

Black Horse Pike Regional School District

"Where Inspiring Excellence is our Standard and Student Achievement is the Result"

Concert Choir

August 2025

CONCERT CHOIR

COURSE SYLLABUS

Course Overview: Concert Choir is a class designed for students interested in learning the fundamentals of singing in an ensemble setting. The course will introduce students to the fundamentals of vocal technique, musical literacy, and performance practices. Students will analyze, critique, compare, and contrast performances of themselves and others. Throughout the class, students will explore various genres through diverse choral music including, but not limited to, classical, jazz, pop, Broadway, and seasonal favorites. Students will rehearse and perform selected choral literature as a major part of their class grade. In addition to performances, grading will also be based on written and oral assessments of class repertoire, music literacy, and vocal technique concepts..

Required Materials:

- Pencil
- Headphones
- Charged Chromebook
- Folder with music (provided by school)

Grading Policy:

50% - Assessments – In addition to written, online, and singing assessments, a major part of this assessment grade comes from participation in dress rehearsals and performances.

25% - Assignments – This includes, but is not limited to, written work, online assignments, and lessons at the discretion of the director.

25% - Participation – Each student will receive a maximum of 100 participation points per week. The participation grade includes warm-ups as well as attitude and effort throughout class. Students may lose points weekly by not following classroom guidelines and expectations.

Unit #	Title of Unit	Approximate # of teaching days
1	Vocal Technique	135
2	Music Literacy	60
3	Performance	135
4	Exploration & Reflection	60

UNIT 1 OVERVIEW: VOCAL TECHNIQUE

The *Vocal Technique* unit focuses on developing healthy, expressive, and effective singing skills essential for individual and ensemble success. Students will explore the fundamentals of vocal production, including breath support, posture, tone quality, diction, vowel shaping, resonance, and vocal health. Through targeted warm-ups, technical exercises, and applied practice within choral repertoire, students will refine their ability to sing with control, expression, and clarity. The unit emphasizes self-awareness and peer feedback, allowing students to evaluate and improve their technique while building confidence and ensemble cohesion. Instructional design uses inquiry to engage students in learning processes that develop critical thinking about vocal production appropriately to various styles and how it relates to the students' diverse cultural backgrounds.

Essential Questions:

- How do posture and breath support affect my singing?
- What makes a tone sound clear, supported, and expressive?
- How can individual vocal technique enhance the overall ensemble sound?
- What strategies help maintain vocal health during practice and performance?

Learning Targets & Standards

- Students will be able to identify correct singing posture and breath support.
- Students will be able to describe how a piece of music matches their vocal range and ability.
- Students will be able to recognize when diction and pitch are clear and accurate in performance.
- Students will be able to apply teacher and peer feedback to improve their tone, breath support, and blend.
- Students will be able to explain how vocal technique contributes to ensemble sound quality.
- Students will be able to demonstrate expressive singing using consistent breath control and vowel shaping.
- Students will be able to analyze how their technique and experience influence their musical performance.
- Students will be able to apply posture, breath support, diction, and tone to ensemble singing with consistency.
- Students will be able to reflect on how their musical preferences and skills shape their vocal performance.
- Students will be able to evaluate and revise their vocal technique based on established criteria.
- Students will be able to perform music with technical accuracy and expressive intent.

Assessments:

Formative	Summative
<ul style="list-style-type: none">• Daily Warm-Up• Teacher Feedback• Peer Feedback<ul style="list-style-type: none">– Students listen to each other and offer feedback on one vocal element (e.g., diction or blend).	<ul style="list-style-type: none">• Recordings• Small group vocal assessments• Spring and Winter Concerts

- Exit Tickets (*written or verbal*)
- Voice Lessons

- Written Reflections

Instructional Strategies & Unit Resources:

- Sectional and group rehearsals.
- Warm up and vocal technique exercises.
- Modeling and demonstration of technique
- Use of mirrors for body mapping and posture.
- Posture exercises.
- Breathing exercises.
- Diction exercises.
- Modified vowel production exercises.
- Use of anatomical film to demonstrate mechanics of vocal production.
- Recording and evaluation of vocal technique.
- Listening to recorded examples of quality singers.

Vocabulary

Posture, Breath Support, Diaphragm, Resonance, Vocal Folds, Diction, Vowel Shape, Timbre, Tone Quality, Blend, Intonation, Projection, Register (e.g., chest, head, mix), Articulation

Accommodations & Modifications

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP. **Students with 504 Plans:** Students will be accommodated based on specific accommodations listed in the 504 Plan. **English Language Learners:** Students will be accommodated based on individual need and in consultation with the ELL teacher. **RTI:** Students will be accommodated based on their unique individual plan.

