

Course: Choir
Unit #3: Critique

Year of Implementation: 2024-2025

Curriculum Team Members:

Brendan Moore bmoore2@lrhsd.org; Robert Joubert rjoubert@lrhsd.org; Nicole Snodgrass nsnodgrass@lrhsd.org; Robert DiLauro rdilauro@lrhsd.org

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**

- 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

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

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<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 utilize assessment tools to recognize areas in need of improvement and implement for a higher quality performance.

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

self-critique and peer-to-peer critique are necessary for progress in performance.

EU 2

a performer gives voice to a composer's intent.

EU3

Participating in public performances as audience members or performers raises the level of the singer's musicianship.

Essential Questions

- What can we learn from critiquing others?
- Does the performer have a responsibility to follow the composer's intent?
- Why is it important that students receive critiques from professionals other than their directors?

Knowledge

Students will know . . .

EU 1

- proper etiquette and terminology for appropriate critique (1.3C.12acc.Re7a).
- the importance of choral blending. (1.3C.12acc.Re7a).
- the elements of music, including dynamics, articulation, rhythm, tone, and interpretation.(1.3C.12acc.Re7a).
- characteristics of an ideal choral sound (1.3C.12acc.Re7a).

EU 2

- the characteristics and compositional techniques of the musical time period. (1.3C.12acc.Re7b).
- the biographical background of the composer. (1.3C.12acc.Re7b).
- the cultural and societal influences of the composer (1.3C.12acc.Re7b).

EU 3

- the elements of music (Pitch, Rhythm, Phrasing, Texture) (1.3C.12acc.Re7a).
- the different genres and periods of musical choral literature. (1.3C.12acc.Re7a).
- rules of stage etiquette. (1.3C.12acc.Re7a).
- how to engage an audience through proper stage presence. (1.3C.12acc.Re7a).
- how to appropriately respond to and apply criticism from adjudicators. (1.3C.12adv.Re7a).

Skills

Students will be able to . . .

EU 1

- complete a rubric with numeral values and provide constructive criticism with appropriate terminology. (1.3C.12adv.Re7a).
- listen analytically. (1.3C.12adv.Re7a).
- compare and contrast qualities of various performances. (1.3C.12adv.Re7a).

EU 2

- analyze a musical score to interpret the text allowing the story to be told through musical expression. (1.3C.12adv.Re7a).
- research various composers from various time periods. (1.3C.12adv.Re7a).
- correlate non-musical historical events with composers and compositions throughout history. (1.3C.12adv.Re7b).

EU 3

- compare and contrast stylistic characteristics of multiple genres. (1.3C.12adv.Re7a).
- apply knowledge of the elements of music to analyze compositions of various cultures. (1.3C.12adv.Re7a).
- listen, identify and analyze the characteristics of a quality choral performance from the standpoint of etiquette. (1.3C.12adv.Re7a).
- apply knowledge of stage etiquette and proper stage presence to perform publicly. (1.3C.12adv.Re7a).
- synthesize choral adjudication to guide improvement for the next performance. (1.3C.12adv.Re7a).

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**

- Teacher and student will listen to professional recordings together. Teacher will guide the students through the critiquing process using appropriate musical terminology. **(A, EU1, EU2)**
- Students will watch and discuss videos of other choirs demonstrating the proper and/or improper use of performance etiquette. **(A, EU1, EU2, EU3)**
- Students will be assigned a listening example to fill out a rubric provided by the teacher. **(M, EU1)**
- Students will perform for District events, school ceremonies, and community events. **(M, EU3)**
- Students will participate in choral festivals, competitions, and choir tours. **(M, EU1, EU2, EU3)**
- Students will work in sectionals to improve the rhythmic and musical accuracy of a piece of music. **(M, EU2, EU3)**
- **Students will create a rubric to evaluate various choral performances containing three categories to judge, and must include dynamics, tone, diction, and overall performance. (M, T, EU1, EU2, EU3)**
- Designate a group of students to demonstrate improper performance etiquette. The rest of the choir will observe the performance and list the improper behaviors being demonstrated. Groups will discuss the observation and the same group will perform again correcting the discussed behavior. **(M, EU1, EU2, EU3)**
- **Students will use the rubric above as your template, rate the performance and write a review. (T, EU1, EU2, EU3)**
- **Students will create a weekly vocal and written journal that will track vocal progress. Record each singing piece, then evaluate each recording. Students will then create a plan for improvement and repeat the process on a weekly basis, tracking progress. (T, EU1, EU2, EU3)**
- **Students will choose a song and write a short story giving their interpretation of the piece. (T, EU3)**

- Using their Chromebooks, students will create a timeline of historical periods and choose a piece of choral literature that correlates with that period. Students will work in sectionals to improve the rhythmic and musical accuracy of a piece of music. (T, EU2, EU3)
- Students will brainstorm possible community and festival venues to perform for the public. They must set up the logistical and musical aspects of the event, including a music program or set list. (T, EU2, EU3)
- Using their Chromebooks, students will write a 3 page research paper on a choral composer of choice focusing on the life, career, music, and professional development of the composer. (T, EU2, EU3)

Pacing Guide

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

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

Instructional Materials

- Stereo Sound System and appropriate connections
- District Choral Library Database
- Participation in NJMEA festivals, ACDA festivals, Rowan University Tenor Bass Festival, Music in the Parks festivals, performances at state, regional, and national music conferences, workshops with distinguished composers/conductors, performances at sporting and community events

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.