

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; September 2022

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.

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.</p> <ul style="list-style-type: none"> ● 1.3A.8.Cr3a: 	<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.</p> <ul style="list-style-type: none"> ● 1.3A.8.Cr2b 	<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 	<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

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>critique music.</p> <ul style="list-style-type: none"> Students will be able to demonstrate their understanding of musical elements by writing musical documents and critiquing the work of others in the classroom. Students will be able to apply their knowledge of musical elements through the performance of music. 	<p>of notes.</p> <ul style="list-style-type: none"> Distinguish between different types of notes. (rhythmic) 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. <ul style="list-style-type: none"> 1.3A.8.Pr4c 1.3A.8.P4d 1.3A.8.Pr4e 1.3A.8.Pr5a 1.3A.8.Pr6a 1.3A.8.Pr6b </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 	<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>contributing member of the community through performance of these songs.</p>	
<p>Unit 4: Group Performance and preparation for the Holiday Concert.</p>	<p>10-12 weeks October, November, December</p>	<p>NJSLS VPA. <ul style="list-style-type: none"> ● 1.3A.8.Pr4c ● 1.3A.8.P4d ● 1.3A.8.Pr4e ● 1.3A.8.Pr5a ● 1.3A.8.Pr6a ● 1.3A.8.Pr6b </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: Group Performance and preparation for the Broadway Concert.</p>	<p>10-12 weeks January, February, March</p>	<p>NJSLS VPA. <ul style="list-style-type: none"> ● 1.3A.8.Pr4c ● 1.3A.8.P4d ● 1.3A.8.Pr4e ● 1.3A.8.Pr5a ● 1.3A.8.Pr6a ● 1.3A.8.Pr6b </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. 	<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:
			<ul style="list-style-type: none"> Students will be able to use musical vocabulary to critique the performance of the entire choir. 	
Unit 6: Group Performance and preparation for the End of the Year Classical Concert.	10-12 weeks April, May, June	NJSLS VPA. <ul style="list-style-type: none"> 1.3A.8.Pr4c 1.3A.8.P4d 1.3A.8.Pr4e 1.3A.8.Pr5a 1.3A.8.Pr6a 1.3A.8.Pr6b 	<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	NJSLS VPA. 1.3A.8.Re9a	<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.</p> <ul style="list-style-type: none"> • 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources. 	<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.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<ul style="list-style-type: none"> Perform daily warm-ups. <p>Major Assignments (required):</p> <ul style="list-style-type: none"> Teacher facilitated guided practice.

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 Correct pronunciation of warm-ups is provided on an audio recording.	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: 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. Library:	Technology: YouTube, musical examples		

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

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

Unit: 2 Understanding Musical Concepts and Theory	Recommended Duration: 48 Weeks Ongoing
<p>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.</p>	

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.</p> <ul style="list-style-type: none"> • 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences. 	<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 	<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

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>rhythm, pitch, meter, note recognition, tempo, etc. to identify musical elements and to describe and critique music.</p> <ul style="list-style-type: none"> Students will be able to demonstrate their understanding of musical elements by writing musical documents and critiquing the work of others in the classroom. Students will be able to apply their knowledge of musical elements through the performance of music. 	<p>on a staff.</p> <ul style="list-style-type: none"> 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) 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.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Perform rhythms on various percussion instruments. • Perform pitches on the Keyboard. <p>Major Activities (required):</p> <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:			
<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:			
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.	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"> • Percussion Instruments • Theory Worksheets • 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
<p>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.</p>	

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.

Essential Questions:	Enduring Understandings:
	<ul style="list-style-type: none"> • 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.</p> <ul style="list-style-type: none"> • 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation. • 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects. • 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing). • 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform. • 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent. • 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) 	<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 Patriotic songs.

Relevant Standards:	Learning Goals:	Learning Objectives:
and audience etiquette appropriate for venue, purpose, context, and style.		

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 	Major Assignments (required): <ul style="list-style-type: none"> Concert Repertoire Patriotic Song Performance Major Activities (required): <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	English Language Learners Reworded questions/problems in simpler language	At-Risk Learners Use of mnemonics Space for movement or breaks	Advanced Learners Lead their section when working in multiple vocal parts.

Possible Instructional Modifications /Accommodations/Differentiation:			
Instructions/expectation given several different ways (including lecture, listening and written)	Provide audio recording of pronunciation of lyrics.	Preferential seating	

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

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: - NJSLS 9.3.12.AR PRF.4 -Demonstrate knowledge of music theory. Library:	Technology: YouTube	<input checked="" type="checkbox"/> Global Awareness -Students will understand that music is a universal language. <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health 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 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.

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

Essential Questions:	Enduring Understandings:
	<ul style="list-style-type: none"> • Musicians’ presentation of creative work is the culmination of a process of creation and communication

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA.</p> <ul style="list-style-type: none"> • 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation. • 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects. • 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing). • 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform. • 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent. • 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. 	<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. • Students will demonstrate their understanding of being a contributing member of the community through performance of this concert. 	<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 a Concert.

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

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: 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	Technology:	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health 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 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.</p> <ul style="list-style-type: none"> 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation. 	<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 	<p>Students will:</p> <ul style="list-style-type: none"> Perform their individual part within the large group. Apply musical concepts through large group

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> ● 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects. ● 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing). ● 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform. ● 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent. ● 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. 	<p>group.</p> <ul style="list-style-type: none"> ● 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 this concert. 	<p>performance.</p> <ul style="list-style-type: none"> ● 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 a Concert.

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:
Mathematics: 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"/> Civic Literacy <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 <input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information 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 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

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
<p>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</p>	

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.</p> <ul style="list-style-type: none"> ● 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation. ● 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects. ● 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing). ● 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform. ● 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent. ● 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. 	<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. ● Students will demonstrate their understanding of being a contributing member of the community through performance of this concert. 	<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 a Concert.

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 	<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

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
	readiness		Major Activities (required): <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

Unit Vocabulary:
Non-Essential:

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: - NJSLS 9.3.12.AR PRF.4 Library:	Technology:	<input type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health 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 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:

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

Unit: 7 Concert Critique	Recommended Duration: 1 Week- End of June
<p>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</p>	

Essential Questions:	Enduring Understandings:
<p>How can observing and/or evaluating others performances improve an individual's own performance skills? How do musicians improve the quality of their performance? 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. 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. NJSLSA.W2. -Write informative/explanatory texts to</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:
examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		

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 	Major Assignments (required): <ul style="list-style-type: none"> Concert Critique Essay Major Activities (required): <ul style="list-style-type: none"> Concert Critique Discussion

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"> 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,	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.

Possible Instructional Modifications /Accommodations/Differentiation:			
listening and written)			

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: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: -9.3.12.AR PRF.4 -Demonstrate knowledge of music theory.	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 type="checkbox"/> Health 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. <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

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