

11 - Active Listening Analysis - 6-8 Choir - 2020

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

General Overview, Course Description or Course Philosophy

This course provides a solid foundation in Choir fundamentals, which are introduced, reviewed and mastered, from grade level 6 through level 8. Its design is to impart students with a multifaceted music education, through skill building, historical and social contexts, and performance. Students will engage in daily collaborative whole group and small group singing, to enhance vocal technique, while building community and equity through diversity. Musical growth and mastery will be demonstrative at two choir concerts, one marking their mid-year progress, the second culminating in their end of year proficiency.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Actively listening to one's own technique, and other professional ensemble performances, sets the stage for aural critique and analysis, so that a singer knows what determines an exemplary musical performance.

CONTENT AREA STANDARDS

1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music

1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

Technology

**See linked standard(s) below*

21st Century Life & Careers

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

ELA

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TECH.8.1.8.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.2.8.C.1

Explain how different teams/groups can contribute to the overall design of a product.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Active listening during rehearsal will tune singers' ears into understanding how to analyze the ensemble's performance practice.
- Listening to professional ensemble performances will assist singer's in developing the ability to analyze their own technique.
- Active listening will help a choir determine what interpretation of a piece they would like to give, using their critique and aesthetic intention.

Procedural Knowledge

Students will be able to:

- Analyze and critique music, through an active listening practice during their own rehearsal, as well as through listenings of other professional ensemble recordings.
- Apply music terminology and vocabulary to their analyses.
- Identify musicality within varied performances of the same piece of choral repertoire.

EVIDENCE OF LEARNING

Alternative Assessments

- Performance
- Teacher/Student Conferences

Formative Assessments

- Small group discussions/critiques
- Listening analysis/log, (written)
- Small singer group demonstrations/critiques
- Whole group performance critiques

Summative Assessments

- Group performance critique
- Group performance evaluation and assessment
- Individual assessments

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Listening examples, via audio and video recordings of professional choirs.
- Recordings of singers' choir warmups, rehearsals, dress rehearsals, and concert performances.
- American Idol Lesson Plan (to critique singing based on learned criteria): https://www.technology.com/teachers/lesson_plans/music/American_Idol_Lesson.pdf
- Thompson, Jason D. *American Idol and the Music Classroom: A Means of Critiquing Music*. Music Educators Journal, 2007. <https://www.jstor.org/stable/4539647?seq=1>

INTERDISCIPLINARY CONNECTIONS

Career Readiness

Utilizing leadership, collaboration and communication skills.

Technology/Multimedia

Music education tech resources (Chrome Music Lab, Voice Record)

Science and Health

Vocal Anatomy and Pedagogy

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.