

Content Area: Music
Course(s): Choir
Time Period: 2 & 4 marking periods
Length:
Status:

Unit Title: Unit #6 Choral Performance

Overview: Description of the Unit

The Middle School chorus will perform two major concerts each year.

The Middle School chorus will present a choral performance that is musically, stylistically, and expressively accurate and appropriate to the literature.

Students will study and perform choral literature from the past 400 years in European culture, and choral music from other world cultures, and well as American classical, folk, popular and Broadway musical styles.

Students will perform various choral literature with appropriate stylistic and expressive qualities.

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

1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.3.2.B.7 - Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

1.3.8.B.1 - Western, non-Western, and avant-garde notation systems have distinctly different characteristics.

Primary Interdisciplinary Connections

Mathematical - through the performance of rhythms

Language Arts - through the performance of music in world languages, and the performance of lyrics representing poetry and literature.

History and Cultural - through the performance of literature from various time periods and world cultures.

Health and Anatomy - through the use of proper singing technique.

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.

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

Cultural and historical events impact art-making as well as how audiences respond to works of art.

Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.

Western, non-Western, and avant-garde notation systems have distinctly different characteristics.

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

Enduring Understandings

- Preparation of the music for the performance.
 - Commitment to the schedule of rehearsals and performances.
 - Adherence to the performance dress code.
 - Appropriate concert behavior.
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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

Students will be able to.....

Students will complete singing tests (performance assessments) on excerpts of all music studied, before it is performed in concert

Students will attend the concerts, dressed in the choir apparel, and will perform the music, as a group, with appropriate stylistic and expressive qualities. They are graded on attendance.

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Equipment/Materials Needed:

Piano

Choir risers

Accompaniment instruments if needed - for example, strings or brass instruments

Microphones

Teacher Resources

Choral Sheet Music

Sample recordings from teachers owned CDs and DVDs.

Assessments

Formative Assessment

Daily participation - teacher observation and student self evaluation.

Summative Assessment

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Dress rehearsal will be held before each concert to review and practice the correct concert logistics

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

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

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

Curriculum Development Resources
