



*Belleville Board of Education
102 Passaic Avenue
Belleville, New Jersey 07109*

Chorus 9-12

*Belleville High School
Fine and Performing Arts Department*

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PHILOSOPHY AND DESCRIPTION OF THE PERFORMING ARTS DEPARTMENT

Today, with the renewed emphasis on the sciences in our schools, with their basis in rationality and objectivity, and the explosion in computer technology, there exists the risk of neglecting the sensory and as experienced through the arts. Although the sciences, as with other disciplines, provide the necessary objective means for man to know about themselves and their world, the arts are a basic way of knowing about reality through an awareness of ourselves and of the world we know largely by feeling. Education in the arts is, in essence, a basic education in that they are one of the most basic forms of language, extending powerfully the range of human expression. Students grow in their ability to apprehend their world when they learn the arts. As they create in the various acts of disciplines, they learn how to express themselves and how to communicate with others.

The arts have both intrinsic and instrumental value, i.e., they have worth and of themselves and can also be used to achieve a multitude of (e.g., to present issues and ideas, to teach or persuade, to entertain, to design, plan, and beautify, and to provide personal fulfillment, whether in vocational settings, a vocational pursuits, or leisure).

The arts are indispensable to freedom of inquiry and expression. The modes of thinking and the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions. Attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, can transfer to the rest of life.

Music is a particular art form in which the aesthetic qualities contained therein give insights into human subjectivity. It provides unique forms of nonverbal symbols through which the noblest thoughts and feelings of human beings have been expressed and can be communicated. Music is expressive of the life of feeling: its movement symbolizes the movement of feeling alternating between struggle and fulfillment, intensity and release, rise and fall, and movement and repose. It is the function of the program to develop each student's aesthetic sensitivity, i.e., to develop his/her ability to perceive and understand the components by the artist, composer, and the interrelationships among them. Once the student perceives and understands the aesthetic qualities of music, he/she is then free to react with feeling to these qualities and their interrelationships.

Music helps us to learn about ourselves, traditions, and our ways of thinking and acting. It also enables the citizens of a multi-cultural society to learn about, understand, and communicate with one another, and share in their traditions and their behavior.

Music serves a basic need in life and therefore it deserves a place in the school curriculum. Participation in the music program's comprehensive and performance courses benefits the students in the following ways:

- a) It enables all students to develop their musical talent and musicianship to the highest possible level.
- b) It reveals to all students the richness and breadth of our musical heritage.
- c) It also facilitates the preservation and transmission of that heritage.
- d) It provides all students with the opportunity to develop resources for a rewarding personal life and for positive social interaction and worthy use of leisure time.
- e) It provides a means for the development of self-confidence, self-esteem, cooperative, and perseverance.
- f) It provides a focus for disciplined effort.
- g) It enables all students to cultivate their imaginative potential and enriches their lives through self-expression and response to the expression of others through the creative process.
- h) It enlivens the spirit of the students and the school as a whole.

Experiences in the program are designed to develop in all pupils' music appreciation, knowledge, and skills, which are commensurate with their needs and abilities. The curriculum provides a variety of activities and opportunities for all students to develop their talents as intelligent listeners, as skillful creators, and as participants in both vocal and instrumental performing groups. Provision is also made in the program to identify the musically talented student through small ensemble performing groups, solo experiences, and creative music courses.

The high school's philosophy and goals emphasize the education of the total individual through a diversified program which 1) exposes the students to a vast body of knowledge, 2) provides the students with the opportunity for skill development, 3) encourages critical thinking, and 4) fosters the development of all phases of their potential. The performing arts department's philosophy, goals, objectives, and overall program, comply with this philosophy and goals.

GOALS:

- 1) To develop each student's aesthetic sensitivity and ability to perceive music's expressive qualities.
- 2) To cultivate good taste and intelligent discrimination.
- 3) To develop an appreciation for all types and media of music and musical expression.
- 4) To expose the student to various careers in music.
- 5) To afford a means of recreation, pleasure, and worthy use of leisure time.
- 6) To develop the personal character traits of self-confidence, self-reliance, leadership, poise, and dependability.
- 7) To afford the student the opportunity to enjoy music through active participation.
- 8) To develop the facility and independence to express oneself musically.
- 9) To acquire the necessary skills and knowledge to become perceptive listeners.
- 10) To expose the student to a wide range of music representative of a variety of styles, media, and cultures through performance and comprehensive study.

