

**Choir
Grades 6-8
Fine & Performing Arts
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton
SUPERINTENDENT**

**Denise Cleary
ASSISTANT SUPERINTENDENT**

**Matthew G. Lorenzetti
SUPERVISOR OF FINE & PERFORMING ARTS and GIFTED & TALENTED**

The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Education Item 10

Date

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator

Steven Viana – (908) 486-7085; sviana@lindenps.org

Director of Special Education

Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description

Choir is a Performing Arts elective open to all students in grades 6-8 who aspire to begin, or continue, the study of voice. Membership in this class/ensemble is open to all students without audition, but a prior music teacher recommendation is required. Fundamental singing and music-reading skills are acquired and reinforced daily through a variety of literature ranging from Classical and Jazz to Pop and Musical Theatre. Students attend a regularly scheduled class and perform in various concerts throughout the school year. This course fulfills an Arts (performance-based) elective requirement for promotion.

II. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

B. 21st Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:
<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:
<https://www.nj.gov/education/holocaust/>

E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

F. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

III. General Interdisciplinary Connections

In middle school music classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to ready rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Finally, music classes connect to science through the explanation of how waves create sound.

IV. Pacing Guide

First Marking Period	5 Weeks - Vocal Pedagogy 5 Weeks - Music Reading
Second Marking Period	5 Weeks - Solfege 5 Weeks - The Elements of Music
Third Marking Period	5 Weeks - Collaboration and Listening 5 Weeks - Genres
Fourth Marking Period	5 Weeks - Vocal Health 5 Weeks - Performance and Assessment

V. Vertical Integration – Course Mapping

The mapping of the Fine & Performing Arts program within Linden Public Schools consists of the following:

*Skill Levels- N= Novice, I= Intermediate

Skill	Year 1	Year 2	Year 3
Unit No. 1: Vocal Pedagogy			
Breath Control	N	I	I
Quality of the voice	N	I	I
Range of the voice	N	I	I
Coloration of tone	N	I	I
Daily Warm-Ups	N	I	I
Connecting theory to real-world application through performance opportunities	N	I	I
Unit No. 2: Music Reading			
Note Value	N	I	I
Time Signature	N	I	I

The Musical Alphabet	N	I	I
Finding your voice part within a given score	N	I	I
Use and reading of the grand staff	N	I	I
Use of terminology relating to dynamic levels	N	I	I
Use of terminology relating to rhythms	N	I	I
Use of terminology relating to pitch	N	I	I

Unit No. 3: Solfege

Sight Reading	N	I	I
Use of hand symbols	N	I	I
Singing of diatonic scales using hand symbols	N	I	I
Retention of the tonal center "Do" or "La"	N	I	I
Comprehension of the "Do" and "Sol" relationship	N	I	I
Use of solfege through a prepared musical selection	N	I	I

Unit No. 4: Elements of Music

Implementation of the elements of listening	N	I	I
Implementation of the elements of notes	N	I	I
Implementation of the elements of rhythm	N	I	I
Implementation of the elements of dynamics	N	I	I
Implementation of the elements of phrasing	N	I	I
Implementation of the elements of technique	N	I	I

Implementation of the elements of spacing	N	I	I
Implementation of the elements of emotion and feeling	N	I	I
Implementation of the elements of articulation	N	I	I
Implementation of the elements of tone	N	I	I

Unit No. 5: Collaboration and Listening

Sing individual parts with balance and blend	N	I	I
Proper breathing in regard to phrasing	N	I	I
Response to conductor	N	I	I
Appreciation for individual and group development	N	I	I
Daily rehearsal of concert music	N	I	I
Singing with a sense of beauty while staying within the sound of the choir	N	I	I
Listening analysis of performances	N	I	I

Unit No. 6: Genres

Exposure to different genres of choral literature	N	I	I
Acquired knowledge from performances by artists in concerts and recordings	N	I	I
Compare and contrast of styles and genres of a wide variety of musical examples	N	I	I
Research of which elements of music are categorized in specific genres	N	I	I
Application of the genre's characteristics to individual and group performances	N	I	I

Unit No. 7: Vocal Health

How to maintain a healthy and beautiful voice	N	I	I
How the use of drugs, alcohol, and smoking can ruin a beautiful voice and have ill effects on the body	N	I	I
Building of self-awareness in regard to physical and mental health through the use of Social Emotional Learning techniques	N	I	I
Diagnose vocal issues through listening examples	N	I	I
Build an understanding of how to work through a performance when your voice doesn't feel healthy	N	I	I

