

# Glen Ridge Public Schools –Visual & Performing Arts Curriculum



**Course Title: Singing and Stage Performance**

**Subject: Music**

**Grade Level: 8**

**Duration: 1 Semester**

**Prerequisite: N/A**

**Elective or Required: Elective**

## **Visual & Performing Arts Mission Statement:**

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student's sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

**Course Description:** in this course students will continue to grow in group notation writing well as individual writing skills. The focus of this course is to allow students to grow musically through singing and performing. Skills in analysis, evaluation and synthesis enable students to recognize and pursue excellence in

their experiences and enrich the learning environment. Students will develop a strong sense of comfort in their vocal patterns, using technology as well as the piano lab, to increase perfect singing techniques. Projects will be group based in 2,3, & 4 parts with a focus in harmony and grade 8 literature. Their will be a final concert performance in district as well as individual performances in the classroom setting.

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# **COURSE TITLE Singing and Stage Performance 8**

## **Topic/Unit: #1 Dictation and Sight Reading**

**Approximate # Of Weeks: 1 Semester**

### **Essential Questions:**

1. What strategies do musicians use to read and perform music?
2. How do musicians transcribe and notate music?
3. What strategies do musicians use to sight read music?
4. How do we improvise rhythmically and melodically using major, minor and pentagon if scales?
5. How do we arrange music in sections?
6. How do we use the elements of music to improvise, compose, and arrange?

### **Upon completion of this unit students will be able to:**

(List objectives with corresponding Standard Number)

- Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical composition 1.1.8.B.2
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts 1.2.8.A.3
- Perform instrumental or vocal compositions using complex dark and non-standard Western, non-Western and Avant-grade notation 1.3.8.B.1
- Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. 1.3.8.C.2

### **Interdisciplinary Standards**

- 8.1 educational technology: all student will use digital tools at access, ,a age, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.4 Career and Technology Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerge and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees

### **Activities:**

- Notation worksheets including note fill in

- Sight reading and piano singing activities
- Teacher to student dictation and echoing
- Aural activity placing the correct pitches in measures
- Create your own sight reading for another student
- Echo game
- Music BINGO
- Fill in the measure Using the smart board
- Piano lab activity and writing

**STEAM Activities (Visual Arts):**

- Teachers Pandora in the classroom
- Grant writing for students
- Musical straws

**Enrichment Activities:**

- Students look through books of artwork while classical music plays in the background thus paralleling the same movement of art and music.
- Listen to a movement of music and have students write down 5 adjectives to discuss.

**Methods of Assessments/Evaluation:**

- Daily grade logging for participation and group work
- Assessed individually on reading and performing a piece of music
- Oral evaluations on a weekly basis
- Class participation
- Student critique in large and small group settings
- Dictation activities
- Homework

**Resources:**

- Piano lab
- Textbook
- Worksheets
- Internet
- Creative music composition: The young composer's voice. By Margaret Lucy Wilkins

**Online Resources:**

- Teacher webpage
- Youngcomposer.com
- YouTube.com
- Online textbook resource

## **COURSE TITLE Singing and Stage Performance 8**

### **Topic/Unit: #2 Voice parts/ Group singing and performance**

**Approximate # Of Weeks: 1 Semester**

#### **Essential Questions:**

1. How does one sing independently in an ensemble?
2. How are melodies created and harmonized?
3. Why is the understanding of music theory relevant to singing in a group setting?
4. What other discipline areas are affected by music?
5. How can each student be fair in judging others' musical performances?
6. How do music and the arts have. Symbiotic relationship with history?
7. How can instruments effectively accompany a vocal group?

#### **Upon completion of this unit students will be able to:**

(List objectives with corresponding Standard Number)

- Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical composition 1.1.8.B.2
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts 1.2.8.A.3
- Perform instrumental or vocal compositions using complex dark and non-standard Western, non-Western and avant-grade notation 1.3.8.B.1

#### **Interdisciplinary Standards**

- 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerge and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees
- 9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

#### **Activities:**

- Teacher to student singing and echoing
- 3 and 4 part student singing practice
- Student night time performance (required)

- 3 group singing projects including but not limited to student writing in 2 and 3 part harmonies
- Numerous vocal warm-ups
- Body position and technique
- Effectively executing proper breathing technique sitting and standing

**STEAM Activities (Visual Arts):**

Teachers Pandora in the classroom

Student lead piano lab

Student lead sight-reading activities

**Enrichment Activities:**

- Students will analyze a piece of classical music and compose 5 measures of their own, based on the writing style and key signature of the composer
- Students will compose 10 measures of their own music and teach it to the class using the piano lab and technology resources

