Englewood Public School District
Chorus 2
Grades 9-12
Fourth Marking Period

Unit 4: Mastering Performance Critique and Assessment for Ultimate Progress

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, students 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 analyze existing performance rubrics and create their own. They will engage fully in the critique of performances that are individual, small ensemble and large ensemble in nature.

Time Frame: One Marking Period

Enduring Understandings:
- The sound of the Chorus is built upon the blend of each individual voice.
- Evaluations beget progress.
- Participating in an ensemble builds a sense of community.
- Singing in a chorus fosters responsibility.

Essential Questions:
- How does creating and performing music differ from listening to music?
- What is the role of music in my life?
- How does my individual participation benefit the whole ensemble?
- What are the characteristics of an ensemble that gives an effective performance?

Standards	Topics and Objectives	Activities	Resources	Assessments
1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or performance of a composition as well as how the context in which a piece is performed may impact perceptions of its significance/meaning. **1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and <u>historical eras</u>.**	**Topics** Development of performance rubric to adequately assess progress **Objectives** • Continue to build on their knowledge of musical elements and their applications by critiquing other musicians/choral performances using existing and created rubrics • Create a performance rubric that is both fair and provides accurate data for a variety of performances • Work effectively in groups.	• Students will evaluate a series of existing performance rubrics to assess for accuracy and fairness. • Students will work in groups to create a series of rubrics in order to critique live performances (not their own). • Students will watch a series of concerts/clips of musicians and provide a series of assessments based upon created rubrics.	• Professional recordings • Teacher expertise, knowledge and experience • Video Clips of musicians • DVD player/laptop • https://www.sedl.org/loteced/modules/mod5_TR.pdf • https://www.choralclarity.com/8-tips-to-assess-your-singers-helpfully/	**Formative Assessment:** • Group discussions **Summative Assessments:** • Rubric Evaluation Project • Group Rubric Project **Benchmark Assessment:** Common Formative Assessment **Alternative Assessments:** • Rather than work in groups, students can provide their own rubrics either in written form, in visual aids or verbally transcribed. • Performance • Performance Rubric Analysis Project

	Topics **Peer Performance Assessment** **Objectives** • Demonstrate an ability to apply created rubrics among peers for performances • Practice performances for evaluation purposes • Provide written reflections based on evaluations	• Students will perform, taking turns in order to properly execute peer evaluations and discuss. **(SL.9-10.1)** • Students will engage in an activity that assesses their peers' performances by using rubrics created. • Students will write a one page reflection paper based on their experience with peer evaluations. **(W.9-10.2)**	• http://www.lapresenter.com/coopevalpacket.pdf • http://www.me.iastate.edu/files/2015/02/Peer-Teaching-Evaluations.pdf • https://www.tmea.org/assets/pdf/educator_toolkit/assessments/ms-hsselfassessment.pdf • Rubric Software • https://baselinesupport.campuslabs.com/hc/en-us/articles/204305605-Rubric-Template-for-MS-Word	**Formative Assessment:** • Feedback on performances **Summative Assessments:** • Performance • Student Peer Evaluation • Student Created Performance Rubric • Reflection paper **Alternative Assessment:** • Students in lieu of reflection paper will be able to provide a 2-3 minute presentation verbalizing their prior experience using peer evaluations
	Topics Self-Assessment Project **Objectives** • Demonstrate command of uniformity of vowels, blend of tone, and smooth	• Students will perform pieces chosen by them to use as a basis for self-assessment. • Students will create a chart/graph/visual aid of specific progress indicators and goals individual to them.	• https://www.lessonly.com/blog/sample-self-evaluation-performance-review-phrases/ • http://assessment.tki.org.nz/Reporting-to-parents-whanau/Examples-	**Formative Assessment:** • Feedback on performances **Summative Assessment:** • Performances **Alternative Assessments:** • For students with anxiety/other classifications who

transition between head and chest voice within the ensemble. • Master the ability to self-assess based upon aforementioned skills • Create individualized rubric and form of self-assessment to track individual progress	• Students will perform a piece made popular by historical small ensembles' (girl groups, barbershop quartets, etc...) (**6.1.12.D.3.e**) • Students will create a rubric designed to assess performances.	and-templates/Student-self-assessment-and-reflection • https://scholarsarchive.library.albany.edu/cgi/viewcontent.cgi?article=1010&context=edpsych_fac_scholar	are uncomfortable/not able to perform in front of a crowd, they will be permitted to perform privately for the instructor for credit and critique. • Create Rubric • Visual Art Project • Self-Assessment
Topics Chorus Performance Assessment and Rubric **Objectives** • Demonstrate uniformity of vowels, blend of tone, and smooth transition between head and chest voice within a large ensemble	• Students will participate in the preparation of a performance by applying their sight singing and foundational musical theory knowledge learned throughout the previous year. • Students will be encouraged to audition for solo performances	• Piano/Guitar/Recording for accompaniment purposes • Recording Device • Sheet music • https://www.choralclarity.com/6-tips-to-invigorate-january-rehearsals/ • http://Chorus.rigby	**Formative Assessment:** • Feedback in preparation for performance • Class Discussion **Summative Assessments:** • Students are required to perform in large groups to assess sight singing and musical theory application in preparation for Winter

	• Demonstrate a mastery of musical systems by tracking a part. Identify and demonstrate basic vote values, pitches (solfege) and symbols through repertoire	within a Chorus setting by applying their sight singing and musical theory knowledge (**6.1.12.D.3.e**) • Students will participate in several performances to showcase their talents and progress. (**6.1.12.D.3.e**) • Students will participate in a class discussion and class creation of a rubric designed to assess the Chorus's progress as a whole. (**SL.9-10.1**) • Students will evaluate a performance from their previous year (Chorus 1) for progress benchmarks. (**SL.9-10.1**)	trojans.org/uploads /2/1/5/4/21541204/ sight-singing-exercises.pdf • https://www.tcda.n et/assets/docs/2014 convention/handou ts/w13%20t%20rin n%20sample%20a ssessments%20ma ster.pdf • https://www.tcda.n et/assets/docs/2015 convention/2015ha ndouts/w13%20iC horus%20cole%20 assessment.pdf	Performance • Perform compositions of various genres and degrees of difficulty • Performance • Rubric **Alternative Assessment:** • For students with anxiety/other classifications who are uncomfortable/not able to perform in front of a crowd, they will be permitted to perform privately for the instructor for credit and critique.

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 visually - 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 - Provide a computer for written work - Provide visual aides - Provide additional time to complete a task	- 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 they can represent their understandings (e.g. multisensory techniques-auditory/visual aids;	- 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 up for the student to see during the time of the lesson. - Review behavior expectations and make adjustments for personal	- Curriculum compacting - Inquiry-based instruction - Independent study (private performances) - Higher order thinking skills - Adjusting the pace of lessons - Interest based content (selecting own music) - 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. - Use project-based music learning to connect music with global cultures and history.

● Use graphic organizers	pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	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	● 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. ● Provide a mentorship program in which students can develop their musicianship and leadership skills.

Interdisciplinary Connections:

ELA - NJSLS/ELA:
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.
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, Composers, Chest voice, Head voice, Uniformity, Solfege, Repertoire