

MONROE TOWNSHIP PUBLIC SCHOOLS

CURRICULUM MAP

Grades 9 - 12

Concert Choir/Select Singers

2010-2011

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

INTRODUCTION

Arts Education in the 21st Century

Creativity is a driving force in the 21st-century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. ... Those countries that produce the most important new products and services can capture a premium in world markets

...

(2007, National Center on Education and the Economy)

Experience with and knowledge of the arts is an essential component of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

Mission: *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

Vision: An education in the arts fosters a population that:

- Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
- Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.
- Understands and impacts the increasingly complex technological environment.

Intent and Spirit of the Visual and Performing Arts Standards

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the [National Standards for Arts Education](#). Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students

are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

- Define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
- Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

Revised Standards

The revised 2009 visual and performing arts standards align with the National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the [2008 NAEP Arts Education Assessment Framework](#): creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's revised 2009 visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Organization of the 2009 Standards

This organization of the 2009 visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

Standard 1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts-specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *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.*

Link to 2009 NJCCC Standards: <http://www.state.nj.us/education/cccs/2009/final.htm>

**Monroe Township Public Schools
Williamstown, NJ**

Course Title/Grade: Concert Choir/Select Singers Department/Subject: Visual & Performing Arts - Music

Unit 1 - September

Unit 2 - October

Unit 3 – November/December

Essential Questions	Am I singing with a mature, healthy & energetic tone? Am I using my entire body to produce the tone? Am I breathing using the diaphragmatic costal breath?	Can I identify all notes in bass and treble clefs? Can I sing and count basic rhythm patterns?	What are the elements of a good performance? In what ways can a performer engage an audience?
Content	Basics of Vocal Technique: Diaphragmatic Breathing.	Jenson Sight-Singing Course (Chapters 1-2)	Jenson Sight-Singing Course (Chapters 1-2)
Skills	Demonstrate proper sitting and standing posture Understand and explain the basic physiological functions of the singing mechanism	Sing in a small group ensemble maintaining their part Sing and count rhythm patterns Sing major scales and sightread stepwise patterns	Develop skills of critique. Refine individual and ensemble performance skills.
NJ CCCS/CPI's and Enduring Understanding	CCCS 1.1-1.4	CCCS 1.1-1.4	CCCS 1.1-1.4
Assessments • Benchmark/Common • Teacher Made Units • Project Based Units	Ensemble/individual evaluations. Daily Participation Assessments.	Sight-Singing and Count Singing. Vocal Tests on Individual rhythms. Daily Participation Assessments.	Winter Concert Preparation Post-Concert Reflection Paper Daily Participation Assessments.
Resources	Aural examples. Visual examples and teacher modeling. Physical diagrams of singing mechanism.	Aural examples. Visual examples.	Choir performance videos. Web-based research.
Interdisciplinary Connections	Biological connections made through terminology used and vocal mechanism analysis.	Mathematical skills enhanced through rhythmic subdivisions.	Analytical skills developed. Vocab/English skills developed through text interpretation.

Unit 4 - January

Unit 5 - February

Essential Questions	How does music reflect cultures and history? What are my contributions to this art form and universal experience?	How does music reflect cultures and history? What are my contributions to this art form and universal experience?
Content	Various pieces of choral repertoire. Jenson Sight-Singing Chapters 5-6	Various pieces of choral repertoire. Jenson Sight-Singing Chapters 5-6
Skills	Critique and analysis Vocal performance-independent/ensemble	Critique and analysis Vocal performance-independent/ensemble
NJ CCCS/CPI's and Enduring Understanding	CCCS 1.1-1.4	CCCS 1.1-1.4
Assessments • Benchmark/Common • Teacher Made Units • Project Based Units	Independent vocal projects Vocal Testing Peer Critique Sight-Singing and Count Singing. Vocal Tests on Individual rhythms. Daily Participation Assessments.	Independent vocal projects Vocal Testing Peer Critique Sight-Singing and Count Singing. Vocal Tests on Individual rhythms. Daily Participation Assessments.
Resources	Aural examples. Visual examples and teacher modeling. Text Web-based research	Aural examples. Visual examples and teacher modeling. Text Web-based research
Interdisciplinary Connections	Historical concepts reinforced. Analytical skills developed. Vocab/English skills developed through text interpretation.	Historical concepts reinforced. Analytical skills developed. Vocab/English skills developed through text interpretation.

Unit 6 - March

Unit 7 - April

Essential Questions	<p>Am I developing a good head resonance? Am I learning to use all areas of my vocal range in the correct manner? Are my vowels open and matching? Am I able to identify all major and minor key signatures? Can I sing easy stepwise melodies on solfege?</p>	<p>Am I developing a good head resonance? Am I learning to use all areas of my vocal range in the correct manner? Are my vowels open and matching? Am I able to identify all major and minor key signatures? Can I sing easy stepwise melodies on solfege?</p>
Content	<p>Teaching Choral Music text Jenson Sight-Singing Methods Chapter 3-4 Choral repertoire</p>	<p>Teaching Choral Music text Jenson Sight-Singing Methods Chapter 3-4 Choral repertoire</p>
Skills	<p>Sight-Singing Ear-Training Theoretical Concepts Critique and analysis</p>	<p>Sight-Singing Ear-Training Theoretical Concepts Critique and analysis</p>
NJ CCCS/CPI's and Enduring Understanding	CCCS 1.1-1.4	CCCS 1.1-1.4
Assessments	<p>Independent vocal projects Vocal Testing Peer Critique Daily Participation Assessments.</p>	<p>Major choral works concert. Vocal Tests Peer Critique Daily Participation Assessments.</p>
Resources	<p>Various choral selections. Text Independent research Aural/Visual examples</p>	<p>Various choral selections. Text Independent research Aural/Visual examples</p>
Interdisciplinary Connections	<p>Analytical skills developed. Vocab/English skills developed through text interpretation. Math skills reinforced through rhythmic subdivision and counting.</p>	<p>Analytical skills developed. Vocab/English skills developed through text interpretation. Math skills reinforced through rhythmic subdivision and counting.</p>

Unit 8 –May / June

Essential Questions	<p>What are the elements of a good performance?</p> <p>What is the importance of music literacy?</p> <p>What cross cultural/curricular elements are incorporated in a music course?</p>
Content	<p>Jenson Sight-Singing Chapters 7-8</p> <p>Various pieces of choral repertoire</p>
Skills	<p>Ensemble performance</p> <p>Individual performance</p> <p>Identification and demonstration of performance elements.</p> <p>Identification of vocal mechanism.</p>
NJ CCCS/CPI's and Enduring Understanding	<p>CCCS 1.1-1.4</p>
Assessments	<p>Major Choral Works concert.</p> <p>Daily Participation Assessments.</p> <p>Major research paper.</p>
Resources	<p>Aural/visual examples.</p> <p>Teacher modeling.</p> <p>Text</p>
Interdisciplinary Connections	<p>Analytical skills developed.</p> <p>Vocab/English skills developed through text interpretation.</p> <p>Math skills reinforced through rhythmic subdivision and counting.</p>