Summit Public Schools
Summit, New Jersey
Grade Level: 9th-12th Grade / Content Area: Chorus

Overview:
The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place though some works transcend their original setting and continue to appeal to humans through their timeless and universal attraction. Through singing and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Through understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in a multicultural society. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

Chorus is a full-year elective course that meets daily. Chorus is open to all students who wish to sing with a group. The ensemble performs at the highest level of proficiency. Small group lessons provide individualized attention for each student's personal growth. Opportunity and encouragement is provided to move all students to their highest level of singing ability. Instruction is based on performance literature with an emphasis on public performance. All performances are mandatory.

In Chorus, there are six levels of mastery; performance repertoire, vocal technique, vocal agility, diction, sight singing and musical and score literacy. Special emphasis is given to timbre, intonation, style, musical symbols, and structure.

Note: Music performance, as implemented in the Chorus program, is unique in its individual, continuous progress approach. Each chorus member enters the program with differing levels of talent, ability, and musical experiences. As their competency and readiness increase, they are brought to the next level of mastery at their own pace. This progressive method rewards students for personal effort and contribution to the accomplishments of the ensemble.

Unit 1: Composition & The Elements of Music

Big Ideas:

- Students will become acquainted with the elements of music, how those elements are manipulated to create various works of choral literature, and how those elements have a direct impact on a singer's/choir's performance.
- Students will be able to use solfege to interpret and sight-read beginner to advanced musical literature, either in a large ensemble or individually.
- Students will be able to understand the basics of vocal score reading.
- Students will work to compose their own unique musical compositions

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • What are the tools that will help a singer sight-read a musical score? • What are the musical elements that will enable a musician to create a piece of music and allow an ensemble to perform it? • How do musicians draw upon their knowledge of the essential elements of music to sight-read or compose a piece of music, either in a large ensemble or individually?	• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • The foundation of fluent music reading is a working knowledge of key signatures, scales, rhythm, pulse, and beat, as well as dynamic and musical symbols. • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • An authentic musical performance is a fine balance between properly interpreting the intent of a composer while performing the piece as one's own. • Learning to expressively sight-sing various levels of melodies with chromatic inflections and various time signatures while using proper solfege is essential to developing critical music reading abilities.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: **1.3C.12adv.Cr1a.** Compose and improvise musical ideas for a variety of purposes and contexts. **1.3C.12adv.Cr2a.** Select and develop composed and	**Instructional Focus:** ▪ Students will be able to aurally and visually identify intervals and scales.

improvised ideas into draft musical works organized for a variety of purposes and contexts. **1.3C.12adv.Cr3a.** Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. **1.3C.12adv.Cr3b.** Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	▪ Students will examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. ▪ Students will have an understanding of clefs, key, and time signatures, systems and measure numbers, as well as a more in depth knowledge of score reading, articulation, and basic chord analysis. ▪ Students will work extensively with sight-singing and sight reading techniques. ▪ Students will work individually or in groups to develop, compose, and refine their own unique musical works
Differentiation	**Assessments**
Interdisciplinary Connections ● Math (fractions in relation to time signatures) ● Language Arts (musical form as a parallel to literary arc, lyrical/thematic construction as a function of poetry & literary themes) **Technology Integration** ● MusicFirst, a cloud-based music technology software suite, to address pertinent skills, as needed	**Formative Assessments:** ● Student pacing guide/check-list ● One-on-one compositional coaching session/check-in **Summative Assessments, Projects, and Celebrations:** ● Student Composition Project

- Soundation, a web-based DAW (Digital Audio Workstation) to record and sequence musical works
- Noteflight, a cloud-based music notation software

Media Literacy Integration

- Utilization of both novel and pre-existing tutorial/instructional videos to enhance student learning regarding the creative process.
- Utilization of existing songs from students' digital media environment as exemplars of musical composition

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm	Increase task	Differentiated

directions	structure (e.g. directions, checks for understanding, feedback	materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- "Music for Sight Singing" - Seventh Edition, Robert W. Ottman and Nancy Rogers

Unit 2: Choral/Vocal Performance	
Big Ideas: ● Students will learn basic vocal technique, musicianship skills, and performance etiquette, resulting in the ability to create authentic performance experiences. ● Students will be able to sing expressively using proper posture, breath support, vocal diction, and tone production, as well as recognize both proper and improper vocal technique. ● Rehearse and perform in both large and small ensembles, thus demonstrating an advanced level of balance, blend, intonation, and listening skills.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? ● How do context and the manner in which musical work is presented influence audience response? ● What vocal and musical skills are necessary to perform choral music at an advanced level within an ensemble?	● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. ● The context and how a work is presented influence the audience's response.

