



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 and Performing Arts

COURSE Chorale

Curriculum Development Timeline

School: Ocean Township High School

Course: Chorale

Department: Visual And Performing Arts

Board Approval	Supervisor	Notes
August 2013	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Name Change/Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to include New State Mandates

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Ocean Township Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Music Theory	11	Units 1, 2, 3, 4, - Ongoing
2	Unit 1: Music Theory	12	Units 1, 2, 3, 4, - Ongoing
3	Unit 2: Proper Vocal Production & Technique	13	Units 1, 2, 3, 4, - Ongoing
4	Unit 2: Proper Vocal Production & Technique	14	Units 1, 2, 3, 4, - Ongoing
5	Unit 3: Music Listening and Appreciation	15	Units 1, 2, 3, 4, - Ongoing
Week	Marking Period 2	Week	Marking Period 4
6	Unit 3: Music Listening and Appreciation	16	Units 1, 2, 3, 4, - Ongoing
7	Unit 4: Performance Etiquette, Critique, and Growth	17	Units 1, 2, 3, 4, - Ongoing
8	Unit 4: Performance Etiquette, Critique, and Growth	18	Units 1, 2, 3, 4, - Ongoing

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9	Units 1, 2, 3, 4, - Ongoing	19	Units 1, 2, 3, 4, - Ongoing
10	Units 1, 2, 3, 4, - Ongoing	20	Units 1, 2, 3, 4, - Ongoing

Diversity and Inclusion, Individuals with Disabilities, and LGBT: Unit 3: Music
Listening and Appreciation

Core Instructional & Supplemental Materials including various levels of Texts

Musictheory.net

Teoria.com

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	Weeks 1-2; Ongoing
Topic	
Unit 1: Music Theory	
Alignment to Standards	
1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research. 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music 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.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How will the study of music theory enable the student to become a competent musician? • How are the elements of music important in a musical work? • What are the basic components of music notation and how do we follow along? • How does notation express musical ideas? • Where did the musical symbols we now study originate? SWBAT demonstrate understanding of the following: • Music is fundamental and accessible to everyone • Music is an integral part of a culture and its population • Music is a language that is spoken, read, and evaluated • Music is a communication tool comprised of different elements that cohesively work together to create unique and sophisticated products • Rhythmic and melodic notation provide the fundamentals to basic musicianship • Knowledge and manipulation of these elements create different styles of music • Music can be taught, learned, and performed through a variety of methodologies	

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Learning Activities:

- Identify and read notes on the Grand staff from Treble and Bass clefs
- Identify and practice note and rest values of quarter, eighth, sixteenth, half, whole and dotted rhythmic notation
- Identify key signatures, melodic intervals, and pitch
- Identify time signatures, various musical symbols and terminology
- Study basic major and minor scales and chord structure (whole and half steps)
- Learn basic rhythmic and melodic dictation
- Learn basic sight reading using solfeggio syllables
- Introduce basic arranging skills
- Studying and identifying pitches on the Grand Staff
- Learning rhythmic notation through aural, visual, and kinesthetic activities
- Learning melodic notation and intervals through aural, visual, and kinesthetic activities
- Identifying and defining music symbols and terminology
- Studying scales and chord structure through listening examples, visual aids, and kinesthetic activities
- Notating and identifying major and minor key signatures
- Notating all major scales and chord structures
- Sight reading basic and intermediate melodies using solfeggio symbols
- Performing, notating, and composing melodic examples
- Performing, notating, and composing rhythm examples in different meters

Assessments

Formative:

- Daily Warm-ups
- Class participation and discussion
- Writing prompts
- Written tests/quizzes
- Sight singing and dictation tests

Alternative:

- Student and teacher demonstrations
- Participation

Summative:

- Arrangement projects

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Interdisciplinary Connections

Writing reflection prompts:

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

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Time Frame	Week 3-4 Ongoing
Topic	
Unit 2: Proper Vocal Production & Technique	
Alignment to Standards	
1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research. 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music 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.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can the student maximize their potential as a singer? • How can a thorough understanding of music vocabulary be useful in singing? • How can practice habits affect a student's performance? • Why is it important to be aware of our entire body while singing? • What parts of the body are necessary to create a good vocal sound? • Why is strong breath support and open space essential? • How does diction and articulation enhance a performance? • How can we maintain good vocal health? • How can we differentiate between good and bad vocal technique and production? • How does an individual's vocal production affect other members of the ensemble? SWBAT demonstrate understanding of the following: • Knowledge of production fundamentals are necessary in learning to sing	

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properly with full potential

- Increase awareness of good practicing techniques including warming up and good posture
- Examine the anatomy of the throat and the process of how sound is produced
- Understand the physiology of vocal sound production
- Understand how poor posture and inadequate breath support affect sound production
- Maintaining proper space in the mouth while clearly annunciating and articulating the words sung
- Encourage students to listen more and become a cohesive member of the ensemble

Learning Activities:

- Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)
- Create and instill proper and successful practice habits
- Develop a better understanding of theory and reading music while singing
- Display personal growth in their vocal production throughout the year
- Perform various songs and melodic examples appropriate to individual musical levels
- Demonstrate and evaluate good and bad posture through visual and kinesthetic examples
- Reinforce proper breath control and breathing techniques
- Practice articulating different vocal sounds and vowels properly
- Observe proper mannerisms of singers while they are performing
- Listen and adapt to other members and sections in the ensemble
- Increasing skill level through working individually and in groups
- Studying professional vocal techniques help to strengthen music awareness
- Learning to sight sing music in a variety of difficulties
- Learning to sing repertoire from a variety of time periods, styles, and languages
- Manipulating their bodies into the correct posture by using a variety of different exercises and methods
- Demonstrating proper breathing techniques by using a variety of different exercises and methods

Assessments

Formative:

- Class participation and discussion
- Teacher evaluation using rubrics
- Tests and Quizzes (written or sight reading)

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Alternative:

- Self and peer-assessment
- Observation of student demonstrations
- Written prompts
-

Summative:

- Sight singing assessment

Interdisciplinary Connections

Writing reflection assessments:

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

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COURSE Chorale

CRP2. Apply appropriate academic and technical skills
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.