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

Performing

- 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 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.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.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.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

Responding

- 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music
- 1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

Connecting

- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

Interdisciplinary Connections & 21st Century Themes & Skills

- **Dance: 1.1.2.Pr5d:** Explore a variety of body positions requiring a range of strength, flexibility and core support.
- **Physical Fitness: 2.2.12.LF.2:** Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- **ELA: WHST.11–12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **Career & Life Readiness: 9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

****UNIT 2 OVERVIEW: MUSICAL LITERACY****

The *Musical Literacy* unit focuses on developing students' ability to read, write, and understand music as it applies to choral singing. Students will engage in activities that build skills in pitch and rhythm reading, sight-singing, music vocabulary, and score navigation. Designed to meet the needs of both beginners and intermediate singers, this unit helps students build music literacy skills they can use in real-world contexts such as school performances, community choirs, theater productions, or even personal musical goals. Students will use solfège, rhythm syllables, and basic music theory to improve their musical independence and confidence. Through warm-ups, sight-reading drills, and guided rehearsal strategies, students will deepen their understanding of how music is constructed and performed.

Essential Questions:

- Why is it important to read and write the language of music?
- How is written music a form of communication?
- How can the understanding of pitch relationships make for better choral singers?
- How can proficiency in sight-singing enable the singer to learn and master choral repertoire?
- How can sight-reading fluency increase the singer's appreciation of the music?
- How can solfeggio be read and interpreted?
- What is notation?
- How can note names on the staff be read and interpreted?
- How can rhythms be read and interpreted?

Learning Targets & Standards

- Students will be able to identify key musical symbols, note values, dynamic markings, and solfège syllables in a choral score.
- Students will be able to recall the meanings of common time signatures, clefs, and rhythmic patterns.
- Students will be able to describe the function of various rehearsal markings (repeats, codas, breath marks, etc.) in a score.
- Students will be able to use solfège and rhythm syllables to read and perform short sight-reading examples.
- Students will be able to interpret musical notation with rhythm-reading drills and sight-reading drills, and apply that to interpreting choral repertoire.

Assessments:

Formative	Summative
<ul style="list-style-type: none">● Do-Now: Rhythm and Pitch Reviews● Teacher Feedback● Exit Tickets (written or verbal)● Sight Reading Drills● Rhythm Reading Drills● Music literacy resources such as Rhythm Reader or Musictheory.net	<ul style="list-style-type: none">● Sight-Reading Tests● Rhythm reading Tests● Written theory assessments and Literacy performance assessments

Instructional Strategies & Unit Resources:

- Sight-Reading Routine: Short, daily sight-reading practice (using solfège and/or rhythm syllables), scaffolded by level.

- Study and application of music fundamentals.
- Score preparation
- Singing with neutral syllables for rhythmic and melodic accuracy and clarification.
- Study of solfege symbols and hand signs.
- Analyze octaves
- Class discussion
- Tonal memory/pitch drills
- Clapping rhythms
- Utilize game-based learning platforms (e.g., Blooket, Kahoot, Quizizz, Gimkit) to review and reinforce musical concepts, vocabulary, and performance techniques in an engaging, interactive format that promotes formative assessment, student motivation, and real-time feedback

Vocabulary

Solfege, Time Signature, Key Signature, Dynamics, Tempo, Rhythm, Pitch, Interval, Notation, Sight-Reading, Measure, Clef (treble, bass) Articulation (e.g., staccato, legato), Diction, Phrase, Syncopation, Expression Markings (e.g., crescendo, diminuendo)

Accommodations & Modifications

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP. **Students with 504 Plans:** Students will be accommodated based on specific accommodations listed in the 504 Plan. **English Language Learners:** Students will be accommodated based on individual need and in consultation with the ELL teacher. **RTI:** Students will be accommodated based on their unique individual plan.

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2020 NEW JERSEY STUDENT LEARNING STANDARDS - MUSIC ENSEMBLES: UNIT 2 Music Literacy

Creating

1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Performing

1.3.C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.

1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.

Connecting

1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

Interdisciplinary Connections & 21st Century Themes & Skills

- ***ELA:RST.11-12.4.*** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.
- ***Career Readiness:***
 - ***9.4.12.CI.1:*** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - ***9.4.12.IML.3:*** Analyze information using reasoning, context, and supporting evidence.
 - ***9.4.12.CC.1:*** Use effective communication and collaboration skills in group and individual settings.