	• The importance of singing the 5 basic vowels correctly, as well as the proper singing of consonants and diphthongs. • Certain music literacy skills are necessary to perform choral works correctly and authentically. • The importance of and knowledge of how to be able to sing from head to chest voice, with minimum vocal break. • How to sing in any register while maintaining intonation. • The ability to listen is the key to effectively participating within an ensemble by not only being conscious of one's own part, but the other sections of the choir as well. In addition, students must also understand how their vocal line fits within the context of a particular chord and the general function of the ensemble. • In order to perform advanced choral music, students must understand the combined holistic concepts of rhythm, meter, and chromatic harmony.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **1.3C.12adv.Pr4a.** Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. **1.3C.12adv.Pr4b.** Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. **1.3C.12adv.Pr4c.** Demonstrate how understanding the style, genre, and context of a varied repertoire ofmusic informs prepared and improvised performances as well as performers' technical skills to connect with the audience. **1.3C.12adv.Pr5a.** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. **1.3C.12adv.Pr6a.** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse	**Instructional Focus:** ▪ Students will learn the basic and advanced nature of vocal training. ▪ Students will understand the 4 basic components of proper vocal production: posture, breathing, phonation & placement, and listening. ▪ Students will learn to perform an expansive and varied repertoire of solo and choral music with expression and technical accuracy, ranging in difficulty from moderate to advanced. ▪ Students will perform musical selections in two, three, four, five, six, seven, and eight part harmony. ▪ Students will learn the basics of vocal technique, including body posture, breathing habits, vowel modification, chest and head voice, tone, blend, control, etc. ▪ Students will recognize, use, and respond to dynamic symbols and cues.

cultures, styles, genres, and historical periods in multiple types of ensembles. **1.3C.12adv.Pr6b.** Demonstrate an ability to connect, engage, and respond to audiences through prepared and improvised performances. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	▪ Students will master group and individual vocalize exercises focusing on range extension, ear training, agility exercises, section blend and balance, tone quality, long vowels, and breath control. ▪ Students will perform music from written scores as well as improvise under certain conditions. ▪ Students will master how to use and work with solfege as a choral learning technique and ear training methodology. ▪ Students will learn how to respond to a conductor and their cues in real time. ▪ Students will work extensively with sight-singing and sight reading techniques.
Differentiation	**Assessments**
Interdisciplinary Connections ● Physical Education: Use of choreography as well as movement to enhance performances and rehearsals. **Technology Integration** ● Students will learn to rehearse with a metronome to improve rhythmic accuracy. ● Students will utilize the teacher's digital platform to access digitally created practice files. ● Students will participate in assessments utilizing various audio and video recording technologies to allow for self and group assessment of prepared repertoire.	**Formative Assessments:** ● Informal assessment during small-group vocal lesson periods. ● Group assessment during sectional rehearsals. ● Formative assessment via teacher evaluation of ensemble progress during rehearsals. **Summative Assessments, Projects, and Celebrations:** ● Individual recording assignments of predetermined sections of music. ● Row-tests from memory of predetermined sections of music. ● Memorization assessments on certain sections of a song.

Media Literacy Integration

- Use of YouTube, Spotify, and other audio/video technologies to show authentic examples of various choral works.
- Use of YouTube to show musical dance ideas and incorporate movement into the rehearsal and performance processes.

Global Perspectives

- Learn and perform styles of music from a wide variety of cultures and countries.
- Perform songs which utilize a wide variety of foreign languages, including French, Italian, Spanish, German, Latin, Hebrew, Creole, Russian, etc.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- Ensemble self-assessment using an audio or video recording of the ensemble to be compared with/against other ensemble's/their own recordings.
- Summative assessment via major performances at choral concerts and festivals.

