



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Visual & Performing Arts

COURSE: Choir, Grades 6-8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Choir, Grades 6-8

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2009	Victor Milano	Born Date
August 2018	Valerie Sorce	Name Change/ Revisions
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Review
August 2022	Derek Tranchina	Alignment to New Standards and Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandates

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Township of Ocean Pacing Guide	
Week	Marking Period 1
1	Unit 1: Performance - Vocal Technique
2	Unit 1: Performance - Vocal Technique
3	Unit 2: Performance - Vocal Registers
4	Unit 3: Performance - Reading a Choral Score
5	Unit 3: Performance - Reading a Choral Score
6	Unit 3: Performance - Reading a Choral Score
7	Unit 4: Performance - Choral Literature & Concert Performance
8	Unit 4: Performance - Choral Literature & Concert Performance
9	Unit 5: Performance - Singing as an Ensemble
10	Unit 5: Performance - Singing as an Ensemble
Week	Marking Period 2
11	Unit 6: Performance - Responding to a Conductor
12	Unit 6: Performance - Responding to a Conductor
13	Unit 7: Musical Knowledge - Theory and Musicianship
14	Unit 7: Musical Knowledge - Theory and Musicianship
15	Unit 7: Musical Knowledge - Theory and Musicianship
16	Unit 7: Musical Knowledge - Theory and Musicianship
17	Unit 8: Musical Knowledge - Sight Singing and Ear Training
18	Unit 8: Musical Knowledge - Sight Singing and Ear Training

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19	Unit 9: Connections - Performance Etiquette and Critique
20	Unit 10: Connections - Music History, Society, Culture, and other art forms

Diversity and Inclusion, Individuals with Disabilities, and LGBT: Unit 10

Core Instructional & Supplemental Materials including various levels of Texts

Online resources, www.musictheory.net, solfege/sight singing workbooks, teacher-curated materials, music, teacher created materials, various DVDs, CDs, and multimedia to support curriculum.

All materials should reflect repertoire, composers, cultures, and history of diverse contacts and resources.

www.ACDA.org (diverse resources for repertoire and teaching materials)

www.njmea.org (diverse resources for repertoire and teaching materials)

<https://acda.org/publications>

<https://njmea.org/professional-resources/>

Time Frame	2 weeks - ongoing
Topic	
Unit 1: Performance - Vocal Technique	
Alignment to Standards	
1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. 1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. 1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	
Learning Objectives and Activities	
Students will be able to: - use an exercise ball to help with both alignment and breathing techniques - understand vocal and breathing anatomy	

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- demonstrate different parts of the anatomy
- learn how to stand or sit with good body alignment and posture to allow for optimal core singing and technique.
- learn the proper anatomy used for technique. Ex. throat, diaphragm, larynx, vocal folds, false/falsetto, intercostal muscles, lungs, rib cage, abdominal wall, pelvic floor, etc...
- learn how to sing with a clear free tone: Relaxed tongue, jaw, lips, engaged diaphragm, lowered/relaxed larynx, etc...

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

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9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and other vocal technique resources online
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

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CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks - ongoing
Topic	
Unit 2: Performance - Vocal Ranges and Registers	
Alignment to Standards	
• 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	

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- 1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Learning Objectives and Activities

Students will be able to:

- listen to different vocal examples in different genres and analyze the performances
- listen to and analyze peers and professionals to better understand self and peer triumphs and failures.
- demonstrate different vocal exercises that can be used to help achieve head voice strength and help with eliminating the “break”
- navigate between vocal registers and strengthen voice through puberty
- seamlessly navigate through different registers
- hear when incorrect vocal registers are being used and how to correct themselves and assist others

Assessments

Formative:

- Classroom skill-building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text,

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or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and other vocal technique resources online
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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Time Frame

3 weeks - ongoing

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COURSE: Choir, Grades 6-8

Topic

Unit 3: Performance - Reading a Choral Score

Alignment to Standards

- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Learning Objectives and Activities

Students will be able to:

- Read and comprehend a choral score
- read notes and interpretive markings in a choral score
- match pitch in one's own range
- Sing with breath support and proper body alignment
- Sing with round/tall vowels and a healthy vocal tone
- Sing with loud and soft dynamics in a healthy manner
- Understand and demonstrate subtle dynamic contrasts and accents
- Perform music in a variety of styles and periods of composition
- navigate their designed part in a 2, 3 or 4 part vocal score.
- navigate other vocal parts in a 2, 3 or 4 part vocal score.
- correctly mark their score to further assist themselves in the execution of own vocal part.

