07 - Repertoire - Historical/Cultural/Social Contexts - 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 demonstratvie at two choir concerts, one marking their mid-year progress, the second culminating in their end of year proficiency.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

The study of choral repertoire, solidifies community within a performing ensemble. By understanding culture, anthropology, history, and society, singers are able to recognize the concept of equity through diversity. Musicians are able to choose repertoire intelligently and thoughtfully, and perform them truthfully.

CONTENT AREA STANDARDS

1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

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

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.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

Declarative Knowledge

Students will understand that:

- Choosing choral repertoire is a thoughtful process, involving values, belief systems, culture, and history.
- Every singer has an equally important role. All roles function efficiently ONLY when the choir contributes collaboratively, through a team-oriented dynamic.
- Diversity and inclusion enriches the team's rehearsal output.
- Respect is paramount to an effective choir culutre.
- The ability to contribute constructive feedback through rehearsal analysis, is a vital component to a quality rehearsal.

Procedural Knowledge

Students will be able to:

- Demonstrate respect, equality, and collaboration with their fellow choir members.

- Identify choral repertoire, that best represents the diversity of their members.
- Analyze music based on social and historical contexts.
- Perform chosen pieces with special attention to the cultural musical details (text, language, rhythmic style, intention), that are true to the piece.

EVIDENCE OF LEARNING

Alternative Assessments
- Performance
- Teacher/Student Conferences

Formative Assessments
- Active listening to foster group discussion and analysis

- Constructive input, utilizing Choir vocabulary and Music terminolgy

- Written self and/or group critique, based on rehearsal feedback

Summative Assessments
- Singing Assessments

- Choir Evaluations

RESOURCES (Instructional, Supplemental, Intervention Materials)
- TeachRock: https://teachrock.org (*"TeachRock is a standards-aligned, arts integration curriculum that uses the history of popular music and culture to help teachers   engage students. Innovative lesson plans developed by experienced educators and top experts in the field foster genuine learning in areas including social studies,   language arts, geography, science, STEAM, general music and more".*)

- Beale, Charles. *A Different Kind of Goose Bump: Notes Toward an LGBTQ Choral Pedagogy* (from *The Oxford Book of Choral Pedagogy*, Abrahams, Frank and Head,   Paul D., Oxford University Press,

2017): https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199373369.001.0001/oxfordhb-9780199373369

• LGBTQ Matters in (Choral) Music Education - Queering Choir: http://www.queeringchoir.com/lgbtq-matters-in-choral-music-education.html

• NJ Amistad Commission: http://www.njamistadcurriculum.net/

• Music in Response to the Holocaust: https://fcit.usf.edu/holocaust/arts/musRespo.htm

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

Social Science and History

Diversity and Community through Choir

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.