



ESL
SCIENCE
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MATHEMATICS
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ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Fine & Performing Arts

Course: Madrigals

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Patricia Volino-Reinoso, Program Supervisor: VPS, FAC, Physical Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

Robert Van Wyk

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Madrigals
Grades 9 - 12

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

Madrigals: Grades 9-12

PACING GUIDE

Unit	Title	Pacing
1	Performing: Developing Vocal Technique	8 weeks
2	Connecting: Developing Musicianship	6 weeks
3	Connecting: Developing Musical Literacy	8 weeks
4	Performing: Developing Vocal Artistry	6 weeks
5	Responding: Connecting Music's Relationship to Emotion	6 weeks
6	Responding: Connecting Music's Relationship to History and Culture	6 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls, or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher Lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy with whom the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.

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| | <ul style="list-style-type: none">● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or pre-view vocabulary.● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Give assistance in note-taking.● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow student to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read question to student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors. |
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UNIT OVERVIEW

Content Area: Vocal Music

Unit Title: Performing: Developing Vocal Technique

Target Course/Grade Level: Madrigals: Grades 9 - 12

Unit Summary: In this unit, students will focus on elevating their technical and expressive vocal skills. Through structured warm-ups and advanced vocal exercises, singers will strengthen breath support, improve resonance, and develop clarity in tone production. Emphasis will be placed on achieving consistent vowel shape and tone quality across the ensemble, supporting a unified and blended sound. Students will work toward smooth transitions between vocal registers and increased agility. Diction and articulation practice will focus on precision and expressiveness, with attention to the nuanced delivery of consonants, diphthongs, and stylistic elements appropriate to each piece of repertoire.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a:** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b:** Demonstrate an understanding of the context of the music through prepared and improvised performances.

- **1.3C.12prof.Pr6b:** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities, personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **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.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- **MP.2:** Reason abstractly and quantitatively. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **MP.7:** Look for and make use of structure. Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficient. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1:** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2:** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

- **SL.PE.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Consistent engagement in structured, purposeful warm-ups is critical to refining vocal technique and maintaining vocal health at an advanced level.
- Ensemble excellence relies on refined vowel unification, cohesive tonal blend, and seamless transitions between vocal registers across all voice parts.
- The voice—and the body that supports it—is a finely tuned instrument that requires disciplined care, regular conditioning, and thoughtful maintenance.
- Advanced diction and articulation techniques are essential for expressive clarity and communicative effectiveness, especially when navigating complex or nuanced texts.
- A precise and internalized sense of pulse is foundational for ensemble cohesion and rhythmic integrity.
- Rhythm functions as the structural backbone of music; mastery of rhythmic concepts enables expressive and technically accurate performance.
- The metronome remains a critical tool for developing internal tempo control, especially when refining interpretation and ensemble synchronization.
- Flawless rhythmic accuracy is non-negotiable in the performance of sophisticated musical literature.
- Advanced rhythmic literacy—including rapid recognition of patterns and subdivisions—directly enhances sight-reading fluency and rehearsal efficiency.
- A methodical and consistent approach to rhythmic counting and subdivision empowers singers to navigate complex meters and syncopation with confidence.
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- How do I manipulate my body to provide proper and healthy breath support?
- What is the correct position of the tongue for singing? The larynx? The soft palate? The rib cage?
- How can the understanding of human anatomy as it pertains to vocal pedagogy improve the quality of one's singing?

- How do I utilize, identify, and develop the different registers of my voice?
- How do I blend the breaks/changes between those registers?
- How do I manipulate my instrument to develop a healthy tone?
- How do I keep my instrument in the best possible condition?
- What are the indicators and treatment/management of the unhealthy voice and body?
- Why is diction and articulation so important?
- Where do I place diction in order to achieve the greatest clarity?
- How do alignment, breath, resonance, placement, and articulation work together to produce a healthy and supported sound?
- What is the importance of learning to maintain a steady beat?
- How is using a metronome vital to a musician's development?
- How is rhythm reading fluency essential to proper performance?

Knowledge and Skills:

Students will know...

- That refined body alignment and breath management in both seated and standing positions support efficient vocal production, enabling a resonant, forward-placed tone across an extended vocal range.
- Strategies for maintaining vocal health, including hydration, vocal rest, warm-up and cool-down techniques, and safe use of the voice in rehearsal and performance.
- Techniques for navigating vocal registration, including blending the transitions between chest, middle, and head voice to achieve a seamless, unified tone.
- How to engage in musical collaboration within small and large ensembles, demonstrating sensitivity to balance, blend, and shared musical intent.
- The five pure vowel sounds and commonly encountered diphthongs in choral and musical theatre literature, as represented by the International Phonetic Alphabet (IPA).
- That vocal timbre naturally varies by register and can be intentionally modified to produce brighter or darker tone qualities appropriate to style, repertoire, and expressive intent.
- That clear diction and precise articulation are essential for effective textual communication and stylistic authenticity in vocal performance.
- The ability to maintain an internalized steady beat is cultivated through ensemble rehearsal and deliberate use of external tools such as the metronome.
- The functions of a metronome are as a tool for refining tempo consistency, subdividing beats, and developing rhythmic independence.
- The mathematical foundations of rhythm and meter, and how this knowledge informs interpretation, subdivision, and ensemble synchronization.
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences. (AAH, AAPI)

Students will be able to...

