

Summit Public Schools
Summit, New Jersey
Grade Level: 6th, 7th & 8th / Content Area: Chorus & Shared Chorus

Overview:

The Lawton C. Johnson Summit Middle School Choruses are full year elective performance classes available to all students in 6th, 7th, and 8th grades. Each chorus is separated by grade, resulting in three individual choral ensembles composed of students from each respective grade level.

Each grade level ensemble meets five times every three weeks, per the Band, Orchestra, and Chorus (BOC) schedule. 7th & 8th grade chorus students are also provided 8-10 small group lessons (49 minutes each) over the course of the year to provide individualized attention for each student's personal growth. Additionally, LCJSMS offers Shared Chorus in grades 6, 7 and 8 for students that prefer to participate in both instrumental and vocal music ensembles. Students who elect to participate in Shared Chorus, do so by alternating between instrumental lessons & chorus lessons.

Students are encouraged to participate in chorus for all three years of their middle school career, however students may join at the beginning of any academic year, regardless of prior experience. The choral program is built around two grade level concert performances. These performances provide an authentic assessment for which students are prepared for and measured by. The course is aligned with the State of New Jersey Core Curriculum Content Standards and focuses on four main areas of the artistic process: creating music, performing/presenting/producing music, responding/analyzing/interpreting music and connecting musical knowledge/ideas within society/history/culture. While each aspect of the curriculum is covered during any given year, the goal of the curriculum is to build upon the skills and knowledge over the full three-year time period.

The chorus curriculum at LCJSMS offers a unique educational experience that caters to middle school students' musical, intellectual, emotional, social, and physical development. Through the performance of a wide range of choral repertoire, purposeful vocal warm-ups, solfege, ear training exercises, as well as classroom discussion and critique, each student receives a music education that challenges them and enhances their overall musical understanding. The course's focus on sight-reading, music theory, and musical literacy addresses the intellectual aspect of each student's music education. The emphasis on emotional connection, sincerity, and expression during rehearsal and performances provides students with an expressive and creative outlet that is necessary for all children. The course's social aspect is a key component of the chorus curriculum; great emphasis is placed on teamwork and group achievement. Finally, the emphasis on the physiological aspects of vocal health, technique, and kinesthetic activities addresses each student's physical growth and development.

*** 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.*

Anchor Standards for Music Ensembles: Creating

1: Generating and conceptualizing ideas

2: Organizing and developing ideas

3: Refining and completing products

Unit 1: Creating

Big Ideas:

- Review and expand knowledge of the foundational elements of music.
- Understand the creative process as it relates to various works of diverse choral literature.
- Consider which music elements have a direct impact on a solo or group performance.
- Demonstrate the basic concepts of meter, rhythm, pitch, intervals, chords, melody, harmony, ear training, listening skills, solfege, vocal acuity and music specific vocabulary.
- Engage in the creation of musical composition(s).

Essential Questions

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How can understanding of the fundamental building blocks of music (Melody, harmony, meter, tonality, rhythm) improve our music making?
- What are the tools that will support a singer's ability to sight-read a song or musical example?
- What musical elements enable composers to create interesting and impactful choral music?
- How can a singer draw from the foundational elements of music to independently sight read or compose a piece of music individually or within the large ensemble?

Enduring Understandings

- 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.
- Having a fundamental understanding of melody, harmony, meter, tonality and rhythm is imperative to learning music efficiently and effectively.
- Learn the concepts of solfege (as it relates to movable "Do"), intervals and note values
- Consider a wide variety of choral music and the compositional techniques used to create them.
- Basic composition and musical improv techniques.
- Improve the ability to sight read a wide variety of choral music and musical examples.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Lessons

Students will:

Instructional Focus:

<p>1.3C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.</p> <p>1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.</p> <p>1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <p>1.3C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Students will understand that the foundational elements of music are the building blocks of choral composing, learning, interpreting and performing diverse repertoire. ● Students will understand that certain elements of music are present in choral repertoire regardless of time period, genre and style. ● Students will understand that awareness of the particular musical characteristics of each piece can improve learning and performance. ● Students will understand that compositional techniques used in different styles and genres of music vary according to prescribed sets of rules. ● Students will understand that learning the elements of music (beat, meter, rhythm, dynamics, melody, harmony, tonality, texture, timbre, form, etc.) are necessary to any choral ensemble. ● Students will understand that they can aurally and visually identify intervals, scales and modes. ● Students will understand that their ability to interpret clefs, key signatures, time signatures, systems and measures improves the ability to create and perform original musical works. ● Students will understand that they are able to work individually or in groups to develop, compose and refine their own unique musical works.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Math (fractions in relation to time signatures) ● English Language Arts (tone, inflection, dialect, 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Complete comprehensive score analysis and score markings assignments.