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COURSE Chorale

Time Frame	Weeks 5-6; On-going
Topic	
Unit 3: Music Listening and Appreciation	
Alignment to Standards	
1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research. 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music 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.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. 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.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	
Learning Objectives and Activities	
SWBAT answer the following questions: • How can I better appreciate other genres of music? • How can musical vocabulary help enable more effective listening techniques? • What kind of an emotional response does music instill in a listener and how does it differ from piece to piece? • How has technology advanced the production of sound? • How can we appreciate music as an art form and apply it to everyday life? • What are different characteristics that are associated with certain types of music and time periods?	

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- What are the historical contributions of musicians from the LGBTQ community? (e.g. Benjamin Britten, Dame Ethel Smyth, Francis Poulenc, Tchaikovsky, Handel, Chopin, etc.)
- What are the historical contributions of musicians with disabilities? (e.g. Beethoven, Reinhardt, Ray Charles, Rick Allen, etc.)

SWBAT demonstrate understanding of the following:

- Music is a reflection of culture and the time period in which it was created
- Aural and historical appreciation and acuity is important to musical understanding and competency
- An individual's interpretation of music is based on their experience and knowledge
- Elements of music are combined to create different styles and effects
- The performance, style, and genre of music develops and differs throughout different cultures and time periods
- Technology has changed the way in which we learn, practice, perform, and understand music

Learning Activities:

- Describe the characteristics associated with different time periods and genres of music
- Identify individual characteristics of specific performers from listening examples
- Discuss individual preferences to the music studied and discussed in class
- Discuss the development of music and how it has led to music today
- Relate studied characteristics of time periods and styles to music learning in repertoire
- Listening to various recordings of artists performing different styles and genres of music
- Listening to and describing the many characteristics among genres of music
- Discussing the changes in how music is currently produced, stored and transmitted through current technology and listening media
- Discussing and describing music preference through individual listening techniques
- Implement characteristics of musical styles and time periods into music learning in repertoire

Assessments

Formative:

- Class participation and discussion
- Tests and Quizzes

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- Listening assignments and projects

Alternative:

- Self- and peer-assessment/critique discussions

Summative:

- Written critiques

Interdisciplinary Connections

Group critique discussions:

SL.PE.9-10.1 C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Career Readiness, Life Literacies, and Key Skills

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9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

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9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

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CRP11. Use technology to enhance productivity.

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Time Frame	Weeks 7-8; Ongoing
Topic	
Unit 4: Performance Etiquette, Critique, and Growth	
Alignment to Standards	
1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	
Learning Objectives and Activities	
SWBAT answer the following questions: • How do I build and maintain confidence in myself? • Have I shown growth? • What skills are needed to recognize the quality of a performance? • How does proper etiquette enhance the overall musical experience – for the performer and the audience? • How will concepts discussed and practiced in rehearsal help me to become a better musician? • What vocabulary is used to critique a performance? • How can we accept and learn from negative and positive critiques? • Does respect play a role in a critique of a performance? SWBAT demonstrate understanding of the following: • It is important to maintain professional demeanor before, during, and after any performance • Good performances require optimal control over your body and projection of your voice • Good performers understand and utilize the fundamentals of music in each	

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performance

- The professionalism of your presentation leaves a lasting impression on the audience
- Preparing sufficiently will enhance your overall performance
- It is imperative to attend rehearsals and performances in a timely fashion and participate fully
- The ability to critique and describe a performance is a fundamental part of a musician's maturation

Learning Activities:

- Demonstrate proper etiquette and respect while observing others during rehearsals and throughout performances
- Show personal growth in performances
- Learn to develop evaluation tools so they can continue to assess their personal growth in the future
- Fully participating during rehearsals and performances
- Building confidence through different performance and presentation opportunities
- Learn vocabulary to evaluate and discuss principles and elements of a performance
- Develop critiquing skills in order to rightly evaluate self, peer, or other performances
- Working individually and in small groups to develop and improve stage presentation, musical elements, and ensembles
- Learning effective techniques and strategies to better prepare for the performance
- Performing for others on stage helps to become more comfortable in a performance setting
- Video-taping / audio recording rehearsals and performances will enable students to evaluate their product
- Holding discussions of musical interpretation and critique
- Implementing cooperative learning and group participation

Assessments

Formative:

- Demonstrations – group and individual

Alternative:

- Self- and peer-assessment/critique discussions
- Observation of Class and online discussion

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Summative:

- Written reflection prompts
- Audience response/critique

Benchmark:

- Written critique and performance demonstration

Interdisciplinary Connections

Learn vocabulary to evaluate and discuss principles and elements of a performance:

L.KL.9-10.2. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills

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9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Technology Integration

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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
- 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

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- 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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