Unit No. 8: Performance and Assessment

Student critique of both individual and group performances	N	I	I
Student evaluation of both individual and group performances	N	I	I
Utilization of terminology as related to performance	N	I	I
Refinement of techniques that are used in performance	N	I	I
The role of etiquette in a performance	N	I	I
How to reflect on critique from teacher, community, audience, etc.	N	I	I
Improvement of individual artistry through performance and reflection	N	I	I
Building of character and resiliency	N	I	I

VI. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research Based Problem Based Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources

Haasemann, Frauke, and James Mark. Jordan. Group Vocal Technique. Chapel Hill, NC: Hinshaw Music, 1991. Print.

Jordan, James Mark. Evoking Sound: Fundamentals of Choral Conducting and Rehearsing. Chicago: GIA Publications, 1996. Print.

Jordan, James Mark. The Musician's Soul: A Journey Examining Spirituality for Performers, Teachers, Composers, Conductors, and Music Educators. Chicago: GIA, 1999. Print.

Jordan, James, Mark Moliterno, and Nova Thomas. The Musician's Breath: The Role of Breathing in Human Expression. Chicago: GIA Publications, 2011. Print.

Jordan, James Mark, and Marilyn Shenenberger. Evoking Sound: The Choral Warm-up: Method, Procedures, Planning, and Core Vocal Exercises. Chicago: GIA Publications, 2005. Print.

Ristad, Eloise. A Soprano on Her Head: Right-side-up Reflections on Life and Other Performances. Moab, UT: Real People, 1982. Print.

Wooten, Victor. The Music Lesson: A Spiritual Search for Growth through Music. New York: Berkley, 2008. Print.

Beck, Andy. Sing at First Sight: Foundations in Choral Sight-Singing. Alfred. Print.

Cole, Samuel W., and Leo Rich Lewis. Melodia: A Comprehensive Course in Sight-singing (solfeccio). Boston: O. Ditson, 1904. Print.

Haasemann, Frauke, and James Mark. Jordan. Group Vocal Technique. Chapel Hill, NC: Hinshaw Music, 1991. Print.

Jordan, James Mark. Evoking Sound: Fundamentals of Choral Conducting and Rehearsing. Chicago: GIA Publications, 1996. Print.

Jordan, James Mark. The Musician's Soul: A Journey Examining Spirituality for Performers, Teachers, Composers, Conductors, and Music Educators. Chicago: GIA, 1999. Print.

Jordan, James, Mark Moliterno, and Nova Thomas. The Musician's Breath: The Role of Breathing in Human Expression. Chicago: GIA Publications, 2011. Print.

Jordan, James Mark., and Marilyn Shenenberger. *Evoking Sound: The Choral Warm-up: Method, Procedures, Planning, and Core Vocal Exercises*. Chicago: GIA Publications, 2005. Print.

Kennedy, Michael, Joyce Bourne. Kennedy, and Tim Rutherford-Johnson. *The Oxford Dictionary of Music*. Oxford: Oxford UP, 2012. Print.

Ristad, Eloise. *A Soprano on Her Head: Right-side-up Reflections on Life and Other Performances*. Moab, UT: Real People, 1982. Print.

Wooten, Victor. *The Music Lesson: A Spiritual Search for Growth through Music*. New York: Berkley, 2008. Print.

Teaching Tolerance Website

Social Emotional Learning in the Arts Website

Unit No. 1: Vocal Pedagogy

Overview and Established Goals

Essential Questions:

- What are the five basic principles of Vocal Technique?
- How do singers create space?
- What affect does breath have on the sound?
- What skills and concepts can be used to shape a phrase?

Enduring Understanding:

Students will understand that...

- There are various elements of proper Vocal Technique that will influence the sound that is produced.
- The breath of a singer is the essential building block of all sound.

Students will be able to:

- Apply the concepts of proper Vocal Technique in performance.
- Recognize how and when to make appropriate vocal and musical choices using proper Vocal Technique.
- Instill techniques and habits that will allow for singing with a sense of confidence and beauty.
- Shape the voice using proper Vocal Technique.
- Explore different examples of Vocal Technique.