- Demonstrate refined posture, efficient breath support, and advanced diction techniques in both seated and standing performance settings.

- Produce resonant, well-supported tone and articulate individual vocal goals through self-assessment and targeted technical improvement.
- Identify and execute the components of a comprehensive, sequential warm-up routine tailored to vocal range, ensemble needs, and repertoire demands.
- Apply the four foundational elements of vocal technique—posture, breath management, phonation, placement, and active listening—with precision and purpose.
- Implement strategies for the ongoing care and maintenance of vocal health, including vocal hygiene and performance recovery techniques.
- Analyze and control the use of vocal registers, demonstrating smooth transitions between chest, middle, and head voice.
- Apply knowledge of alignment, support, and resonance to produce a clear, forward-focused tone across their vocal range.
- Execute consistent vowel unification, ensemble blend, and technically accurate transitions across vocal registers to achieve stylistic and expressive goals.
- Perform with clarity of diction using the five standard vowels in the International Phonetic Alphabet (IPA), placing consonants and diphthongs with ensemble consistency and expressive intent.
- Modify vowel shape and resonance placement to achieve stylistic tone color variations, including adjustments for extreme registers or specific genre expectations.
- Create pure vowel sounds and align consonant placement with ensemble goals for clarity, precision, and stylistic authenticity.
- Maintain a consistent internal pulse and perform with rhythmic integrity both as a soloist and within an ensemble context.
- Perform complex rhythmic patterns accurately, with and without the support of a metronome, demonstrating a clear understanding of subdivision, tempo modulation, and ensemble synchronization.
- Demonstrate a proficiency in the correct performance of melodies, accompaniments, and rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Final Assessment: Performance Hearing Assessments**
 - Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
 - Choral Performance Assessment Rubric
 - Rehearsal Assessment Rubric

- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

*PERFORMANCES: Performance is the product of the process. It is important for the high school performing arts program to be active and present within the local, surrounding, and school community. Students will be assessed on both aspects of the process as well as the product of their work in a public performance. These performance dates will be communicated in the syllabus and publicized on www.rahway.net.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Actively participate in daily physical and vocal warm-ups that promote healthy tone production, resonance, and phonation. Exercises include lip buzzes, singing on a “Zee” or “Ng” to activate the mask. Exercises crossing registers from top to bottom, focusing on keeping a light quality.
- **Breath Support:** Group exercises with hissing or a “ssh” over varied lengths of note, focusing on moving air with zero tension.
- **Vowel Alignment:** Exercises where the performer sings/holds the same note and changes the vowel.
- **Consonants:** Exercises utilizing a plosive B or P to achieve a forward start to the sound
- **Skips followed by a Descending Pattern:** Practicing large skips or an arpeggio followed by a descending scale helps find consistency throughout the range of their voice.
- **Emphasis on Creating Tall Sounds (Creating Space)**
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- In-school master classes by approved industry professionals
- In class “workshop” sessions
- Rehearsal Assessments
- Performance Assessments

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Lesson Plans
- <http://www.youtube.com>
- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Emmons, S, & Chase, C. (2014). Prescriptions for Choral Excellence. 1st editions. New York: Oxford University Press.
- Building Beautiful Voices (Warmups and Technique Exercises)- Paul Newsheim and Weston Noble
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Vocal Music

Unit Title: Connecting: Developing Musicianship

Target Course/Grade Level: Madrigals, Grades 9 - 12

Unit Summary: This unit is designed to strengthen students' advanced understanding of pitch, rhythm, and music theory concepts relevant to ensemble performance. Singers will expand their fluency with major and minor scales, key signatures, intervals, meter, tempo, and expressive markings, with an emphasis on applying this knowledge to complex choral repertoire. Students will engage with written notation as a means of understanding compositional structure and intent, exploring how musical symbols and directives reflect emotional and stylistic choices. Through score study, analytical listening, and rehearsal application, students will develop the ability to interpret notation expressively and use it as a foundation for artistic decision-making in both solo and ensemble contexts. In addition, students will be encouraged to use written notation and musical vocabulary to communicate and refine their musical ideas with clarity and precision.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

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- **1.3C.12int.Pr6b:** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b:** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

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- **L.KL.9-10.2:** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.

- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Musical literacy empowers expressive performance, deepens artistic interpretation, and enhances the overall appreciation and enjoyment of music.
- A comprehensive knowledge of clefs, key signatures, scales, intervals, rhythm, meter, and expressive symbols provides the foundation for musical fluency and interpretive insight.
- Meter, rhythm, tonality, intervals, harmonic progressions, and texture are intentionally organized by composers to create unity, contrast, and emotional narrative within various musical genres.
- Applying advanced theoretical knowledge allows students to critically analyze, interpret, and refine performance practices with greater accuracy and intention.
- Fluent rhythmic literacy directly contributes to increased confidence and accuracy in sight-reading, rehearsal efficiency, and ensemble cohesion.
- Accurate rhythmic subdivision and beat hierarchy, learned through structured systems such as the Eastman Counting System, are essential for precision in complex rhythmic passages.
- Systematic counting methods are crucial to developing internalized timekeeping and navigating syncopation, mixed meters, and tempo changes.
- Recognizing and responding to a conductor's gestures and patterns is essential for ensemble synchronization and reflects an advanced understanding of tempo, meter, articulation, and expression.
- Meter is how musicians interpret groups of rhythms and is often felt rather than counted.
(AAH, AAPI)
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- How does a deeper understanding of musical elements enhance our ability to perform, interpret, and communicate with artistic intention?
- In what ways can I accurately and expressively interpret the written notation in a score to reflect the composer's intent?
- How does the structure of the musical staff inform our understanding of pitch relationships and vocal placement?
- How can I apply my knowledge of notation to confidently identify and vocalize pitches within my vocal range?
- Why are intervals foundational to melodic structure, intonation, and ensemble tuning?
- What role does rhythmic precision play in maintaining ensemble unity and expressive timing?
- How does fluency in rhythmic reading and subdivision support confident, independent performance?
- How can developing a reliable internal pulse enhance both my musicianship and my responsiveness to the ensemble and conductor?

Knowledge and Skills:

Students will know...

- The concept of pitch as a fundamental musical element and the various notation methods used to represent it precisely in written music.
- The nature of rhythm is the organization of sound in time and how rhythmic values and patterns are accurately notated and interpreted.
- The mathematical relationships between rhythm and meter including how subdivisions and groupings create complex rhythmic structures.
- The function of accidentals in altering pitch, their placement within the staff, and their impact on melodic and harmonic context.
- The significance of key signatures in defining tonality and their connection to the structure and characteristics of major and minor scales.
- The concept of tempo is the speed of music and the standardized notations composers use to convey tempo changes and intentions.
- The role of dynamics in shaping musical expression and how dynamic markings communicate volume and intensity changes within a performance.
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences. (AAH, AAPI)

Students will be able to...

- Analyze and articulate melodic, harmonic, and rhythmic relationships in both performed and notated music using precise musical terminology and symbolic notation.
- Interpret and apply advanced techniques for melodic and rhythmic transformation, demonstrating flexibility and creativity in performance and sight-reading contexts.
- Execute complex rhythmic passages with precision and expressive control, maintaining accuracy both independently and when guided by a metronome.

- Respond intuitively and cohesively to the conductor’s patterns and gestures, ensuring unified ensemble timing, dynamics, and expressive intent.
- Demonstrate a proficiency in the correct performance of notes/rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Final Assessment: Performance Assessment**
 - Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
 - Choral Performance Assessment Rubric
 - Rehearsal Assessment Rubric
- Discussion
- Warm-Up/Activity
- Quizzes/Tests
- Peer or Self Journal/Responses
- Rehearsal Assessment:

Formative assessment

- **Debriefing:** A form of reflection immediately following an activity in which students articulate some aspect about the lesson, a concept, a skill, etc., to demonstrate understanding and/or mastery.
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Quiz:** Quizzes assess students for factual information, concepts, and discrete skills. There is usually a single best answer. Some quiz examples are: Multiple-choice, True/False, Short Answer, Paper and Pencil, Matching, and Extended Response.
- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples,

similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes from a C Major Chord to a G7 Chord (1st inversion), both hands
- **Performing as an Individual:** performing classroom exercises individually with the headphones or speaker on, without the assistance of the classroom teacher, ensemble
- **Performing as an Ensemble:** performing classroom exercises with the audio speakers on, listening, and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments
- Examples of Repertoire:
C Major Scale, C Chromatic Scale, C Major Chord, G7 Chord (1st inversion)
Suggested performance repertoire examples from *Alfred Adult Method for Piano*:
On the Grand Staff, Merrily We Roll Along, Largo, What Can I Share

RESOURCES

Teacher Resources:

- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Soundation
- Lesson Plans
- www.youtube.com
- Palmer, W, Manus, M, Lethco, A. Alfred Adult Piano Method, Book One. Los Angeles: Alfred Publishing Company.

- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Vocal Music

Unit Title: Connecting: Developing Musical Literacy

Target Course/Grade Level: Madrigals, Grades 9 - 12

Unit Summary: This unit is designed to refine students' aural perception and sight-singing abilities, cultivating confident, independent musicianship within the advanced mixed chorus. Emphasizing sophisticated ear training, students will deepen their recognition of intervals, complex chords, and tonalities, integrating these skills through the Kodály methodology and beyond. The curriculum fosters a heightened ability to aurally analyze, interpret, and perform music with precision and expressive nuance. Through immersive, collaborative learning experiences and targeted exercises, students will strengthen their connection between aural skills and vocal performance, enhancing ensemble cohesion and individual artistry. This unit encourages critical listening, vocal agility, and interpretive insight applied directly to challenging choral repertoire, preparing singers for advanced musical demands.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a:** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

- **1.3C.12int.Pr6b:** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b:** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities, personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **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.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- **MP.2:** Reason abstractly and quantitatively. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **MP.7:** Look for and make use of structure. Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficient. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1:** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2:** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.

- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- **SL.PE.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Aural skills are essential to achieving musical independence and artistry. The ability to identify intervals, tonalities, and chords by ear enhances learning efficiency, sharpens performance accuracy, and contributes to a unified, expressive ensemble sound.
- The Kodály method provides a rigorous, systematic framework for musical literacy, linking solfège syllables, hand signs, and rhythm syllables to internalize pitch and rhythm through active aural and kinesthetic engagement.
- Intervals and tonalities serve as expressive building blocks in music; understanding their sonic qualities and emotional implications enables singers to convey the nuanced affect of diverse choral works.
- Chord recognition deepens harmonic awareness and vocal blending. The ability to aurally identify and contextualize chords, including complex harmonies, strengthens intonation precision and ensemble cohesion in SATB settings.
- Sight-singing is a critical performance skill that empowers rapid repertoire acquisition and confident execution, fostering independence and responsiveness within the ensemble.
- Developing aural skills promotes active, empathetic listening and collaborative responsiveness, allowing singers to dynamically adjust pitch, phrasing, and balance in real time.
- Aural and sight-singing proficiency enables singers to engage authentically with repertoire across cultural and historical contexts, understanding how musical elements embody stylistic and cultural identities.
- Consistent practice, reflection, and self-assessment in ear training and Kodály techniques are vital for continual musical growth, leading to refined musicianship and heightened performance artistry.
- Fluency in reading and interpreting complex rhythmic patterns is directly correlated with enhanced sight-reading capability and ensemble precision.
- Counting is essential in musical performance, and there is a systematic approach to subdivision.

- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What role does the key signature play in establishing tonality, and how does it inform our vocal approach within an ensemble?
- How do whole steps and half steps function as the fundamental building blocks of melodic movement and vocal intonation?
- What are the eight pitches of the diatonic scale, and how do Kodály syllables facilitate precise pitch recognition and vocal placement?
- How do the eight Curwen hand signs support internalizing pitch relationships and enhance sight-singing accuracy?
- In what ways does acute interval recognition by ear improve intonation, tuning, and blend when performing SATB choral repertoire?
- How can we systematically distinguish between major and minor tonalities through aural cues such as melodic contour, harmonic context, and emotional character?
- How does identifying chord qualities and progressions by ear deepen our harmonic awareness and inform more nuanced ensemble singing?
- Why is active, focused listening crucial to developing advanced ear training skills and ensemble responsiveness?
- Which intervals present the greatest challenges in vocal execution, and what strategies can be employed to master them?
- How does the practice of audiation—hearing the note mentally before singing—enhance performance accuracy and confidence?
- What is rhythmic subdivision, and how does breaking beats into smaller parts improve rhythmic precision and internal pulse?
- How do tempo and pulse function together to provide the structural framework for ensemble coordination?
- In what ways does incorporating physical movement and kinesthetic learning support rhythmic accuracy, musical memory, and expressive performance?

Knowledge and Skills:

Students will know...

- The nuanced tonal colors and expressive qualities of ascending and descending intervals, and how these shapes affect musical phrasing and emotional impact.
- Comprehensive musicianship skills are required for fluent sight-reading and interpretation of diverse clefs, complex key signatures, and varying time signatures encountered in advanced repertoire.
- The names, sounds, and contextual functions of essential musical intervals, including major and minor seconds and thirds, perfect fourths, and perfect fifths, with the ability to identify and sing these accurately by ear within choral textures.
- The distinct sonic characteristics and emotional resonances of major and minor tonalities enable recognition and stylistic interpretation across a broad range of choral literature.

