

Unit 3: Performance

Content Area: **Music**
Course(s): **Sample Course, Chorus**
Time Period: **DecJan**
Length: **6-8 Weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Chorus 7th Grade

Performance

Belleville Board of Education

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Unit Overview

Public Performance is the capstone for any performing ensemble. Students have the ability to showcase their hard work over the past few months, culminating in an experience that can only be understood through public performance. Concert etiquette will be discussed and practiced to encourage a culture of life long concert attendees. Students will think critically about their performance, both leading up to and after the performance, to encourage awareness of themselves within the ensemble, and the ensemble as a whole. Active listening will encourage students to strive for perfection in their performance. Students will focus on their role in a group; how they should blend, and if or when they should be heard as a solo or section.

Enduring Understanding

- Self-awareness within the group is essential for a successful performance
- Writing about music is a complex yet attainable task

- Critique of other performances will create a level of aspiration
- Critique of one self and of one's group will allow for greater understanding of musical achievement and expression
- There is no greater feeling than during and after a successful performance
- Concerts and live music cannot happen unless there is an appreciative, live audience

Essential Questions

- Self-awareness within the group is essential for a successful performance
- Writing about music is a complex yet attainable task
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Exit Skills

By the end of Unit 3 students will be able to:

- Successfully complete a public performance
- Have the skills to analyze their performance
- Critique the group as a whole
- Critically listen and analyze a professional ensemble, comparing and contrasting to their own performance
- Write a performance review in the style of a professional newspaper or journal critique
- Expand and apply knowledge of different aspects of music performance and critique
- Expand and apply self-awareness within the ensemble
- Understand the importance of a live performance with proper concert etiquette

New Jersey Student Learning Standards (NJSLS-S)

| | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| VPA.1.1.8.B.2 | Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. |
| VPA.1.1.8.B.CS1 | Common, recognizable musical forms often have characteristics related to specific cultural traditions. |
| VPA.1.1.8.B.CS2 | Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules. |
| VPA.1.3.8.B.1 | Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. |
| VPA.1.3.8.B.2 | Perform independently and in groups with expressive qualities appropriately aligned with |

| | |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | the stylistic characteristics of the genre. |
| VPA.1.3.8.B.3 | Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. |
| VPA.1.3.8.B.4 | Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. |
| VPA.1.3.8.B.CS1 | Western, non-Western, and avant-garde notation systems have distinctly different characteristics. |
| VPA.1.3.8.B.CS2 | Stylistic considerations vary across genres, cultures, and historical eras. |
| VPA.1.3.8.B.CS3 | Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy. |
| VPA.1.3.8.B.CS4 | Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music. |
| VPA.1.4.8.A.1 | Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. |
| VPA.1.4.8.A.2 | Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. |
| VPA.1.4.8.A.3 | Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. |
| VPA.1.4.8.A.6 | Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. |
| VPA.1.4.8.A.CS3 | Performance technique in dance, music, theatre, and visual art varies according to historical era and genre. |
| VPA.1.4.8.A.CS4 | Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits. |
| VPA.1.4.8.A.CS6 | Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality. |

Interdisciplinary Connections

| | |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.W.7.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.7.2.E | Establish and maintain a formal style academic style, approach, and form. |
| LA.W.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |

Learning Objectives

- Create in public, citing good tone, balance and blend
- Compare and contrast self-performance to the group
- Analyze professional recordings or concerts, and take away a level of achievement to aspire to create
- Apply proper concert etiquette
- Understand the importance of live performances

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

- Apply and Enforce previous performance skills and body awareness to rehearsal for consistency
- Choose program music that is relevant to the group of students while still challenging them
- Have them practice performances as much as possible to ensure their comfort and abilities on stage

Assessment Evidence - Checking for Understanding (CFU)

Think, pair, share-formative assessment

Unit test-summative assessment

Compare/contrast-alternate assessment

Top 10 list-benchmark assessment

- Admit Tickets
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Journals
- KWL Chart
- Red Light, Green Light
- Self- assessments
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Top 10 List

Primary Resources & Materials

-Concert Music

Ancillary Resources

-YouTube.com

-Video of concert

Technology Infusion

Recordings of student and professional performances for comparison and growth

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments

- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest

- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments

- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: