Englewood Public School District
Chorus 1
Grades 9-12
SecondMarking Period

Unit 2: Influences of Musical History and Culture (1.2)

Overview:

Chorus is a course in which students learn musicianship, theory, and vocal technique through a variety of choral literature chosen from different genres and time periods. Students learn the basics of proper vocal production through breathing, posture, phonation, and diction. Students spend time developing their command of basic music theory and sight singing as well as the importance of melody, harmony and how a chorus is built upon the blending of each, unique voice. Musical performance is a unique and continual process. All levels of talent and experience are welcomed. Through concentrated practice, they will progress naturally to the next level of mastery. This progressive method rewards the student for personal effort and for contribution to the accomplishments of the Chorus. In this unit, students will be exposed to the richness of musical history and how it has deeply influenced culture. By the examination and performance of key composers, students will not only become better musicians but more

Time Frame: One Marking Period

Enduring Understandings:
- The sound of the chorus is built upon the blend of each individual voice.
- Music is influenced by history and culture.
- History and culture are influenced by Music.

Essential Questions:
- Does History and Culture influence Music or does Music influence History and Culture?
- Why do Chorus's still performance pieces that are centuries old?
- How has Choral Music maintained its integrity?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. **1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.** **1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.**	**Topics** Global Perspectives **Objectives** • Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance. • Playing literature from a variety of genres and time periods is vital to having an advanced and complete lexicon of musical taste.	• Students will learn and perform styles of music from other cultures and countries. **(6.1.12.D.3.e)** • Students will perform songs using a variety of languages including but not limited to French, Italian, Spanish, German, Latin, Hebrew, Creole, etc. **(6.1.12.D.3.e)** • Students will watch a series of concerts/clips of international musicians and provide a one page comparison paper highlighting the differences in, "American" music. **(6.1.12.D.3.e)**	• Professional recordings • Teacher expertise, knowledge and experience • Video Clips of international musicians • Lined paper • Metronome • CD Player • DVD player/laptop	**Formative Assessment:** • Feedback on Small Group performance **Summative Assessments:** • Individual Performance • Choral Performance • International Musician Comparison Paper **Benchmark Assessment:** Common Formative Assessment **Alternative Assessment:** Student will be allowed to orally critique the series of videos given to identity pitch, breath and posture.

Topics		Resources	Assessments
Topics Choral Origins **Objectives** • Students will study the origins of what is considered to be choral music. • Students will learn how to defend their stances concerning musical history	• Students will engage in a research project concerning where choral music came from. (**6.1.12.D.3.e**) • Students will participate in a debate/round table discussion concerning where choral music came from. (**SL.9-10.1**) • Students will write a one page reflection on their experience. (**W.9-10.2**)	• Laptop/internet research • CD player • https://www.britannica.com/art/choral-music • http://midamerica-music.com/blog/history-choral-music/ • https://calgarychildrenschoir.com/a-brief-history-of-choral-music/	**Formative Assessment:** • Class discussion **Summative Assessments:** • Students will take a quiz on choral origins • Debate/Round Table • Performance • Round Table Discussion • Reflection Paper **Alternative Assessments:** • Students analyze and critique their own performances as well as others • Written assignments
Topics Choral Composers **Objectives** • How to properly interpret the intent of the composer while performing the piece as your own.	• Students will study the lives of key choral composers and learn and perform styles of music from other cultures and countries. (**6.1.12.D.3.e**) • Students will perform songs using a variety of languages including but not limited to French,	• Professional recordings • Teacher expertise, knowledge and experience • Teacher expertise, knowledge and experience • Video Clips of international	**Formative Assessment:** • Feedback on performances **Summative Assessments:** • Reflection Paper • Composer Study Packet • Performances: one in English, one in another language

		Italian, Spanish, German, Latin, Hebrew, Creole, etc. (**6.1.12.D.3.e**) • Students will write a one page reflection paper on the interpretation of a choral piece. (**W.9-10.2**.)	musicians • CD Player • DVD player/laptop	**Alternative Assessments:** • Students analyze and critique their own performances as well as others • Written assignments
	Topics Sight-Singing **Objectives** • Students will expressively sight-sing various levels of melodies using proper solfege. • Students will be able to identify that melodies will have chromatic inflections and various time signatures.	• Students will participate in a sight singing activity of a global piece of music never seen before in class, as a class. (**6.1.12.D.3.e**) • Students will participate in an individual sight-singing activity of a piece of music of choice. (**SL.9-10.1**) • Students will create a rubric designed to assess sight-singing ability. (**SL.9-10.1**)	• Piano/Guitar/Recording for accompaniment purposes • Recording Device • http://choir.rigbytrojans.org/uploads/2/1/5/4/21541204/sight-singing-exercises.pdf • http://thepracticeroom.net/workbooks/thepracticeroomlevelone.pdf	**Formative Assessment:** • Feedback on sight signing **Summative Assessments:** • Students will be assessed in a sight-singing activity with an unknown piece of music. • Students will be assessed as a class during a sight-singing activity. • Performance Rubric **Alternative Assessment:** Student will create self-assessment based upon previously determined, personalized goals.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all
instructional leaders.
Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA –
 https://www.wida.us/standards/CAN_DOs/
Music has limited language barriers due to the nature of the curriculum.

Students at risk of school failure:
Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed
 to determine support.
This may include parent consultation, basic skills review and differentiation strategies.
More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity
in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
- Speak and display terminology - Teacher modeling - Peer modeling - Provide ELL students with multiple literacy strategies. - Word walls for Musical Vocabulary - Use peer readers/partners for instructional purposes - Give page numbers to help the students find answers	- Utilize modifications & accommodations delineated in the student's IEP - Work with paraprofessional - Use multi-sensory teaching approaches. - Work with a partner - Provide concrete examples - Provide students with multiple choices for how	- Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. Oral prompts can be given. - Peer Support - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Instructions may be printed out in large print and hung	- Curriculum compacting - Inquiry-based instruction - Independent study - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Real world scenarios - Student Driven Instruction - Engage students with a variety of Musical practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.

● Provide a computer for written work ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers	they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds through shared musical style preferences (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	● Use project-based music learning to connect music with global cultures and history. ● Structure the learning around explaining or solving a social or community-based issue through song. ● Collaborate with after-school programs or clubs to extend learning opportunities.

Interdisciplinary Connections:

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

Social Studies:
6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Career Ready Practices:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards NJSLS 8:
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Integration of 21st Century Standards NJSLS 9:
9.2.12.C.1- Review career goals and determine steps necessary for attainment.
9.2.12.C.3-Identify transferable career skills and design alternate career plans.

Key Vocabulary:
Melody, Pitch, Harmony, Key signatures, Scales, Rhythm, Beat, Dynamic Symbols, Musical Symbols, Posture, Breath, Diction, Intonation, Interpretation, Sight-singing