

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

**Unit 1: Mastering the Creative Process**

**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 undertake the basic fundamentals of reading music, the techniques and warm-ups integral to build breath and range and participate in a brief introduction of global music while studying the varying kinds of rhythm, beat, meter, intonation and melody.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Music is organized sound.
- The main idea of most musical compositions is expressed through the melody.
- The sound of the chorus is built upon the blend of each individual voice.

**Essential Questions:**

- How is sound organized to make music?
- How is melody created?
- How does creating and performing music differ from listening to music?
- What is the role of music in my life?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1 The Creative Process</b> 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.</p> <p><b>1.1.12.B.1</b> Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p><b>1.1.12.B.2</b> Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p><b>1.2.12.A.1</b> Determine how dance, music, theatre, and</p>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Body Alignment and Awareness (prior knowledge of posture and breath)</li> <li>Specific breathing techniques and warm up exercises designed to develop breath</li> <li>Pitch matching, determined by instructor</li> </ul> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Students will use prior knowledge of how posture and breath affect one's vocal ability and apply it to their singing technique</li> <li>Identification of voice classification (as one's classification can change from year to year).</li> </ul>	<ul style="list-style-type: none"> <li>Students will have access to recorded, individual vocal parts as well as YouTube clips of performances to observe appropriate body awareness and posture. (NJSLSA.R7)</li> <li>Students will participate in learned breathing techniques and vocal exercises in order to deepen their breath to support the tone and texture of their voice.</li> <li>Students will participate in a series of exercises from different cultures to determine their vocal classification. (6.1.12.D.3.e)</li> </ul>	<ul style="list-style-type: none"> <li>A diverse and varied collection of performance and practice pieces to be used for critique such as: <a href="https://www.youtube.com/watch?v=I4CZNbldnOQ">https://www.youtube.com/watch?v=I4CZNbldnOQ</a></li> <li><a href="https://www.youtube.com/watch?v=P_KsmgYffYVI">https://www.youtube.com/watch?v=P_KsmgYffYVI</a></li> <li><a href="https://www.youtube.com/watch?v=N5qbdyq-Rqs">https://www.youtube.com/watch?v=N5qbdyq-Rqs</a></li> <li>Professional recordings</li> <li>Teacher expertise, knowledge and experience</li> <li><a href="https://www.youtube.com/watch?v=UjCLDOiA13U">https://www.youtube.com/watch?v=UjCLDOiA13U</a></li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Feedback on breathing techniques and posture</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Small group performance to assess breath and pitch matching</li> <li>Students will use the series of videos provided to critique the posture, breath and pitch of the performing choruses in a one page paper.</li> </ul> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>Student will be allowed to orally critique the series of videos given to identify pitch, breath and posture.</li> </ul>

visual art have influenced world cultures throughout history.	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Students will review and/or learn and understand the basic elements for foundational music reading necessary for sight singing.</li> </ul> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Review working knowledge of key signatures</li> <li>Review scales (major and the 3 forms of minor)</li> <li>Review elements of Rhythm</li> <li>Appropriate identification of pulse and beat</li> <li>Review of dynamic and musical symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Students will apply the literacy learning methods previously learned in Chorus 1 in order to review the basics of reading music. (NJSLSA.R7)</li> <li>Students will refresh prior knowledge of and practice scales both in and outside of the classroom; in a group setting and individually. (SL.9-10.1)</li> <li>Students will participate in a series of rhythm exercises by clapping out time signatures to evaluate prior rhythm knowledge. (SL.9-10.1, 6.1.12.D.3.e)</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://sciencenordic.com/how-beginners-can-learn-read-music-more-efficiently">http://sciencenordic.com/how-beginners-can-learn-read-music-more-efficiently</a></li> <li><a href="https://www.musikalessons.com/blog/2016/11/singing-scales/">https://www.musikalessons.com/blog/2016/11/singing-scales/</a></li> <li><a href="https://study.com/academy/practice/quiz-worksheet-time-signatures-in-music.html">https://study.com/academy/practice/quiz-worksheet-time-signatures-in-music.html</a></li> <li>Manuscript paper</li> <li>Metronome</li> <li>CD player</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Feedback on reading music notation</li> <li>Feedback on scales</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Students will take a quiz on time signatures</li> <li>Students will perform a series of scales, both in a group and individually</li> <li>Performance Assessment on the execution of rhythm</li> <li>Assessment given on dynamic and musical symbols</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>Any written assessment can be modified to be taken orally, or with a transcriber.</li> </ul>
	<p><b>Topics</b></p> <p>Varied Musical Genres</p>	<ul style="list-style-type: none"> <li>Students will learn styles of music from other cultures and genres through the</li> </ul>	<ul style="list-style-type: none"> <li>Professional recordings</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Class Discussion</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Students are</li> </ul>