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- "The Complete Choral Warm-Up Book: a Sourcebook for Choral Directors" - Russell Robinson and Jay Althouse
- "Building Beautiful Voices" (Warm ups and technique exercises) - Paul Newsheim and Weston Noble

Unit 3: Critiquing & Responding to Vocal Music	
Big Ideas: ● Students will learn how to understand, evaluate, critique, and analyze choral music and choral performances of choirs from various styles and genres. ● Students will learn how to self-assess the performance of both an individual and an ensemble.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response?	● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

• How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)?	• Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. • Listeners can discern musical creators' and performers' intent through their use of elements and structures of music, creators, and performers. • The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria. • Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: **1.3C.12adv.Re7a.** Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. **1.3C.12adv.Re7b.** Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. **1.3C.12adv.Re8a.** Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. **1.3C.12adv.Re9a.** Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions.	**Instructional Focus:** ▪ Students will learn how to effectively evaluate, analyze, critique, and listen to a choral performance. ▪ Students will learn how to use vocal text to interpret musical works and discover the artistic intent of the composer and/or poet. ▪ Students will learn how musical traits are used to convey abstract themes/ideas and how to identify them. ▪ Students will learn how to use proper musical terminology when describing choral works (blend, diction, tone, balance, etc.). ▪ Students will learn how to identify certain musical traits within a choral work, including verse, chorus, bridge, intro, coda, solo, motif, theme, variation, augmentation, diminution, etc.). ▪ Compare and contrast selected repertoire as well as identify contrasting sections within a given piece.

CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Language Arts (theme, symbolism, metaphor, discussing various poetic and literary works that have received choral settings.)
- Language Arts (interpret the text of a choral work using literary skills, vocabulary, and knowledge of poetic devices.)
- Physics/Acoustics (students will learn the basics of acoustics when using digital recorders/chromebooks to capture their own performances for self-critique and peer evaluation.)

Technology Integration

- Students will use chromebooks and other recording software to capture their own performances for self-critique and peer evaluation.

Media Literacy Integration

- Using YouTube recordings, students will critique other choral performances of shared choral works.

Global Perspectives

- Students will view YouTube videos of choral performances from around the United States and the world at large.

Supports for English Language Learners

Assessments

Formative Assessments:

- Classroom discussions regarding an audio or video recording of an ensemble.
- Providing written responses to listening activities/prompts, requiring the student to identify musical characteristics as well evaluate, critique, and accurately describe a work of music while using proper musical terminology.
- Written/verbal critique of a choral performance.

Summative Assessments, Projects, and Celebrations:

- Post-performance individual and ensemble assessment via a rubric and subsequent classroom discussion.

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- The Summit High School Choral Library - wide variety of scores and vocal literature collections

Unit 4: Historical and Personal Approaches to Vocal Music	
Big Ideas: ● Students will learn how vocal music has grown and developed throughout the ages. ● Students will learn how vocal music has both affected and been affected by culture/society. ● Students will relate artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, disciplines, contexts, and daily life inform creating, performing, and responding to music?	● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Musicians can use their musical knowledge to recognize and perform different genres of music. ● Various factors influenced how and why composers of different musical time-periods composed their music.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: **1.3C.12adv.Cn10a.** Demonstrate how interests, knowledge, and skills relate to personal choice and intent when creating, performing, and responding to music. **1.3C.12adv.Cn11a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being.	**Instructional Focus:** ▪ Students will gain an understanding of the historical and cultural effect on various styles of music. ▪ Students will be able to understand choral and vocal music through the lenses of various cultures and historical time periods. ▪ Students will be able to perform songs in various vocal styles, emulating high-caliber ensembles. ▪ Students will work collaboratively to prepare a musical performance of a composition in the style of a particular composer.

CRP4: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● Social Studies (seeking out the connections between a culture's values and how those beliefs are reflected in the art that it creates) ● Social Studies (incorporating dance and movements inspired by different cultures into musical rehearsals and performances.) **Technology Integration** ● Using cloud-based recording platforms for the submission of recording assignments **Media Literacy Integration** ● Use of YouTube, Spotify, and other audio/video technologies to show authentic examples of various multi-cultural works. ● Use of YouTube to show musical dance and movement into the rehearsal and performance processes. **Global Perspectives** ● Learn and perform styles of music from a wide variety of cultures and countries. ● Perform songs using a wide variety of foreign languages including French, Italian, Spanish, German, Latin, Hebrew, Creole, Russian, etc.	**Formative Assessments:** ● Classroom discussion regarding a particular musical style, genre, composer, or song. ● Performance assessment of a choral work of a particular style. ● Individual recording assessments to ensure that students are learning proper pronunciation of foreign language pieces. **Summative Assessments, Projects, and Celebrations:** ● Authentic assessment at concerts and festivals.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
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Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
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Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading	Modified

	strategies and activities previews, anticipatory guides, and semantic mapping	assessment grading	

Recommended Texts to Support Unit: