MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

William Allen Middle School
Arts & Technology: Performing Arts

Mixed Choir
7 & 8

Date: July 2023
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Course Description and Fundamental Concepts

Students will sing a varied repertoire of music representing different genres and cultures. They will continue to hone their vocal technique, begin the process of sight singing, work on ear training, sing unison , 2-part, and 3-part choral pieces, improve diction by singing in several languages, and strengthen their performance skills through concerts. Becoming a member of the chorus grants the students additional singing opportunities outside the school day, such as All South Jersey Chorus. Students do not need to have any prior involvement in chorus; anyone can join.

Fundamental Concepts addressed in this course:

- Vocal production
- Rhythm
- Melody
- Harmony
- Score Reading
- Diction and declamation
- Performance
- Critique

New Jersey Student Learning Standards (NJSLS)

Visual Arts Standards: Music Ensembles

Anchor Standard 1: Generating and conceptualizing ideas.
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Essential Question: How do musicians generate creative ideas?

Standard	Standard Description
1.3C.12nov.Cr1	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Anchor Standard 2: Organizing and developing ideas.
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Essential Question: How do musicians make creative decisions?

Standard	Standard Description
1.3C.12nov.Cr2	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

Anchor Standard 3: Refining and completing products.
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3C.12nov.Cr3	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
	b. Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Anchor Standard 4: Selecting, analyzing, and interpreting work.
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Essential Question: How do performers select repertoire?

Standard	Standard Description
1.3C.12nov.Pr4	a. Select a varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
	b. Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
	c. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Enduring Understanding: 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.
Essential Question: How do musicians improve the quality of their performance?

Standard	Standard Description
1.3C.12nov.Pr5	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Anchor Standard 6: Conveying meaning through art.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience's response.
Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3C.12nov.Pr6	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
	b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

Anchor Standard 7: Perceiving and analyzing products.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3C.12nov.Re7	a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

| | b. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. |

Anchor Standard 8: Interpreting intent and meaning.
Enduring Understanding: Through their use of elements and structures of music, creators and performers.
Essential Question: How do we discern the musical creators' and performers' expressive intent?

Standard	Standard Description
1.3C.12nov.Re8	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

Anchor Standards 9: Applying criteria to evaluate products.
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3C.12nov.Re9	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
1.3C.12nov.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a*

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description

1.3C.12nov.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. *This Performance Expectation is embedded in the following Artistic Processes:* *1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a*

English Companion Standards

List grade-level appropriate companion standards for <u>History, Social Studies, Science and Technical Subjects</u> <u>(CTE/Arts) 6-12.</u> English Companion Standards are <u>required </u>in these subject/content areas.

Unit Addressed	Standard	Standard Description
1, 6, 8	NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
6, 7, 8	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
N/A	NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
6, 7	NJSLSA.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 or tone.
6, 7	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
1, 6, 7, 8	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
1, 6, 8	NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
1, 6, 7, 8	NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
1, 8	NJSLSA.R10	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
N/A	NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1, 8	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.
N/A	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
8	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
N/A	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 8	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
N/A	NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
N/A	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
N/A	NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

By Grade 8		
Unit Addressed	**Core Idea**	**Standard / Description**
1 - 8	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	*9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.* *9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.*

		9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. *9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.*
1 - 8	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	*9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.*
7 - 8	Early planning can provide more options to pay for postsecondary training and employment.	*9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.* *9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.* *9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.* *9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.*
1 - 8	There are a variety of resources available to help navigate the career planning process.	*9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.* *9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.* *9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.*
1 - 8	Employee benefits can influence your employment choices.	*9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.* *9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.*

1 - 8	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income	*9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.* *9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.* *9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.* *9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.* *9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level*
N/A	There are resources to help an individual create a business plan to start or expand a business.	*9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.*

Life Literacies and Key Skills ([Standard 9.4](#))

By Grade 8		
Unit Addressed	**Core Idea**	**Standard / Description**
2, 3, 5, and 7	**Creativity and Innovation**: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	*9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).* *9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).* *9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).* *9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries*

1, 3, 6, and 8	**Critical Thinking and Problem-solving:** Multiple solutions often exist to solve a problem.	*9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).* *9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).*
8	**Critical Thinking and Problem-solving:** An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	*9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.*
N/A	**Digital Citizenship:** Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.	*9.4.8.DC.1: Analyze the resource citations in online materials for proper use.* *9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).*
N/A	**Digital Citizenship:** There are tradeoffs between allowing information to be public and keeping information private and secure.	*9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.*
N/A	**Digital Citizenship:** Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.	*9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.* *9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.* *9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.*
N/A	**Digital Citizenship:** Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	*9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.*