	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Develop an advanced and complete lexicon of musical taste through the exposure of different musical genres.</li> <li>• Interpret the intent of several composers' /writers' pieces.</li> <li>• Perform the piece using one's own interpretation.</li> </ul>	<p>observation of performances, both live and recorded. (6.1.12.D.3.e)</p> <ul style="list-style-type: none"> <li>• Students will perform a variety of musical styles to expand their musical knowledge. (6.1.12.D.3.e)</li> <li>• Students will provide a one page reflection paper on the genre of music they feel most connected to and why. They must provide several musical examples as evidence. (W.9-10.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher expertise, knowledge and experience</li> <li>• Video Clips/Recordings</li> <li>• C.D. player/laptop</li> <li>• <a href="http://blowthyhorn.com/blog/2008/04/05/teaching-the-chorus-to-sing-in-other-languages/">http://blowthyhorn.com/blog/2008/04/05/teaching-the-chorus-to-sing-in-other-languages/</a></li> <li>• <a href="http://blog.chrisrowbury.com/2016/05/why-learning-songs-with-foreign-lyrics.html">http://blog.chrisrowbury.com/2016/05/why-learning-songs-with-foreign-lyrics.html</a></li> </ul>	<p>required to perform in small group testing.</p> <ul style="list-style-type: none"> <li>• Perform various genres and degrees of difficulty</li> <li>• Genre Assessment</li> <li>• One page reflection paper</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Provide students an opportunity to verbally summarize their genre of choice, rather than write a paper.</li> </ul>
	<p><b>Topics</b></p> <p>Sight-Singing</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will expressively sight-sing various levels of melodies using proper solfege.</li> <li>• Students will be able to identify that melodies will have chromatic inflections</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in a sight singing activity of a piece of music never seen before in class, as a class. (SL.9-10.1)</li> <li>• Students will participate in an individual sight-singing activity of a piece of music of choice.</li> <li>• Students will work in</li> </ul>	<ul style="list-style-type: none"> <li>• Piano/Guitar/Recording for accompaniment purposes</li> <li>• Recording Device</li> <li>• <a href="https://www.youtube.com/watch?v=TIUd8v-BONs">https://www.youtube.com/watch?v=TIUd8v-BONs</a></li> <li>• <a href="https://www.choralnet.org/forums/topic/sight-singing-for-high-school-">https://www.choralnet.org/forums/topic/sight-singing-for-high-school-</a></li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Feedback on practice activities</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Sight Singing Assessment</li> <li>• Sight Singing Assessment (Choral)</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Provide an opportunity for students to perform privately.</li> </ul>

	and various time signatures.	groups, each given an unfamiliar piece. Each group must perform the unfamiliar piece without practice, based upon their sight-singing ability. The class will assess which group was most successful. (SL.9-10.1)	<a href="#">choruss/</a> <ul style="list-style-type: none"> <li><a href="https://www.musicmindgames.com/games/all/dictation-and-sight-singing">https://www.musicmindgames.com/games/all/dictation-and-sight-singing</a></li> <li><a href="https://trainer.theta-music.com/en/content/singing-games">https://trainer.theta-music.com/en/content/singing-games</a></li> </ul>	<ul style="list-style-type: none"> <li>Sight-singing</li> <li>Group game</li> </ul>
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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/](https://www.wida.us/standards/CAN_DOs/) This particular unit has limited language barriers due to the physical 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"> <li>Speak and display terminology</li> <li>Teacher modeling</li> </ul>	<ul style="list-style-type: none"> <li>Utilize modifications &amp; accommodations delineated in the</li> </ul>	<ul style="list-style-type: none"> <li>Using visual demonstrations, illustrations, and models</li> <li>Give directions/instructions</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> </ul>

- 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
- Use graphic organizers

- 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; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

- 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 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).

- 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.
- 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:****ELA - NJSLS/ELA:**

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**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