

Unit 6: Spring Concert Preparation (Weeks 13-36)

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

UNIT RATIONALE

The Spring Concert provides an opportunity for students to continue to develop proper vocal technique, sight-singing skills, and musical literacy while preparing for a performance of various choral repertoire. These songs should address core musical concepts such as pitch, rhythm, meter, tonality, intonation, dynamics, melody, harmony, contour, diction, and expression. The concert itself forms a summative assessment for the unit, as well as an opportunity to bring music into the community.

ESSENTIAL QUESTIONS

- How can singers perform independently and with others using correct vocal technique?
- How can knowledge of musical literacy enhance the choral rehearsal process?
- How can singers use correct vocal technique and knowledge of musical concepts to sing with expression?
- What strategies can I use to prepare for a successful vocal or choral performance?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Music

1.3A.8.Cr3a:

Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Pr4a:

Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b:

Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr4d:

Identify and explain how cultural and historical context inform performances and result in different musical

effects.

1.3A.8.Pr4e:

Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

1.3A.8.Pr5a:

Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

1.3A.8.Pr6a:

Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b:

Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

1.3A.8.Re7a:

Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

1.3A.8.Re7b:

Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re8a:

Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.8.Cn10a:

Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

1.3A.8.Cn11a:

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

MU.6-8.1.3A.8.Cr3a	Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).
MU.6-8.1.3A.8.Pr5a	Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact,

	variety, interest) to rehearse, refine and determine when the music is ready to perform.
MU.6-8.1.3A.8.Pr6a	Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.
MU.6-8.1.3A.8.Pr6b	Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.
MU.6-8.1.3A.8.Re7a	Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
MU.6-8.1.3A.8.Re7b	Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
MU.6-8.1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
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.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
TECH.9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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PRE-ASSESSMENTS

Grades from previous year's choir/music class (if applicable)

Performance in previous performances (Winter Concert)

Teacher informal assessment

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Perform the text of the music with correct pronunciation, in the style of choral singing and able to describe the difference between singing vowels and spoken vowels (when applicable)
Student Learning Strategies	Teacher-led rehearsal, aural feedback from teaching learning communities (sectional rehearsals)
Success Criteria	Successful performance of a piece of music
Formative Assessment (drives instructional decisions)	Teacher-directed informal assessment
Activities and Resources	Teaching Music Through Performance in Choir II, III, IV, V; King Singers Book of Rounds; Various choral sheet music (changes each year to meet needs of students); piano; speakers; harmony files created by the instructor and uploaded to Google Drive/Classroom; YouTube for performance examples and vocal demonstrations
Suggested Modifications	Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure) English Language Learners Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, picture visuals, and manipulatives. This helps ELL students better understand and comprehend subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial to the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work aloud to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial.

for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or to answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will modify and modify activities to accommodate those

students who need to be challenged further. Additional reading, problem-solving, writing project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, Gifted & Talented students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene when the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day, write down what needs to be completed, as the time

are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally or need to be broken down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part next day.

Seating: Seat students near a helping peer with quick access to the teacher. Those with hearing or sight issues need to be close to instruction which often means near the front.

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Sing the concert repertoire from memory with the correct pitches, rhythms, and expressive qualities
Student Learning Strategies	Teacher-led rehearsal, aural feedback from teacher, learning communities (sectional rehearsal)
Success Criteria	Successful performance of a piece of music
Formative Assessment (drives instructional decisions)	Teacher-directed informal assessment
Activities and Resources	Various choral sheet music (changes each year to meet needs of students); piano; speakers; harmony mp3 files created by the instructor and uploaded to Google Drive/Classroom; YouTube for performance examples and vocal demonstrations

Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Apply definitions of musical concepts to the repertoire such as naming pitches, performing rhythms, or defining/translating performance directions
Student Learning Strategies	Teacher-led rehearsal, aural feedback from teacher
Success Criteria	Correct definitions/applications/understanding of musical terminology to concert repertoire
Formative Assessment (drives instructional decisions)	Teacher-directed informal assessment
Activities and Resources	Various choral sheet music (changes each year to meet needs of students); piano; speakers; harmony mp3 files created by the instructor and uploaded to Google Drive/Classroom; YouTube for performance examples and vocal demonstrations
Suggested Modifications	

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape

meaning or tone.