

Unit 01: Teaching Music for the Winter Concert

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

Standards Alignment

New Jersey Student Learning Standards

VPA.1.1.12.B	Music
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	Music
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

	Craft and Structure
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.
LA.RI.9-10	Reading Informational Text
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

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.

Meaning

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?

Enduring Understanding/Indicators of Understanding

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-Reading and interpreting the unchanging and universal nomenclature of notes prepares us for both this concert and any future musical endeavors.

-Reading and interpreting various rhythmic notation which are found in these songs as well as all music.

- Being able to read and interpret dynamics and tempos as set by the composer.

-Understanding the proper use of the voice.

-Understanding the text the author intended (when applicable).

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

-Definition of pitch

- How to sing on pitch using their vocal mechanism

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

-How to articulate rhythms with the voice

-Proper pronunciation of text of the music, both blended vowels in English as well as foreign languages when applicable.

-Learn all music to performance readiness

Skills

Skills

Student will be skilled at ...

-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

Stage 3: Learning Plan

Resource and Mentor Texts

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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 created by the instructor.

-Harmony tracks uploaded to our website

-Youtube for performance examples.

King Singers Round book.

Formative Assessment Strategies

Formative Assessment Strategies

-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.

Learning Activities/Unit of Study

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-Warming 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 an octave plus.

-Rounds to encourage independent singing and harmony making.

-Sight reading through passages to determine areas the class needs to work on.

-Score preparation using colors (see attachment)

-Students will work in Learning Communities to communally learn notes and rhythms. This will consist of:

1. The students breaking into small groups, based on their voice parts, and using a harmony cd with their line recorded.
2. The teacher assigning a leader who will listen to the other students and ascertain sections that need improvement and re-run those sections.
3. When the full choir is together, the section leaders will inform the teacher of measures that need improvement.

[Score Prep.](#)

Modifications and/or Accommodations

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, 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.