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Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title:	Chorale					
Grade Level(s):	9-12					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	Chorale is an honors elective music course designed for the advanced high school choral student. Students are selected for this course through demonstrated advanced vocal/musical abilities. Students will learn to create, perform, respond, and connect through the study and performance of appropriate level choral music. Major topics include vocal technique, ensemble technique, music literacy, musicianship, music history and styles, the creative process, critical listening, aesthetic response, and contemporary life and work skills. This course includes a daily full ensemble rehearsal and small group lessons. Required responsibilities include scheduled performances, daily rehearsal achievement, and small group vocal lessons. Assessments in this course include daily rehearsal achievement, lesson skills, written/vocal tests/quizzes, concert performances, benchmark exams, and independent activities.					
Grading Procedures:	Major Assessments (50%) <ul style="list-style-type: none"> • Performances • Daily Rehearsal Achievement • Written/Vocal Tests Minor Assessments (35%) <ul style="list-style-type: none"> • Small Group Lessons Skills and Achievement • Written/Vocal Quizzes Supportive Assessments (15%) <ul style="list-style-type: none"> • In-class and Independent Activities 					
Primary Resources:	Director selected materials					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Joseph Zachowski
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Under the Direction of:	Casey Corigliano
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Written: August 2021

Revised: _____

BOE Approval: _____

Unit Title: Creating	
Unit Description: Conceiving and developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 1: Generating and conceptualizing ideas.	
Anchor Standard 2: Organizing and developing ideas.	
Anchor Standard 3: Refining and completing products.	
Indicators:	
<u>Imagine</u> 1.3C.12adv.Cr1a - Compose and improvise musical ideas for a variety of purposes and contexts.	
<u>Plan, Make</u> 1.3C.12adv.Cr2a - Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.	
<u>Evaluate, Refine</u> 1.3C.12adv.Cr3a - Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b - Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2. Musician's creative choices are influenced by their expertise, context, and expressive items. 3. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 4. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> 1. How do musicians generate creative ideas? 2. How do musicians make creative decisions? 3. How to musicians improve the quality of their creative work? 4. SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Discern composer's intent • Analyze the manipulation of elements in a given work that contribute to its unique characteristics • Improvise a simple melody over a given accompaniment • Compose a simple melody over a given accompaniment • Identify and explain the rationale behind concert repertoire programming and performance • Evaluate concert program effectiveness and repertoire appropriateness based on chosen selections • Perform note/rest symbols with accuracy 	Other Evidence: <ul style="list-style-type: none"> • Teacher observation • Student Reflection/Self-Assessment

- Perform dotted and triplet rhythms with accuracy
- Analyze and count complex rhythms
- Identify pitches on various clefs
- Interpret key signatures and apply accidentals
- Read & perform major, minor, & chromatic scales
- Perform music using solfege syllables
- Perform diatonic and chromatic intervals
- Recognize chord construction and quality
- Perform in a given time signature
- Interpret various tempo markings via text or symbols
- Perform with dynamics
- Apply articulation and phrase markings to a performance
- Analyze a printed score to discern organization and form

Benchmarks:

- Written/Online Assessments
- Vocal Assessments
- Performances
- Festival Adjudications
- Performance Critiques

Learning Plan

Learning Activities:

Daily rehearsal and independent activities include the study and practice of the following concepts/knowledge:

- **Composition**
 - Inspiration, purpose
 - Composer style, voicing, tendencies
 - Manipulation of elements
- **Improvisation**
 - Style, genre considerations
 - Key, scales, rhythmic considerations
- **Performance Preparations**
 - Choosing repertoire
 - Creating a concert program
 - Technical considerations
 - Copyright issues
- **Rhythmic Notation**
 - Note/rest values: whole, half, quarter, eighth, sixteenth
 - Dotted/triplet patterns
 - Syncopation
 - Counting systems
- **Pitch Notation/Solfege**
 - Staff, treble clef, bass clef, grand staff
 - Ledger lines
 - Stem rules
 - Accidentals (sharp, flat, natural)
 - Key signatures

- Major and Minor scales (natural, harmonic, melodic)
- Chromatic Scales
- Solfege syllables/hand signals
- **Harmony**
 - Melodic and Harmonic Intervals
 - Chords – major, minor, 7th, et al.
 - Interval relationships
 - Tonic, Dominant, Subdominant
- **Meter/Time Signature/Tempo**
 - Simple, compound: 2/4, 3/4, 4/4, 6/8, 9/8, 12/8, etc.
 - Identifying changes
 - Tempo markings (BPM)
 - Ritard, accelerando
- **Dynamics/Articulation**
 - Dynamic markings
 - Crescendo, decrescendo
 - Legato, staccato, marcato, tenuto, accent
 - Tie, slur, phrase markings
 - Fermata, caesura
- **Score Arrangement/Form**
 - Voicing, accompaniment
 - Repeats, DS & DC al coda
 - Form (ABA, etc)
 - Intro, Verse, Chorus, Bridge, Outro