OBJECTIVES:

The performing arts student will:

- 1) Evaluate and respond to musical works or performances by drawing on aesthetic concepts;
- 2) Listen perceptively to music, distinguishing such elements as pitch, harmony, rhythm, timbre, structure, dynamics, as they relate to the expressive whole;
- 3) Demonstrate an awareness of music as a means of communication and expression;
- 4) Be able to discuss the techniques and media used to convey expressive ideas in a musical work;
- 5) Demonstrate an awareness of the music of varied styles, cultures, gender, and historical periods;
- 6) Be able to make personal aesthetic judgments based on musical knowledge;
- 7) Express oneself musically by composing, playing an instrument, or singing, either individually or in a group;
- 8) Demonstrate familiarity with traditional music notation;
- 9) Be aware of, appreciate, and develop respect for creators, performers, and musical styles of music;
- 10) Identify and describe, using appropriate terminology, various musical, materials, and methods of composition from different historical periods and world cultures.

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus
Month: September
Essential Questions: What are the class rules/requirements for the department, especially for Chorus? Why is public performance important? Why are the performing arts important? What is my proper voice part? How do I conduct and or watch the conductor?
Content: Voice identification, classroom rules and procedures, Concert importance, Music identification
NJCCCS: 1.1.12.B.1 1.1.12.B.2
Skills/Benchmarks: Conducting Posture Vocal checks/identification
Assessments: Visual assessment of posture and participation, conducting the class Aural assessment of students voice parts, test and pitch matching Written assessment of conducting patterns and gestures
Activities: The importance of the performing arts will be discussed with all students, including the importance of public performance. Students will be introduced to the department and class guidelines. Students will be tested for vocal range and voice parts. An introduction and review of conducting patterns and vocal warm-ups will be led by the teacher and section leaders. Posture will be reviewed for the importance for vocalists. A demonstration will be led by the teacher, with constant reminders to students on how to improve posture. Students will read articles about posture with additional activities to ensure proper posture occurs at all times. As students continue to work on their music, all concepts learned will be applied into their choral literature.
Technology: Stand Up Straight: Posture for Singers article from ERIC Vocalist.org for article review for students
Resources: Vocal literature, department rules and guidelines, Vocal warm-up books, Piano

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus
Month: October
Essential Questions: Why is breath control important? What are proper breathing techniques and/or warm-ups? What are musical markings and why are they important to performance and musical literacy?
Content: Proper breath control and breathing techniques for maximum singing and tone production Musical term review and identification to ensure for musical literacy
NJCCCS: 1.1.12.B.2 1.3.12.B.2
Skills/Benchmarks: Breath Control Breathing technique Review of musical terms
Assessments: Written test on musical literacy terms Record breathing techniques at the beginning of the month, and then the tone quality at the end of the month, write a written reflection Individual singing test to check for proper breathing
Activities: Breath control and the importance of breathing will be the focus of the month. Students will record the time of vocal control at the beginning of the month, and then again at the end of the month to track progress. Students will track their breathing through contests throughout the choir and with themselves. Goals will be marked at the beginning of the month to work towards throughout the activities. Musical terms will be identified and reviewed as necessary through worksheets and daily music reading to work towards musical literacy. As students continue to work on their music, all concepts learned will be applied into their choral literature.
Technology: PowerLung Performance DVD Musictheory.net
Resources: Powerlung Performance DVD, breathing bag, Musical worksheets, Choral Literature, Piano,

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus
Month: November
Essential Questions: How can I be more expressive in singing? How can I express more emotions through the text? Why is music theory important to being a good musician and appreciating the arts?
Content: Connecting text to music emotions for enhanced performance and public awareness Music theory- the importance and basic skills needed for musicianship and musical literacy
NJCCCS: 1.1.12.B.1 1.1.12.B.2 1.3.12.B.2
Skills/Benchmarks: Text and emotional connection Written music theory, basic skills such as note identification, chords, scales, basic part writing
Assessments: Worksheets on theory subjects Written test on theory matters Creation of simple vocal exercises Vocalization of emotional connection to text as conveyed in performance
Activities: The importance of emotional connection to the text will be explored. Students will listen to professional recordings of Broadway and Opera Stars to critically listen for these connections, and then try to emulate in their own performance. Students will continue with music theory identified in their concert music such as note identification, chords, scales and basic part writing. Students will be musically literate which includes understanding how the music was composed. As time allows students will create their own simple melodies. As students continue to work on their music, all concepts learned will be applied into their choral literature.
Technology: Musictheory.net Teoria.com Professional quality recordings
Resources: Music theory worksheets and/or textbook, cd or media player, piano, Choral Literature

