

**Course:** Choir  
**Unit #2:** Sight Singing

**Year of Implementation:** 2024-2025

**Curriculum Team Members:**

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 1.3B.12adv.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.

- 1.3D.12int.Pr4b: Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation.

- **21st Century Life & Career Standards**

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 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.

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- **Interdisciplinary Content Standards**

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

***NJ Amistad Curriculum:*** <https://www.nj.gov/education/amistad/about/>

***Diversity and Inclusion:*** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

***Asian American and Pacific Islanders:***

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to analyze, perform and interpret unfamiliar written music in order to sight sing at a progressively higher level of musicianship.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. develop creative thinking and problem-solving skills
2. understand the principles that govern the elements of music
3. apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing independently and collaboratively
4. critique and be critiqued in a helpful and ethical manner
5. communicate creative responses, processes, and works about themselves, their culture, and society
6. analyze the performing arts and their effects on the life-long learner

Enduring Understandings

Students will understand that . . .

*EU 1*

there is a hierarchy of note values that remain consistent regardless of meter.

*EU 2*

intervallic relationships can be movable from one key to another.

Essential Questions

- Why is there a written system of note values?
- Why is sight singing important?

Knowledge

Students will know . . .

Skills

Students will be able to . . .

*EU 1*

- how to recognize each rhythmic note (1.3B.12adv.Cr3b).
- the constant relationship between note values (1.3B.12adv.Cr3b).
- the effect of various time signatures on note values. (1.3B.12adv.Cr3b).

*EU 2*

- the syllable names of the Kodály Method and the Curwen hand signs. (1.3C.12adv.Pr4b)
- how to find, establish "do" and "la" and determine which is the central tone in the melody. (1.3C.12adv.Pr4b)
- how to internalize each solfège syllable and interval recognition. (1.3C.12adv.Pr4b)
- how to identify "do" based on the key signature. (1.3C.12adv.Pr4b)
- that any pitch may be a home note through its function in relation to other pitches. (1.3C.12adv.Pr4b)
- the concept of movable "do". (1.3C.12adv.Pr4b)
- the basic elements of music, including rhythm, pitch, dynamics, articulation and texture. (1.3C.12adv.Pr4b)

*EU 1*

- demonstrate aural and written note values. (1.3C.12adv.Pr4b)
- use some form of written syllable to relate music to a steady beat. (1.3C.12adv.Pr4b)

*EU 2*

- distinguish between higher and lower pitches in relation to each other. (1.3C.12adv.Pr4b)
- identify the solfège syllables. (1.3C.12adv.Pr4b)
- audiate and match each tone with its correlating solfège syllable. (1.3C.12adv.Pr4b)
- interpret written passages of music in various keys. (1.3C.12adv.Pr4b)
- sing the correct pitches in relation to the solfège scale. (1.3C.12adv.Pr4b)
- identify and define dynamic markings. (1.3C.12adv.Pr4b)
- mark the score for breath markings and articulations. (1.3C.12adv.Pr4b)
- identify key signatures within musical passages. (1.3C.12adv.Pr4b)
- identify time signatures within musical passages. (1.3C.12adv.Pr4b)
- establish tonality. (1.3C.12adv.Pr4b)

**Stage Two - Assessment**

**Stage Three - Instruction**

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Students will work with Alfred's Music Theory book to learn the basics of musical notation. **(A, EU1, EU2)**
- Students will demonstrate an understanding of rhythmic values through clapping and counting syllables. **(A, EU1)**
- Students will demonstrate an understanding of pitch recognition and replication. **(A, EU2)**
- Students will take a well known folk song and notate the rhythm. **(M, EU1)**
- Students will create their own rhythmic pattern and teach it to the class. **(T, EU1)**
- Students will model and sing the individual Curwen hand signs and solfège syllables. **(A, EU2)**
- Students will demonstrate an understanding of key signatures through visual identification. **(A, EU2)**
- Students will discuss the historical and musical importance of the Kodály method. **(A, EU2)**
- Students will observe the conductor's modeling of Curwen hand signs and sing the correlating pitches. **(M, EU2)**
- Students will analyze a melody from choral literature by finding "do" and then write the rhythm and solfège syllable names under each note. **(M, EU2)**
- Students will break into groups and learn a song together from "The King's Singers Book Of Rounds, Canons, and Partsongs" originating from the Renaissance period by counting the rhythm, singing the solfege syllables and finally adding the lyrics. The groups will then perform their individual songs for history classes studying Renaissance culture. **(T, EU1, EU2)**
- Students will take a choral score from Sight Reading Factory of their choosing and analyze the melodic line for breath, phrasing, dynamics and diction. They will mark the score and be able to teach the class the aspects that will make a good performance. **(T, EU1, EU2)**

## Pacing Guide

{This chart will be identical in all of the units for this course.}

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
1	Physical Awareness	135
2	Sight-Singing	60
3	Critique	60
4	Performance	135

### **Instructional Materials**

- King's Singers Book of Rounds, Canons, and Partsongs.
- Sight-Singing For SSA- Joyce Eilers and Emily Crocker
- Sight Reading Factory
- Smart Music
- The Oxford Book Of Spirituals (edited by Moses Hogan) Individual Building Choral Music Library database
- iMac computer, recording software, and Yeti microphone for student recordings
- Tuning forks and pitch pipes
- Piano

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.