

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

Unit 3: Mastering Performance Levels (1.3)

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 explore a multitude of genres and determine which are the ones that most fit their preference and ability. They will focus more deeply on the unification of voices within the Chorus and the building of their musical community. Each unique voice is dependent on each other.

Time Frame: One Marking Period

Enduring Understandings:

- The sound of the Chorus is built upon the blend of each individual voice.
- 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 elements of music?
- What are the characteristics of an ensemble that gives an effective performance?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p>1.4.12.A.3 Develop informed personal responses to an assortment of music using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to music.</p> <p>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.</p>	<p style="text-align: center;">Topics</p> <p>Mastering the Soloist</p> <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> Hone a forward clear tone within appropriate range. Exhibit mastery of pure vowel sounds and uniform consonant placement. Acquire confidence and stage presence necessary of an effective soloist 	<ul style="list-style-type: none"> Students will learn and perform as a soloist, styles of music from a variety of genres and cultural styles. (6.1.12.D.3.e) Students will perform solo, 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 focus on confidence and stage presence to invoke an emotional audience response. (NJSLSA.R1) Write a one page reflection paper on the experience of a soloist. (NJSLSA.R1) 	<ul style="list-style-type: none"> Professional recordings Teacher expertise, knowledge and experience Video Clips of musicians Lined paper Metronome CD Player DVD player/laptop https://www.totalChorusresources.com/how-to-choose-Chorus-soloists-without-causing-a-complete-meltdown-part-one/ 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Feedback on practice for performance <p>Summative Assessments:</p> <ul style="list-style-type: none"> Students are required to perform as a soloist; a piece chosen by them fitting of their range One page reflection paper <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> Rather than a written paper, students will be able to participate in an oral critique of the series of clips in order to identify tone and pure vowels.
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	<p>Topics</p> <p>Duets</p> <p>Objectives</p> <ul style="list-style-type: none"> Demonstrate a continuous steady beat alongside partner while singing. Maintain the breath through longer phrases. Develop and demonstrate rhythmic breathing within the repertoire. Chant/clap text rhythm within the repertoire 	<ul style="list-style-type: none"> Students will engage in a duet with a chosen partner based upon famous duets in pop music; incorporating choreography. (6.1.12.D.3.e) Students will write a one page reflection paper based on one famous duet performed in film and/or pop history. (NJSLSA.R1) Students will participate in a series of activities that fosters rhythmic breathing and breath control strategies as is essential when sharing the stage with a partner in a duet. 	<ul style="list-style-type: none"> https://www.rollinestone.com/music/music-lists/20-best-dramatic-duets-of-all-time-10974/ https://www.rollinestone.com/music/music-lists/readers-poll-the-10-greatest-duets-of-all-time-11074/ https://www.youtube.com/watch?v=QJNHsj1_rQk 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Feedback on duet performance Feedback on choreography <p>Summative Assessments:</p> <ul style="list-style-type: none"> Reflection paper Student Duet Performance Student Created Performance Rubric <p>Alternative Assessments:</p> <ul style="list-style-type: none"> Students analyze and critique their own performances as well as others Written assignments
	<p>Topics</p> <p>Small Ensemble</p> <p>Objectives</p> <ul style="list-style-type: none"> Demonstrate uniformity of vowels, blend of tone, and smooth transition between head and chest voice within the ensemble. 	<ul style="list-style-type: none"> Students will perform pieces from different eras and analyze how history and culture has influenced their relevancy. (6.1.12.D.3.e) Students will study several examples of artists who have both prominent and smooth transitions from chest to head voice. 	<ul style="list-style-type: none"> Professional recordings/video clips Teacher expertise, knowledge and experience Clips of girl groups, barbershop quartets, etc. 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Feedback on performance practice <p>Summative Assessments:</p> <ul style="list-style-type: none"> Ensemble Performances Head voice/Chest Voice Project Rubric <p>Alternative Assessments:</p> <ul style="list-style-type: none"> Students analyze

	<ul style="list-style-type: none"> Continue to expand the range of dynamics and length of phrasing through air speed and breath support. 	<p>(NJSLSA.R7)</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> https://www.barbershop.org/ https://www.youtube.com/watch?v=GTz8RD0nrWw 	<p>and critique their own performances as well as others</p> <ul style="list-style-type: none"> Written assignments
	<p>Topics</p> <p>Choral Performance</p> <p>Objectives</p> <ul style="list-style-type: none"> Demonstrate uniformity of vowels, blend of tone, and smooth transition between head and chest voice within a large ensemble Demonstrate an understanding of musical systems by tracking a part. Identify and demonstrate basic note values, pitches (solfege) and symbols through repertoire 	<ul style="list-style-type: none"> Students will participate in the preparation of a performance by applying their sight singing strategies and foundational musical theory knowledge learned throughout the year in a Chorus. Students will be encouraged to audition for solo performances within a Chorus setting by applying their sight singing and musical theory knowledge. Students will participate in several performances to showcase their talents and progress. 	<ul style="list-style-type: none"> Piano/Guitar/Recording for accompaniment purposes Recording Device Sheet music https://www.choralclarity.com/6-tips-to-invigorate-january-rehearsals/ http://Chorus.rigbytrojans.org/uploads/2/1/5/4/21541204/sight-singing-exercises.pdf https://www.tcda.net/assets/docs/2014convention/handouts/w13%20t%20rin 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Feedback on preparation for performance <p>Summative Assessments:</p> <ul style="list-style-type: none"> Students are required to perform in large groups to assess sight singing and musical theory progression in preparation for Winter Performance Perform compositions of various genres and degrees of difficulty Performance rubric <p>Alternative Assessments:</p>

		(NJSLSA.L1)	n%20sample%20assessments%20master.pdf	<ul style="list-style-type: none"> • Students analyze and critique their own performances as well as others • Written assignments
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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
<ul style="list-style-type: none"> • Speak and display terminology visually/by modeling • Peer modeling- students with experience from previous years • Provide ELL students with multiple literacy strategies. • Word walls for Musical 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<p>Vocabulary</p> <ul style="list-style-type: none"> ● Use peer readers/partners for instructional purposes ● Give page numbers to help the students find answers in sheet music ● Provide a computer for written work ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Provide concrete examples ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<p>what the student is expected to do</p> <ul style="list-style-type: none"> ● 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 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 	<p>Musical practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.</p> <ul style="list-style-type: none"> ● 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. ● Provide a mentorship program in which students can develop their musicianship and leadership skills.
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Interdisciplinary Connections:

ELA - NJSL/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 NJSL 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 NJSL 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