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus
Month: December
Essential Questions: How should I react to public performance? How can I accurately assess and reflect my public performance? Why is community service so important?
Content: Public performance, concert evaluation, self and group reflection, behavior in concert settings, community service
NJCCCS: 1.1.12.B.1 1.1.12.B.2 1.2.12.A.2 1.4.12.B.2
Skills/Benchmarks: Concert Critique Public Performance Community Service
Assessments: Record/videotape performance for reflection Self and group written assessment Written assessment and reflection of concert and self-performance
Activities: Students will work towards their winter concert. Students will evaluate their performance before the concert to identify weak areas, and then again after the concert to determine areas that need more focus next year. Students will express their opinion aurally and written after listening to the recording of their performance. Students will also experience community service by performing at local venues such as nursing homes and Senior Centers. Community service is a vital part of a well-rounded education, and often falls within the Arts setting. Students should be aware of sharing their gifts with others. As students continue to work on their music, all concepts learned will be applied into their choral literature.
Technology: Recording or video equipment to record final rehearsals and performance Playback capability of final recorded sound
Resources: Piano, choral literature, Venue for performances

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus
Month: January
Essential Questions: What is diction and why is it important for vocalists? What are diphthongs, and how do you avoid them? How do I produce a proper tone quality?
Content: Proper diction and articulations, Proper vowel sounds and diphthongs, tone quality
NJCCCS: 1.1.12.B.1 1.1.12.B.2 1.3.12.B.3 1.3.12.B.4
Skills/Benchmarks: Diction Articulations Vowels, diphthongs Tone Quality Create vocal warm-ups
Assessments: Mid Term Exam Creation of vocal warm-ups Identification of vowel sounds and combinations Conduct warm-ups, performance Aural pronunciation
Activities: Students will be instructed in different vowel sounds and combinations. Students will also work on diction and identifying different combinations of sounds and the proper way to produce them for the best tone quality. The different production of vowels depending on the words and diphthongs will also be identified and discussed as a class. This will culminate in the creation of a vocal warm-up targeting one of the previously instructed areas of the month to be performed by the class. Students will complete a Mid Term exam with all theory and vocal production knowledge learned thus far. Students will apply all concepts learned into their choral literature.
Technology: Recording device for recording of warm-up activities Finale notepad or other music software to create warm-ups
Resources: Piano, Choral Literature, computer with music software, Mid-Term Exam

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus/
Month: February
Essential Questions: What is vocal pedagogy? What parts of the body are involved in producing sound? How can I keep myself healthy as a musician? Why is it important to take care of my body?
Content: The importance of vocal health and keeping the body healthy, the part of the body involved in producing sound, vocal pedagogy; what is it and why is it important?
NJCCCS: 1.2.12.A.2 1.4.12.B.2
Skills/Benchmarks: Vocal pedagogy Musician health Vocal production
Assessments: Exit slips, guided questions Discussion of the processes of vocalization Identification of vocal body parts Observation Written test of vocal physiology
Activities: Collaboration with the health and science teacher to demonstrate and discuss proper vocal health. Students will identify parts of the body involved with vocal health, and the importance of taking care of your instrument. Prevention of illness and vocal strain and fatigue will be discussed and demonstrated. Students will be instructed in the basics of vocal pedagogy, and will be asked to discuss areas within their groups. Students will apply all of these concepts into their choral literature.
Technology: Singercenter.com Overhead or Smartboard to demonstrate air flow and body parts
Resources: Science or health textbook, Piano, Choral Literature

