

Unit 02: Winter Concert Preparation

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

Standards Alignment

New Jersey Student Learning Standards

VPA.1.1.8.B	Music
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.3.8.B	Music
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.4.8.A	Aesthetic Responses
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.B	Critique Methodologies

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.8.1.8	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.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

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

LA.RL.7	Reading Literature Key Ideas and Details
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.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences 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.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
	Craft and Structure
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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.

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 Winter 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.

Meaning

Essential Questions

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- 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?

Enduring Understanding/Indicators of Understanding

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- Singing is a fundamental and universal form of communication that requires proper vocal technique and active listening skills.
- Reading and interpreting Western musical notation is essential to musical literacy, and prepares students for both this concert and any future musical endeavours.
- Singing with expression requires students to consider various facets of music, such as dynamics, melody, harmony, contour, and diction (when appropriate).
- Performing reinforces taught during the student's' elementary music experience and allows for assessment and growth.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Proper vocal technique (see ongoing Singing Technique unit)
- Correct pronunciation of text, both in English as well as foreign languages (when applicable).
- How to sing the various songs for the upcoming concert
- Definitions of pitch, rhythm, melody, harmony, and other musical concepts

Skills

Skills

Student will be skilled at ...

- Explain how to create proper vocal technique (see ongoing Singing Technique unit)
- Perform 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 spoken vowels (when applicable).
- Sing the concert repertoire from memory with the correct pitches, rhythm, and expressive qualities.
- Apply definitions of musical concepts to the repertoire, such as naming pitches or performing rhythms correctly.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Teaching Music Through Performance in Choir Vol I, II, III, IV
- King Singers Book of Rounds
- Various choral sheet music (changes each year to meet needs of students)
- Piano
- CD players or speakers
- Harmony CDs created by the instructor, with tracks updated to class website
- YouTube for performance examples and vocal demonstrations

Formative Assessment Strategies

Formative Assessment Strategies

- Immediate aural feedback - while students participate in warm-ups, rounds, and repertoire rehearsal.
- Repertoire Testing - students (in pairs) will sing a portion of the repertoire randomly chosen by the teacher. Assessment is based on teacher listening for correct pitch, rhythm, and language.
- Participation grade - given to students every cycle based on preparedness and attentiveness.
- Winter Concert (see Summative Assessment Evidence).
- Post-concert reflection (written and/or oral) to understand successes and failures

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Warming up the vocal mechanism and body through stretching, breathing exercises, and vocal exercises that address vocal technique or portions of the concert repertoire.
- Singing rounds and partner songs to encourage independent singing and harmony making.
- Sight-reading new material to determine areas the class needs work on.
- Full-choir rehearsals - all students singing together in their different voice parts
- Sectional rehearsals - working with one voice part at a time while other parts work on written work or in Learning Communities.
- Students will work in Learning Communities to communally learn notes and rhythms. This will consist of:

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

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.