Students will know:

- How to use the diaphragm to take a singer's breath.
- How to use Vocal Technique to better their performance.

Suggested Experiences:

Performance Tasks:

- Through daily warm-ups, the students will be led to practice skills and the discovery of new techniques.
- Through self-discovery, students will connect the theories of Vocal Technique with the real-world application of personal Vocal Technique.
- In performance, students will demonstrate assimilation of vocal pedagogy.

Other Evidence:

- Students will critique in-class performances and rehearsals.
- Journal writing assessments and class discussions will occur after concerts.

Sample Learning Activities:

- Investigate how various singers use technique to develop an aesthetically pleasing sound. (Opera, Pop, Rock, Jazz, Musical Theater Singers).
- Individually and in small groups, students will be led through a personal education experience designed to allow individual Vocal Technique to develop and mature.
- Daily rehearsal of Choral Literature will provide the opportunity for students to experiment with Vocal Technique

Unit No. 2: Music Reading

Overview and Established Goals

Essential Questions:

- How do I utilize the symbols in a musical score to enhance my ability to learn and the quality of my performance?

Enduring Understanding:

Students will understand that...

- A musical score is comprised of symbols which dictate pitch, rhythm, dynamics, etc...

Students will be able to:

- Use their knowledge of music reading and vocabulary to increase their musicality and confidence in performance.
- Use the tools necessary for understanding how a musical score is organized and how to follow their musical line through the structure of sound.
- Use knowledge of rhythm and pitch to navigate the score.

Students will know:

- How pitch and rhythm are notated.
- How a musical score is organized.
- How to find and follow their part within the score.

Suggested Experiences:

Performance Tasks:

- Through daily rehearsals, students will continue to use The Elements of Music Reading in their performances.
- As the class approaches a new score, students will classify elements of the score to aid in music reading; key signature, time signature, voicing, tempo, dynamics, etc.

Other Evidence:

- Students will demonstrate their understanding and implementation of Music Reading through daily class performance.

Sample Learning Activities:

- Investigate different choral score layouts (e.g., traditional 3 and 4 stave choral score).
- Exploration of how notation displays variations in pitch and rhythm, dynamics, etc.

Unit No. 3: Solfege

Overview and Established Goals

Essential Questions:

- How do I use solfege to sight-sing a new song or perform a cappella while retaining the correct tonal center?
- What are the most commonly used Solfege symbols?
- What are some other (altered) Solfege syllables, and when are they used?

Enduring Understanding:

Students will understand that...

- Most music has a clear and discernable tonal center.
- Solfege is a guide to assist the musician in sight-singing within a diatonic structure.

Students will be able to:

- Use their understanding of solfege to help accurately sight-sing a song.
- Use the systems of solfege to establish a tonal center within a musical selection.
- Use solfege to assist the student in more challenging sight-singing examples.

Students will know:

- How to use the vocabulary of Solfege within a musical score.
- The aural relationship between the different scale degrees.

Suggested Experiences:

Performance Tasks:

- Students will familiarize themselves with the use of solfege within the daily warm-up.
- Students will utilize solfege while sight-singing passages within the rehearsal period.

Other Evidence:

- Retention of the tonal center “Do” or “La.”
- Comprehension of the “Do” and “Sol” relationship.
- Usage of solfege through a prepared musical selection.

Sample Learning Activities:

- Teacher will lead students through exercises to learn solfege syllables and how they relate to the scale degrees within a diatonic scale.
- Students will listen to recordings of music and sing back the tonal center “Do” or “La.”
- Students will use solfege while singing musical examples.
- Students will use solfege to improvise melodies.

Unit No. 4: The Elements of Music

Overview and Established Goals

Essential Questions:

- How are all musicians connected?
- What Elements of Music are missing and how can we make a performance more musical?
- How does music connect people in a global sense?

Enduring Understanding:

Students will understand that...

- All musicians, whether instrumental or vocal, implement the elements of Listening, Notes, Rhythm, Dynamics, Phrasing, Technique, Spacing, Emotion/Feel, Articulation, and Tone.
- There are most than 10 Elements of Music (e.g., confidence and intent).
- The combination of these elements helps to create the most aesthetically satisfying musical experience.