Resources:

- Director selected ensemble repertoire (SATB, divisi)
- Solo repertoire
- Vocal exercises and warm-ups
- Online activities and assessments (Schoology)
- Sight Singing and Theory software (MusicFirst, SightReadingFactory, Musictheory.net)
- Audio and video recordings (YouTube, iTunes)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing Ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> ● Compose and improvise musical ideas for a variety of purposes and contexts.
3.0	Students will be able to: <ul style="list-style-type: none"> ● Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
2.0	Students will be able to: <ul style="list-style-type: none"> ● Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.	
4.0	Students will be able to: <ul style="list-style-type: none"> Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
3.0	Students will be able to: <ul style="list-style-type: none"> Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
2.0	Students will be able to: <ul style="list-style-type: none"> Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
3.0	Students will be able to: <ul style="list-style-type: none"> Evaluate and refine share draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
2.0	Students will be able to: <ul style="list-style-type: none"> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Leadership opportunities (officers, section leaders) Honors ensembles (South Jersey, All State) Lead sectionals and full ensemble rehearsals
Struggling Learners	<ul style="list-style-type: none"> Modify the pace of teacher demonstration Utilize peer assistance Provide additional resources Modify assessments as necessary Modify assignments and online activities Offer individual practice and assistance sessions at teacher discretion

English Language Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional translation resources • Modify assessments as necessary • Modify assignments and online activities • Offer individual practice and assistance sessions at teacher discretion
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also

seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Performing	
Unit Description: Realizing artistic ideas and work through interpretation and presentation. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 4: Selecting, analyzing, and interpreting work.	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
Anchor Standard 6: Conveying meaning through art.	
Indicators:	
<u>Select, Analyze, Interpret</u>	
1.3C.12adv.Pr4a - Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	
1.3C.12adv.Pr4b - Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.	
1.3C.12adv.Pr4c - Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.	
<u>Rehearse, Evaluate, Refine</u>	
1.3C.12adv.Pr5a - Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	
<u>Present</u>	
1.3C.12adv.Pr6a - Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	
1.3C.12adv.Pr6b - Demonstrate an ability to connect, engage, and respond to audiences through prepared and improvised performances.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Developing and refining techniques and models or steps needed to create products. Musicians judge performances based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> How do performers select repertoire? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Stand/sit with correct posture Take a proper breath for singing Use diaphragmatic support 	Other Evidence: <ul style="list-style-type: none"> Teacher observation Student Reflection/Self-Assessment

- Produce a free and relaxed tone
- Use chest, mix, and head registers appropriately
- Manipulate resonance areas to adjust timbre
- Shape vowels correctly
- Produce clear, crisp consonants
- Perform foreign texts with accuracy
- Warm up properly
- Practice at home efficiently
- Maintain a healthy singing voice
- Recognize different voicing and seating arrangements for choir
- Adjust individual and section dynamics
- Recognize and solve ensemble balance issues
- Adjust resonance to unify tone quality
- Control and/or eliminate vibrato appropriately
- Produce uniform vowel shapes
- Adjust individual pitch to account for intonation issues
- Follow conductor and listen actively to unify attacks and releases
- Make necessary adjustments to diction as per demands of repertoire
- Perform repertoire following conductor's communications
- Perform in small groups without a conductor
- Perform with expressive dynamics and phrasing
- Perform with emotional sensitivity
- Use facial expression, body language, and choreography to create an emotional performance
- Gain technical proficiency and fluency through effective home practice
- Perform exercises and repertoire using "Movable Do" Solfege
- Identify key signatures by sight and intervals by ear during performance
- Recognize melodic and rhythmic patterns by ear
- Recognize major and minor chords by ear
- Audiate (i.e. "think in music")

Benchmarks:

- Written/Online Assessments
- Vocal Assessments
- Performances
- Festival Adjudications
- Performance Critiques

Learning Plan

Learning Activities:

Daily rehearsal and independent activities include the study and practice of the following concepts/knowledge:

Individual Vocal Technique

- Vocal Anatomy: trachea, lungs, diaphragm, vocal folds, larynx, epiglottis, esophagus, soft palette, nasal cavity
- Posture checklist
- Breathing techniques
- Inhalation, exhalation, breath support
- Vocal registers: chest, mix, head, falsetto
- Vocal resonance
- Timbre & tone quality
- Articulators: lips, tongue, teeth
- 5 pure vowels: AH, EH, EE, OH, OO
- Vowel mixing & blending
- Diction
- Performing in foreign languages
- Vocal health issues
- Warm-up procedures
- Methods of home practice

