

Course: Choir
Unit #1: Physical Awareness

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**

- 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

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

- 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

- **Interdisciplinary Content Standards**

- 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

- **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 demonstrate their knowledge of human anatomy in order to produce a supported sound.

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

1. develop creative thinking and problem-solving skills
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

a musical breath engages the diaphragm to produce a healthy, supported sound.(2.1.5.PGD.1)

EU 2

vocal tone is affected by holistic care of the body.(2.1.5.PGD.1)

Essential Questions

- Why do choirs warm up?
- Why is hydration important?

Knowledge

Students will know . . .

EU 1

- the anatomy of the respiratory system in the body.(1.3A.8.Cr3a, 1.3A.8.Pr5a)

EU 2

Skills

Students will be able to. . .

EU 1

- expand the diaphragm for supported singing.(2.1.5.PGD.1)
- identify the components of the respiratory system.(1.3A.8.Cr3a, 1.3A.8.Pr5a)
- differentiate between clavicular and diaphragmatic breathing. (1.3A.8.Cr3a, 1.3A.8.Pr5a)

- the importance of hydration and health of vocal folds.(2.1.5.PGD.1)
- the importance of the alignment of the body. (2.2.12.MSC.2)

EU 2

- demonstrate appropriate singing posture.(2.2.12.MSC.2)
- adequately hydrate to ensure greater vocal stability and wider pitch range.(2.1.5.PGD.1)

Stage Two - Assessment

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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 identify and label parts of human anatomy involved in healthy singing. **(A, EU1)**
- Students are shown pictures and have to identify the correct posture and jaw positions. **(A, EU1)**
- **Students will demonstrate the function of a diaphragm with a visual aid; ie. a balloon. (A, EU1)**
- Students will watch footage of a working vocal fold and discuss its anatomy and care. **(A, EU2)**
- Students will demonstrate proper diaphragmatic engagement. **(M, EU1, EU2)**
- Students will engage in diaphragmatic breathing exercises. **(M, EU1, EU2)**
- **Students will video themselves singing, using their chromebook, which will show diaphragmatic breathing, facial relaxation, and supported posture. (M, EU1,EU2)**
- Students will take on the role of a teacher and create three diaphragmatic based vocal warm-ups to be demonstrated and used in the choral rehearsal. **(T, EU2)**
- Students will analyze a piece of choral music and choose three warm-ups that correlate to its phrasing structure. **(T, EU2)**

Pacing Guide

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

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

Instructional Materials

- Anatomy Models (posters and scientific models)

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.