Students will be able to:

- Listen to a performance and assess it using the Elements of Music.
- Utilize the Elements of Music to improve their personal performance.
- Express thoughts and ideas about music in a clear and intelligent manner.
- Build confidence to make expressive musical choices with intent.
- Use their knowledge of The Elements of Music to enhance their performance while building musicianship and artistry.
- Find common ground with all musicians.
- Build awareness of the role of music in a global community.

Students will know:

- That the musical elements they use to guide performance are common musical concepts used by all musicians.
- That music which contains only a few of the Elements of Music is not generally considered aesthetically pleasing or complete.

Suggested Experiences:

Performance Tasks:

- Discover each element and understand its effect on music.
- Perform while utilizing the Elements of Music.

Other Evidence:

- Successful conversation about music with other singers and instrumentalists.
- Individual assessments will be made during the lesson schedule.
- Students will assess performances and make suggestions for improvement using the Elements of Music.

Sample Learning Activities:

- Teacher will present the Elements of Music and guide the students to understanding how each element affects the whole.
- Students will analyze recordings and in-class performances using the Elements of Music and appropriate terminology.

Unit No. 5: Collaboration and Listening

Overview and Established Goals

Essential Questions:

- How do I listen critically?
- How do I sing with others within the group?
- How does my part work within the musical structure?
- What is missing from the musical texture?

Enduring Understanding:

Students will understand that...

- They are a part of a whole.
- Listening is what connects the musicians to one another as a team.
- Listening, just like vision, can be focused on something specific.

Students will be able to:

- Collaborate and perform together as a single entity.
- Use the art of listening to make on-the-fly decisions to improve the performance.
- Listen to music with an analytical ear.
- Gain a sense of community and teamwork through the creation of music.
- Learn that listening is a fully engaged, conscious choice.
- Utilize their listening skills to make aesthetic musical decisions.

Students will know:

- They are an important part of the whole.
- How to analyze what they hear.
- How to react to what they hear.

Suggested Experiences:

Performance Tasks:

- Daily rehearsal of concert music.
- Singing with a sense of beauty while staying within the sound of the choir.

Other Evidence:

- Performance at concerts.
- Individual assessments during voice lessons.

Sample Learning Activities:

- Students will be seated in a manner that allows them to sing out while sounding balanced within the group.
- The students will analyze recordings and performances.
- Students will investigate the ways in which collaboration affects the overall musical expression.

Unit No. 6: Genres

Overview and Established Goals

Essential Questions:

- How should I adapt my singing by integrating performance practices of a particular genre or place in history?

Enduring Understanding:

Students will understand that...

- Music throughout time is categorized into musical genres.
- Historical events affect the musical performance of the time.

Students will be able to:

- Approach a song differently depending on its genre.
- Make stylistically appropriate vocal and musical choices while performing a variety of genres.
- Understand how a particular piece fits within the musical spectrum.
- Make musical decisions based on the genre of the song.
- Utilize the Elements of Music in manner appropriate to the genre.

Students will know:

- That they should alter the performance to conform to the accepted performance practice of a specific genre or place in history.
- Which specific elements within a genre should be of particular interest, and therefore should be attended to.

Suggested Experiences:

Performance Tasks:

- Students will compare and contrast the styles and genre of a wide variety of music examples presented by the teacher.
- Students will research which elements characterize particular genres.

Other Evidence:

- Students will discuss which genre elements should be addressed in the performance of a song.
- Students will sing with knowledge of the style, incorporating the elements that define that style.

Sample Learning Activities:

- The teacher will provide background information on the genre being performed.
- Students will discover how genres compare to other genres.
- Students will learn elements of a genre and how to apply them to a song.
- Students will discover any interesting historical events associated with a song or genre.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Students will learn about the spiritual songs sung by enslaved people and the hidden messages within the text. The goal is for students to present a stylistically appropriate performance of a traditional spiritual with empathy, a reverence for history, and an understanding of the hidden message within the text.

Topics that address the Holocaust Commission Mandate...

Students will learn about historical and cultural events of the Jewish tradition through the teaching of a traditional Chanukah song. The goal is for students to present a stylistically appropriate performance of a traditional Chanukah song with an understand of the text and context within the Jewish tradition.

Topics that address the LGBTQ Mandate...

