

Content Area: Music  
Course(s):Choir  
Time Period: 3rd Marking Period  
Length:  
Status:

## **Unit Title: Unit #4 Sight Reading**

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

Notational symbols for rhythmic duration will be studied, analyzed, and performed.

Students will be able to identify, describe, perform and write rhythms.

Students will use the information and skills learned in Unit 4 - Sight Reading, to interpret, analyze, and perform melodic material.

Students will have the ability to perform basic music sight reading techniques

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### **NJSLA Standards**

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

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.

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.

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**1.3.12.B.2 - Analyze how the elements of music are manipulated in original or prepared musical scores.**

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### **Primary Interdisciplinary Connections**

*Reading: The use of staff notation to read music involves recognition of a symbol that stands for a sound to be produced.*

*History: The understanding of the historical concepts and development of a symbol system for interpreting sound.*

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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**

**Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and**

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harmonics are determining factors in the categorization of musical genres

Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

The ability to read and interpret music impacts musical fluency

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

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### Enduring Understandings

Identify and describe solfège syllables.

Label melodic patterns using movable “do”.

Perform intervals and melodic patterns on sight, using solfège syllables.

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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 sing scale steps on solfegge syllables as read from cards with corresponding hand signs.

Given staff paper with melodic examples, students will label the notes with the corresponding solfegge syllables.

Students will sing scale steps on solfegge syllables as read from cards with corresponding hand signs.

As new songs are introduced, the students will analyze melodic and harmonic material for solfegge patterns and syllables

## **Equipment/Materials Needed:**

Staff lined white board

Keyboard

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## **Teacher Resources**

Sight reading materials will be excerpted from the following books, and grouped in appropriate, graded order from easiest to most difficult, and provided on a regular basis. Exercises will be written on the board or provided on hand out sheets.

*The Jenson Sightsinging Course -- Volume 1.* David Bauguess. Jenson Publications. 1984. 1-28.

*Melodia -- A Course in Sight-Singing Book 1.* Samuel W. Cole and Leo R. Lewis. Thodore Presser Company. 1904. 1-40.

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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**

Written test on identification of solfegge syllables

Written test on labeling of solfegge syllables in melodic patterns.

Performance test on sight reading melodic patterns from hand signs and syllables.

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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

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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

**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

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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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