

**Course:** Choir  
**Unit #4:** Performance

**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**

- 1.1.12.B.2 Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.
- 1.3.12.B.1 Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. 1.3.12.B.2 The ability to read and interpret music
- 1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
- 1.4.12.B.2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

- **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**

- RL.11-12.10. Read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

- ***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 combine the aspects of musical aesthetics and presentation to perform in rehearsals, concerts, community functions, school functions, festivals and competitions at various levels.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhhsd.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*

interpretation allows for the freedom of musical expression within the confines of the composer's intent. (1.1.12.B.2)

*EU 2*

Essential Questions

- *Should artistic expression be censored?*
- *Why is performing in various venues crucial to the complete musical experience?*
- *Why is it essential to understand the cultural background of a piece?*

etiquette and appearance have an effect on performance. (1.4.12.B.2)

*EU 3*

performing a diverse repertoire of music enhances understanding of various cultures. (1.3.12.B.3)

Knowledge

*Students will know . . .*

*EU 1*

- the elements of music. (1.3A.2.Cr2b)
- the effects of competition on the rehearsal process. (1.3A.2.Cr2b, 1.3.12.B.2)

*EU 2*

- cultural responses to public performances. (1.1.12.B.2, 1.2.12.A.1)
- logistical details of preparing a concert behind the scenes. (1.1.12.B.2, 1.3.12.B.1, 1.3.12.B.2)

*EU 3*

- cultural contexts represented with choral literature. (1.1.12.B.2, 1.2.12.A.1)

Skills

*Students will be able to . . .*

*EU 1*

- identify and describe music notation symbols. (1.1.12.B.1)
- interpret expressive elements of music. (1.3.12.B.1, 1.4.12.A.2)
- explain rehearsal techniques. (1.1.12.B.1, 1.1.12.B.2, 1.3.12.B.1, 1.3.12.B.2)

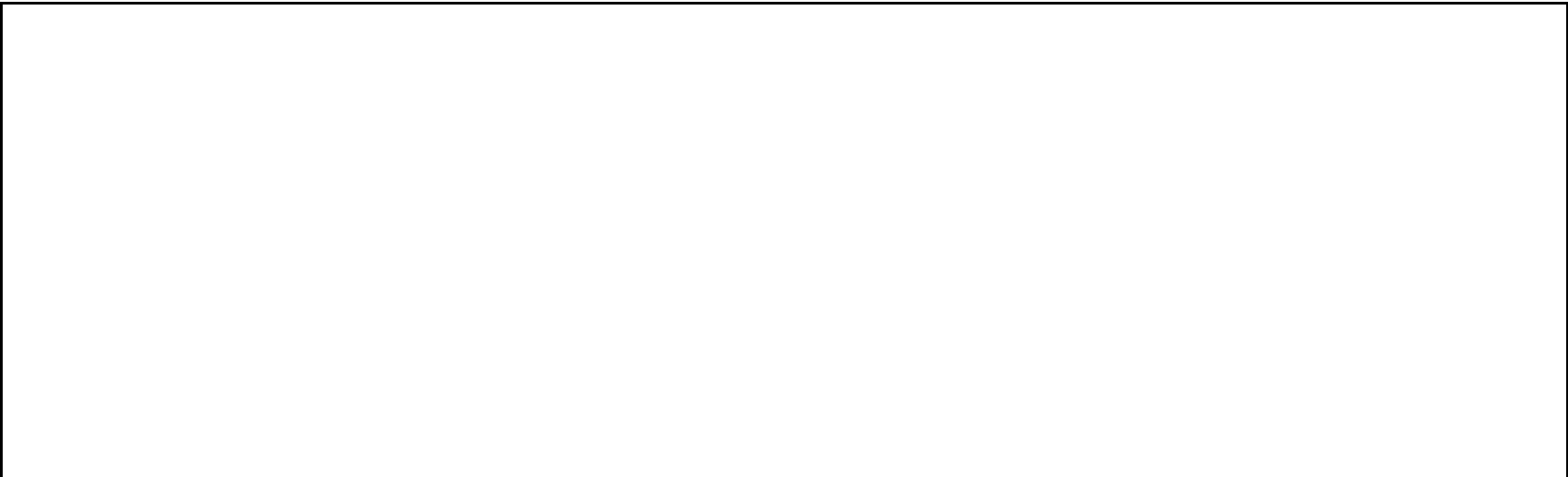
*EU 2*

- identify the different behaviors and characteristics of a professional choir. (1.4.12.A.1)
- compare and contrast various fashion trends in music ensembles locally and internationally. (1.4.12.A.1)

*EU 3*

- identify and describe various cultures and their group singing practices. (1.1.12.B.2, 1.2.12.A.1)

<b>Stage Two - Assessment</b>	
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<b>Stage Three - Instruction</b>	
<p><b><u>Learning Plan:</u> 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 &amp; Career Connections (which involves Technology Literacy): <i>Red = Interdisciplinary Connection; Purple = 21st Century Life &amp; Career Connection</i></b></p> <ul style="list-style-type: none"><li>• Students will review fundamental concepts of music notation. (EU1) (A)</li><li>• Students will watch and discuss videos of other choirs demonstrating the proper and/or improper use of performance etiquette. (EU2, EU3) (A)</li><li>• Students will work in sectionals to improve the rhythmic and musical accuracy of a piece of music. (EU1, EU2, EU3) (M)</li><li>• Students will participate in choral festivals, competitions, and choir tours. (EU2, EU3, EU4) (M)</li><li>• Students will perform for District events, school ceremonies, and community events. (EU2, EU3) (M)</li><li>• 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. (EU1, EU2, EU3) (M)</li><li>• Students will choose a song and write a short story giving their interpretation of the piece. (EU1, EU3) (T)</li><li>• Using their Chromebook, 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. (EU1, EU3) (T)</li><li>• 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. (EU3, EU4) (T)</li><li>• Using their Chromebook, 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. (EU1, EU2, EU3) (T)</li></ul>	



**Pacing Guide**

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

<b><i>Unit #</i></b>	<b><i>Title of Unit</i></b>	<b><i>Approximate # of teaching days</i></b>
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
- Projector or TV
- Piano
- Membership and 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.