

# Concert Choir Overview

Content Area: **Art**  
Course(s): **CONCERT CHOIR H**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

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Concert Choir H is a full year elective course offered to 10<sup>th</sup> through 12<sup>th</sup> grade students. Enrollment is by audition only. Concert Choir H students should anticipate additional after school and evening rehearsals in preparation of many public performances and choral festivals. Concert Choir H students are required to attend all rehearsals and performances as part of the course requirement. Qualified advanced students are expected to audition for Regional and New Jersey All-State Chorus.

The course emphasizes advanced applications of previously learned fundamentals of ensemble singing through study and performance of quality vocal music. Solo and small ensemble singing are an integral part of this course.

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages	S		
4. Mathematics		8. Technology Literacy	S		

## Textbooks and other resources

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### COURSE RESOURCES

#### 1. Repertoire

1.

1. Standard Choral repertoire based upon the capabilities of the performing group
2. Other supplemental sheet music/books

#### 2. Audio/Visual

- a. Audio recordings of vocal-choral literature (CDs/tapes)
- b. VHS/DVD player
- c. Smart board
- d. Stereo system
- e. Computer, scanner, printer, and music software
- f. Digital recording equipment
- g. Sound system and microphones

#### 3. Instruments

- a. piano/keyboard
- b. other instruments as required for performance

#### 4. Other equipment

- a. metronomes
- b. music stands
- c. adequate, secure storage facilities to accommodate above equipment and music

## Standards

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### COURSE SCOPE AND SEQUENCE CHART

Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Pro (Su Ass

Unit 1 <u>Vocal Production</u> Develop vocal technique and performance with proper posture, breath support and appropriate musicianship.	1.3.8.B.2 (R) 1.3.12.B.1 (A)	1 - 4	Ongoing	Per Ass  Stu Ass  Stu Ass
Unit 2 <u>Musical Literacy</u> Read both rhythmic and melodic notation; identify and interpret musical vocabulary and terminology.	1.1.8.B.1 (R) 1.1.8.B.2 (R) 1.1.12.B.1 (A) 1.1.12.B.2 (A) 1.3.8.B.1 (R) 1.3.8.B.2 (R) 1.3.12.B.1(A) 1.3.12.B.2 (A) 7.1.NM.A.2 (D) 7.1.NM.A.3 (D) 7.1.NM.A.5 (D)	1 - 4	Ongoing	Per Ass  Stu Ass  Stu Ass
Unit 3 <u>Performance and Evaluation</u> Interpret conducting gestures; understand the role of a performer within the ensemble; demonstrate appropriate rehearsal and concert etiquette; apply concept of performance assessment; develop effective practice techniques.	1.1.8.B.1 (R) 1.1.8.B.2 (R) 1.1.12.B.1 (A) 1.1.12.B.2 (A) 1.3.8.B.1 (R) 1.3.8.B.2 (R) 1.3.12.B.1 (A) 1.3.12.B.2 (A) 1.3.12.B.3(A) 1.4.8.A.1 (R) 1.4.8.A.5 (R) 1.4.8.A.6 (R) 1.4.8.B.2 (R)	1 - 4	Ongoing	Per Ass  Stu Ass  Stu Ass

	1.4.8.B.3 (R) 1.4.12.A.1 (A) 1.4.12.A.2 (A) 1.4.12.A.3 (A) 1.4.12.A.4 (A) 1.4.12.B.1 (A) 1.4.12.B.2 (A) 1.4.12.B.3 (A) 7.1.NM.A.2 (D) 7.1.NM.A.3 (D) 7.1.NM.A.5 (D) 9.3.12.C.2(D) 9.3.12.C.3(D) 8.RL.5 (D) 8.RL.4 (D)			
Unit 4 <u>Musical Styles and Genres</u> Identify, analyze, and perform choral repertoire representative of major historical time periods and genres including: Baroque, Classical, Romantic, Impressionistic, Jazz, Broadway, Spirituals, World Music, and contemporary.	1.1.8.B.1 (R) 1.1.8.B.2 (R) 1.1.12.B.1 (A) 1.1.12.B.2 (A) 1.2.8.A.2 (R) 1.2.8.A.3 (R) 1.2.12.A.1 (A) 1.2.12.A.2 (A) 1.3.8.B.1 (R) 1.3.8.B.2 (R) 1.3.12.B.1 (A) 1.3.12.B.2 (A) 1.3.12.B.3 (A)	1 - 4	Ongoing	Per Ass  Stu Ass  Stu Ass

	1.3.12.B.4 (A) 1.4.8.A.1 (R) 1.4.8.A.3 (R) 1.4.8.A.4 (R) 1.4.8.A.5 (R) 1.4.8.A.6 (R) 1.4.8.B.2 (R) 1.4.8.B.3 (R) 1.4.12.A.1 (A) 1.4.12.A.2 (A) 1.4.12.A.3 (A) 1.4.12.A.4 (A) 1.4.12.B.1 (A) 1.4.12.B.2 (A) 1.4.12.B.3 (A) 7.1.NM.A.2 (D) 7.1.NM.A.3 (D) 7.1.NM.A.5 (D) 8.RL.5 (D) 8.RL.4 (D)			
Unit 5 <u>Careers</u> Explore careers in various music fields such as education, performance, and production. Develop a sense of advocacy, support, and patronage of the arts.	9.3.12.C.2 (D) 9.3.12.C.3 (D)	1 - 4	3-5 days	Stu Ass

LA.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

WL.7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

WL.7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
VPA.1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

VPA.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

## Grading and Evaluation Guidelines

### GRADING PROCEDURES

Marking period grades will be assessed from the following criteria/activities:

- Class participation
- Individual performance assessments
- Attendance: class, extra rehearsals, performances
- Collaborative performance assessment
- Class preparation: music

Final course grades will be based on:

- Marking period grades (weighted 20% each)
- Midterm/Final exam (weighted 10% each )

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient

D      Poor            Minimally proficient

F      Failing            Partially Proficient

## COURSE EVALUATION

In Chorus, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual Units and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

## Other Details

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### SCED 1516 Choir Honors (East Brunswick High School)

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
45	050	H	F	10-12	5.00	200	E	4/21/1986