*****UNIT 3 OVERVIEW: PERFORMANCE*****

This unit helps students build a deeper understanding of what makes a strong vocal performance, including vocal technique, musical expression, stage presence, and ensemble skills. Students will learn how preparation, focus, and collaboration contribute to confident, meaningful performances. Instruction is designed to support students of all experience levels. Through discussion, rehearsal, and reflection, students will explore how elements like composer intent, musical style, and audience connection influence performance.

They will engage in critical thinking as they make artistic decisions and respond to feedback. Students will watch and evaluate both live and recorded performances—including their own—to connect classroom learning with real-world performance settings. They will explore how music reflects culture, identity, and community, considering different perspectives and traditions. Throughout the unit, students will shape their own interpretations of music, develop performance readiness, and reflect on their progress through peer and self-assessment. Students will demonstrate their growth and learning in cumulative performances, applying skills and concepts practiced throughout the unit. These performances will serve as both a celebration of progress and a formal assessment of vocal and ensemble development.

Essential Questions:

- What makes a vocal performance effective, expressive, and engaging?
- How do individual preparation and ensemble collaboration contribute to a successful performance?
- In what ways do performers communicate musical ideas, emotions, and intentions to an audience?
- How does understanding a piece's cultural and historical context influence how it is performed?
- How do feedback and reflection shape the process of improving as a performer?
- What role does stage presence play in connecting with an audience?
- How do rehearsal strategies impact the final performance?
- How can a performer adapt their technique and expression to suit different musical styles and settings?

Learning Targets & Standards

- Students will be able to prepare and perform choral repertoire with technical accuracy, stylistic expression, and ensemble blend.
- Students will be able to demonstrate appropriate concert etiquette and stage presence to effectively engage an audience.
- Students will be able to analyze and evaluate live and recorded performances, including their own, to identify strengths and areas for growth.
- Students will be able to interpret and express the stylistic and cultural contexts of choral works to deepen musical meaning and audience connection.
- Students will be able to collaborate effectively within the ensemble, balancing individual and group contributions to achieve blend and cohesion.
- Students will be able to set personal goals and reflect on their progress as performers through self- and peer-assessment activities.

Assessments

Formative	Summative
<ul style="list-style-type: none">● Daily Warm-Up● Teacher Feedback● Voice Lessons● Peer Feedback<ul style="list-style-type: none">– Students listen to each other and offer feedback on one vocal element (e.g., diction or blend).● Exit Tickets (written or verbal)	<ul style="list-style-type: none">● Recordings● Small group vocal assessments● Spring and Winter Concerts● Written Reflections

Instructional Strategies & Unit Resources:

- Daily Vocal Warm-ups & Technique Drills
- Rehearsal Chunking (Sectional & Full Ensemble)
- Modeling and Guided Practice
- Peer and Self-Evaluation
- Video/Audio Recording & Playback
- Performance Reflections
- Informal Performances and Run-Throughs
- Critical listening to recorded examples of choral literature

Vocabulary

Expression, Interpretation, Performance, Etiquette, Technique, Feedback, Rehearsal, Collaboration, Articulation, Audience, Focus, Preparation, Projection, Confidence, Blend, Balance, Diction, Breath Support, Resonance, Posture, Intonation, Phrasing, Timbre, Stage Presence, Repertoire, Dynamics, Cue, Conductor, Tempo, Soprano, Alto, Tenor, Bass

Accommodations & Modifications

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP. **Students with 504 Plans:** Students will be accommodated based on specific accommodations listed in the 504 Plan. **English Language Learners:** Students will be accommodated based on individual need and in consultation with the ELL teacher. **RTI:** Students will be accommodated based on their unique individual plan.

General Education

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2020 NEW JERSEY STUDENT LEARNING STANDARDS - MUSIC ENSEMBLES: UNIT 3

Performing

- 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- 1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- 1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
- 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
- 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
- 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.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
- 1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. • 1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances
- 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.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. • 1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. • 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

Responding

- 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. • 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
- 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.
- 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. •
- 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
- 1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).

1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.

1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.

1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music.

1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context

Connecting

1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a

1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a

Proficient 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

Interdisciplinary Connections & 21st Century Themes & Skills

- **ELA:RST.11-12.4.** *Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.*
- **Career Readiness:**
 - **9.4.12.CI.1:** *Demonstrate the ability to reflect, analyze, and use creative skills and ideas.*
 - **9.4.12.IML.3:** *Analyze information using reasoning, context, and supporting evidence.*
 - **9.4.12.CC.1:** *Use effective communication and collaboration skills in group and individual settings.*
 - **9.4.8.CI.4:** *Explore the role of creativity and innovation in career pathways and industries.*

UNIT 4 OVERVIEW: EXPLORATION & REFLECTION

The *Exploration & Reflection* unit is an expressive journey through choral music which equips students to analyze musical compositions and respond appropriately to musical performances personally and collaboratively. It is designed to deepen students' musical and emotional awareness by engaging with diverse repertoire spanning different cultures, time periods, and styles. Students will explore how composers use music to convey meaning through manipulation of sound. Discussions and reflective writing will accompany musical study, allowing students to connect personally with the themes in repertoire and articulate their own interpretations. Students will also have opportunities to contribute to the rehearsal process through guided reflection and peer feedback.

Using knowledge gained from the other units and research of historical context, students will strengthen their overall performance through the evaluation of others as well as personal introspection. There will be an emphasis on using proper music terminology in evaluations in a kind yet constructive manner. By the end of the unit, students will not only have refined their performance skills through performance analysis and self-reflection, but they will also have developed a deeper understanding of how music can reflect identity, connect communities, and convey emotional experiences.

Essential Questions:

- How do we choose music that is appropriate for our ensemble, audience, and purpose?
- Why is it important to consider historical and cultural context when selecting and performing repertoire?
- What makes a piece of music educationally valuable or artistically meaningful?
- How does understanding the historical and cultural background of a piece influence the way we perform it?
- What is the composer trying to express, and how can we honor that intent through our interpretation?
- What tools and vocabulary do we need to effectively analyze and evaluate music?
- How does knowing a composition's structure, style, and context deepen our understanding and appreciation of it?
- What makes a musical performance successful or impactful?
- How do we balance technical critique with respect for artistic expression in others' work?
- How can we provide constructive feedback that helps others grow as musicians?
- How do personal experience and historical context shape our musical expression?

Learning Targets & Standards

- Students will be able to select diverse repertoire appropriate for context, educational value, abilities, and overall effect.
- Students will be able to explain the historical context and expressive intent of choral repertoire.
- Students will be able to evaluate a musical composition using proper music terminology and understanding of historical context.
- Students will be able to analyze, critique, and evaluate live and recorded performances using proper terminology in a kind yet constructive manner.
- Students will be able to interpret and portray choral music appropriate to the historical context.
- Students will be able to refine vocal technique to reflect the composer's intent.
- Students will be able to analyze how their technique and experiences influence their musical performance.
- Students will be able to reflect on how their musical preferences and skills shape their personal vocal performance, as well as their

response to performances of others.

- Students will be able to interconnect elements of music, vocal technique, historical context, and artistic expression for more informed evaluations and performances.

Assessments:

Formative	Summative
<ul style="list-style-type: none">• Class discussions• Teacher observation during rehearsal• Questioning• Google Forms• Voice lessons• Warm-ups and/or exit tickets	<ul style="list-style-type: none">• Written performance analysis & evaluation• Written self-reflection• Spring and Winter Concerts

Instructional Strategies & Unit Resources:

- Exploration of choral music online through websites such as jwpepper.com
- Individual or collaborative research of concert repertoire
- Teacher modeling of appropriate feedback in rehearsal and voice lessons
- Peer and Self-Evaluation
- Video/Audio Recording & Reflections
- Critiques of both personal performances and various choral performances

Vocabulary

Soprano, Alto, Tenor, Bass, a cappella, composer, arranger, lyricist, conductor, time signature, key signature, tempo, intonation, tone quality, diction, breath management, blend, balance, rhythm, precision, ensemble, unity, melody, harmony, dynamics, style, expression, interpretation, preparation, musical effect.

Accommodations & Modifications

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP. **Students with 504 Plans:** Students will be accommodated based on specific accommodations listed in the 504 Plan. **English Language Learners:** Students will be accommodated based on individual need and in consultation with the ELL teacher. **RTI:** Students will be accommodated based on their unique individual plan.

- [General Education](#)
- [IEP](#)

- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

2020 NEW JERSEY STUDENT LEARNING STANDARDS - MUSIC ENSEMBLES: UNIT 4

Performing

- 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
- 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- Intermediate • 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

Responding

- 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
- 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
- 1.3C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
- 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.
- 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. •
- 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
- 1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
- 1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music.
- 1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

Connecting

- 1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a
- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a
- 1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a
- 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

Interdisciplinary Connections & 21st Century Themes & Skills

ELA:RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

Career Readiness:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.IML.3: Analyze information using reasoning, context, and supporting evidence.

9.4.12.CC.1: Use effective communication and collaboration skills in group and individual settings.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.