Unit 01: Social Development through Music-Making

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing**
Status: **Published**

Brief Summary of Unit

Music is a basic function of human interaction and it connects people socially and emotionally. Making these connections through service to others is the hallmark of the Madrigal Choir experience. Students will explore, practice, and reflect upon the enriching, ennobling, and transformative power of their art in all their encounters with each other and their world. Sharing their artistic talents with the high school and greater-Cranford community through musical service, students will prepare and perform music as a professional choral community of singers and practice living a "life of consequence."

Revised: July 2026

Standards

New Jersey Diversity and Inclusion Law

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1	Students will develop positive social identities based on their membership in multiple groups in society.
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
8	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

4.3	Evaluate personal, ethical, safety, and civic impact of decisions
9	Students will respond to diversity by building empathy, respect, understanding and connection.
10	Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
5.2	Utilize positive communication and social skills to interact effectively with others
1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
20	Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly

	make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Essential Questions

- How can we use our voices and artistic choices to advocate for inclusivity and positive social change?
- How does exploring the historical and cultural context of diverse musical works build empathy for the lived experiences of others?
- What and who can we become together through music?
- Who are we and how does music affect us as human beings?

Enduring Understandings

- Actively participating in musical service fosters civic responsibility and creates meaningful, transformative bonds between the ensemble and the wider community.

- Collaboration is vital to success in a music ensemble and in the world.
- Music can be a vehicle for societal change and social justice.
- Musical service to others is enriching, ennobling, and transformative.
- People are affected by music in a variety of nuanced ways.
- Studying and performing music from diverse backgrounds promotes mutual respect, builds empathy, and deepens our understanding of complex societal issues.

Students Will Know/Students Will Be Skilled At

- Giving of oneself in service is rewarding and satisfying.
- How to collaborate and hold high expectations for each other to achieve an ensemble's musical goals.
- How to effectively express and exploit elements of music through which the composer and performers communicate meaning to the audience.
- How to utilize their voice and their art to transform their world and advocate for positive change.
- Key terms and vocabulary including professionalism, service, meaningful engagement, fulfillment, social justice (and various issues therein) and social responsibility, ambassadors, collaboration, and transformation through art and music.
- The main attributes of a professional, including specialized knowledge, competency, honesty, integrity, respect, accountability, self-regulation, and image.

Learning Plan

- Preview the essential questions and return to them throughout the course, in discussion and journaling.
- Students and teacher collaborate in preparing and engaging with a variety of choral repertoire. Students take leadership roles in running the rehearsal and working in their voice-part section. Students hold each other and the teacher to high expectations of professionalism. Teacher facilitates a classroom environment of openness, care, compassion, and respect, so students may form strong relationships and find joy in rehearsing and performing together.
- Students and teacher reflect on the service activities and performances they engaged in with rich and open discussion in class.
- Students and their parents sign a Madrigal contract, as a professional musician would. The student agrees to commit to the high level of service and professionalism expected from a member of the Madrigal Choir.
- Students engage in rich, musical service activities within the community. All music study in the fall semester leads up to the holiday season, in which the choir may perform nearly two-dozen performances between Thanksgiving and the New Year. Some of the activities are student-organized and –run, while many are requested by community members and organized by the teacher.
- Students maintain a performance journal to briefly reflect on each performance, as well as keep a record of their service activities.
- Students research social movements of the past and present, and create short presentations about the role music in such movements.
- Students write a final reflection on the holiday caroling season, sharing their experiences and thoughts about sharing their talents with others.
- Teacher and students collaborate in selecting diverse and appropriate musical repertoire to study, prepare, and sing, considering the background and meaning of a piece, as well as its potential for impact

upon audience and singers.

- Teacher engages students in a brainstorming activity concerning the attributes of a professional. Students create short role-play situations in which they show how the attributes they identify become important in a musical and/or non-musical setting.
- Teacher presents students with excerpts from Imperfect Harmony: Finding Happiness Singing with Others by Stacy Horn and engage students with discussion on why such social connections are created when people sing together.

Evidence/Performance Tasks

Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/Presenting/Producing, Connecting, and Responding.

- Actively participate in rehearsal and preparation of musical repertoire, as evidenced by the CHS Choir Engagement Rubric.
- Collaborate in selecting, (or arranging) preparing, rehearsing, and performing music both in the presence and the absence of the teacher.
- Engage in regular musical service activities for the high school, local community, and beyond; representing Cranford High School, as ambassadors to the community, with responsibility and professionalism.
- Engage with audiences in meaningful and transformative ways within and beyond the musical performance.
- Engage with excerpts from Imperfect Harmony: Finding Happiness Singing with Others by Stacy Horn, and other similar texts and articles; discuss and journal on why such social connections are created when people sing together and cite evidence of music's ability to unite..
- Explore and reflect on the essential questions through discussions and journaling.
- Identify and demonstrate multiple ways that music can affect our society and our world.
- Identify musical questions and problems and serve as a community of inquirers and collaborators searching for answers and solutions.
- Reflect and create meaning from each performance situation, analyzing how the experience affected the audience and how it affected the choir.
- Research social movements of the past and present, and create short presentations about the role music in such movements.
- View musical works and performances through various lenses, as experienced by the performer and perceived by the audience.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

- A variety of advanced high school choral repertoire, including but not limited to recommendation lists

from the American Choral Directors Association (ACDA), the National Association for Music Education (NAfME), and the NYSSMA Manual

- excerpts from Imperfect Harmony: Finding Happiness Singing with Others by Stacy Horn
- excerpts from Music Education for Social Change by Juliet Hess
- excerpts from Music is Power: Popular Songs, Social Justice, and the Will to Change by Brad Schreiber
- excerpts from Singing for Our Lives by Campaign Choirs Writing Collective
- excerpts from The Singing Thing by John L. Bell

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: Performing Arts Accommodations & Modifications

Course-specific modifications include:

- Allow students to choose from several journal, essay, or discussion prompts and allow for multiple methods of response.
- Give opportunities for students to practice and perform different musical skills and tasks within the rehearsal alone, with others, with piano support, or via recording as appropriate for each student.
- Promote an open classroom environment where students feel comfortable in sharing their strengths and weaknesses, and all students acknowledge each other's individual talents and abilities.
- Provide ample space for all students to participate and respond during class discussions.