Students will learn about the stories and contributions of various LGBTQ artists, musicians, and composers and perform a song that has been written, composed, or performed by them. The goal is for students to present a stylistically appropriate performance that shows a sense of understanding for how LGBTQ musicians have contributed to music and pop culture.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers from diverse backgrounds during the investigative portion of the creative process.

Unit No. 7: Vocal Health

Overview and Established Goals

Essential Questions:

- What affects the voice?
- How do I stay vocally healthy?
- If something is wrong, how do I react?
- Is my voice good enough to merit the protection of it?

Enduring Understanding:

Students will understand that...

- The voice is a tender instrument that is often neglected and abused.
- Each voice reacts differently to environmental factors.
- The voice is for line-long use and enjoyment, and should be respected as such.

Students will be able to:

- Recognize that the voice is special and worthy of protection.
- Understand what factors will negatively affect the voice.
- Understand how factors from outside of the body affect vocal health.
- Learn how to maintain a healthy voice.
- Understand what to do if something goes wrong.

Students will know:

- That the voice is special and worthy of special care.
- How to maintain a healthy and beautiful voice.
- That drugs, alcohol, and smoking can ruin a beautiful voice and have ill effects on the body as a whole.

Suggested Experiences:

Performance Tasks:

- Self-Awareness.
- Diagnose vocal issues through listening and sensation.

Other Evidence:

- Oral and written assessments in class.
- Individual Lessons.

Sample Learning Activities:

- Teacher will demonstrate how environmental factors affect the voice.
- Students will evaluate themselves to determine vocal health.
- Students will listen to singers before and after the decline of vocal health.
- Students will be guided in exercises to learn how to “feel” the voice.

Unit No. 8: Performance and Assessment

Overview and Established Goals

Essential Questions:

- What are the techniques of performance and how should performances be assessed?

Enduring Understanding:

Students will understand that...

- Performances are shaped using specific tools and techniques.
- Performances can be enhanced by assessment.
- Etiquette stems from character.

Students will be able to:

- Describe the strengths and areas for improvement of a specific performance using appropriate terminology.
- Improve artistry using the techniques of performance.
- Hone skills and techniques and refine habits that are used in performance.
- Utilize terminology to accurately assess performances.
- Understand the role of etiquette in a performance.

Students will know:

- How to assess performances constructively and with kindness.
- The terms used to describe the aspects of performance.

Suggested Experiences:

Performance Tasks:

- Evaluation of performance.

Other Evidence:

- Audience's appreciation.

Sample Learning Activities:

- Students will investigate how performance techniques influence the aesthetic experience for both the audience and the performer.
- Students will display appropriate concert etiquette to enhance the performance.
- Students will evaluate in-class performances as well as public concerts.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Students will learn about the spiritual songs sung by enslaved people and the hidden messages within the text. The goal is for students to present a stylistically appropriate performance of a traditional spiritual with empathy, a reverence for history, and an understanding of the hidden message within the text.

Topics that address the Holocaust Commission Mandate...

Students will learn about historical and cultural events of the Jewish tradition through the teaching of a traditional Chanukah song. The goal is for students to present a stylistically appropriate performance of a traditional Chanukah song with an understanding of the text and context within the Jewish tradition.

Topics that address the LGBTQ Mandate...

Students will learn about the stories and contributions of various LGBTQ artists, musicians, and composers and perform a song that has been written, composed, or performed by them. The goal is for students to present a stylistically appropriate performance that shows a sense of understanding for how LGBTQ musicians have contributed to music and pop culture.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers from diverse backgrounds during the investigative portion of the creative process.

Performing Ensembles- Band, Choir, Orchestra

Content Area: **Performing Arts**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Student Learning Standards- Ensembles- Novice

MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
MU.K-12.1.3C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

New Jersey Student Learning Standards- Ensembles- Intermediate

MU.K-12.1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal
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	characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
MU.K-12.1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.K-12.1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU.K-12.1.3C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

New Jersey Student Learning Standards- Ensembles- Proficient

MU.9-12.1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
MU.9-12.1.3C.12prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
MU.9-12.1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.

MU.9-12.1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
MU.9-12.1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
MU.9-12.1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
MU.9-12.1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
MU.9-12.1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.9-12.1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
MU.9-12.1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU.9-12.1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
MU.9-12.1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
MU.9-12.1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
MU.9-12.1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CRP.K-12.CRP11	Use technology to enhance productivity.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.