vocabulary)

- Theatre (Expression, interpretation)
- Social Studies (Time periods, geography, culture)
- Foreign Languages (Pronunciation, translation)

Technology Integration

- GSuite
- Music First/Noteflight/Soundation/Sight Reading Factory
- Kahoot
- Flashcards+/Quizlet
- Reference recordings
- Chrome music lab
- Flipgrid
- WeVideo

Media Literacy Integration

- Utilization of both novel and pre-existing tutorial/instructional videos.
- Memes, musical clips, and other contemporary visual connections are utilized throughout the unit.
- Present existing songs from students' digital media environment as examples of musical composition.

Global Perspectives

- What universal elements of music influence the artistic interpretation and performance of multicultural choral repertoire?

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 &	Graphs	Using cooperative

- Consider and discuss the musical qualities and characteristics of a wide variety of choral music.
- Student pacing guide
- Student checklist
- Real time feedback from teacher

Summative Assessments, Projects, and Celebrations:

- Summative assessment of student understanding and application of the foundational elements of music.
- Student Composition Project

drawings		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	Modified assessment grading

	semantic mapping		
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Anchor Standards for Music Ensembles: Performing

4: Selecting, analyzing and interpreting work.

5: Developing and refining techniques and models or steps needed to create products.

6: Conveying meaning through art.

Unit 2: Performing

Big Ideas:

- Utilize vocal technique, musicianship, rehearsal etiquette and performance etiquette to best interpret authentic and diverse choral repertoire.
- Engage in expressive singing using proper posture, breath support, diction, tone quality, phrasing and musicality.
- Demonstrate musical proficiency by performing diverse choral repertoire for peers and the surrounding community.
- Self reflect and debrief choral performances with peers to continue the growth mindset by using feedback and insight to enhance future performances.

Essential Questions

- 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 the intermediate level within an ensemble?
- What was learned through performing in a concert setting? What were the musical strengths? What could be done differently for the next performance?

Enduring Understandings

- 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 audience response.
- The context of how a musical work is presented influences the audience's response.
- The importance of singing the 5 basic vowels correctly, as well as the proper approach to consonants and diphthongs.
- Understanding that it is imperative to listen and examine different vocal techniques in order to

	<p>honor and authentically interpret diverse choral music.</p> <ul style="list-style-type: none"> • Understand that the creative process is never-ending. Therefore, self evaluation and reflection are important to the continued growth of the individual musician and overall group.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</p> <p>1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.</p> <p>1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>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.</p> <p>1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Students will be able to collectively adhere to traditional aspects of rehearsal etiquette. • Students will read and write basic melodic notation in treble clef. • Students will read and write rhythmic notation from whole to sixteenth notes and the equivalent rests. • Students will read basic tonal patterns in major and minor keys. • Students will perform musical selections in two, three, and four 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, articulations, and cues. • 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 constraints. • 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 conducting cues in real time. • Students will work extensively with sight-singing and sight reading techniques. • Students will self reflect and evaluate performances through class discussion and google surveys.

<p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Math (fractions in relation to time signatures) ● English Language Arts (tone, inflection, dialect, vocabulary) ● Theatre (Expression, interpretation) ● Social Studies (Time periods, geography, culture) ● Foreign Languages (Pronunciation, translation) ● Physical Education (Dance and movement) <p>Technology Integration</p> <ul style="list-style-type: none"> ● Metronome ● Digital practice files ● GSuite ● Music First/Noteflight ● Kahoot ● Flipgrid ● Reference Recordings <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● YouTube, memes, musical clips, and other contemporary visual connections are utilized throughout the unit. <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Students will apply their music literary skills and various vocal techniques to learn and perform diverse choral music with a culturally responsive interpretation. ● Perform a wide variety of languages, including Spanish, Hebrew, Latin, Zulu, Mandarin, etc. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Pre-assessment of each student at the beginning of the year through individual voice testing, student surveys and skill inventories. ● Pre-assessment of each grade level chorus through group vocalizations and opening activities (sample songs, singing games, etc.). ● Students will perform regularly scheduled part holding and memorization tests. ● Students will work in groups to peer assess each other's progress on choral repertoire/sight-singing and provide constructive criticism/feedback. ● Formative assessment of student understanding of basic notation (treble/bass clef, note/rest values, etc.). <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> ● Students will take a summative one-on-one sight-singing exam. ● Individual recording assessment of predetermined sections of music. ● The spring and winter concerts serve as formative (Dress rehearsal) and summative assessments (Concert performance), providing the teacher with information regarding current student understanding and areas for further instruction.