N/A	**Digital Citizenship:** Digital technology and data can be leveraged by communities to address effects of climate change.	*9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).*
1, 6, 7, and 8	**Global and Cultural Awareness:** Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	*9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).* *9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.*
N/A	**Information and Media Literacy:** Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.	*9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.* *9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.*
N/A	**Information and Media Literacy:** Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.	*9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).* *9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.* *9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.*
7 and 8	**Information and Media Literacy:** The mode of information can convey a message to consumers or an audience.	*9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.*
N/A	**Information and Media Literacy:** Sources of information are evaluated for accuracy and relevance when considering the use of information.	*9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).*

		9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
7 - 8	**Information and Media Literacy:** There are ethical and unethical uses of information and media.	*9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).* *9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).* *9.4.8.IML.11: Predict the personal and community impact of online and social media activities*
N/A	**Information and Media Literacy:** There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.	*9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.* *9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).* *9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.* *9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.*
N/A	**Technology Literacy:** Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	*9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.* *9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).* *9.4.8.TL.3: Select appropriate tools to organize and present information digitally.* *9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).*
N/A	**Technology Literacy:** Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	*9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.* *9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.*

Interdisciplinary Connections		
Standard 8.2		**Technology Education, Engineering, Design, and Computational Thinking - Programming:** *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*
1, 2, 3, 7	**Strand A**	**The Nature of Technology: Creativity and Innovation:** *Technology systems impact every aspect of the world in which we live.*
N/A	**Strand B**	**Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*
1, 2, 3, 5, 6	**Strand C**	**Design:** *The design process is a systematic approach to solving problems.*
2, 3	**Strand D**	**Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*
N/A	**Strand E**	**Computational Thinking: Programming:** *Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.*

Pacing Guide (All Dates are approximate based on the school calendar)

Due to the nature of this course, skill building and content learning will not be broken up into time specific units, but rather topics that will be addressed in every rehearsal throughout the course of the year. As with any performing art form, vocal/choral performance is holistic and requires that concepts be reviewed and compounded on consistently in order for skill development and mastery to occur. Therefore, there is no specific timeline for each topic. Topics will be incorporated into every lesson for the entire year, especially as pertains to the choral repertory. Repertoire should include music from different genres, time periods, sacred, secular, accompanied and a cappella.

Unit/ Topic	Month (w/Approx number of Teaching Days)
1. Vocal Production 2. Rhythm 3. Melody 4. Harmony 5. Score Reading 6. Diction & Declamation 7. Performance 8. Critique	**September** (~19 days)
	October (~19 days)
	November (~16 days)
	December (~15 days)
	January (~18 days)
	February (~18 days)
	March (~15-20 days)
	April (~15-20 days)
	May (~18 days)
	June (~15 days)

Music Literacy on the other hand (a component of units 2-4) is a subject that can be broken up into a more specific pacing guide. This pacing guide should be adhered to freely, as some of the skill sets and concepts can be addressed with more pertinence if they are taught through the repertoire.

Unit 1: Vocal Production

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS VPA Music Ensembles: 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Cr3, 1.3C.12nov.Pr4, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6, 1.3C.12nov.Cn11
NJSLS - Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.1, 9.2.8.CAP.2, 9.2.8.CAP.5, 9.2.8.CAP.10, 9.2.8.CAP.12, 9.2.8.CAP.13, 9.2.8.CAP.14, 9.2.8.CAP.15, 9.2.8.CAP.16, 9.2.8.CAP.18
NJSLS - Life Literacies and Key Skills: 9.4.8.CI.2, 9.4.8.GCA.1 and 9.4.8.GCA.2
NJSLS Interdisciplinary Standards: Language Arts, Math and Science for reference

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Appropriate posture for singing
- Optimal breaths for singing
- Breath support
- Vowel production
- Pitch
- Tone
- Color

Objectives

Students will be able to…
- Find optimal posture for singing whether standing, sitting, or moving
- Understand the respiratory system and how to manipulate it in such a way as to take deep-seated, low abdominal breaths
- Connect the breath to the sound in order to create long, healthy vocal lines
- Shape vowels correctly for clear, healthy sound
- Understand the nature of each vowel and how its optimal shape affects certain aspects of an individual's voice
- Understand HOW posture, breath, breath support, and vowel production impact pitch, tone, quality, and consistency of vocal sound

