

## **CONCERT CHOIR G9-12**

THE EWING PUBLIC SCHOOLS 2099 Pennington Road  
Ewing, NJ 08618

Board Approval Date: September 19, 2022

Michael Nitti, Superintendent

Revised by: Ewing Music Department

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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## **PREFACE**

This curriculum guide is intended to provide vertical and horizontal framework for the music program of The Ewing Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in music which will best meet the needs of their students. The teacher's knowledge of their students' level of development, learning styles and general readiness to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide. Integration of concepts and skill developed in concert choir into other content areas is encouraged to stimulate real life experiences and meaning.

The choral literature studied in Concert Choir is the "textbook." Teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skill developed in Concert Choir into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles, and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the need of each student is addressed and the scope of the curriculum is accomplished.

## **COURSE DESCRIPTION AND RATIONALE**

Concert Choir is an elective course designed to expose students to varied styles of choral literature while teaching students to perform skillfully with expression as well as technical accuracy. The goal of the course is to provide students with the musical and technical skills necessary to foster a lifelong commitment to healthy and engaged music making.

Through the study of music, students will experience personal, intellectual, social, economic and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. Students will define and solve artistic problems with reason and technical proficiency in addition to developing and presenting basic analysis of works of arts from various perspectives. Students will study exemplary choral works from a variety of cultures and historical periods with the ultimate goal of relating various types of musical knowledge and skills within and across all disciplines. Concert choir meets 2-3 days a week for 83 minute blocks.

In addition to rehearsal and study during scheduled classes, the concert choir performs several seasonal concerts, as well as at events in the Ewing Township community. Students also receive a group lesson held on a rotating basis. Concert choir is a year-long class with several performances throughout the year. While the class may only study certain repertoire up until it is performed, vocal production skills, musicianship and music theory, and student responsibility are learned and reinforced during every rehearsal. All of the units of study are emphasized almost every rehearsal and cannot be broken down into a number of days or weeks of study. Each unit must be given its own time of study every day, often in conjunction with other areas of study.

## **Unit 1: Vocal Production Skills**

### **Why Is This Unit Important?**

Students need to learn how to produce a healthy vocal sound in order to maintain a life-long ability to sing. This involves learning to breathe and support breath properly, along with creating appropriate vowel and consonant sounds on the correct pitch.

### **Enduring Understandings**

- Students will gain a basic knowledge of vocal phonation.
- Students will learn how breathe properly and maintain breath support.
- Students will practice singing in different vocal registers while learning how to create healthy resonance.
- Students will identify and practice the correct positions on jaw and tongue for vowel and consonant articulation.

### **Essential Questions**

- How does the body make vocal sounds?
- How does one breathe properly and maintain breath support?
- How does one learn to sing high and low pitches with good tone?
- How do you create appropriate vowel and consonant sounds?

### **Acquired Knowledge**

- The larynx consists of folds, muscles, ligaments and cartilages that coordinate air flow, resulting in vibrating vocal folds and a fundamental “buzz tone”.
- The trachea, lungs, bronchi, diaphragm, ribs, abdominal muscles and back muscles act in coordination to control the inhalation and emission of air.
- The coordination of the soft and hard palates stretch the vocal folds to produce lower or higher frequencies.
- The shape of the oral cavity, primarily influenced by the shape of the tongue, and the placement of the tongue to the teeth determine the production of vowels and consonants.
- Understand how a voice teacher teaches these techniques in various ways individualized for each student

### **Acquired Skills**

- Breathing techniques
- Knowledge of vocal sound production
- Ability to sing in middle and high registers
- Correct diction and articulation

## **Assessments:**

### Formative Assessment:

- Visual and aural observations during class rehearsals
- Discussion

### Summative Assessment:

- Written exam
- Digital Music Critique

### Benchmark Assessment:

- Singing test

### Alternative Assessment:

- Modified test

## **Suggested Learning Experiences and Instructional Activities**

- Anticipatory Sets: warm-ups
- In-Class Activities: stretching, breathing exercises, vocalizing, direct instruction
- Cross-Content writing activities: sound production and acoustics
- Home-Link Activities: breathing activities
- Possible Dilemmas: physical disabilities, i.e. asthma, vocal nodes
- Accommodations: modified stretching, fewer counts in breathing exercises, vocal rest
- Extensions: further research into vocal production, research into vocal health
- Technology: Breathing Gym video, breathing tubes, websites, CD player