Ensemble Vocal Technique

- **Balance**
 - Voicing (SAB, SSA, SATB, etc.)
 - Seating arrangements
 - Dynamic control
 - Lead vs. supporting musical themes
- **Blend**
 - Tone quality control
 - Vibrato control
 - Characteristic sound
 - Vowel shaping
- **Intonation/Tuning**
 - Flat/Sharp
 - Use of pitch pipe/app
 - Recognition and adjustment of pitch problems
 - Vocal technique impact on balance/blend
- **Attacks and Releases**
 - Synchronization
 - Consistency
 - Diction
- **Communication with Conductor**
 - Conducting patterns
 - Recognizing gestures
 - Responding to body language
- **Small Ensemble Technique**
 - Performer responsibilities
 - Technique adjustments

Musicianship

- **Expression**
 - Use of dynamics and phrasing
 - Emotional connection, sensitivity
 - Visual expression, movement
 - Interpretation of musical elements
- **Fluency**
 - Proper vocal and style technique
 - Command of text
 - Command of individual vocal part

- **Sight Singing**
 - Key identification
 - Solfege interpretation
 - Interval recognition
- **Ear Training**
 - Melodic/Rhythmic intervals
 - Chord qualities (major, minor)
 - Audiation

Resources:

- Director selected ensemble repertoire (SATB, divisi)
- Solo repertoire
- Vocal exercises and warm-ups
- Online activities and assessments (Schoology)
- Sight Singing and Theory software (MusicFirst, SightReadingFactory, Musictheory.net)
- Audio and video recordings (YouTube, iTunes)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. • Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. • Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. • Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. • Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. • Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. • Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content.</p>

0.0	Even with help, no success
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Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
3.0	Students will be able to: <ul style="list-style-type: none"> Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
2.0	Students will be able to: <ul style="list-style-type: none"> Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.	
4.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. Demonstrate an ability to connect, engage, and respond to audiences through prepared and improvised performances.
3.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
2.0	Students will be able to: <ul style="list-style-type: none"> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Leadership opportunities (officers, section leaders) Honors ensembles (South Jersey, All State) Lead sectionals and full ensemble rehearsals
Struggling Learners	<ul style="list-style-type: none"> Modify the pace of teacher demonstration Utilize peer assistance Provide additional resources Modify assessments as necessary

	<ul style="list-style-type: none"> • Modify assignments and online activities • Offer individual practice and assistance sessions at teacher discretion
English Language Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional translation resources • Modify assessments as necessary • Modify assignments and online activities • Offer individual practice and assistance sessions at teacher discretion
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
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Integration of 21st Century Skills

The Arts as Communication

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The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Responding	
Unit Description: Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 7: Perceiving and analyzing products.	
Anchor Standard 8: Interpreting intent and meaning.	
Anchor Standard 9: Applying criteria to evaluate products.	
Indicators:	
<u>Select, Analyze</u>	
1.3C.12adv.Re7a - Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.	
1.3C.12adv.Re7b - Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.	
<u>Interpret</u>	
1.3C.12adv.Re8a - Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	
<u>Evaluate</u>	
1.3C.12adv.Re9a - Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> 1. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Responses to music is informed by analyzing context (i.e. social, cultural, historical) and how creator(s) or performers(s) manipulate the elements of music. 2. Through their use of elements and structures of music, creators and performers can interpret intent and meaning. 3. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretations, and established criteria. 4. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> 1. How do individuals choose music to experience? How does understanding the structure and context of music inform a response? 2. How do we discern the musical creators' and performers' expressive intent? 3. How do we judge the quality of musical work(s) and performance(s)? 4. SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Discern the value of a given work given its cultural context • Discern an artist's intent based on an understanding of musical terminology and principles • Evaluate a musical performance using a rubric 	Other Evidence: <ul style="list-style-type: none"> • Teacher observation • Student Reflection/Self-Assessment

<ul style="list-style-type: none"> • Provide constructive feedback to assist the musical development of themselves and others 	
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Benchmarks:

- Written/Online Assessments
- Vocal Assessments
- Performances
- Festival Adjudications
- Performance Critiques

Learning Plan

Learning Activities:

Daily rehearsal and independent activities include the study and practice of the following concepts/knowledge:

- **Aesthetic Responses**
 - Cultural implications
 - Artist intent
 - Personal responses
- **Critique Methodologies**
 - Evaluation of musical elements
 - Technical proficiency of performers
 - Emotional impact
 - Cultural relevancy

Resources:

