students will be able to reflect upon and critique the End of the Year Classical concert performance. • Students will critique both the group performance and their individual performance. 	Students will: <ul style="list-style-type: none"> • Compare multiple aspects of the year's three concerts using a rubric. • Discuss the elements that were executed properly and the elements that need improvement. • Critique and reflect on their individual performance.

Unit: 1 Vocal Technique	Recommended Duration: 40 Weeks Ongoing
Unit Description: This unit is intended to guide students through the daily warm-up routine. Throughout this unit, students will perform carefully supervised warm-up exercises which are essential for the acquisition of proper vocal technique. Students will demonstrate their understanding of these concepts through their daily performance of these warm-ups.	

Essential Questions:	Enduring Understandings:
<p>What are the elements of an all-inclusive vocal warm-up?</p> <p>When singing, what is the correct position of the tongue, larynx, soft palate, rib cage and neck?</p> <p>How can understanding correct body position improve the quality of one's voice?</p>	<ul style="list-style-type: none"> • Properly performing daily warm-ups is essential for the acquisition of proper vocal technique. • Positioning the body correctly has a direct effect on vocal production.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA. 1.3.8.B.3 -Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>MU:Pr5.1.7a -Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of a performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.</p>	<ul style="list-style-type: none"> • Students will be able to identify and demonstrate appropriate posture, breathing mechanics and diction. • Students will be able to demonstrate correct tone production and provide self-analysis of individual vocal goals. • Students will be able to identify the components of a proper vocal warm-up. 	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate correct singing posture. • Demonstrate proper breathing techniques and engage the lower intercostals muscles. • Demonstrate how to produce a healthy vocal sound but relaxing the larynx and pushing the tongue forward. • Compare different vocal warm-ups and discuss the specific technique each warm-up focuses on.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Daily review of warm-ups Peer critique Section work 	<ul style="list-style-type: none"> Teacher evaluation of daily performance Responses to discussion questions 	<ul style="list-style-type: none"> Measurement of individual progress by noting involvement in the practice of the exercises. 	<p>Major Activities (required):</p> <ul style="list-style-type: none"> Formally discuss the importance of maintaining vocal health through daily warm-ups. Perform daily warm-ups. <p>Major Assignments (required):</p> <ul style="list-style-type: none"> Teacher facilitated guided practice.

Possible Assessment Modifications /Accommodations/ Differentiation:			
<p>Special Education Students</p> <p>Oral Testing Shortened assessment/Accept short answers</p>	<p>English Language Learners</p> <p>Read Directions to student Highlight key directions Test in alternative site</p>	<p>At-Risk Learners</p> <p>Performance versus written tasks/projects Multiple attempts.</p>	<p>Advanced Learners</p> <p>Advanced singers critique their sections performance and offer constructive criticisms to aid in improvement of the group.</p>

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> Identifying critical information Previewing New Content Chunking Content into "Digestible Bites" Reflecting on Learning Reviewing Content Organizing Students to Practice and Deepen Knowledge Practicing Skills, Strategies, and Processes Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
<p>Special Education Students</p> <p>Shortening Assignment Modified Grading</p>	<p>English Language Learners</p> <p>Reworded questions/problems in simpler language</p>	<p>At-Risk Learners</p> <p>Use of mnemonics Space for movement or breaks</p>	<p>Advanced Learners</p> <p>Lead their section when working in multiple parts</p>

Possible Instructional Modifications /Accommodations/Differentiation:			
Instructions/expectation given several different ways (including lecture, listening and written)	Correct pronunciation of warm-ups is provided on an audio recording.	Preferential seating	

Unit Vocabulary:
Essential: Diaphragm, larynx, soft palate, lower intercostal muscles, breath support, posture
Non-Essential: tempo, dynamics

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: NJSL 9.3.12.AR PRF.4 Demonstrate knowledge of music theory.	Technology: YouTube, musical examples		

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
Library:			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Piano • Staff paper • Teacher constructed exercises and examples • Various recorded musical examples

Unit: 2 Understanding Musical Concepts and Theory	Recommended Duration: 48 Weeks Ongoing
Unit Description: This unit is intended to introduce students to the basic elements of music theory. 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 and critiquing the work of others.	

