

# Unit 1: Teaching Music for the Winter Concert (Weeks 1- 6)

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

## UNIT RATIONALE

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The purpose of teaching music for the Winter Concert is to extend upon the previous knowledge of proper vocal technique, notes, rhythms, blend, tonality, meter, intonation, dynamics and shape. Students apply this knowledge to music chosen by both the teacher and the class and learn the pieces to the level of performance readiness.

\*In reality, this lesson goes from Sept 10-Dec 21

## ESSENTIAL QUESTIONS

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-How would you interpret this piece if you were the conductor using your prior knowledge?

-How will you interpret the notes on the staff in both clefs and be able to use this information in the context of a musical piece?

-How will you perform and understand rhythms both in and out of the context of a piece?

-How will you perform the piece as intended by the composer using their tempos and dynamics?

-(After the concert) What is your self critique of the performance?

## STANDARDS

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### New Jersey Core Curriculum - Grade 9 - Visual and Performing Arts

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VPA.1.1.12.B.1

Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic

progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

VPA.1.1.12.B.2

Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

VPA.1.3.12.B.2

Analyze how the elements of music are manipulated in original or prepared musical scores.

## **New Jersey (NJSLs) - Grades 9-12 - Visual and Performing Arts - Music Ensembles - Proficient (2020)**

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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.Pr4c

Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

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.

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.9-12.1.3C.12prof.Pr6b

Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

MU.9-12.1.3C.12prof.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.9-12.1.3B.12prof.Cn10a

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

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

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WRK.9.2.12.CAP.6

Identify transferable skills in career choices and design alternative career plans based on those skills.

TECH.9.4.12.CI.2

Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CI.3

Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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## PRE-ASSESSMENTS

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Students will sight read through repertoire to identify areas where growth is needed.

## INSTRUCTIONAL PLAN

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We are learning to:

-Explain and apply the definition of pitches in both clefs(treble and bass)

-Show their ability to sing those pitches with learned techniques such as breath support

-Identify the note rhythms and convert that knowledge into performance of the rhythms within the context of the repertoire

-Show their ability to performance the text of the music with correct pronunciation, in the style of choral singing and be able to describe the difference between singing vowels and speaking vowels when applicable.

-Convert all knowledge into the performance of the music at the Winter Concert

## MODULE 1

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**Student Learning Intentions (SLI) WALT: (We are learning to...)**

-Explain and apply the definition of pitches in both clefs(treble and bass)

- to sing on pitch using their vocal mechanism

- Define of various note rhythms, both in name and performance including rests

	<ul style="list-style-type: none"><li>- articulate rhythms with the voice</li><li>-use proper pronunciation of text of the music, both blended vowels in English as well as foreign languages when applicable.</li><li>-Learn all music to performance readiness</li></ul>
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>-Warm up the vocal mechanism through bodily stretching, breathing exercises, vocal exercises that bring the voice from a speaking range of 3 to 5 notes to a singing range of a octave plus.</li><li>-sing Rounds to encourage independent singing and harmony making.</li><li>-Sight reading through passages to determine areas the class needs to work on.</li><li>-Score preparation using colors</li><li>-Students will work in Learning Communities to communally learn notes and rhythms. This will consist of:<ol style="list-style-type: none"><li>1. The students breaking into small groups, based on their voice parts, and using a harmony cd with their line recorded.</li><li>2. The teacher assigning a leader who will listen to the other students and ascertain sections that need improvement and re-run those sections.</li><li>3. When the full choir is together, the section leaders will inform the teacher of measures that need improvement.</li></ol></li></ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"><li>-Show their ability to sing those pitches with learned techniques such as breath support</li><li>-Identify the note rhythms and convert that knowledge into</li></ul>

performance of the rhythms within the context of the repertoire

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-Immediate feedback while students participated in warm-ups and rounds.

-Immediate feedback from students' in-class performance

-Testing every two weeks in voice part groupings where students will sing a selection of the music randomly chosen by teacher to demonstrate correct pitches, rhythms, language, dynamics and shape.

-Quiz grades given for score preparation.

-When in Learning Communities, circling the room to hear problem areas (not formal) and discussion with section leaders on specific measures that need attention.

-Assessment of performance at the Concert itself consisting of ability to sing pieces at performance level, behaving with concert etiquette, presence, and community.

-Self-assessment after the concert to understand successes and failures.

**Formative Assessment (drives instructional decisions)**

## Activities and Resources

-Teaching Music Through Performance in Choir Vol I, II, III

-Sheet Music which changes each year based on the abilities of the always fluctuating choir

-Piano

-CD players or speakers for chromebooks

-Harmony CDs/mp3s created by the instructor.

-Google Classroom

-Youtube for performance examples.

-King Singers Round book.

## Suggested Modifications

### 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, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will 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 for 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 orally 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**

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### **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 monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T 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 the 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 as 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 tasks 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 if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

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

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## REFLECTIONS

Pending

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## 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.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.