- The structure, sound, and harmonic roles of fundamental chords, including major, minor, and tonic triads, as well as their functional positions within common harmonic progressions such as tonic, subdominant, and dominant.
- Targeted ear training strategies that enhance pitch accuracy and rhythmic precision, such as melodic echoing, pitch matching, solfège application, and rhythmic subdivision techniques.
- Kodály method tools for advanced musical literacy, including mastery of solfège syllables (do, re, mi, fa, so, la, ti) with corresponding Curwen hand signs, to internalize pitch relationships and vocal control.
- The Eastman Counting System’s rhythm syllables and their application to developing structured and confident rhythmic reading skills.
- Sight-singing methodologies for interpreting and performing melodies in major and minor modes, both individually and collaboratively, employing Kodály-based pedagogical techniques.
- The integral relationship between aural skills development and the performance and interpretation of challenging choral repertoire.
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences. (AAH, AAPI)
- *Students will be able to...*
- Identify and sing basic musical intervals by ear, such as major and minor 2nds, major and minor 3rds, perfect 4ths, and perfect 5ths, both in isolation and within the context of choral repertoire.
- Distinguish between major and minor tonalities through listening and singing.
- Identify major, minor, and tonic triads by ear.
- Apply ear training techniques to improve pitch and rhythm accuracy. Students will be able to use techniques such as pitch matching, echoing melodic patterns, and rhythmic dictation to enhance intonation and rhythmic precision in ensemble singing.
- Apply solfege syllables (Kodaly method) with corresponding hand signs and rhythm syllables to read and perform musical patterns.
- Sightsing simple melodies in major and minor keys. Students will be able to sight-sing four- to eight-measure melodies in 4/4 or 3/4 time, using solfege and rhythm syllables, both individually and in small groups.
- Integrate aural skills into choral repertoire performance.
- Demonstrate a proficiency in the correct performance of notes/rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Final Assessment: Performance Assessment**
 - Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
 - Choral Performance Assessment Rubric
 - Choral Sightreading Assessment Rubric
 - Rehearsal Assessment Rubric
- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Follow the Hand Exercises:** Students follow the instructor's non-verbal hand signs in a game that brings students through a musical passage. This is usually scaffolded starting with a linear by step pattern of an ascending or descending scale, then continuing with specific intervals as derived from the choral repertoire.
- **Forbidden Pattern:** A variation of the follow the hand exercise, students memorize a specific small musical pattern, and as per the directions, when the instructor returns to that specific pattern, they DO NOT sing it. This variation focuses students on comparing/contrasting patterns.
- **Pass the Ball:** Using a large beach ball, students pass the ball around the classroom. On each pass of the ball, students sing the next note in a musical scale (major, minor). This can then be adjusted for difficulty with one group singing ascending and one group descending, or singing in rounds, etc.
- **SightreadingFactory.com:** This resource creates a unique brand brand-new musical pattern for students to sing. Within the program's settings, you can specify key signature, time signature, tempo, how many parts, by step, or by jump. This resource can be used in the classroom as well as for home practice and assessment.
- **Singing Rounds & Developing Independence:** An important part of each rehearsal is time spent developing musical independence through the use of singing rounds, adding musical layers, and increasing musical responsibility. As above, simply changing the rehearsal setup to a circle or small groups makes a change in environment, which increases the difficulty.

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Dale Duncan SCubed Sightreading Method
- Lesson Plans
- www.youtube.com
- Palmer, W, Manus, M, Lethco, A. Alfred Adult Piano Method, Book One. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
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Equipment Needed:

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- Internet Connectivity
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UNIT OVERVIEW

Content Area: Vocal Music

Unit Title: Performing: Developing Vocal Artistry

Target Course/Grade Level: Madrigals, Grades 9 - 12

Unit Summary: This unit guides advanced high school singers in refining their musical artistry, developing ensemble awareness, building intentional phrasing, dynamic contrast, and emotional interpretation. Students will explore the “subtext” of lyrics and musical material to uncover deeper meaning and communicate with authenticity. Emphasis will be placed on achieving balance and blend within the ensemble, shaping musical lines with nuance, and making informed artistic choices that elevate performance beyond technical accuracy to compelling, expressive artistry.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a:** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b:** Demonstrate an understanding of the context of the music through prepared and improvised performances.

- **1.3C.12prof.Pr6b:** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities, personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **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.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- **MP.2:** Reason abstractly and quantitatively. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **MP.7:** Look for and make use of structure. Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficient. Interpret complicated expressions by viewing one or more of their parts as a single entity.

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- **SL.PE.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Performing in an ensemble requires the development of team-oriented skills
- Blend and intonation require uniformity of vowels across the ensemble, and adjusting the vowel depending on the register needed
- Vowel shapes, resonance, and placement affect vocal color.
- An ensemble needs to start and finish a musical phrase together
- The shaping of the musical phrases must be done with intention
- An ensemble needs to move the musical phrase forward or backward together at the same rate (crescendo, decrescendo)
- A performer needs to be aware of their presence within the ensemble sound, adjusting for balance needs.
- Developing an intent of the emotional or implied meaning behind them.
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What role does my voice play in the choir?
- How can my vocal technique contribute or detract from the group effort?
- How does my participation benefit the whole ensemble?
- How is solo singing different from group choral singing?
- Why is diction and articulation so important?
- Where is the tongue placed for performing consonants?
- What is a diphthong?
- How can a diphthong affect intonation and blend?
- What and when do vowels need to be altered to achieve the best alignment, intonation, and blend?
- How does the performer adjust vocal tone color?
- Where do I place diction in order to achieve the greatest clarity?
- How do alignment, breath, resonance, placement, and articulation work together to produce a healthy and supported sound?

- How are dynamics used to shape the phrasing of the song?
- What makes up the shaping of the musical line?
- How does developing the “subtext” of the song affect performance?

Knowledge and Skills:

Students will know...

