

Summit Public Schools
Summit, New Jersey
Grade Level/Content Area: 6th, 7th & 8TH Grade Chorus & Shared Chorus
Length of Course: One Year

Course Description:

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 comprised 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 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 learning: the elements of diverse choral music, music literacy, performance, and music analysis/critique. 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, solfège, 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 Visual and Performing Arts

- **1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- **1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Unit 1: Foundations of Choral Music and Vocal Technique

Anchor Standard: 1.1: The Creative Process

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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 and vocal acuity.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

1. How can understanding of the fundamental building blocks of music (Melody, harmony, meter, tonality, rhythm) improve our music making?
2. What are the tools that will support a singer's ability to sight-read a song or musical example?
3. What musical elements enable composers to create interesting and impactful choral music?
4. How can a singer draw from the foundational elements of music to independently sight read a piece of music individually or within the large ensemble?

Enduring Understandings

What will students understand about the big ideas?

- 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 (Progress Indicators)

Students will:

- **1.1.8.B.1:** Common, recognizable musical forms often have characteristics related to specific cultural traditions.
- **1.1.8.B.2:** Compositional techniques used in different styles and

Examples, Outcomes, Assessments

Instructional Focus:

Students will understand that...

- the foundational elements of music are the building blocks of choral composing, learning, interpreting and performing diverse

genres of music vary according to prescribed sets of rules.

- **1.1.8.C.3:** Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.

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.

repertoire.

- certain elements of music are present in choral repertoire regardless of time period, genre and style.
- awareness of the particular musical characteristics of each piece can improve learning and performance.
- compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
- learning the elements of music (beat, meter, rhythm, dynamics, melody, harmony, tonality, texture, timbre, form, etc.) are necessary to any choral ensemble.

Sample Assessments:

- Summative assessment of student understanding and application of the elements of music.
- Complete comprehensive score analysis and score markings assignments.
- Consider and discuss the musical qualities and characteristics of a wide variety of choral music.

Instructional Strategies:

- Whole class mini-lessons
- Whole class/small group performances
- Kinesthetic activities (e.g., Targeted vocal exercises)
- Observation and feedback
- Proximity
- Modeling/Demonstration

Interdisciplinary Connections:

- 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)

Technology Integration:

- GSuite

- Music First/Noteflight
- Kahoot
- Flashcards+/Quizlet
- Reference recordings

Media Literacy Integration:

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

Global Perspectives:

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

21st Century Skills:

- **Creativity and Innovation:** How can exposure and articulation of diverse choral repertoire inspire one’s own creative expression and desire to innovate?
- **Critical Thinking and Problem Solving:** What are the challenges that musicians face while learning, interpreting and performing varied choral works? How can collaboration solve these struggles collectively and as an individual?
- **Communication and Collaboration:** How does a common musical language enrich a large choral ensemble? What skills are necessary to collaborate successfully?
- **Information Literacy:** How do diverse pieces of music and trends reflect cultural traditions and periods in history?
- **Media Literacy:** How does the media shape one’s own perspective of a piece of music or performance?
- **Life and Career Skills:** What careers are currently available in music?

Supports for English Language Learners

| 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 | | With the Internet / Software |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

| Intervention Strategies | | |
|--|---|---|
| Accomodations | 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 |
| | Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Unit 2: Music History and Cultural Connections

| Anchor Standard: 1.2 History of the Arts and Culture | |
|---|--|
| All students will understand the role, development, and influence of the arts throughout history and across cultures. | |
| <p>Big Ideas:</p> <ul style="list-style-type: none"> ● Explore the distinct characteristics of music from various time periods, styles and cultures while periodically discussing the impact and influence of the diverse repertoire. ● Identify the time period, style or culture of a musical work by using the distinct contextual clues correlated with each type of song. ● Consider the impact and influence that music has as it relates to culture and time period. | |
| Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | Enduring Understandings <i>What will students understand about the big ideas?</i> |
| <ol style="list-style-type: none"> 1. Who are the pivotal choral composers in each time period? 2. What characteristics are correlated with different styles of choral music? 3. How is vocal music influenced by the culture from which the song was made? 4. How does music reflect a society's opinions, beliefs, and values? | <p>Students will understand that...</p> <ul style="list-style-type: none"> ● numerous factors influenced how composers of different time periods wrote. ● a wide variety of musical characteristics and traits define music from different time periods. ● multicultural music often requires the singer to adjust the timbre and placement of their voice. ● the arts reflect cultural mores and collective aesthetics throughout the ages. |
| Areas of Focus: Proficiencies (Progress Indicators) | Examples, Outcomes, Assessments |
| <p>Students will:</p> <p>1.2.8.A.1: Map historical innovations in music that were caused by the creation of new technologies.</p> <p>1.2.8.A.2: Differentiate past and contemporary works of music that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> | <p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Students will learn some of the 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. |

1.4.8.A.1: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

1.4.8.A.3: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

1.4.8.A.4: Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.