Essential Questions:	Enduring Understandings:
<p>Why is it important for students to learn and understand music theory? How do the varied concepts of music come together to form a musical composition?</p> <p>How do individuals choose music to experience?</p>	<ul style="list-style-type: none"> • 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. • 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. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA. 1.1.8.B.2 -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>MU:Re7.2.8a - Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p>	<ul style="list-style-type: none"> • Students will understand that identifying musical elements is the key to music literacy. • Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo, etc. to identify musical elements and to describe and critique music. • Students will be able to demonstrate their understanding of musical elements by writing musical documents and critiquing the work of others in the 	<ul style="list-style-type: none"> • Students will identify musical symbols. • Students will identify pitches on the staff. • Students will distinguish between different types of notes (line and space). • Students will demonstrate how to write notes on a staff. • Students will label the lines and spaces on a treble and bass clef. • Students will identify notes and duration of notes. • Students will distinguish between different types of notes. (rhythmic)

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA. 1.3.8.B.3 -Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>MU:Re7.2.7a -Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p>	<p>classroom.</p> <ul style="list-style-type: none"> Students will be able to apply their knowledge of musical elements through the performance of music. 	<ul style="list-style-type: none"> Students will demonstrate correct placement of a note stem. Students will demonstrate how to write notes on a staff. Students will define time signature, measure, and bar lines. Students will demonstrate their knowledge of musical vocabulary through discussion and critique. Students will demonstrate their knowledge of musical elements through performance.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Daily review of musical terms Music work/notebook Peer critique Group work 	<ul style="list-style-type: none"> Terms quiz Pitch quiz Rhythm & Meter quiz Theory Unit Test 	<ul style="list-style-type: none"> Rhythmic playing test Pitch identification playing test 	<ul style="list-style-type: none"> Formally critique/discuss the use of music theory in a piece of music. Analyze a musical composition presented in written form and identify the musical concepts. Perform rhythms on various percussion instruments. Perform pitches on the Marimba. <p>Major Assignments (required):</p> <ul style="list-style-type: none"> Perform rhythms on various percussion instruments. Perform pitches on the Keyboard.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			Major Activities (required): <ul style="list-style-type: none"> Formally critique/discuss the use of music theory in a piece of music. Analyze a musical composition presented in written form and identify the musical concepts.

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students Oral Testing Shortened assessment/Accept short answers	English Language Learners Read Directions to student Highlight key directions Test in alternative site	At-Risk Learners Performance versus written tasks/projects Multiple attempts.	Advanced Learners Advanced singers critique their sections performance and offer constructive criticisms to aid in improvement of the group.

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> Identifying critical information Previewing New Content Chunking Content into "Digestible Bites" Reflecting on Learning Reviewing Content Organizing Students to Practice and Deepen Knowledge Practicing Skills, Strategies, and Processes Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students Shortening Assignment Modified Grading Instructions/expectation given several different ways (including lecture, listening and written)	English Language Learners Reworded questions/problems in simpler language	At-Risk Learners Use of mnemonics Space for movement or breaks Preferential seating	Advanced Learners Lead their section when working in multiple parts

Unit Vocabulary:
Essential: staff, treble clef, bass clef, leger line, grand staff, pitch, rhythm, notation, meter, time signature, bar line, double bar line, beat
Non-Essential: percussion, marimba, tempo, dynamics

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: - NJSL 9.3.12.AR PRF.4 -Demonstrate knowledge of music theory. Library:	Technology: YouTube, musical examples		

Resources:
Texts/Materials: <ul style="list-style-type: none"> • Percussion Instruments • Theory Worksheets

Resources:

- Staff paper
- Notebook paper
- Teacher constructed exercises and examples
- Various recorded musical examples

Unit: 3 Patriotic Songs-group performance.	Recommended Duration: 3 weeks- September/October
Unit Description: This unit is intended to prepare the students to perform two Patriotic Songs. Students will practice songs in three-part harmony. Each student will pay particular attention to the intonation of the group and the individuals comprising the groups. Students will perform these songs for a variety of community events.	

