PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Chorus

Curriculum Writing Committee:

Lauren Flack and Richard Horst

Grade Level: 9-12

Date of Board Approval: _____

Course Weighting: Chorus 9-12

Daily Performance & Participation	50%
Classwork & Homework	25%
Performance	25%

Curriculum Map

Overview: This course provides opportunities in creating, performing, listening and analyzing choral music while providing learning experiences designed to develop the ability to read music, make informed evaluations concerning music and understanding music and its practices in relation to History and culture, and other disciplines in the curriculum. The repertoire taught includes standard choral repertoire as well as music representing diverse genres and styles from various periods and cultures, including different languages.

Time/Credit for the Course: This course is offered as a semester and/or full year curriculum. All units are considered ongoing because content of the units is addressed daily.

Goals:

Instruction Ongoing (Marking Periods 1&2 or 3&4)

- All goals are ongoing as students will be addressing all goals throughout the entirety of the course. Students will demonstrate:
  - **Unit 1: Vocal Technique**
    - Breath support
    - Proper technique
    - Beautiful tone
    - Correct posture
    - Correct singing technique in the context of repertoire
  - **Unit 2: Diction**
    - Ability to produce pure vowels vs. diphthong & triphthong, and voiced consonants vs. unvoiced consonants
    - Understanding of music of various cultures, including pronunciation of foreign languages
  - **Unit 3: Literacy Skills**

    - Interpretation of various musical signs and terms related to dynamics, tempo and meter.
    - Ability to distinguish, understand and apply durations of notes and rests from whole to 16th
    - Ability to interpret and aurally reproduce musical notation on sight
- **Unit 4: Elements of Expression**
    - Application of dynamics, articulation, and diction to repertoire to communicate most effectively
    - Analysis of text and determining how to best express the intended emotion
    - How various elements can be adjusted to communicate a different idea or emotion
- **Unit 5: Analysis**
    - Express verbally or in prose thoughts and observations of various performances
- **Unit 6: Performance**
    - Ability to Work together in an ensemble setting to produce a unified result
    - How to thoroughly prepare for performance, including the characteristics and sensitivity that make a good performance great

Big Ideas:

- Singing with natural tone production.
- Singing with independence.
- Good choral singing requires students to communicate with clear diction.
- Unified sound relies on diction and rhythm.
- Literate musicians understand the notes on a staff.
- Literate musicians can interpret complex rhythms.
- Music is intended to be expressive communication.
- Expression is the result of several elements of singing.
- Cultural and historical understanding leads to greater expression.
- Recognize the quality of various characteristics of performance.
- One must be prepared for a great performance.
- Knowing the culture and intent of a work is necessary for a great performance.

Textbook and Supplemental Resources:

- Melodic patterns, simple songs, choral repertoire exercises
    - Melodia Book, Hymn samples, Bach Chorales, Recordings, audio recording and playback device
- International Phonetic Alphabet (IPA) symbols
- Online resources: Teoria, Music Theory, CPDL Wiki, YouTube, etc.

Curriculum Plan

Unit 1: Vocal Technique

- **Standards:**
  - 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.12.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - 9.1.12.G Analyze the effect of rehearsal and practice sessions.
  - 9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
  - 9.2.12.E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
  - 9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities.
  - 9.3.12.F Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.

Objectives:

- Students will synthesize elements of natural, healthy vocal production. (DOK Level 4)
- Students will identify the main characteristics of healthy vocal production. (DOK Level 1)
- Students will assess examples of impediments to natural and healthy vocal production. (DOK Level 3)
- Students will apply these concepts to performance of a varied repertoire of music. (DOK Level 4)
- Students will apply these concepts to printed music, whether an exercise or part of the repertoire. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Introduce concepts of natural, healthy singing through demonstration, lecture, and/or recorded example. Interacting with students for each of the following ideas:
  - Elements of natural, healthy breath
  - Explanation of openness of sound production
- Identify strengths ~~what students are doing well~~ and address areas for improvement while listening to the performance of ~~to be corrected upon hearing students sing~~ simple melodies and/or patterns
- Apply proper singing technique in the context of choral repertoire

Assessments:

Diagnostic:

- Teacher observation at the start of the year, and each time the class begins a new set of repertoire

Formative:

- Teacher and/or student questioning of the contrast of sensation between singing correctly vs. incorrectly
- Teacher and/or student observation of the contrast of sound between singing correctly vs. incorrectly

Summative:

- Concert Performance

Correctives:

- Added individual time and attention
- Listen to and observe other singers, either live or on video

Extensions:

- Challenge students to extend vocal range
- Continued encouragement to sing with more developed tone production

Unit 2: Diction

- **Standards:**
  - 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.12.G Analyze the effect of rehearsal and practice sessions.
  - 9.3.12.A Explain and apply the critical examination processes of works in the arts and humanities.