## **2020 NJSLs:**

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|--------------------|------------------|
| • 1.3C.12prof.Pr4a | 1.3C.12prof.Pr5a |
| • 1.3C.12prof.Pr4b | 1.3C.12prof.Pr4c |

**Instructional Resources:**

Core:

- Selected ensemble music

Supplemental:

- Warm up activities and music
- Google Classroom
- Chrome books
- Youtube.com

## **Unit 2: Musicianship and Theory**

### **Why Is This Unit Important?**

Musicianship is the essence of music making. It involves using all parts of the mind and body to produce a beautiful sound. This unit emphasizes the technical skills needed to sing adult choral literature. Students will learn the fundamental theories behind the music, as well as the skills needed to perform properly. Students who can accurately recognize and sing rhythms, intervals, scales and harmonies will have a good foundation for singing in a variety of musical ensembles after high school. The ability to evaluate and critique a performance will lead to a deeper understanding and appreciation of musical issues as well as improve current performance.

### **Enduring Understandings**

- Students will develop accurate rhythmic precision.
- Students will sight-sing in up to 4-part harmony.
- Students will identify notes and key signatures in treble and bass clef.
- Students will identify and perform major and minor scales.
- Students will learn to recognize intervals aurally and sing them accurately.
- Students will develop skills to sing with good intonation.
- Students will develop techniques for appropriate phrasing of music.
- Students will develop an awareness of his or her relationship to the ensemble and work for a blended sound.
- Students will listen and evaluate self and professional recordings using correct music terminology.
- Students will discriminate the conducting pattern of the conductor and respond to his or her gesture sensitively.
- Students will identify and use correctly music terminology relating to pitch, rhythm, articulation, dynamics and tempo.
- Students will understand how composers use music theory to write music.

### **Essential Questions**

- How does one perform with accurate rhythms?
- What are scales?
- What are key signatures?
- What terms are used to describe music accurately?
- What are melodic intervals and how can they be recognized? • What are some strategies for sight-singing?
- What is intonation and how does one achieve good intonation and blend with others?
- What are ways in which music can be phrased?
- How does one critique a performance?
- Why is it important to evaluate a performance?
- What are conducting patterns?

## **Acquired Knowledge**

- Subdivision leads to accurate rhythmic performance.
- Kodaly solfege system and using numbers are two ways to sight-sing.
- Solfege is one way to recognize melodic intervals.
- Key signatures can be identified using the circle of fifths or by counting sharps and flats.
- Scales are defined by the relationship of whole and half steps to each other.
- Good intonation and blend is achieved by listening and correct vowel formation.
- Music phrasing involving maintain proper breath support.
- Critique of performance leads to a better understanding of how to improve.
- A good evaluation analysis intonation, rhythmic accurate, articulation, quality of tone and expression.
- A variety of conducting patterns can be used to achieve a goal.

## **Acquired Skills**

- Singing and clapping rhythms accurate.
- Sight-singing alone and with others.
- Accurately singing major and minor scales.
- Accurately singing of intervals.
- Maintaining proper breath support and vowel formation for phrasing, intonation and blend.
- Accurate response to conducting gestures.
- Oral and written analysis of performances.

## **Assessments:**

### Formative Assessment:

- Visual and aural observations during class rehearsals
- Peer-share
- Discussion

### Summative Assessment:

- Singing tests alone and with others
- Written assessments

### Benchmark Assessment:

- Concert performance

### Alternative Assessment:

- Journal entries
-



## **Suggested Learning Experiences and Instructional Activities**

- Anticipatory Sets: warm-ups
- In-Class Activities: direct instruction, use of Kodaly hand signs, sight singing with solfege, using count singing, listening activities, use of songs for intervals
- Cross-Content writing activities: journal entries after listening to performances
- Home-Link Activities: listening activities, journaling
- Possible Dilemmas: listening or speech impediments, nervousness, dyslexia
- Accommodations: oral or written assessments, scaffolding, one-on-one tutoring
- Extensions: research into other methods of sight-singing
- Technology: ear training software, CD/MP3 player