Essential Questions:	Enduring Understandings:
<p>How does the proper approach to producing sound impact a performance? What is intonation? Why is good intonation critical to a fine performance? What is the impact of individual and section volume on the ensemble? How can singing Patriotic Songs positively affect the community? How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? When is creative work ready to share?</p>	<ul style="list-style-type: none"> • Students need to be able to sing their own part while others are singing a different part. In a vocal ensemble, very rarely will everyone be singing in unison, so it is essential for each individual to carry his or her own part. • The coming together of musical elements creates aesthetics in music (tension and resolution). • Patriotic Songs can bring the community together, and performing these songs properly allows the students to contribute to their community. • Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response • Musicians’ presentation of creative work is the culmination of a process of creation and communication.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA. 1.3.8.B.1 -Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western and avant-garde notation.</p> <p>MU:Pr4.2.8a - Compare the structure of contrasting pieces of music selected for performance, explaining how</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of two patriotic songs composition. • Students will be able to perform in a large group. • Students will be able to perform in multiple parts in a large group setting. 	<p>Students will:</p> <ul style="list-style-type: none"> • Perform their individual part within the large group. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the choir.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>the elements of music are used in each.</p> <p>MU: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>MU: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>MU: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>NJSLS VPA. 1.3.8.B.2 -Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>MU:Pr4.2.8b - When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>	<ul style="list-style-type: none"> • Students will be able to use musical vocabulary to critique the performance of the entire choir. • Students will demonstrate their understanding of being a contributing member of the community through performance of these songs 	<ul style="list-style-type: none"> • Discuss the importance of being a contributing member of the community through performance of Patriotic songs.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>MU:Pr4.2.8c - Identity how cultural and historical context inform performances and result in different musical effects.</p> <p>NJSLS VPA. 1.3.8.B.3 -Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>MU:Cr1.1.8a -Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>NJSLS CRP1 - Act as a responsible and contributing citizen and employee.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Peer critique • Solo performance 	<ul style="list-style-type: none"> • Weekly playing quizzes based on the group's readiness 	<ul style="list-style-type: none"> • Weekly individual tests • Monthly group tests 	<p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Concert Repertoire • Patriotic Song Performance <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Weekly Performance Test • Monthly Performance Tests

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students Oral Testing Shortened assessment/Accept short answers	English Language Learners Read Directions to student Highlight key directions Test in alternative site	At-Risk Learners Performance versus written tasks/projects Multiple attempts.	Advanced Learners Advanced singers critique their sections performance and offer constructive criticisms to aid in improvement of the group.

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • Previewing New Content • Chunking Content into “Digestible Bites” • Reflecting on Learning • Reviewing Content • Practicing Skills, Strategies, and Processes • Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students Shortening Assignment Modified Grading Instructions/expectation given several different ways (including lecture, listening and written)	English Language Learners Reworded questions/problems in simpler language Provide audio recording of pronunciation of lyrics.	At-Risk Learners Use of mnemonics Space for movement or breaks Preferential seating	Advanced Learners Lead their section when working in multiple vocal parts.

Unit Vocabulary:
Essential: Patriotic, Community, Ensemble, tempo, dynamics, intonation
Non-Essential:

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: Mathematics:	Technology: YouTube	<u> x </u> Global Awareness -Students will understand that music is a universal language. <u> </u> Civic Literacy	<u> x </u> Creativity & Innovation -Students will create musical selections and will be able to add their own styles and techniques to the performance.

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: - NJSLS 9.3.12.AR PRF.4 -Demonstrate knowledge of music theory. Library:		<input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Media Literacy <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills -Students will demonstrate the ability to perform in front of an audience which will aide in their development as a performer in the future. <input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration -Students must be able to communicate the meaning of the musical selection to the audience. Students must work as a team to accomplish accurate performance of a choir selection. <input type="checkbox"/> Information Literacy

Resources:
Texts/Materials: <ul style="list-style-type: none"> • SSA <i>The Star Spangled Banner</i> • SSA <i>My Country Tis of Thee</i> • <i>Various other Patriotic Songs</i>