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Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Anchor Standards for Music Ensembles: Responding

7: Perceiving and analyzing products.

8: Interpreting intent and meaning.

9: Applying criteria to evaluate products.

Unit 3: Responding

Big Ideas:

- Understand core characteristics of certain works of art from a variety of time periods and cultures.
- Discuss and evaluate a wide variety of choral music and choral performances.
- Critique musical examples using music terminology and vocabulary to describe and justify an opinion of each musical work.
- Interpret the intent and meaning of various musical works, both individual and ensemble.

Essential Questions

- How do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

Enduring Understandings

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.

Lessons

Instructional Focus:

- Students will be able to effectively evaluate, analyze, critique, and listen to a choral performance.

<p>1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.</p> <p>1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.</p> <p>1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Students will be able to use proper musical terminology when describing choral works (blend, diction, tone, balance, etc.). ● Students will determine the artistic intent regarding a choral work. ● Students will identify certain musical traits within a choral work, including verse, chorus, bridge, intro, coda, solo, motif, theme, variation, augmentation, diminution, etc.). ● Students will decipher how musical traits are used to convey abstract themes and ideas and how to identify them. ● Students will interpret the intent of the emotional connections within a choral piece. ● Students will compare and contrast selected repertoire as well as identify contrasting sections within a given piece. ● Students will learn through a variety of instructional techniques, including listening to examples, observing demonstrations, class discussions, self-assessment, peer evaluation, and group critique.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Math (fractions in relation to time signatures) ● English Language Arts (theme, symbolism, metaphor) ● Theatre (Expression, interpretation) 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Students will provide oral and written responses to listening activities, requiring the student to identify musical characteristics as well evaluate,

- Social Studies (Time periods, geography, culture)
- Foreign Languages (Pronunciation, translation)

Technology Integration

- Chromebooks
- GSuite
- Music First/Noteflight
- Reference recordings

Media Literacy Integration

- YouTube, memes, musical clips, and other contemporary visual connections are utilized throughout the unit.

Global Perspectives

- Students will perform, analyze and critique choral works written in foreign languages (Latin, German, Spanish, etc.). They will learn correct diction and pronunciation as it pertains to the language in use.
- Students will compare and contrast choral performances from around the world.

critique, and accurately describe a work of music while using proper musical terminology.

- Students will participate in group debates, discussing a wide range of musical genres/artists/topics.

Summative Assessments, Projects, and Celebrations:

- Students will evaluate and critique their individual and group performances following each concert.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
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Anchor Standards for Music Ensembles: Connecting

10: Synthesizing and relating knowledge and personal experiences to create products.

11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Unit 4: Connecting

Big Ideas:

- Students will learn to engage in the creative process using a common vocabulary to connect their personal experiences to a wide variety of musical works.
- Students will learn how a wide variety of vocal music has evolved throughout time.
- Students will explore the influence of society, culture and historical context to deepen their understanding of diverse musical works.

Essential Questions

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- What discipline-specific arts terminology can be applied to the study of choral music? What is the importance of using such terminology throughout the entire creative process?
- What factors influence composers?

Enduring Understandings

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.
- Using a common vocabulary enhances communication and interpretation within a large group.
- Various factors influence how and why composers of different musical time-periods composed their music.

**Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)**

Students will:

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

1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Lessons

Instructional Focus:

- Students will learn some of the time-periods of musical history and their defining characteristics.
- Students will study and perform choral pieces that are considered exemplary of their respective time period, culture or genre.
- Students will analyze choral music to determine the cultural and societal values reflected in both the music and the lyrics.

<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Students will bring these values to life through rehearsal and live performances.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Math (fractions in relation to time signatures) ● English Language Arts (tone, inflection, dialect, vocabulary) ● Social Studies (Time periods, geography, culture) ● Foreign Languages (Pronunciation, translation) ● Physical Education (Cultural dances and movement) <p>Technology Integration</p> <ul style="list-style-type: none"> ● GSuite ● Music First/Noteflight ● Kahoot ● Flashcards+/Quizlet ● Reference recordings ● Flipgrid <p>Media Literacy Integration</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Identify a particular style, genre, composer or time-period of a musical example. ● Observation of student understanding during rehearsals based upon class discussion, musical identification and the ability to adjust the placement of the voice as it relates to each style. <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> ● Summative assessment of student's knowledge of some composers from different time-periods, cultures and genres. ● Summative assessment on the time periods of musical history. ● Authentic assessment and reflection at the winter and spring concerts.

- Video excerpts to show authentic examples of diverse choral works.

Global Perspectives

- Expand the understanding of different styles, cultures and time-periods by learning and performing a wide variety of choral music.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads 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

Accommodatio	Interventions	Modifications
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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	