

# 06 - Unison vs. Part Singing - Balance and Blend - 6-8 Choir - 2020

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

## **General Overview, Course Description or Course Philosophy**

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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**

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Choral music has evolved from unison iterations (Gregorian chant) to part singing (multi-voiced chorales). An understanding and practice of the different voicings, allows singers to become highly skilled choral musicians. They are able to successfully transition from one piece to another, understanding the changes needed in balance and blend. This allows choirs to explore diversity in musical styles, and sing pieces from multi-cultural and multi-social perspectives.

## **CONTENT AREA STANDARDS**

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1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

1.3B.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

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

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**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.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- The overall balance of sound created by the choir, is dependent on the number of voice parts being sung.
- All voice parts must understand their role in creating a blended tone, from loudest to softest voicing (bass -> tenor -> alto -> soprano ->).
- The conceptualization that the 'blend' or merging of contrasting tone colors, produces a sound that is different from the sum of their parts.
- Balance consistently changes within a piece of music, to highlight musical elements (melody, harmony), which emerges through musical style in multi-cultural/social repertoire.

### **Procedural Knowledge**

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Students will be able to:

- Identify the need for and adjustment of voicing dynamics, based on the number of parts written in the

music.

- Demonstrate the necessary skills to create a balanced tone and a blended sound.
- Analyze the choir's sound and adapt to balance the whole ensemble.
- Apply their technique to honor the musical styles of choral pieces from diverse backgrounds.

## **EVIDENCE OF LEARNING**

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### **Alternative Assessments**

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- Performance
- Teacher/Student Conferences

### **Formative Assessments**

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- Small group discussions/critiques
- Active listening analysis/log, (written)
- Small singer group demonstrations (Unison, 2-part, up to 4-part singing)

### **Summative Assessments**

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- Group performance critique
- Group performance evaluation
- Individual assessments

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- The King's Singers. *The King Singer's Book of Rounds, Canons, and Partsongs*. Hal Leonard, Corp., 2002
- Dilworth, Rollo. *Choir Builders: Fundamental Vocal Techniques for Classroom and General Use*. Hal Leonard Corp., 2006.
- Emerson, Roger. *Rounds Plus: Traditional Rounds with Ostinatos for Changing Voices*. Hal Leonard,

Corp., 2017.

## **INTERDISCIPLINARY CONNECTIONS**

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### **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**

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See link to Accommodations & Modifications document in course folder.