Unit: 4 Holiday Concert-Group Performance	Recommended Duration: 9 weeks-Mid October-Mid December
Unit Description: This unit is intended to prepare the students to perform a Holiday Concert. Students will practice songs in three-part harmony. Each student will pay particular attention to the intonation of the group and the individuals comprising the groups. Students will perform these songs at a unit culminating concert	

Essential Questions:	Enduring Understandings:
<p>How does the proper approach to producing sound impact a performance? What is intonation? Why is good intonation critical to a fine performance? What is the impact of individual and section volume on the ensemble? How can performing in a concert positively affect the community? How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? When is creative work ready to share?</p>	<ul style="list-style-type: none"> • Students need to be able to sing their own part while others are singing a different part. In a vocal ensemble, very rarely will everyone be singing in unison, so it is essential for each individual to carry his or her own part. • The coming together of musical elements creates aesthetics in music (tension and resolution). • Holiday Concerts can bring the community together, and performing these songs properly allows the students to contribute to their community. • Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response • Musicians’ presentation of creative work is the culmination of a process of creation and communication

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA. 1.3.8.B.1 -Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western and avant-garde notation.</p> <p>MU:Pr4.2.8a - Compare the structure of contrasting pieces of music selected for performance, explaining how</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of a Holiday Concert. • Students will be able to perform in a large group. • Students will be able to perform in multiple parts in a large group setting. • Students will be able to use musical vocabulary to critique the performance of 	<p>Students will:</p> <ul style="list-style-type: none"> • Perform their individual part within the large group. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the choir.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>the elements of music are used in each.</p> <p>MU: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>MU: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>MU: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>NJSLS VPA. 1.3.8.B.2 -Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>MU:Pr4.2.8b - When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>	<p>the entire choir.</p> <ul style="list-style-type: none"> Students will demonstrate their understanding of being a contributing member of the community through performance of this concert. 	<ul style="list-style-type: none"> Discuss the importance of being a contributing member of the community through performance of a Concert.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>MU:Pr4.2.8c - Identity how cultural and historical context inform performances and result in different musical effects.</p> <p>NJSLS VPA. 1.3.8.B.3 -Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>MU:Cr1.1.8a -Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. - Act as a responsible and contributing citizen and employee.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Peer critique • Solo performance 	<ul style="list-style-type: none"> • Weekly playing quizzes based on the group's readiness 	<ul style="list-style-type: none"> • Weekly individual tests • Monthly group tests 	<p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Holiday Concert Repertoire <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Weekly Performance Test • Monthly Performance Tests

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students Oral Testing Shortened assessment/Accept short answers	English Language Learners Read Directions to student Highlight key directions Test in alternative site	At-Risk Learners Performance versus written tasks/projects Multiple attempts.	Advanced Learners Advanced singers critique their sections performance and offer constructive criticisms to aid in improvement of the group.

Instructional Strategies (Robert Marzano's 41 Elements):
<ul style="list-style-type: none"> • Previewing New Content • Chunking Content into “Digestible Bites” • Reflecting on Learning • Reviewing Content • Practicing Skills, Strategies, and Processes • Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students Shortening Assignment Modified Grading Instructions/expectation given several different ways (including lecture, listening and written)	English Language Learners Reworded questions/problems in simpler language Provide audio recording of pronunciation of lyrics.	At-Risk Learners Use of mnemonics Space for movement or breaks Preferential seating	Advanced Learners Lead their section when working in multiple vocal parts.

Unit Vocabulary:
Essential: Ensemble, tempo, dynamics, intonation, forte, mezzo forte, mezzo piano, piano, legato
Non-Essential:

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA: Mathematics:	Technology:	___ Global Awareness ___ Civic Literacy	___ <u>x</u> Creativity & Innovation -Students will create musical selections and will be able to add their own styles and techniques to the performance.