- Where to listen within the ensemble.
- How to adjust vocal technique to align vowels within the ensemble.
- How to modify vowels when needed.
- That proper body alignment, breath support, and posture in both sitting and standing performance positions will help to develop a forward, clear head voice with proper vocal range.
- How to blend the breaks/changes between the registers in the voice.
- The ability to perform with others in small and large ensembles.
- The five basic singing vowels and diphthongs are seen in choral literature through the use of the International Phonetic Alphabet (IPA).
- There are brighter and darker tones in the voice depending on the register.
- Explore how different vowel shapes, resonance, and placement affect vocal color.
- The importance of performing with clear diction and articulation.
- Where the tongue is placed in performing consonants.
- A variety of performance practices appropriate to different genres (AAH, HG, LGBTQ, AAPI)
- How to analyze the text to understand the meaning of the song (AAH, HG, LGBTQ, AAPI)
- How to develop the phrasing of a musical line
- Dynamics matter because they allow you to convey deep emotions in a relatively simple way.
- How to connect personally to the text or story, including exercises in facial expression, gesture, and posture that align with the music's mood. (AAH, HG, LGBTQ, AAPI)
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experiences. (AAH, AAPI)

Students will be able to...

- Identify and demonstrate appropriate posture, breathing mechanics, and diction.
- Demonstrate correct tone production and provide self-analysis of individual vocal goals.
- Balance and blend within their section.
- Balance and blend within their ensemble.
- Develop an understanding of the four basics of vocal production, posture, breathing, phonation, and placement, and listening.
- Recognize vowels that need to be modified to achieve better intonation and blend.
- Identify and develop the different registers of their voice.
- Recognize proper body alignment, breath support, and posture in both sitting and standing performance positions to develop a forward, clear head voice.

- Develop uniformity of vowels, blend of tone, and smooth transition between head and chest voice within the ensemble.
- Articulate consonants with proper technique.
- Demonstrate a proper use of vocal diction, including properly singing the five basic singing vowels in the International Phonetic Alphabet (IPA) and properly placing consonants and diphthongs.
- Modify vowel placement to change tone (bright to dark) and how to accommodate vowels in the extreme upper vocal register.
- Develop how to create pure vowel sounds, and perform with a technique for uniform consonant placement.
- Shape the phrasing of the song through dynamics.
- Shape musical phrases with intention.
- Analyze the “subtext” through a study of the lyrics and spend some time reflecting on the singer’s emotional journey throughout the song. (AAH, HG, LGBTQ, AAPI)
- Discuss performance practices appropriate to different genres (AAH, HG, LGBTQ, AAPI)
- Perform musical passages with rhythmic accuracy with and without a metronome.
- Demonstrate a proficiency in the correct performance of notes/rhythms at varied tempi. (AAH, AAPI)
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Final Assessment / Performance Assessment:** Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
Choral Performance Assessment Rubric
Musical Connections Assessment Rubrics
Rehearsal Assessment Rubric
- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples,

similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Singing in Smaller Groups:** Dividing the larger ensemble into smaller pods changes student listening responsibilities and increases personal accountability. Groups can be divided into similar voice parts or smaller SATB choirs.
- **Circle Singing:** Changing the performance setup so that listening responsibilities are different. Students need to adjust to new environments.
- **Warmups and Exercises:** Actively participate in daily physical and vocal warm-ups that promote vowel alignment, healthy tone production, active listening, balance and blend, and crisp diction. Building chords/voicings from the repertoire and reducing to a uniform vowel.
- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- In-school master classes by approved industry professionals
- In class “workshop” sessions
- Rehearsal Assessments
- Performance Assessments

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
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Equipment Needed:

- Computers/Chromebook
- Internet Connectivity
- Document Camera / Projection White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Vocal Music

Unit Title: Responding: Connecting Music's Relationship to Emotion

Target Course/Grade Level: Madrigals, Grades 9 - 12

Unit Summary: Music is a way for people to express themselves. This unit is designed to help students develop skills to evaluate and communicate about music and musical performances. Students will discuss the musical qualities in choral repertoire heard or studied that evoke various responses or emotions in listeners and performers. Students will use established criteria and appropriate musical terminology to write critiques of music and musical performances. This unit will build relationships between music, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 6 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a:** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b:** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **1.3C.12prof.Pr6b:** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities, personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **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.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- **MP.2:** Reason abstractly and quantitatively. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **MP.7:** Look for and make use of structure. Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficient. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJSLS for ELA:

- **L.SS.9-10.1:** Demonstrate command of the system and structure of the English language when writing or speaking.
- **L.KL.9-10.2:** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

- **SL.PE.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command.

Core SEL Competencies:

Self Awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of the consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Performing musical works allows a student to expand his/her musical knowledge.
- Music is a way for people to express themselves.
- The elements of music reflect upon the composer's choices and intent.
- Knowledge can be gained through careful critique and analysis of musical performance.
- Music is a layered and cumulative experience with one concept building on the next.
(AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What do I listen for in music?
- How do the elements of music help me to improve my understanding of musical performance?
- Why do we appreciate certain types of music and certain composers?
- How do the elements of music help to determine the importance of music in my life?
- What is the composer's intent?
- What musical choices have been made?
- What do the musical choices represent?

