

Content Area: Music  
Course(s): Choir  
Time Period: Full Year  
Length:  
Status:

## **Unit Title: Unit #5 Music Literature**

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

Students will study and perform choral literature European culture, and choral music from other world cultures, and well as American classical, folk, popular and Broadway musical styles. Students will acquire knowledge of appropriate, introductory choral literature.

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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

1.1.8.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.

1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

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## **Primary Interdisciplinary Connections**

*Language Arts through the study of world languages.*

*History and Culture through the study and performance of music from the past 400 years and music of various styles.*

*Global Awareness through the study of multicultural music from around the world.*

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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 harmonics are determining factors in the categorization of musical genres

Common, recognizable musical forms often have characteristics related to specific cultural traditions.

Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.

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

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### Enduring Understandings

Students will study and perform music in languages other than English.

Students will study and perform music from American folk culture, including spirituals, folk songs, pop tunes, and traditional holiday music.

Students will study and perform music of world cultures and non-Western musical styles.

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### Essential Questions

How does choral music help us to understand and appreciate world cultures?

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### Unit Learning Targets

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Choral music selections will be analyzed for form, style, structure, texture and language. This will take place on a daily basis through class discussion.

The class will sing and practice choral selections in parts and together, with an emphasis on correct pitches and rhythms. This will take place on a daily basis all year, in preparation for the concerts.

**Equipment/Materials Needed:**

Piano

CD Player, Computer

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**Teacher Resources**

Choral Sheet Music

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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**

Students will test orally on excerpts from the music that is being studied

Students will write a critique paper following each concert describing the performance practices of the literature that was sung, and commenting on the quality of the choir's performance.

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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.

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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

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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