Unit 2: Rhythm

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS VPA Music Ensembles: 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Cr3, 1.3C.12nov.Pr4, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6
NJSLS - Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.1, 9.2.8.CAP.2, 9.2.8.CAP.5, 9.2.8.CAP.10, 9.2.8.CAP.12, 9.2.8.CAP.13, 9.2.8.CAP.14, 9.2.8.CAP.15, 9.2.8.CAP.16, 9.2.8.CAP.18
NJSLS - Life Literacies and Key Skills: 9.4.8.CT.4
NJSLS Interdisciplinary Standards: Math as reference

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How to read and perform basic rhythmic notation
- Aural identification of rhythmic patterns
- Time signature

Objectives

Students will be able to…
- Accurately identify and define note and rest values
- Perform rhythmic patterns independently with accuracy
- Visually and aurally identify rhythmic patterns and motives
- Accurately identify and describe time signature

Unit 3: Melody

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS VPA Music Ensembles: 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Cr3, 1.3C.12nov.Pr4, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6, 1.3C.12nov.Cn11
NJSLS - Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.1, 9.2.8.CAP.2, 9.2.8.CAP.5, 9.2.8.CAP.10, 9.2.8.CAP.12, 9.2.8.CAP.13, 9.2.8.CAP.14, 9.2.8.CAP.15, 9.2.8.CAP.16, 9.2.8.CAP.18
NJSLS - Life Literacies and Key Skills: 9.4.8.CI.4, 9.4.8.CT.2
NJSLS Interdisciplinary Standards: N/A

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Notes on the Grand Staff
- Melodic line contour
- Repeated patterns
  - Motives
  - Phrases
  - Song sections
- Intervals
- Solfège (moveable 'do')

Objectives

Students will be able to…
- Identify the notes on both the Treble and Bass Clef
- Sing melodic excerpts using solfège
- Identify repeated sections, motives, and phrases in a piece of music so that learning it becomes easier
- Work out certain intervals independently using solfège
- Use melodic contour to help shape a phrase mentally so that it takes some of the guess-work out of learning a new piece

Unit 4: Harmony

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS VPA Music Ensembles: 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Cr3, 1.3C.12nov.Pr4, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6, 1.3C.12nov.Re8, 1.3C.12nov.Cn11
NJSLS - Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.1, 9.2.8.CAP.2, 9.2.8.CAP.5, 9.2.8.CAP.10, 9.2.8.CAP.12, 9.2.8.CAP.13, 9.2.8.CAP.14, 9.2.8.CAP.15, 9.2.8.CAP.16, 9.2.8.CAP.18
NJSLS - Life Literacies and Key Skills: N/A
NJSLS Interdisciplinary Standards: N/A

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Using additional vocal lines to <u>support</u> and <u>enhance</u> the melody
- Understanding the role of a song accompaniment
- Homophonic vs. Polyphonic textures

Objectives

Students will be able to…
- Sing harmony within a song with clarity; using enough volume to support and enhance the musical texture without overpowering the melody
- View the accompaniment as an equal and integral part of the song - that is is part of the whole work and must be observed as such by the performers
- Understand the difference between homophony and polyphony and be able to:
  - o Perform homophonic music with deference to the melody, wherever it may lie in the work
  - o Perform polyphonic music with understanding that each vocal line holds equal importance and no one musical line is paramount. Students will be able to highlight important phrases so the intricate texture within each line is audible

Unit 5: Score Reading

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS VPA Music Ensembles: 1.3C.12nov.Cr1, 1.3C.12nov.Pr4, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6, 1.3C.12nov.Re7, 1.3C.12nov.Re8, 1.3C.12nov.Cn11
NJSLS - Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.1, 9.2.8.CAP.2, 9.2.8.CAP.5, 9.2.8.CAP.10, 9.2.8.CAP.12, 9.2.8.CAP.13, 9.2.8.CAP.14, 9.2.8.CAP.15, 9.2.8.CAP.16, 9.2.8.CAP.18
NJSLS - Life Literacies and Key Skills: 9.4.8.CI.4
NJSLS Interdisciplinary Standards: History as reference

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- How does one read a score, following all the signs and symbols with accuracy?
- How does tempo affect the interpretation/performance of a song?
- What is articulation with respect to singing and how does it enhance a song's meaning and/or production value?
- How can dynamic contrast help enhance the understanding and performance of a song?