1.4.8.A.6: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

1.4.8.A.7: 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.

1.4.8.B.3: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

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 bring these values to life through rehearsal and live performances.

Sample Assessments:

- 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.
- Formative assessment through 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.
- Authentic assessment and reflection at the winter and spring concerts.

Instructional Strategies:

- Whole class mini-lessons
- Whole class/small group performances
- Kinesthetic activities (e.g., Targeted vocal exercises)
- Listening examples and reference recordings
- Observation and feedback
- Modeling/Demonstration

Interdisciplinary Connections:

- 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)

Technology Integration:

- GSuite
- Music First/Noteflight
- Kahoot
- Flashcards+/Quizlet
- Reference recordings

Media Literacy Integration:

- YouTube, memes, musical clips, and other contemporary visual

connections are utilized throughout the unit.

Global Perspectives:

- Expand the understanding of different cultures and periods in time by learning and performing their 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 | | With the Internet / Software |
| 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 |

| | | |
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| 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 |

Unit 3: Artistry for All ~ Rehearsal, Interpretation, and Mastery

| Anchor Standard: 1.3 Performance | |
|--|--|
| All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | |
| <p>Big Ideas:</p> <ul style="list-style-type: none"> ● Establish rehearsal etiquette by discussing and adhering to the traditional characteristics of the creative process within a large group setting. ● Utilize vocal technique and musicianship to best interpret diverse choral repertoire. ● Demonstrate musical mastery 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 | Enduring Understandings |
| <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> | <i>What will students understand about the big ideas?</i> |
| <ol style="list-style-type: none"> 1. What does a positive learning environment look like in a choral rehearsal? Why is it important to establish rehearsal etiquette? 2. What impact do different vocal techniques have upon the musical choices made when interpreting a wide variety of choral music? 3. How does performing in front of an audience impact the execution of diverse choral repertoire? Does the audience encourage musical growth by their positive reactions and applause? Does the audience cause hesitation as young artists take new risks in front of a live audience? 4. What was learned through performing in a concert setting? What were the musical strengths? What could be done differently for the next performance? | <p>Students will understand that...</p> <ul style="list-style-type: none"> ● every chorus is different, but all choirs remain steadfast in their discipline to rehearse with focus, healthy posture and effort. ● it is imperative to listen and examine different vocal techniques in order to honor and authentically interpret diverse choral music. ● every performance is an opportunity to inspire and influence those in attendance, but also that the performers can be inspired and elevated by the audience reactions. ● 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 (Progress Indicators) | Examples, Outcomes, Assessments |
| <p>Students will: 1.3.8.A.1: Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension</p> | <p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Students will be able to collectively adhere to traditional aspects of rehearsal etiquette. |

and spatial relationships.

1.3.8.A.2: Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.

1.3.8.B.1: Western, non-Western, and avantgarde notation systems have distinctly different characteristics.

1.3.8.B.2: Stylistic considerations vary across genres, cultures, and historical eras.

1.3.8.B.3: Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

1.3.8.B.4: Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.

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 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.

Sample Assessments:

- 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 vocalizes and opening activities (sample songs, singing games, etc.).
- Students will take 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.
- Students will take a summative one-on-one sight-singing exam.
- Formative assessment of student understanding of basic notation (treble/bass clef, note/rest values, etc.).

- The spring and winter concerts serve as formative and summative assessments, providing the teacher with information regarding current student understanding and areas for further instruction.