Objectives:

- Students will synthesize concepts of pronunciation of vowels, and the pronunciation of consonants into choral repertoire (DOK Level 4)
- Audience members will be able to identify the words of the texts that they sing (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

- ~~After a brief explanation, students will~~ Experience, identify, and compare voice and unvoiced consonants following a brief explanation
- Introduce the concepts of diphthongs and tripthongs through demonstration
- Practice identifying pure vowel sounds, and how to phonetically spell words (using IPA) that have pure vowels, diphthongs and triphthongs
- Apply this knowledge to music in foreign languages, as well as English

Assessments:

- **Diagnostic:**
  - Teacher observation at the start of the year (and each time the class begins a new set of repertoire)

- **Formative:**
  - Teacher observation of student performance

- **Summative:**
  - Concert Performance

- **Correctives:**
  - Inclusion of phonetic spelling to accommodate understanding of pronunciation in a specific language

- **Extensions:**
  - Challenge advanced students to increase comfort in more challenging languages (ie. French, German, Hebrew, etc.) which may be required for PMEA District, Region, and All-State ensembles.
  - Increase understanding of IPA in order to facilitate accurate pronunciation in a variety of languages

Unit 3: Literacy Skills

- **Standards:**
  - 9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities.
  - 9.1.12.C Integrate and apply advanced vocabulary to the arts forms.
  - 9.1.12.G Analyze the effect of rehearsal and practice sessions.

Objectives:

- Students will synthesize the various types of notes found on the staff to sing melodic ideas with accuracy. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Introduce key signatures and scales
  - The last flat is "fa".
  - The last sharp is "ti".
- Sing through scales, tonal patterns, and exercises in solfege
- Review meter signatures, note values, and counting
- Read and count rhythmic patterns on a neutral pitch
- Add pitches to simple rhythms to count-sing and sing using solfege, slowly increasing difficulty
- Apply these skills to repertoire

Assessments:

- **Diagnostic:**
  - Sight-singing assessment

- **Formative:**
  - Listen for the accuracy of what the students are singing versus what is in the score

- **Summative:**
  - Students record excerpts of their work
  - Concert performance

- **Correctives:**
  - Provide worksheets for students to practice reading notes and rhythms and identifying key signatures
  - Inclusion of written solfege to help students bridge the gap between notation and performance

- **Extensions:**
  - Increased difficulty in sight-singing exercises, including more skips/jumps, accidentals, minor keys, and complex rhythms
  - Introduction of repertoire with increased rhythmic and tonal complexity, which may be required for PMEA District, Region, and State ensembles

Unit 4: Elements of Expression

- **Standards:**
    - 9.1.12.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
    - 9.1.12.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
    - 9.1.12.C – Integrate and apply advanced vocabulary to the arts forms.
    - 9.1.12.D – Demonstrate specific styles in combination through the production or performance of a unique work of art.
    - 9.1.12.E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
    - 9.1.12.F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
    - 9.1.12.K – Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
    - 9.2.12.A – Explain the historical, cultural and social context of an individual work in the arts.
    - 9.2.12.B – Relate works in the arts chronologically to historical events.
    - 9.2.12.C – Relate works in the arts to varying styles and genre and to the periods in which they were created.
    - 9.2.12.D – Analyze a work of art from its historical and cultural perspective.
    - 9.2.12.E – Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
    - 9.2.12.F – Know and apply appropriate vocabulary used between social studies and the arts and humanities.
    - 9.2.12.G – Relate works in the arts to geographic regions.
    - 9.2.12.I – Identify, explain and analyze philosophical beliefs as they relate to works in the arts
    - 9.2.12.J – Identify, explain and analyze historical and cultural differences as they relate to works in the arts
    - 9.2.12.K – Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).
    - 9.2.12.L – Identify, explain and analyze common themes, forms and techniques from works in the arts
    - 9.3.12.A – Explain and apply the critical examination processes of works in the arts and humanities.
    - 9.4.12.A –Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.
    - 9.4.12.B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Objectives:

- Students will interpret how various characteristics of music can be manipulated to gain the greatest level of expression. (DOK Level 2)

- Students will analyze the Historical and Cultural roots of music in order to exhibit the appropriate performance practice. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Upon introduction of a piece, discuss the elements of expression that are found on the printed score
- Sing through the piece with specific attention to the printed details
- Discuss the background of the song, including composer, time period, cultural significance, etc.
- Study through research and/or listening samples what appropriate musical interpretations should be applied, given the background information
- Sing through the piece implementing the characteristics identified through the background information
- Work to create a unified interpretation across the ensemble, based on what is printed on the score and background information that is gathered

Assessments:

- **Diagnostic:**
  - Initial observation of skills
- **Formative:**
  - Question and answer about the intent as we work through repertoire
- **Summative:**
  - Concert Performance
- **Correctives:**
  - Review of available resources that are known to be reliable and easy to use
  - Walks students through the process of finding background information and how to apply it to inform music making
- **Extensions:**
  - Complete research on a piece's historical and/or theoretical background to present to the class or concert audience