Assessments

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COURSE: Choir, Grades 6-8

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment
- Student demonstrations
- Small group/large group

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

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CRP.6 Demonstrate creativity and innovation in music creation.

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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks - ongoing
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Topic

Unit 4: Performance - Choral Literature & Concert Performance

Alignment to Standards

- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is

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conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Learning Objectives and Activities

Students will be able to:

- Perform their repertoire
- create history guides or artist profiles on composers/arrangers
- create history guides on time period or genre
- sing and perform literature of appropriate quality and difficulty in English, Italian, German, Latin, French, etc...
- sing and perform in many different styles of choral literature: Spirituals, traditional choral music, jazz, pop, folk tunes, etc...
- sing and perform choral music from various periods: Renaissance, Baroque, Classical, Romantic, 20th Century, and Contemporary.

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment
- Student demonstrations
- Small group/large group

Benchmark:

- Objective assessment

Alternative:

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- Portfolio

Interdisciplinary Connections

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Use music databases to help choose repertoire with diverse composers, topics, and genres
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
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CRP.4 Communicate clearly and effectively and with reason during academic conversations in various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks - ongoing
Topic	
Unit 5: Performance - Singing as an Ensemble	
Alignment to Standards	
1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success. 1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	
Learning Objectives and Activities	
Students will be able to: - Pulse while singing - Count singing - understand vowel placement, consonant placement, glottal attacks, and production - Execute rhythmic consonant call and response. - use proper vowel production, articulate consonants, and appropriately pronounce diphthongs and triphthongs. - Appropriate the meaning of text through syllabic stress - Develop awareness for intonation and discriminate between in-tune and out-of-tune singing. - Hold their own part while other harmonies are happening around them. - Learn how to have independence on a vocal part.	

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Assessments

Formative:

- Classroom skill-building activities
- Singing independently and with a group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment
- Student demonstrations
- Small group/large group

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed..

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and other choral ensembles to learn and observe professional and Honors ensembles

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- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks - ongoing
Topic	
Unit 6: Performance - Responding to the Conductor	
Alignment to Standards	
• 1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success. • 1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	

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- 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

Learning Objectives and Activities

Students will be able to:

- conduct each other
- Practice conducting with different gestures
- describe what they see in the gesture
- interpret text
- discern between beat patterns of 1, 2, 3, 4, 6, etc.
- Understand beat subdivision and compound meter; changing and asymmetric meters
- develop sensitivity to expression of conducting patterns
- respond to deviation in pattern for stylistic interpretation.
- communicate musical expression through dynamics, tempo, phrasing, and articulation.
- communicate the meaning and mood of the text.

Assessments

Formative:

- Classroom skill building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment
- Student demonstrations
- Small group/large group

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and other online resources of professional and honors ensembles to help observe and analyze how other groups respond to conductors.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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COURSE: Choir, Grades 6-8

Time Frame	2 weeks - ongoing
Topic	
Unit 7: Musical Knowledge - Music Theory and Musicianship	
Alignment to Standards	
1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines. 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary). 1.3B.12acc.Cr3a: Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. 1.3B.12acc.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent. 1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form. 1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. 1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.	
Learning Objectives and Activities	
Students will be able to: - Develop musical theory - Develop keyboarding skills - Practice Ear training - Execute Rote clapping - Execute Rote solfege singing and curwen hand signs - Practice count singing with different music examples in multiple time signatures - Execute Rhythm math exercises - teach the differences between the time signatures and rhythms - Write in counts in a choral score on solo or multiple parts - Understand Rhythmic and melodic dictations - Identify symbols, and terms in a choral score - Identify staff, grand staff, note identification, major and minor key signatures, identify sharps, flats, naturals, double sharps, double flats. - visually and aurally identify tonic, whole steps, half steps, major and minor scales, generic and qualities of intervals.	

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DEPARTMENT: Visual & Performing Arts

COURSE: Choir, Grades 6-8

- demonstrate knowledge of music analysis of form and structure.
- identify all rhythms in music: sixteenth, eighth, quarter, dotted quarter, half, dotted half, whole notes, and rests, eighth note and quarter note triplets
- identify mixed meter and time signatures 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, 2/2, and 3/2.
- count-sing their parts in repertoire/music examples in multiple time signatures.