Instructional Strategies:

- Whole class mini-lessons
- Whole class/small group performances
- Kinesthetic activities (e.g., Targeted vocal exercises)
- Observation and feedback
- Proximity
- Modeling/Demonstration

Interdisciplinary Connections:

- 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)

Technology Integration:

- GSuite
- Music First/Noteflight
- Kahoot
- Flashcards+/Quizlet
- Reference Recordings

Media Literacy Integration:

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

Global Perspectives:

- Using positive rehearsal technique, students will apply their music literary skills and various vocal techniques to learn and perform diverse choral music with a culturally responsive interpretation.

| Supports for English Language Learners | | |
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| 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 | | With the Internet / Software |
| Videos & Film | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |
| Intervention Strategies | | |
| Accomodations | 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 |
| | Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Unit 4: Music Theory & Artistic Critique

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| <p>Anchor Standard: 1.4 Aesthetic Responses & Critique Methodologies</p> <p>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> | |
| <p>Big Ideas:</p> <ul style="list-style-type: none"> ● 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. ● Reinforce and exercise the music theory concepts of pitch, rhythm, music notation, form, ear training and expand music specific vocabulary. | |
| <p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> | <p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> |
| <ol style="list-style-type: none"> 1. How do musicians from different time periods and cultures convey a variety of emotions to the listener? 2. 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? 3. What clues are used to discern the original purpose or intent of a piece of choral music? 4. How have the accepted societal norms in music changed over the centuries? | <p>Students will understand that...</p> <ul style="list-style-type: none"> ● certain aspects and vocal characteristics of diverse choral music uniquely communicate emotions to the listener. ● using a common vocabulary enhances communication and interpretation within a large group. ● contextual clues to artistic intent are embedded in artworks. ● awareness of basic elements of style and design within choral music inform the criteria necessary for judging originality. ● performance technique in choral music varies according to historical era, culture of origin and genre. |
| <p>Areas of Focus: Proficiencies (Progress Indicators)</p> | <p>Examples, Outcomes, Assessments</p> |
| <p>Students will:</p> <p>1.1.8.B.1: Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>1.1.8.B.2: Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p> <p>1.1.8.C.3: Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.</p> <p>1.1.8.C.3: Emotion and meaning are often communicated through</p> | <p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Students will be able to effectively evaluate, analyze, critique, and listen to a choral performance. ● 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, |

modulations of vocal rate, pitch, and volume.

1.3.8.A.3: The arts reflect cultural mores and personal aesthetics throughout the ages.

1.3.8.B.1: Western, non-Western, and avantgarde notation systems have distinctly different characteristics.

1.3.8.B.2: Stylistic considerations vary across genres, cultures, and historical eras.

1.3.8.B.3: Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

1.3.8.B.4: Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.

1.4.8.A.1: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.

1.4.8.A.2: Art may be used for utilitarian and non-utilitarian purposes.

1.4.8.A.3: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.

1.4.8.A.4: Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.

1.4.8.A.5: Symbolism and metaphor are characteristics of art and art-making.

1.4.8.A.6: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

1.4.8.A.7: 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.

1.4.8.B.1: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

1.4.8.B.2: Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

1.4.8.B.3: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Career-Ready Practices

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 learn through a variety of instructional techniques, including listening to examples, observing demonstrations, class discussions, self-assessment, peer evaluation, and group critique.

Sample Assessments:

- Students will provide written responses to listening activities, requiring the student to identify musical characteristics as well evaluate, 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.

Instructional Strategies:

- Whole class mini-lessons
- Whole class/small group performances
- Kinesthetic activities (e.g., Targeted vocal exercises)
- Observation and feedback
- Proximity
- Modeling/Demonstration

Interdisciplinary Connections:

- 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)

Technology Integration:

- GSuite
- Music First/Noteflight
- Kahoot
- Flashcards+/Quizlet
- Reference recordings

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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.

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.

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 | | With the Internet / Software |
| 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 |
| | Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

Texts and Resources:

- The National Association for Music Education - <http://www.nafme.org/>
- The New Jersey Music Educators Association - <http://www.njmea.org/>

Summit Public Schools

Summit, New Jersey

Curricular Addendum

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.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

| Sensory Supports | Graphic Supports | Interactive Supports |
|-------------------------------------|--------------------|---|
| Real-life objects (realia) | Charts | In pairs or partners |
| Manipulatives | Graphic organizers | In triads or small groups |
| Pictures & photographs | Tables | In a whole group |
| Illustrations, diagrams, & drawings | Graphs | Using cooperative group structures |
| Magazines & newspapers | Timelines | With the Internet (websites) or software programs |
| Physical activities | Number lines | In the home language |
| Videos & films | | With mentors |
| Broadcasts | | |
| Models & figures | | |

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation 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 (e.g., writing, reading aloud, answering questions in class) | Individualized assessment tools based on student need |
| Audio Books | Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping | Modified assessment grading |