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: - NJSLS 9.3.12.AR PRF.4 Library:		<input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Media Literacy <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills -Students will demonstrate the ability to perform in front of an audience which will aide in their development as a performer in the future. <input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration -Students must be able to communicate the meaning of the musical selection to the audience. Students must work as a team to accomplish accurate performance of a choir selection. <input type="checkbox"/> Information Literacy

Resources:
Texts/Materials: <ul style="list-style-type: none"> Assigned Music for the concert

Unit 5: Broadway/Pop Concert-Group Performance	Recommended Duration: 12 weeks-January-March
Unit Description: This unit is intended to prepare the students to perform a Holiday Concert. Students will practice songs in three-part harmony. Each student will pay particular attention to the intonation of the group and the individuals comprising the groups. Students will perform these songs at a unit culminating concert	

Essential Questions:	Enduring Understandings:
<p>How does the proper approach to producing sound impact a performance? What is intonation? Why is good intonation critical to a fine performance? What is the impact of individual and section volume on the ensemble? How can performing in a concert positively affect the community? How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? When is creative work ready to share?</p>	<ul style="list-style-type: none"> • Students need to be able to sing their own part while others are singing a different part. In a vocal ensemble, very rarely will everyone be singing in unison, so it is essential for each individual to carry his or her own part. • The coming together of musical elements creates aesthetics in music (tension and resolution). • Broadway Concerts can bring the community together, and performing these songs properly allows the students to contribute to their community. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response • Musicians' presentation of creative work is the culmination of a process of creation and communication.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA. 1.3.8.B.1 -Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western and avant-garde notation.</p> <p>MU:Pr4.2.8a - Compare the structure of contrasting pieces of music selected for performance, explaining how</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of a Broadway Concert. • Students will be able to perform in a large group. • Students will be able to perform in multiple parts in a large group setting. • Students will be able to use musical vocabulary to critique the performance of 	<p>Students will:</p> <ul style="list-style-type: none"> • Perform their individual part within the large group. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the choir.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>the elements of music are used in each.</p> <p>MU: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>MU: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>MU: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>NJSLS VPA. 1.3.8.B.2 -Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>MU:Pr4.2.8b - When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>	<p>the entire choir.</p> <ul style="list-style-type: none"> Students will demonstrate their understanding of being a contributing member of the community through performance of this concert. 	<ul style="list-style-type: none"> Discuss the importance of being a contributing member of the community through performance of a Concert.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>MU:Pr4.2.8c - Identity how cultural and historical context inform performances and result in different musical effects.</p> <p>NJSLS VPA. 1.3.8.B.3 -Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>MU:Cr1.1.8a -Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>NJSLS CRP1 - Act as a responsible and contributing citizen and employee.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Peer critique • Solo performance 	<ul style="list-style-type: none"> • Weekly playing quizzes based on the group's readiness 	<ul style="list-style-type: none"> • Weekly individual tests • Monthly group tests 	<p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Concert Repertoire • Broadway Concert <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Weekly Performance Test • Monthly Performance Tests

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students Oral Testing Shortened assessment/Accept short answers	English Language Learners Read Directions to student Highlight key directions Test in alternative site	At-Risk Learners Performance versus written tasks/projects Multiple attempts.	Advanced Learners Advanced singers critique their sections performance and offer constructive criticisms to aid in improvement of the group.

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • Previewing New Content • Chunking Content into “Digestible Bites” • Reflecting on Learning • Reviewing Content • Practicing Skills, Strategies, and Processes • Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students Shortening Assignment Modified Grading Instructions/expectation given several different ways (including lecture, listening and written)	English Language Learners Reworded questions/problems in simpler language Provide audio recording of pronunciation of lyrics.	At-Risk Learners Use of mnemonics Space for movement or breaks Preferential seating	Advanced Learners Lead their section when working in multiple vocal parts.

Unit Vocabulary:
Essential: Ensemble, tempo, dynamics, intonation, forte, mezzo forte, mezzo piano, piano, legato Non-Essential:

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA:	Technology:	___ Global Awareness	__x__ Creativity & Innovation

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>Mathematics:</p> <p>Science:</p> <p>Visual and Performing Arts:</p> <p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>21st Century Life and Careers:</p> <p>- NJSL 9.3.12.AR PRF.4</p> <p>Library:</p>		<p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p>-Students will create musical selections and will be able to add their own styles and techniques to the performance.</p> <p><input type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p>-Students will demonstrate the ability to perform in front of an audience which will aide in their development as a performer in the future.</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p>-Students must be able to communicate</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
			<p>the meaning of the musical selection to the audience. Students must work as a team to accomplish accurate performance of a choir selection.</p> <p>_____ Information Literacy</p>