Assessments

Formative:

- Classroom skill-building activities
- Singing independently and with a group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment
- Student demonstrations
- Small group/large group

Benchmark:

- Objective assessment

Alternative:

- Portfolio

Interdisciplinary Connections

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

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DEPARTMENT: Visual & Performing Arts

COURSE: Choir, Grades 6-8

Career Education
CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education. CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards. CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education. CRP.6 Demonstrate creativity and innovation in music creation. CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill. CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	2 weeks - ongoing
Topic	
Unit 8: Musical Knowledge - Sight-Singing and Ear Training	
Alignment to Standards	
1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines. 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary). 1.3B.12acc.Cr3a: Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. 1.3B.12acc.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent. 1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.	

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COURSE: Choir, Grades 6-8

- 1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.
- 1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

Learning Objectives and Activities

Students will be able to:

- Sing solfege exercises by rote
- Audiate using Curwen hand signs
- Sight-sing short examples or melodies in class
- Sight-sing passages within the repertoire
- sight-sing other choir members voice parts, challenging themselves to read on different clefs
- Execute Ear training exercises
- Understand Melodic dictation
- Understand Rhythmic dictation
- Execute Solfege Cycles due monthly for ear training and tonality building
- sight-sing scale passages
- sight-sing musical exercises and music passages from repertoire
- use Curwen hand signs and solfege to assist them in sight-reading and singing in-tune
- Develop sensitivity to relative pitch, rhythm, timbre, dynamics, form, and melody, and the application of sight singing/reading or playing techniques, diction/intonation, chord recognition, error detection, and related activities.

Assessments

Formative:

- Classroom skill-building activities
- Singing independently and with group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment
- Student demonstrations
- Small group/large group

Benchmark:

- Objective assessment

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COURSE: Choir, Grades 6-8

- Performance tests
- Solo and group singing

Alternative:

- Portfolio

Interdisciplinary Connections

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LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Career Education

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COURSE: Choir, Grades 6-8

Time Frame	1 week - ongoing
Topic	
Unit 9: Connections - Performance Etiquette and Critique	
Alignment to Standards	
1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent. 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.	
Learning Objectives and Activities	
Students will be able to: - View and interpret a live concert performance - Attend class performances and recitals - Watch videos and demonstrate poor etiquette - Understand what concert behavior is expected of them as a performer and as an audience member. - Understand how to evaluate personal progress from recordings, entire ensemble, and other ensembles to exemplary models.	
Assessments	
<u>Formative:</u> - Classroom skill-building activities - Singing independently and with a group - Student demonstration of skill - Class discussion - Entrance/Exit slips - Google classroom posts <u>Summative:</u> - Through performance - Through class participation and rubric assessment - Student demonstrations - Small group/large group <u>Benchmark:</u> - Objective assessment - Written assessment	

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DEPARTMENT: Visual & Performing Arts

COURSE: Choir, Grades 6-8

- Written critiques

Alternative:

- Portfolio
- Group discussion

Interdisciplinary Connections

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LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and videos of professional and honors ensembles to learn and grow from performances.
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

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CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	1 week - ongoing
Topic	
Unit 10: Connections - Music History, Society, Culture, and Other Art Forms	
Alignment to Standards	
1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Learning Objectives and Activities	
Students will be able to: - Identify music from diverse composers, genres, idioms, time periods, and cultures - Discuss the history and related art forms of the time period surrounding choral repertoire. - Conduct Socratic discussions about the history, society, and culture - Prepare and deliver class presentations about history, society, and culture surrounding the music	

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COURSE: Choir, Grades 6-8

- research composers, genres, idioms, time periods, and cultures and take ownership through the music
- identify the uses of music in society and culture
- identify relationships and processes of other art forms to the choral singing
- identify the effects of society, culture, and technology on music.
- understand the historical contributions of musicians from the LGBTQ community (e.g. Benjamin Britten, Dame Ethel Smyth, Francis Poulenc, Tchaikovsky, Handel, Chopin, etc.)
- understand the historical contributions of musicians with disabilities (e.g. Beethoven, Reinhardt, Ray Charles, Rick Allen, etc.)

Assessments

Formative:

- Classroom skill-building activities
- Singing independently and with a group
- Student demonstration of skill
- Class discussion
- Entrance/Exit slips
- Google classroom posts

Summative:

- Through performance
- Through class participation and rubric assessment
- Student demonstrations
- Small group/large group
- Oral Presentations
- Groups Work

Benchmark:

- Objective assessment
- Speeches at concert

Alternative:

- Article research
- Group discussion

Interdisciplinary Connections

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and

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economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.

Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

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LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed..

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Technology Integration

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

Career Education

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Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering

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- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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