Knowledge and Skills:

Students will know...

- How to compare two musical works and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.
- How to compare and contrast the musical vocabulary when discussing a musical work: phrasing, tempo, dynamics, tone quality, and articulations.
- How to shape musical phrases to create expressive, flowing vocal lines.
- How to adjust tone color (timbre) to reflect the emotional and stylistic demands of a piece.
- How to interpret lyrics and subtext to convey deeper meaning beyond the literal text.
- How to use dynamics effectively to enhance emotional contrast and musical storytelling.
- How articulation and diction influence clarity, mood, and character in vocal performance.
- How to maintain consistent breath support to sustain long phrases and dynamic control.
- How to analyze and apply stylistic elements appropriate to a variety of musical genres.
- How to build emotional connection and stage presence to communicate authentically with an audience.
- How to listen critically to their own and others' performances to identify and refine expressive choices.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood. (AAH, AAPI)

- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers. (AAH, AAPI)

Students will be able to...

- Perform vocal phrases with expressive shaping and direction, using breath and dynamics intentionally.
- Modify their tone color to reflect changes in emotion, character, or musical style.
- Interpret and express the emotional subtext of lyrics through facial expression, tone, and phrasing.
- Apply dynamic contrast (e.g., crescendos, decrescendos, subito dynamics) to enhance musical storytelling.
- Use appropriate diction and articulation to clarify text and support the musical mood.
- Demonstrate breath control and support to sustain long phrases and manage challenging passages.
- Adapt their vocal approach based on the stylistic norms of different genres (e.g., classical, gospel, jazz, pop).
- Communicate the intended emotional message of a piece through facial expression, movement, and vocal expression.
- Analyze and reflect on their own and peer performances, offering specific, constructive feedback on artistic choices.
- Listen to recordings of music and analyze and discuss elements of the composition and interpretation.
- Analyze musical works being rehearsed and compositional elements that affect performance.
- Compare and contrast the terms under discussion: phrasing, tempo, dynamics, tone quality, and articulations.
- Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.
- Connect personally to the text or story through facial expressions, gestures, and posture that align with the music's mood.
- Match tone to the emotion or style of the piece (e.g., bright for joy, dark for sorrow)
- Understand not just the literal meaning of lyrics, but the *emotional* or *implied* meaning behind them.
- Include exercises in facial expression, gesture, and posture that align with the music's mood.
- Explore culturally responsive techniques when singing music from non-Western traditions.
- Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.
- Play a recording of two similar groups (high school to high school, for example) and compare the groups using each of the terms.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **End of Unit Final Assessment: Performance Hearing/Quiz:** Assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
Choral Performance Assessment Rubric
Musical Connections Assessment Rubrics
- **Self Assessment:** A process in which students collect information about their learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Class Discussion:** even in smaller information chunks, for ex. padlet
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Journal Responses:** A process in which students collect information and communicate opinions about their musical process/journey. What do they hear? Why do they hear it? This process develops their progress toward their musical opinions, their intended learning goals, and plans the next steps in their learning.
- **Student Lesson/Conference:** One-on-one conversation with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

RESOURCES

Teacher Resources:

- Screencastify
- MusicTheory.net
- Musition
- Auralia
- NoteFlight
- Sight Reading Factory
- Soundation
- Lesson Plans
- Palmer, W, Manus, M, Lethco, A. Alfred Adult Piano Method, Book One. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). Music Matters: A New Philosophy of Music Education. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). A Philosophy of Music Education. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). Music Education and Social Emotional Learning. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Vocal Music

Unit Title: Responding: Connecting Music's Relationship to History and Culture

Target Course/Grade Level: Madrigals: Grades 9 - 12

Unit Summary: Music throughout history has been a way for people to express themselves. A culture's traditions and history are told through its art. This unit is designed to help students explore the genres, style, composer, and historical background of the repertoire being studied. Students will develop skills to evaluate and communicate about music and musical performances. Students will use established criteria and appropriate musical terminology to write critiques of music and musical performances. This unit will build relationships between music, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- **1.3A.12acc.Pr4a:** Demonstrate how musical elements and expressive qualities are used in prepared and improvised performances.
- **1.3A.12acc.Pr5a:** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and individual performances.
- **1.3A.12acc.Pr6a:** Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.
- **1.3C.12int.Pr5a:** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
- **1.3C.12nov.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- **1.3C.12int.Pr6a:** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- **1.3C.12int.Pr6b:** Demonstrate an understanding of the context of the music through prepared and improvised performances.

- **1.3C.12prof.Pr6b:** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities, personal interests, hobbies, volunteer experiences, and coursework) and relate them to current and emerging employment opportunities.
- **9.4.12.TL3:** Analyze the effectiveness of the process and quality of collaborative environments.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems.
- **9.4.2.DC.2:** Explain the importance of respecting digital content of others.
- **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.