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> Assigned Music for the concert

Unit: 6 End of the Year Concert	Recommended Duration: 12 Weeks April-Mid June
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Unit Description: This unit is intended to prepare the students to perform an End of the Year Concert. Students will practice songs in three-part and four-part harmony. Each student will pay particular attention to the intonation of the group and the individuals comprising the groups. Students will perform these songs at a unit culminating concert

Essential Questions:	Enduring Understandings:
<p>How does the proper approach to producing sound impact a performance? What is intonation? Why is good intonation critical to a fine performance? What is the impact of individual and section volume on the ensemble? How can performing in a concert positively affect the community? How does understanding the structure and context of musical works inform performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? When is creative work ready to share?</p>	<ul style="list-style-type: none"> • Students need to be able to sing their own part while others are singing a different part. In a vocal ensemble, very rarely will everyone be singing in unison, so it is essential for each individual to carry his or her own part. • The coming together of musical elements creates aesthetics in music (tension and resolution). • Concerts can bring the community together, and performing these songs properly allows the students to contribute to their community. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response • Musicians' presentation of creative work is the culmination of a process of creation and communication.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA. 1.3.8.B.1 -Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western and avant-garde notation.</p> <p>MU:Pr4.2.8a - Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of a Holiday Concert. • Students will be able to perform in a large group. • Students will be able to perform in multiple parts in a large group setting. • Students will be able to use musical vocabulary to critique the performance of the entire choir. 	<p>Students will:</p> <ul style="list-style-type: none"> • Perform their individual part within the large group. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the choir. • Discuss the importance of being a contributing

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>MU: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>MU: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>MU: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>NJSLS VPA. 1.3.8.B.2 -Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>MU:Pr4.2.8b - When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>MU:Pr4.2.8c - Identify how cultural and historical context</p>	<ul style="list-style-type: none"> • Students will demonstrate their understanding of being a contributing member of the community through performance of this concert. 	<p>member of the community through performance of a Concert.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>inform performances and result in different musical effects.</p> <p>NJSLS VPA. 1.3.8.B.3 -Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>MU:Cr1.1.8a -Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>NJSLS CRP1 - Act as a responsible and contributing citizen and employee.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Peer critique • Solo performance 	<ul style="list-style-type: none"> • Weekly playing quizzes based on the group's readiness 	<ul style="list-style-type: none"> • Weekly individual tests • Monthly group tests 	<p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Concert Repertoire <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Weekly Performance Test • Monthly Performance Tests

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students Oral Testing Shortened assessment/Accept short answers	English Language Learners Read Directions to student Highlight key directions Test in alternative site	At-Risk Learners Performance versus written tasks/projects Multiple attempts.	Advanced Learners Advanced singers critique their sections performance and offer constructive criticisms to aid in improvement of the group.

Instructional Strategies (Robert Marzano's 41 Elements):
<ul style="list-style-type: none"> • Previewing New Content • Chunking Content into “Digestible Bites” • Reflecting on Learning • Reviewing Content • Practicing Skills, Strategies, and Processes • Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students Shortening Assignment Modified Grading Instructions/expectation given several different ways (including lecture, listening and written)	English Language Learners Reworded questions/problems in simpler language Provide audio recording of pronunciation of lyrics.	At-Risk Learners Use of mnemonics Space for movement or breaks Preferential seating	Advanced Learners Lead their section when working in multiple vocal parts.

Unit Vocabulary:
Essential: Ensemble, tempo, dynamics, intonation, forte, mezzo forte, mezzo piano, piano, legato
Non-Essential:

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA: Mathematics:	Technology:	___ Global Awareness ___ Civic Literacy	___ <u>x</u> Creativity & Innovation -Students will create musical selections and will be able to add their own styles and techniques to the performance.