## **2020 NJSLS:**

- |                   |                 |
|-------------------|-----------------|
| • 1.3B.12acc.Cr1a | 1.3B.12acc.Re7a |
| • 1.3B.12acc.Cr2a | 1.3B.12acc.Re7b |
| • 1.3B.12acc.Cr2b | 1.3B.12acc.Cr3a |
| • 1.3B.12acc.Cr3b | 1.3B.12acc.Pr4a |
| • 1.3B.12acc.Pr4b | 1.3B.12acc.Pr4c |
| • 1.3B.12acc.Pr6a | 1.3B.12acc.Pr6b |

## **Instructional Resources:**

Core:

- Selected ensemble music

Supplemental:

- Warm up activities and music
- Google Classroom
- Chrome books
- Youtube.com

## **Unit 3: Choral Repertoire**

### **Why Is This Unit Important?**

Choral repertoire is the backbone of choral singing. The study of repertoire enables students not only to apply musicianship and theory, but to develop an aesthetic response to pieces being performed. The study of choral repertoire enables students to learn about musical styles and trends throughout history and their relationship to historical and cultural events. The study of contemporary music involves issues of globalization and technology, allowing students to explore their roles in today's society.

### **Enduring Understandings**

- Students will study and perform music of various time periods, styles and cultures with performance practice in mind.
- Students will determine how the arts have influenced world cultures throughout history.
- Students will explore the role of art and art-making in today's global society with special emphasis on technology.
- Students will demonstrate comprehension of the historical and cultural aspects of the choral literature being performed.
- Students will explore how a choral conductor leads a rehearsal
- Students will explore how a conductor selects music

### **Essential Questions**

- How has choral literature developed throughout Western history?
- How has music influenced culture and historic events and conversely, how have culture and history influenced music?
- What is the role of music in today's technological global society?

### **Acquired Knowledge**

- Western choral art music has evolved from medieval chant to 20<sup>th</sup> century techniques.
- All cultures have a form of folk music.
- Contemporary music has its roots in minstrelsy and jazz.
- The arts and politics have always influenced each other.
- Technology allows new ways to create and share music.

### **Acquired Skills**

- Identification of various styles of music.
- Ability to analyze relationship between art and history
- Writing program notes for selected pieces of music

## **Assessments:**

### Formative Assessment:

- Visual and aural observations during class rehearsals
- Peer-share
- Discussion

### Summative Assessment:

- Singing tests alone and with others
- Written assessments

### Benchmark Assessment:

- Concert performance

### Alternative Assessment:

- Journal entries

## **Suggested Learning Experiences and Instructional Activities**

- Anticipatory Sets: listening activities
- In-Class Activities: listening, reading, direct instruction, singing
- Cross-Content writing activities: analysis of lyrics, reading about historical periods
- Home-Link Activities: discussion of historical and cultural topics with community members
- Possible Dilemmas: concerns about studying music of various religious groups
- Accommodations: alternative assignments to singing music that goes against religious ideas, vocabulary lists, reading guides, outlines
- Extensions: further research into historical periods and performance practices
- Technology: analysis of software, internet streaming and downloading, copyright law and fair use, sampling, recording, playback features

## **2020 NJSL**

1.3A.12.Pr4a  
1.3A.12.Pr4b  
1.3A.12.Re7a  
1.3A.12.Re7b  
1.3A.12.Re7c  
1.3A.12.Cn10a

1.3B.12acc.Pr4a  
1.3B.12acc.Pr4b  
1.3B.12acc.Pr4c  
1.3B.12acc.Re7a  
1.3B.12acc.Re7b  
1.3B.12acc.Re8a

**Instructional Resources:**

Core:

- Selected ensemble music

Supplemental:

- Warm up activities and music
- Google Classroom
- Chrome books
- Youtube.com

## **Unit 4: Student Responsibility**

### **Why Is This Unit Important?**

Students who are members of concert choir take on the additional responsibility of performance. The end product of their practice and knowledge is a public performance. It is important that students demonstrate appropriate behavior and clothing at these events. In order to prepare for these events, students' needs to demonstrate high levels of punctuality and responsibility. These are life-long skills that will serve them in future jobs and activities.