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus/
Month: March
<p>Essential Questions:</p> <p>Why is it necessary to study old composers?</p> <p>Why do we need to analyze older choral literature?</p> <p>What can we learn from past performances and composers?</p>
<p>Content:</p> <p>Choral history, the life and works of a famous choral composer such as Mozart or Brahms</p>
<p>NJCCCS:</p> <p>1.1.12.B.2</p> <p>1.2.12.A.1</p> <p>1.3.12.B.1</p> <p>1.3.12.B.2</p> <p>1.4.12.A.2</p>
<p>Skills/Benchmarks:</p> <p>Choral History- Analyze a work of Mozart, Handel, or other prominent choral composers</p> <p>Apply these new found choral techniques into a piece of music</p>
<p>Assessments:</p> <p>Research into composers</p> <p>Written score analysis</p> <p>Guided questions</p> <p>Written score comparison and vocal identification of composers music</p>
<p>Activities:</p> <p>Students will research an influential choral composer, with a focus on one major choral work. Students will research the history of the composer and the work, and continue with score study to identify the characteristics of the composer embedded in the work. Students will work towards performing this work in the spring concert. As students continue to work on their music, all concepts learned will be applied into their choral literature. The teacher will lead the class in guided discussion and discovery about the composer and information found in the choral literature. Recordings will be analyzed with critical listening skills to identify different characteristics of the music.</p>
<p>Technology:</p> <p>Music Databases</p> <p>Computers for research</p>
<p>Resources:</p> <p>Piano, Professional recordings of choral masterworks. Choral literature, Computers for research</p>

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus/
Month: April
Essential Questions: Why do I need to study world music? How does world music view the way I look at Culture What are the varying roles of vocal music in other countries? How does world music compare to the music I listen to?
Content: World vocal music compared to the Western tradition we are most often taught in American Public Schools
NJCCCS: 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.4
Skills/Benchmarks: World Vocal Music - Identify and demonstrate the styles of world music Compare and contrast styles against the Western Tradition
Assessments: Observations guided questions, exit slips, Active Listening Vocal Presentation comparing and contrasting a world culture against western tradition
Activities: Students will be introduced to a style of singing used in a culture outside of the Western Culture (Chants, Spirituals, etc.). Music and ways of learning will be explored (wrote vs. Written, different notation) with a culmination in a vocal presentation. As students continue to work on their music, all concepts learned will be applied into their choral literature. Students will be able to perform a work in the spring concert from a tradition they are not familiar with.
Technology: Computer for access to world music sound clips and history of other countries
Resources: Piano, Choral Literature, Computer

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus
Month: May
Essential Questions: How should I react to public performance? How can I accurately assess and reflect my public performance? Why are acoustics important for performance?
Content: Public Performance, proper attire and behavior in a public concert setting, importance of acoustics
NJCCCS: 1.1.12.B.1 1.1.12.B.2 1.2.12.A.2 1.4.12.B.2
Skills/Benchmarks: Concert Etiquette and performance Critique, self and group Importance of identifying acoustics for vocal performance
Assessments: Written self and group evaluation of performance, both before and after the concert Record performance for reflection Public Performance
Activities: Students will work towards their spring concert. Students will evaluate their performance before the concert to identify weak areas, and then again after the concert to determine areas that need more focus next year. Prior to the concert, students will have rehearsal in the venue of performance, adjusting to acoustic differences in the hall. A discussion will be lead on why acoustics are different in various places, and what can be done to overcome those differences. Students will express their opinion aurally and written. As students continue to work on their music, all concepts learned will be applied into their choral literature.
Technology: Recording audio and video device for concert Sound Equipment
Resources: Piano, choral literature, sound and recording equipment

Unit/Month Curriculum Map*

Grade Level/Subject/Course: 9-12/Chorus
Month: June
Essential Questions: Why are small groups important to the vocal world? How can we improve upon the class for next year? How can students take leadership roles in the choral world? What is acapella?
Content: Small ensemble work, self-directed learning, group work, reflection
NJCCCS: 1.1.12.B.1 1.1.12.B.2 1.2.12.A.2 1.4.12.B.2
Skills/Benchmarks: Trios/Quartets Student leadership Group work Year reflection
Assessments: Written evaluation of peer and self- evaluation of small group performance Record performance for reflection, final test/performance
Activities: Students will create their own quartets or trios and choose a piece of music to prepare for a final acapella performance. Student leadership and group work will be shown during this month, as students will be working independent of teacher guidance. Written self and peer evaluation will complete the final project. Students will reflect upon their year in chorus and determine their strengths and weaknesses for the year, as well as what can be improved upon for next year. As students continue to work on their music, all concepts learned will be applied into their choral literature.
Technology: Recording equipment
Resources: Choral Literature, recording equipment, piano and/or pitch pipe

Monthly CCCS Map*

In each box list the standards you cover and the assessments you use during the month.

