

# CJHS Choir Overview

Content Area: **Music**  
 Course(s):  
 Time Period:  
 Length: **N/A**  
 Status: **Published**

## Course Overview

### COURSE DESCRIPTION

Chorus is either a semester or a full year elective offered to 8<sup>th</sup> and 9<sup>th</sup> grade students. Chorus students should anticipate additional after school rehearsals in preparation of public performance. Choral students are required to attend all rehearsals and performances as part of the course requirement.

The course emphasizes fundamentals of ensemble singing through study and performance of quality vocal music. Study and application of vocal techniques and music literacy are included.

### 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			

## Textbooks and other resources

### COURSE RESOURCES

1. **A.** Repertoire
  1. Standard Choral repertoire based upon the capabilities of the performing group
  2. Supplemental sheet music and books
  
1. **B.** Audio/Visual
  2. audio recordings of vocal/choral literature (CDs)
  3. VHS/DVD player
  4. Smart Board
  5. Stereo system
  6. computer, scanner, printer, and music software
  7. digital recording equipment
  8. sound system and microphones
  
1. **C.** Instruments
  2. piano/keyboard
  3. other instruments as required for performance
    1. **D.** Other equipment
      2. metronomes
      3. music stands
      4. adequate, secure storage facilities to accommodate above equipment and music

## Standards

### COURSE SCOPE AND SEQUENCE CHART

Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1: <b>Vocal Techniques/Development:</b> Development of vocal technical skills including posture, breath support, mouth shape/vowel production, resonance, diction, range	1.3.8.B.2 (M) 1.3.12.B.1 (D)	1-4	ongoing	Performance, student self assessment, and student peer assessments
Unit 2 <b>Musical Literacy:</b> Reading both rhythmic and melodic notation; identifying and interpreting musical vocabulary, symbols, and terminology	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.1.12.B.1 (D)	1-4	ongoing	Performance, student self assessments, and student peer assessments, written

	1.1.12.B.2 (D) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.12.B.1 (D) 1.3.12.B.2 (D) <i>7.1.NM.A.2 (D)</i> <i>7.1.NM.A.3 (D)</i>			assessments
<b>Unit 3 Performance and Evaluation:</b> Interpreting conducting gestures; understanding the role of the performer within the ensemble; demonstrating appropriate rehearsal and concert etiquette; applying concept of performance assessment; developing effective practice techniques	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.1.12.B.1 (D) 1.1.12.B.2 (D) 1.2.8.A.2 (M) 1.2.12.A.1 (D) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.8.B.3 (M) 1.3.8.B.4 (M) 1.3.12.B.1 (D) 1.3.12.B.2 (D) 1.4.8.A.1 (M) 1.4.8.A.5 (M) 1.4.8.A.7 (M) 1.4.8.B.1 (M) 1.4.8.B.2 (M) 1.4.12.B.1 (D) 1.4.12.B.2 (D) 1.4.12.A.3 (D) <i>7.1.NM.A.2 (D)</i>	1-4	ongoing	Performance, student self, and student peer assessments

	<i>7.1.NM.A.3 (D)</i>			
Unit 4 <b>Musical Styles and Genres:</b> Identifying, analyzing and performing choral repertoire representative of major historical time periods and genres including: Baroque, Classical, Romantic, Jazz, Broadway, Spirituals, World Music, and contemporary	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.1.12.B.1 (D) 1.1.12.B.2 (D) 1.2.8.A.2 (M) 1.2.8.A.3 (M) 1.2.12.A.1 (D) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.12.B.1 (D) 1.3.12.B.2 (D) 1.4.8.A.1 (M) 1.4.8.A.3 (M) 1.4.8.A.7 (M) 1.4.8.B.2 (M) 1.4.12.A.1 (D) 1.4.12.A.3 (D) 1.4.12.B.1 (D) 1.4.12.B.3 (D) <i>7.1.NM.A.2 (D)</i> <i>7.1.NM.A.3 (D)</i> <i>8.RL.8.4 (D)</i>	1-4	ongoing	Performance, student self, and student peer assessments, written assessment
Unit 5 <b>Careers:</b> Explore careers in various music fields such as education, performance, and production. Develop a sense of advocacy, support, and patronage of the arts.	CAEP.9.2.12.C.1 (D)	1-4	3-5 days	student self assessments

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.
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).
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.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.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
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.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
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.1.4.8.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.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
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.1.4.12.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.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.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.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.

## **Grading and Evaluation Guidelines**

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### GRADING PROCEDURES

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

- focused participation in class activities and assignments
- individual performance assessment
- collaborative performance assessment
- preparation of required literature
- technical development assessment
- assessment of sight reading skill acquisition

Final course grades will be based on:

20% each marking period grade

10% midterm exam

10% final exam

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

95% of all students 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 compromising 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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#### Chorus (Churchill Junior High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
200	055	A	F	8/9	5.00	200	E	04/21/1986
200	055	A	S	8/9	2.50	200	E	04/21/1986