### **Enduring Understandings**

- Students will employ high levels of preparedness for all rehearsals and performances.
- Students will be punctual for all rehearsals and performances.
- Students will demonstrate high levels of self-discipline for proper group rehearsals and performances.
- Students will dress appropriately for performances.

### **Essential Questions**

- What are the behavioral expectations of a musician?
- What is proper performance and audience etiquette?
- What are skills needed for a successful rehearsal?
- How can students effectively practice outside of the classroom?

### **Acquired Knowledge**

- Musicians are ready to rehearse or perform on time with all materials and instruments and with a pencil.
- Performers do not talk on stage during a professional performance.
- They stand with appropriate posture and do not wave at audience members.
- Clean, conservative clothing is appropriate for concert performances.

### **Acquired Skills**

- Punctuality
- Responsibility to group
- Good attendance skills
- Ability to keep track of schedule

### **Assessments:**

Formative Assessment:

- Visual and aural observations during class rehearsal
- Discussion

#### Summative Assessment:

- Singing tests alone and with others
- Written assessments

#### Benchmark Assessment:

- Concert performance – attire and timeliness

#### Alternative Assessment:

- Journal entries

### **Suggested Learning Experiences and Instructional Activities**

- Anticipatory Sets: brainstorm list of appropriate behaviors
- In-Class Activities: music assigned in folders with pencil, demonstration of appropriate performance etiquette
- Cross-Content writing activities:
- Home-Link Activities: remind families and friends of appropriate concert etiquette
- Possible Dilemmas: family conflicts, low-income for concert clothing
- Accommodations: sit for performances, adjust clothing for comfort
- Extensions: research into performance practices of other cultures
- Technology: email reminders, online calendars, ChorusClass App

#### **2020 NJSL:**

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|-------------------|--------------|
| • 1.3C.12acc.Pr5a | 1.3A.12.Cr3b |
| • 1.3A.12.Pr4e    | 1.3A.12.Pr6a |
| • 1.3A.12.Pr6b    |              |

#### **Instructional Resources:**

##### Core:

- Selected ensemble music

##### Supplemental:

- Warm up activities and music
- Google Classroom
- Chrome books
- Youtube.com

## **Sample Standards Integration**

### **21<sup>st</sup> Century Skills & Career Readiness Practices**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP10. Plan education and career paths aligned to personal goals.

9.3.12.A.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

Examples: In units 3 students perform a concert using skills learned through the entirety of the class. In Unit 1, students will use choral conductor techniques to lead a warm up progression for the class. In unit 1 students study conductors and how they use their techniques to build professional careers. In unit 2 students will study composers and how they build careers. Students will continue advanced research into the many different careers that are possible in the field of music, music education, vocal performance and composition.

### **Technology Integration**

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Example: In Unit 4, students will compile a digital practice journal, that they can reflect on, and watch their own growth.

### **Interdisciplinary Connection**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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Examples: In Unit 3, students will research and put together a concert program centered on a theme. They will write program notes for each piece, based on research, supporting that each piece follows the concert theme. In Unit 1, students will create a digital music critique, similar to one found in an online choral journal.

## **LGBTQ+/Disabilities Resources**

The following resources are examples of resources covered throughout the school year, as they pertain to the integration of the LGBTQ+ community as well as the disabled community within the world of vocal music. They explore the works and lives of musicians, singers, and choral composers who are members of the LGBTQ+ community, or have sustained successful careers in performance, despite physical disability.

- <https://www.singers.com/composers/Benjamin-Britten/>
- <https://www.classicfm.com/discover-music/great-classical-composers-who-were-gay/>
- <http://www.nycgmc.org/>
- <https://www.thomas-quasthoff.com/en/100-perzent-tq/>
- [https://en.wikipedia.org/wiki/Ali\\_Stroker](https://en.wikipedia.org/wiki/Ali_Stroker)