- Director selected ensemble repertoire (SATB, divisi)
- Solo repertoire
- Vocal exercises and warm-ups
- Online activities and assessments (Schoology)
- Sight Singing and Theory software (MusicFirst, SightReadingFactory, Musictheory.net)
- Audio and video recordings (YouTube, iTunes)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 7: Perceiving and analyzing products.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. • Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. • Explain how the analysis of structures and contexts inform the response to music.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. • Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning	
4.0	Students will be able to: <ul style="list-style-type: none"> Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
3.0	Students will be able to: <ul style="list-style-type: none"> Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
2.0	Students will be able to: <ul style="list-style-type: none"> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
3.0	Students will be able to: <ul style="list-style-type: none"> Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
2.0	Students will be able to: <ul style="list-style-type: none"> Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Leadership opportunities (officers, section leaders) Honors Ensembles (South Jersey, All State) Lead sectionals and full ensemble rehearsals
Struggling Learners	<ul style="list-style-type: none"> Modify the pace of teacher demonstration Utilize peer assistance Provide additional resources Modify assessments as necessary Modify assignments and online activities Offer individual practice and assistance sessions at teacher discretion

English Language Learners	<ul style="list-style-type: none"> • Modify the pace of teacher demonstration • Utilize peer assistance • Provide additional translation resources • Modify assessments as necessary • Modify assignments and online activities • Offer individual practice and assistance sessions at teacher discretion
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<ul style="list-style-type: none"> • Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also

seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Connecting

Unit Description: Relating artistic ideas and work with personal meaning and external context. The aspects of these learning activities may also apply to other units of this curriculum.

Unit Duration: Ongoing

Desired Results

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.

Indicators:

Interconnection

1.3C.12adv.Cn10a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a*

1.3C.12adv.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. *This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.1adv2.Pr5b, 1.3A.12adv.Re7a*

Understandings:

Students will understand that...

1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
2. SEL Enduring Understandings:
www.selarts.org

Essential Questions:

1. How do musicians make meaningful connections to creating, performing, and responding?
2. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
3. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:

- Identify historical periods and compositional devices, according to level-appropriate concert selections

Other Evidence:

- Teacher observation
- Student Reflection/Self-Assessment

- Identify composers and their influences, according to concert selections
- Identify and level-appropriately perform the stylistic elements of concert selections
- Identify and level-appropriately perform music of various styles, according to concert selections
- Identify and understand musical career options
- Evaluate personal strengths as it relates to music career choice
- Prepare for possible post HS musical opportunities
- Demonstrate proper rehearsal etiquette
- Demonstrate proper performance etiquette
- Demonstrate proper audience etiquette
- Develop leadership qualities
- Connect lessons learned through musical experiences to their overall character and personal development
- Demonstrate positive work skills through involvement in musical performance.

Benchmarks:

- Written/Online Assessments
- Vocal Assessments
- Performances
- Festival Adjudications
- Performance Critiques

Learning Plan

Learning Activities:

Daily rehearsal and independent activities include the study and practice of the following concepts/knowledge:

History & Styles

Historical Periods

- Renaissance, Baroque, Classical, Romantic, Contemporary
- Major composers and repertoire
- Compositional techniques

Styles

- Spiritual, Patriotic, Broadway, Pop, Jazz, Folk, Holiday, World
- Programmatic, Absolute
- Technique and performance considerations

Ensemble Development

- History of choral performance
- Evolution of various ensemble types
- Major compositional features of various time periods
- Major composers of each time period and their impact/influence on the art
- Technique and performance considerations of various musical styles
- Major innovations in the development of various choral ensemble types

Life/Work Skills

- **Careers**
 - Musical fields of study

- Training
- Job opportunities, salary
- **Rehearsal and Performance Etiquette**
 - Rehearsal expectations
 - Stage etiquette
 - Audience etiquette
- **Leadership and Character Building**
 - Leadership traits
 - Life lessons through musical experiences: patience, self-discipline, compassion, pride, respect, confidence
- **Work Skills**
 - Time management, goal setting, determination, focus, grit
 - Communication, creativity, collaboration

Resources:

- Director selected ensemble repertoire (SATB, divisi)
- Solo repertoire
- Vocal exercises and warm-ups
- Online activities and assessments (Schoology)
- Sight Singing and Theory software (MusicFirst, SightReadingFactory, Musictheory.net)
- Audio and video recordings (YouTube, iTunes)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> ● Independently demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
3.0	Students will be able to: <ul style="list-style-type: none"> ● Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
2.0	Students will be able to: <ul style="list-style-type: none"> ● Sometimes demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.

4.0	Students will be able to: <ul style="list-style-type: none"> ● Independently demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
3.0	Students will be able to: <ul style="list-style-type: none"> ● Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
2.0	Students will be able to:

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