

# Curriculum Map Template

Content Area: Music

Course(s): Choir

Time Period: Full year

Length:

Status:

## **Unit Title: Rehearsal Participation**

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### **Overview: Description of the Unit**

1. Adhere to a set procedure for rehearsal.
  2. Maintain a folder of choral music.
  3. Maintain focus and self control in an unstructured rehearsal situation.
  4. Demonstrate proper singing technique through the use of correct posture, breathing, and diction.
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### **NJSLA Standards**

- 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
- 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice
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## **Primary Interdisciplinary Connections**

*Citizenship: The students will work together for the common goal of preparing and performing a concert.*

*Health and Anatomy - through the proper use of the body as the instrument.*

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## **21st Century Skills/Themes**

- CRP1. Act as a responsible and contributing citizen and employee.
  - CRP2. Apply appropriate academic and technical skills.
  - CRP4. Communicate clearly and effectively and with reason.
  - CRP9. Model integrity, ethical leadership and effective management.
  - CRP10. Plan education and career paths aligned to personal goals.
  - CRP12. Work productively in teams while using cultural global competence.
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## **Content Statements**

Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.

Proper vocal production and vocal placement improve vocal quality.

Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.

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## **Cumulative Progress Indicator (CPI) - [Example](#)**

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### **Enduring Understandings**

Attention and focus is the unstructured style of a choral rehearsal is crucial to learning the music.

The performance of music requires proper skills and physical discipline.

The proper use of technique enables a singer to communicate more totally the essence of the music.

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### **Essential Questions**

What does it take to be a successful choral singer?

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### **Unit Learning Targets**

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Students will create a list of class participation behaviors and expectations.

Students will self evaluate using a participation rubric that they help to create.

**Equipment/Materials Needed:** Participation rubric for behavior.

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**Teacher Resources:** Participation rubric for behavior.

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## **Assessments**

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### **Formative Assessment**

Daily participation - teacher observation and student self evaluation.

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### **Summative Assessment**

Performance Grade for concert attendance

Participate in three concerts per year

Students will complete a self assessment checklist of good participation behaviors.

Through teacher observation, the students will receive a participation grade for each rehearsal.

The students will perform a concert that is musically and stylistically correct and appropriate to the literature.

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## **Modifications for Special Needs Students**

### **IEP:**

Projects are designed so teacher may add or omit criteria based on student needs.

- Shortened assignments

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences)

- Additional time for test preparation

- Review/testing matched to student pace

- Test directions read/explained thoroughly

- Oral, short-answer, modified tests

- Emphasis on successes

- Graphic Organizers

- Student choice of texts, projects, writing prompts, etc.

- Collaborate with after-school programs or clubs to extend learning opportunities

### **504:**

**Additional time for test preparation**

**Review/testing matched to student pace**

**Test directions read/explained thoroughly**

**Oral, short-answer, modified tests**

**Emphasis on successes**

**Graphic Organizers**

**Student choice of texts, projects, writing prompts, etc.**

**Collaborate with after-school programs or clubs to extend learning opportunities**

### **ELL:**

Shortened assignments

- Extended time is allotted for students

- Visuals/video provided where possible

- Electronic translators

- Provide work for completion or understanding to ELL teacher to continue during ELL class

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G/T:

Projects are designed so teacher may extend criteria based on student needs.

Structure learning around explaining or solving a social or community-based issue

Provide electronic games, lessons, etc to encourage students to expand or move ahead of class learning.

Collaborate with after-school programs or clubs to extend learning opportunities

### **At risk Failure**

Projects designed so teacher may add or omit criteria based on student need

Shortened assignments

Extended time allotted for students

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their communities

Collaborate with after-school programs or clubs to extend learning opportunities and support

Various online learning opportunities to reinforce skills based on student needs

Provide students multiple choices for how they can represent their understandings

Additional time for test preparation

Directions written and read/explained thoroughly and in chunks

Emphasis on successes

Graphic organizers and other organizational aides

Student Success Team and implementation of RTI Interventions

Set goal plan with reachable goals and pathways and collaboration with parents

One-on-one conference with teacher to include feedback on work and progress toward meeting goals

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Modifications: ELL, At-Risk, Special Education

1. Audio Books; accessibility features used on Chromebooks
2. Adapted texts
3. Graphic Organizers
4. Assessment modifications
5. Differentiated instruction

## Teacher Notes

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## Curriculum Development Resources

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