Objectives

Students will be able to…
- Accurately navigate a score
- Identify and define tempo markings and be able to explain how different tempo choices can alter the performance and/or interpretation of a song
- Identify articulation and dynamic markings within a score and execute them accurately
- Explain why composers/arrangers choose the articulation and dynamic marking they do - how are they enhancing the song text/meaning?
- Execute dynamics and articulations with good vocal technique

Unit 6: Diction & Declamation

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS VPA Music Ensembles: 1.3C.12nov.Cr1, 1.3C.12nov.Pr4, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6, 1.3C.12nov.Re7, 1.3C.12nov.Re8, 1.3C.12nov.Cn11
NJSLS - Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.1, 9.2.8.CAP.2, 9.2.8.CAP.5, 9.2.8.CAP.10, 9.2.8.CAP.12, 9.2.8.CAP.13, 9.2.8.CAP.14, 9.2.8.CAP.15, 9.2.8.CAP.16, 9.2.8.CAP.18
NJSLS - Life Literacies and Key Skills: 9.4.8.CT.2, 9.4.8.GCA.1 and 9.4.8.GCA.2
NJSLS Interdisciplinary Standards: World Cultures, History, and Science for reference

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Why is it important to focus on clear diction?
- How can improper declamation affect a performance?
- How can I use diction and declamation to not only promote the meaning of a song but also to support proper vocal technique?

Objectives

Students will be able to…
- Communicate a song text to others with accuracy
- Use diction and declamation to support good vocal technique

Unit 7: Performance
Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS VPA Music Ensembles: 1.3C.12nov.Pr4, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6, 1.3C.12nov.Re7, 1.3C.12nov.Re8, 1.3C.12nov.Re9, 1.3C.12nov.Cn10, 1.3C.12nov.Cn11
NJSLS - Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.1, 9.2.8.CAP.2, 9.2.8.CAP.5, 9.2.8.CAP.9, 9.2.8.CAP.10, 9.2.8.CAP.12, 9.2.8.CAP.13, 9.2.8.CAP.14, 9.2.8.CAP.15, 9.2.8.CAP.16, 9.2.8.CAP.18
NJSLS - Life Literacies and Key Skills: 9.4.8.CI.4, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.6, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11
NJSLS Interdisciplinary Standards: Language Arts, World Cultures, and History for reference

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- What is my responsibility to the following whilst performing:
    - the music?
    - the audience?
    - fellow choir members?
    - the choir director?
    - accompanying musicians?

Objectives

Students will be able to…
- Communicate a piece of music with focus, dedication, and understanding of text
- Perform without sharing personal judgement so the audience can experience the piece without 'color'
- Be good choir members by respecting other choristers physical and aural space, understanding that their voice is equally important
- Always follow the conductor, despite what may have been rehearsed previously
- Share the performing 'space' with the other instrumentalists, understanding that their voice is equally important

Unit 8: Critique

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS VPA Music Ensembles: 1.3C.12nov.Pr5, 1.3C.12nov.Pr6, 1.3C.12nov.Re7, 1.3C.12nov.Re8, 1.3C.12nov.Re9, 1.3C.12nov.Cn10, 1.3C.12nov.Cn11
NJSLS - Career Awareness, Exploration, Preparation, and Training: 9.2.8.CAP.1, 9.2.8.CAP.2, 9.2.8.CAP.5, 9.2.8.CAP.9, 9.2.8.CAP.10, 9.2.8.CAP.12, 9.2.8.CAP.13, 9.2.8.CAP.14, 9.2.8.CAP.15, 9.2.8.CAP.16, 9.2.8.CAP.18
NJSLS - Life Literacies and Key Skills: 9.4.8.CT.2, 9.4.8.CT.3, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.6, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11
NJSLS Interdisciplinary Standards: Language Arts for reference

Unit Big Ideas:
(What Fundamental Concepts Should be Learned during this Unit?)

- Why is it important to evaluate and reflect upon my performance in rehearsals and concerts?
- How do I analyze my performance 'in the moment' in order to adjust and improve my output?
- How to analyze and reflect upon the group performance with an objective and impersonal viewpoint?

Objectives

Students will be able to…
- Monitor and adjust vocal technique 'in the moment' in order to perform to the best of their ability
- Objectively analyze their performance as an individual member in rehearsals and concerts in order to make better choices in the future
- Identify areas of improvement as well as areas of strength and build upon them
- Reflect upon the group performance in an objective and diplomatic way

Please contact the Content Supervisor for any questions.