Unit 5: Analysis

- **Standards:**
    - 9.1.12.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
    - 9.1.12.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
    - 9.1.12.C – Integrate and apply advanced vocabulary to the arts forms.
    - 9.1.12.E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
    - 9.1.12.G - Analyze the effect of rehearsal and practice sessions.
    - 9.1.12.I - Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
    - 9.2.12.A – Explain the historical, cultural and social context of an individual work in the arts.
    - 9.2.12.B – Relate works in the arts chronologically to historical events.
    - 9.2.12.C – Relate works in the arts to varying styles and genre and to the periods in which they were created.
    - 9.2.12.D – Analyze a work of art from its historical and cultural perspective.
    - 9.2.12.E – Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
    - 9.2.12.G – Relate works in the arts to geographic regions.
    - 9.2.12.H - Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
    - 9.2.12.I – Identify, explain and analyze philosophical beliefs as they relate to works in the arts
    - 9.2.12.J – Identify, explain and analyze historical and cultural differences as they relate to works in the arts
    - 9.2.12.K – Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).
    - 9.2.12.L – Identify, explain and analyze common themes, forms and techniques from works in the arts
    - 9.3.12.A – Explain and apply the critical examination processes of works in the arts and humanities.
    - 9.3.12.B - Determine and apply criteria to a person's work and works of others in the arts
    - 9.3.12.C - Apply systems of classification for interpreting works in the arts and forming a critical response.
    - 9.3.12.D - Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.
    - 9.4.12.B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Objectives:

- Students will synthesize the various fundamental characteristics of a musical performance to give a clear and accurate analysis. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Identify and qualify observations based on familiar, specified criteria using given examples ~~what they notice about the specified criteria in given examples.~~
- Expand initial procedure (above) by examining additional characteristics
- Respond to multiple characteristics of a performance in comparison with prior understanding of each characteristic
- Compare personal performance with a chosen example and other familiar examples
- Communicate responses by both writing and verbalizing

Assessments:

- **Diagnostic:**
  - Teacher questions students' knowledge of fundamental characteristics of musical performance
- **Formative:**
  - Students describe how to apply knowledge of skills to analysis of performances
- **Summative:**
  - Written formal analysis of recorded pieces of music
- **Correctives:**
  - Prompt students to define specific aspects of analysis and provide guiding questions to help them analyse what they are hearing
- **Extensions:**
  - Encourage students to explore further examples of music, including popular music, to practice analyzing different aspects of music

Unit 6: Performance

- **Standards:**
    - 9.1.12.A – Know and use the elements and principles of each art form to create works in the arts and humanities.
    - 9.1.12.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
    - 9.1.12.C – Integrate and apply advanced vocabulary to the arts forms.
    - 9.1.12.E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
    - 9.1.12.F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
    - 9.1.12.G - Analyze the effect of rehearsal and practice sessions.
    - 9.1.12.H - Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
    - 9.1.12.I - Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
    - 9.1.12.J - Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
    - 9.2.12.A – Explain the historical, cultural and social context of an individual work in the arts.
    - 9.2.12.B – Relate works in the arts chronologically to historical events.
    - 9.2.12.C – Relate works in the arts to varying styles and genre and to the periods in which they were created.
    - 9.2.12.D – Analyze a work of art from its historical and cultural perspective.
    - 9.2.12.E – Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
    - 9.2.12.G – Relate works in the arts to geographic regions.
    - 9.2.12.I – Identify, explain and analyze philosophical beliefs as they relate to works in the arts
    - 9.2.12.J – Identify, explain and analyze historical and cultural differences as they relate to works in the arts
    - 9.2.12.K – Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).
    - 9.2.12.L – Identify, explain and analyze common themes, forms and techniques from works in the arts
    - 9.3.12.A – Explain and apply the critical examination processes of works in the arts and humanities.
    - 9.3.12.B - Determine and apply criteria to a person's work and works of others in the arts
    - 9.3.12.C - Apply systems of classification for interpreting works in the arts and forming a critical response.
    - 9.3.12.D - Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.

- 9.3.12.E - Examine and evaluate various types of critical analysis of works in the arts and humanities.
- 9.3.12.G - Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.
- 9.4.12.A –Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.
- 9.4.12.B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Objectives:

- Students will apply their knowledge of the various characteristics of good choral singing to share a public performance. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Engage in daily rehearsal and learning of repertoire
- Analyze student progress during the learning process, improving as many characteristics of the work as they can
- Exemplify levels of preparedness individually, in small groups, and/or as a full ensemble, followed by self-analysis
- Listen to and watch recorded examples of well-prepared ensembles
- Discuss steps needed to improve and become more performance-ready

Assessments:

- **Diagnostic:**
  - Students and the teacher will discuss, prior to performance, expectations, where to go and how to get there, how to respond to unfamiliar acoustics, audience, etc.

- **Formative:**
  - Students' adjustments made as a result of being in various locations with different stimuli will display their understanding of these challenges

- **Summative:**
  - Students will perform their repertoire in a public concert

- **Correctives:**
  - Practice tracks and/or one-on-one help to students as needed

- **Extensions:**
  - Extra performance opportunities outside of the curricular ensemble. This could include, but is not limited to, PMEA ensembles, community ensembles, community events, or performance of the national anthem at community/school events either solo or in a small ensemble