SUBJECT: Chorus

GRADES: 9-12

LEVEL:

	September	October	November	December	January
Content Standards Covered (Include NJCCCS)	1.1.12.B.1 1.1.12.B.2	1.1.12.B.2 1.3.12.B.2	1.1.12.B.1 1.1.12.B.2 1.3.12.B.2	1.1.12.B.1 1.1.12.B.2 1.2.12.A.2 1.4.12.B.2	1.1.12.B.1 1.1.12.B.2 1.3.12.B.3 1.3.12.B.4
Skills/ Benchmarks	Conducting Posture Vocal checks/identification	Breath Control Breathing technique Review of musical terms	Text and emotional connection Music theory	Concert Critique	Diction Articulations Vowels, diphthongs Tone Quality Create vocal warm-ups
Formative Assessments Used (describe them)	Students conduct and lead vocal warm-ups	Written test Record breathing techniques at the beginning of the month, and then the tone quality at the end of the month, write a written reflection	Worksheets on theory subjects	Record performance for reflection Self and group written assessment	Creation of vocal warm-ups Identification of vowel sounds and combinations
Summative Assessments Used (describe them)	Voice checks, individual singing tests	Individual singing test	Written test on music theory terms and practices	Concert performance, public performance	Conduct warm-ups, performance Aural pronunciation Mid Term Exam
Activities:	Students will be tested for vocal range and voice parts. A review of conducting patterns and vocal warm-ups will be led by the teacher and section leaders. Posture will be reviewed for the importance for vocalists	Breath control and the importance of breathing will be the focus of the month. Students will record the time of vocal control at the beginning of the month, and then again at the end of the month to track progress. Musical terms will be identified and reviewed as necessary	The importance of emotional connection to the text will be explored. Students will continue with music theory identified in their concert music.	Students will work towards their winter concert. Students will evaluate their performance before the concert to identify weak areas, and then again after the concert to determine areas that need more focus next year. Students will express their opinion aurally and written	Students will be instructed in different vowel sounds and combinations. Students will also work on diction and identifying different combinations of sounds and the proper way to produce them for the best tone quality. This will culminate in the creation of a vocal warm-up to be performed by the class.

Monthly CCCS Map*

In each box list the standards you cover and the assessments you use during the month.

SUBJECT: _____ Chorus _____

GRADES: _____ 9-12 _____

LEVEL: _____

	February	March	April	May	June
Content Standards Covered (Include NJCCCS)	1.2.12.A.2 1.4.12.B.2	1.1.12.B.2 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.4.12.A.2	1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.4	1.1.12.B.1 1.1.12.B.2 1.2.12.A.2 1.4.12.B.2	1.1.12.B.1 1.1.12.B.2 1.2.12.A.2 1.4.12.B.2
Skills/ Benchmarks	Vocal pedagogy Musician health	Choral History- Analyze a work of Mozart, Handel, or other prominent choral composers	World Music - Identify and demonstrate the styles of world music - Compare and contrast styles against the Western Tradition	Concert Critique Acoustics	Trios/Quartets Student leadership Group work Year reflection
Formative Assessments Used (describe them)	Exit slips, guided questions Discussion Observation	Research into composers Written score analysis Guided questions	Observations guided questions, exit slips	Written self and group evaluation of performance, both before and after the concert Record performance for reflection	Written evaluation of peer and self-evaluation of small group performance Record performance for reflection
Summative Assessments Used (describe them)	Written test of vocal physiology	Written score comparison and vocal identification of composers music	Vocal Presentation comparing and contrasting a world culture against western tradition	Concert	Final performance
Activities:	Collaboration with the health and science teacher to demonstrate and discuss proper vocal health. Students will identify parts of the body involved with vocal health, and the importance of taking care of your instrument	Students will research an influential choral composer, with a focus on one major choral work. Students will research the history of the composer and the work, and continue with score study to identify the characteristics of the composer embedded in the work. Students will work towards performing this work in the spring concert.	Students will identify and research a culture other than the Western tradition. Music and ways of learning will be explored (wrote vs. Written, different notation) with a culmination in a written essay in the compare and contrast style	Students will work towards their spring concert. Students will evaluate their performance before the concert to identify weak areas, and then again after the concert to determine areas that need more focus next year. Students will express their opinion aurally and written. Acoustics will be identified and discussed for optimal performance.	Students will create their own quartets or trios and choose a piece of music to prepare for a final acapella performance. Written self and peer evaluation will complete the final project. Students will reflect upon their year in chorus and determine their strengths and weaknesses for the year, and what can be improved for next year.