Interdisciplinary Connections and Standards:

- **1.3C.12nov.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **1.3C.12int.Cn10a:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS for Mathematics:

- **MP.2:** Reason abstractly and quantitatively. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- **MP.7:** Look for and make use of structure. Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficient. Interpret complicated expressions by viewing one or more of their parts as a single entity.

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- **L.SS.9-10.1:** Demonstrate command of the system and structure of the English language when writing or speaking.
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- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

- **SL.PE.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (1 on 1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issue, building on each others' ideas clearly and persuasively.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- **SL.II.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- **SL.AS.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command

Core SEL Competencies:

Self Awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of the consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Music is a way for people to express themselves.
- Music is a source for the most personal experience as well as the most communal.
- Music has influenced world cultures throughout history.
- The study, analysis, and resulting performance of choral literature (secular, sacred, folk songs, spirituals, popular, Broadway, multicultural, and world music) contribute not only to a comprehensive music education but also to the appreciation and respect of other world cultures and societies.
- Music has always been intertwined with various cultures. Various factors influenced how composers of different periods wrote their music and how society/culture acted in response to the artistic creation.
- Knowledge can be gained through careful critique and analysis of musical performance.
- Music is a layered and cumulative experience with one concept building on the next. (AAH, HG, LGBTQ, AAPI)
- Music reflects the historical and cultural context in which it was created, revealing societal values, events, and traditions (AAH, HG, LGBTQ, AAPI)
- Historical and cultural contexts influence musical elements such as melody, rhythm, harmony, and instrumentation (AAH, HG, LGBTQ, AAPI)
- Listening to and analyzing music from different cultures and periods enhances one's ability to appreciate and interpret musical works (AAH, HG, LGBTQ, AAPI)
- Reflecting on music's historical and cultural significance deepens one's connection to the music and informs performance decisions (AAH, HG, LGBTQ, AAPI)
- Music can serve as a tool for cultural preservation and cross-cultural understanding, bridging historical periods and global traditions (AAH, HG, LGBTQ, AAPI)

Unit Essential Questions:

- What do I listen for in music?
- How do the elements of music help me to improve my understanding of musical performance?
- Why do we appreciate certain types of music and certain composers?
- How do the elements of music help to determine the importance of music in my life?
- What is the composer's intent?
- What musical choices have been made?
- What do the musical choices represent?
- How do music and the arts represent the culture, period from which they come?
- What is the impact of the arts on culture and history?
- How do the traits of different cultures influence the music they produce?
- How does music reflect the historical events, societal values, and cultural traditions of the time and place in which it was created?
- In what ways do cultural and historical contexts influence the musical elements (e.g., melody, rhythm, harmony) of a piece?

- How can understanding the historical and cultural context of a piece of music deepen our appreciation and interpretation of it?
- How does music serve as a tool for preserving cultural identity and fostering cross-cultural understanding across periods and global traditions?
- How can reflecting on the historical and cultural significance of music inform our musical performances and creations?

Knowledge and Skills:

Students will know...

- Develop an appreciation and understanding of the importance of music within culture.
- Develop the skills to understand how culture/society defines art and how art defines culture/society.
- How to compare musical works and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.
- How to compare and contrast the musical vocabulary when discussing a musical work: phrasing, tempo, dynamics, tone quality, and articulations.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood.
- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers from other cultures or history.
- Key historical periods and events that have influenced the development of music, such as the Baroque era, the Harlem Renaissance, and the folk traditions of various cultures
- The cultural traditions and societal values reflected in music from different regions and communities, such as the use of pentatonic scales in East Asian music or the role of spirituals in African American history.
- How specific musical elements (e.g., melody, rhythm, harmony, key signatures) are influenced by historical and cultural contexts (1.2 History of the Arts and Culture).
- The emotional and aesthetic characteristics of music from different historical and cultural contexts
- The role of music in preserving cultural identity and fostering cross-cultural understanding, including examples like folk songs, spirituals, and global music traditions

Students will be able to...

- Listen to recordings of music and analyze and discuss elements of the composition and interpretation as they pertain to history/culture.
- Analyze musical works being rehearsed and compositional elements that affect performance.
- Analyze the cultural context of a piece of music, connecting it to specific traditions, identities, or geographic regions.
- Explain how historical and cultural contexts influence specific musical elements, such as melody, rhythm, harmony, or key signatures.
- Reflect on the emotional and aesthetic impact of a piece of music, connecting its historical and cultural context to its mood and meaning.

- Apply their understanding of historical and cultural contexts to inform piano performances, making intentional choices about dynamics, phrasing, or expression.
- Discuss how music preserves cultural identity and fosters cross-cultural understanding, using specific examples from different periods and traditions.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Unit Final Assessment: Journal Responses:** A process in which students collect information and communicate opinions about their musical process/journey. What do they hear? Why do they hear it? This process develops their progress toward their musical opinions, their intended learning goals, and plans the next steps in their learning. Musical Connections Assessment Rubrics
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Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions.
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- In-school master classes by approved industry professionals
- Various Forms of Communicating: Vlog, Audio Interview or Podcast, Written Responses, Sli de Show, etc

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.youtube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
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