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: - NJSLS 9.3.12.AR PRF.4 Library:		<input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Media Literacy <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills -Students will demonstrate the ability to perform in front of an audience which will aide in their development as a performer in the future. <input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration -Students must be able to communicate the meaning of the musical selection to the audience. Students must work as a team to accomplish accurate performance of a choir selection. <input type="checkbox"/> Information Literacy

Resources:
Texts/Materials: <ul style="list-style-type: none"> Assigned Music for the concert

Unit: 7 Concert Critique	Recommended Duration: 1 Week- End of June
Unit Description: This unit will allow students to discuss, critique, and analyze their concert. Students will need to articulate a concert critique while using orchestral vocabulary and constructive criticism. After class discussion, students will write an explanatory essay critiquing their individual performance and the group performance	

Essential Questions:	Enduring Understandings:
<p>How can observing and/or evaluating others performances improve an individual's own performance skills?</p> <p>How do musicians improve the quality of their performance?</p> <p>How do we judge the quality of musical work(s) and performance(s)?</p>	<ul style="list-style-type: none"> • Self-evaluation is a critical component for improving an individuals or ensemble's performance. • Observing and/or evaluating others as they perform is essential in the development of individual performance skills. • Non-musical aspects of a performance affect an audience's perception of the quality of a music performance. • 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. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS .VPA 1.4.8.A.1 -Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theater, and visual arts. MU:Pr5.1.8a -Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform.</p>	<ul style="list-style-type: none"> • Students will be able to analyze and discuss the choir concert. • Students will be able to use musical vocabulary to critique the performance of the choir. 	<ul style="list-style-type: none"> • Students will critique the performance of the choir in a constructive manner, using music vocabulary. • Students will write an explanatory essay analyzing their individual performance as well as the group performance.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS .VPA. 1.4.8.B.2 -Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>MU:Re9.1.8a - Apply appropriate personally developed criteria to evaluate musical works or performances.</p> <p>NJSLSA.W2. -Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Peer critique Discussion 	<ul style="list-style-type: none"> Explanatory Essay critiquing the concert 	<ul style="list-style-type: none"> Oral critique of concert 	<p>Major Assignments (required):</p> <ul style="list-style-type: none"> Concert Critique Essay <p>Major Activities (required):</p> <ul style="list-style-type: none"> Concert Critique Discussion

Possible Assessment Modifications /Accommodations/ Differentiation:			
<p>Special Education Students Oral Testing Shortened assessment/Accept short answers</p>	<p>English Language Learners Read Directions to student Highlight key directions Test in alternative site</p>	<p>At-Risk Learners Performance versus written tasks/projects Multiple attempts.</p>	<p>Advanced Learners Advanced singers critique their sections performance and offer constructive criticisms to aid in improvement of the group.</p>

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):	
<ul style="list-style-type: none"> • Reflecting on Learning • Reviewing Content • Providing resources and guidance 	

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students Shortening Assignment Modified Grading Instructions/expectation given several different ways (including lecture, listening and written)	English Language Learners Reworded questions/problems in simpler language Provide audio recording of pronunciation of lyrics.	At-Risk Learners Use of mnemonics Space for movement or breaks Preferential seating	Advanced Learners Discuss improvements to the teacher created Rubric for future use.

Unit Vocabulary:
Essential: critique, concert etiquette, constructive criticism Non-Essential: Ensemble, tempo, dynamics, intonation

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: LA.7.NJSLS.ELA-Literacy.CCRA.W.2 Mathematics: Science: Visual and Performing Arts:	Technology: Youtube, electronic tuner	<input checked="" type="checkbox"/> Global Awareness -Students will discuss how performing a musical selection can be moving people across different languages and ethnicities. <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity & Innovation -Students will create musical selections and will be able to add their own styles and techniques to the performance. <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving -Students will discuss how to improve future performances, both as a group, as well as individually.

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>Health/PE:</p> <p>World Languages:</p> <p>Social Studies:</p> <p>Technology:</p> <p>21st Century Life and Careers: -9.3.12.AR PRF.4 -Demonstrate knowledge of music theory.</p> <p>Library:</p>		<p>___ Health Literacy</p>	<p><input checked="" type="checkbox"/> Life and Career Skills -Students will demonstrate the ability to perform in front of an audience which will aide in their development as a performer in the future.</p> <p>___ Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration -Students must be able to communicate the meaning of the musical selection to the audience. Students must work as a team to accomplish accurate performance of a choir selection.</p> <p>___ Information Literacy</p>

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Concert Video