**Methods of Assessments/Evaluation:**

- Group discussion
- Writing reflection
- Personal reflections
- Check for understanding
- Self-assessments
- Peer assessment
- Student questions, comments, and answers
- Recording and listening back critique

**Resources:**

- Scores
- Online piano application
- Online composition program
- Textbook
- Piano lab
- Composition booklet

**Online Resources:**

- YouTube.com
- Google.com
- Youngcomposer.com
- Keyboard.com
- Classical.net

## Topic/Unit: #3 – Active Participation

**Approximate # Of Weeks: Full Semester**

### **Essential Questions:**

1. When does singing go from mere repetition or imitations creative and artful performances?
2. How does participation in music develop self-discipline and focus?
3. How does participation in music develop the capacity to refine work and aspire to high-quality standards
4. How does music enable students to make informed aesthetic choices?
5. How does active participation in music prepare students for enjoyable recreation and leisure time?
6. How does music deepen understanding of past and present cultures?
7. How does participation provide essential ways to understand and express life experiences?

### **Upon completion of this unit students will be able to:**

(List objectives with corresponding Standard Number)

- **Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. 1.1.8.A.1**
- Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. 1.1.8.A.4
- Use media arts and technology in the creation and performance of short, original choreographic compositions. 1.3.8.A.4
- Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis 1.4.12.A.2

### **Interdisciplinary Standards**

- 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerge and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees
- 5.2 Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems

individually and collaboratively and to create and communicate knowledge.

**Activities:**

- Sight singing
- Interactive warm-ups
- YouTube and demonstration videos
- Aural examples through Pandora and iTunes
- Physical demonstration by teacher
- Verbal instruction by teacher

**STEAM Activities (Visual Arts):**

Fill various shapes of containers with waters to produce sound. Each student will try to define the pitch after striking the container with an object.

Create a music video of a song from a chosen decade. Students must use a background track and well as voice over singing.

**Enrichment Activities:**

- Students will each have an opportunity to be teacher for one class period. Lessons will be developed with the teacher and student.
- Students will write a 10 measure piece of music with lyrics and melody and perform in front of the class solo

**Methods of Assessments/Evaluation:**

- Test/quiz
- Aural evaluation
- Teacher walk through
- Practice room group assessment
- Individual singing task
- Group singing
- Final after school performance (required)

**Resources:**

- Teacher Webpage
- Skyward
- Access to online recordings
- Sheet music (group and individual parts)
- Voice memo recordings
- Warm-up book
- A capella group singing text



### **Online Resources:**

[Www.google.com](http://www.google.com)

Piano lab online textbook

Access to online recordings

Piano app

Harmony and melody app

Chord progression online source

## **Topic/Unit: #4 – Critical Judgment and Evaluation**

**Approximate # Of Weeks: 1 Semester**

### **Essential Questions:**

1. How does practice/repeat make you a better musician?
2. How can we read, and understand a piece of music?
3. How does critique enrich our lives and skills?
4. Is there good and bad music? Why?
5. Why do people create music?
6. How is a person inspired to create music?
7. What skills/talents are required to become a good critical judge of others?

### **Upon completion of this unit students will be able to:**

(List objectives with corresponding Standard Number)

- Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. 1.4.12.A.4
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.2.8.A.3
- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.2
- Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. 1.1.8.A.1

### **Interdisciplinary Standards**

- Standard 6.1 US History: America in the World.  
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment

shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values and productive citizens in local, national, and global communities.

- 9.3- Career Awareness, Exploration, and Preparation

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the Information Age.

**Activities:**

- Student singing/group critique
- Vocal recordings and playback for evaluation
- Group work  $\frac{3}{4}$  part evaluations in practice rooms
- Solo ensemble performances
- Guest performance and critique
- Teacher singing and echo

**STEAM Activities (Visual Arts):**

- Making a water xylophone
- DIY Voice pipe
- Twirling Buzzing Noise Maker

**Enrichment Activities:**

- JamStudio.com Education Program – JamStudio.com offers a fantastic education program for schools. Students and teachers who want to use computers to compose music can apply for a free, all-access pass to JamStudio.com.
- Music in Movies – ReadWriteThink offers this free music lesson plan for teenage students who want to learn more about movie soundtracks and how music can contribute to movie scenes.

**Methods of Assessments/Evaluation:**

- Test/quiz
- Aural evaluation
- Teacher walk through
- Practice room group assessment
- Individual critique
- Group singing
- Final after school performance (required)
- Evaluation of performances

**Resources:**

- Teacher webpage

- Skyward
- Sheet music
- Piano lab
- Library
- Sibelius

**Online Resources:**

[www.google.com](http://www.google.com)

Piano lab online textbook

Access to online recordings

Piano app

Harmony and melody app

Chord progression online source