

E<sup>4</sup>

Excellence through Equity, Engagement, and Environment



## Washington Township School District

Course Title:	Chorus 6					
Grade Level(s):	Grade 6					
Duration:	Full Year:	X	Semester:		Marking Period:	
Course Description:	This is an elective music course designed for the 6 <sup>th</sup> Grade Chorus ensemble. Students will develop beginning to novice levels of knowledge and skill in creating, performing, responding, and connecting with music by exploring vocal technique, ensemble technique, music literacy, musicianship, music history, the creative process, critical listening, aesthetic response, and contemporary life skills. Required responsibilities of this course include performances, daily rehearsal achievement, small group lessons skills and achievement, written/vocal tests and quizzes, and class and independent activities.					
Grading Procedures:	<b>Major Assessments (50%)</b> <ul style="list-style-type: none"><li>• Performances</li><li>• Daily Rehearsal Achievement</li><li>• Written/Vocal Tests</li></ul> <b>Minor Assessments (35%)</b> <ul style="list-style-type: none"><li>• Small Group Lessons Skills and Achievement</li><li>• Written/Vocal Quizzes</li></ul> <b>Supportive Assessments (15%)</b> <ul style="list-style-type: none"><li>• In-class and Independent Activities</li></ul>					
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 21<sup>st</sup> century skills for College and Career Readiness in a global society

Designed by:	Kathleen Kershaw
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Under the Direction of:	Casey Corigliano
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Written: August 2021

Revised: \_\_\_\_\_

BOE Approval: \_\_\_\_\_

<b>Unit Title:</b> Creating	
<b>Unit Description:</b> Conceiving and developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.	
<b>Unit Duration:</b> Ongoing	
<b>Desired Results</b>	
<b>Anchor Standard 1: Generating and conceptualizing ideas.</b> <b>Anchor Standard 2: Organizing and developing ideas.</b> <b>Anchor Standard 3: Refining and completing products.</b>	
<b>Indicators:</b> <u><b>Imagine</b></u> <b>1.3C.12nov.Cr1a</b> - Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.  <u><b>Plan, Make</b></u> <b>1.3C.12nov.Cr2a</b> - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.  <u><b>Evaluate, Refine</b></u> <b>1.3C.12nov.Cr3a</b> - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. <b>1.3C.12nov.Cr3b</b> - Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble)	
<b>Understandings:</b> <i>Students will understand that...</i> <ol style="list-style-type: none"> <li>1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>2. Musician's creative choices are influenced by their expertise, context, and expressive items.</li> <li>3. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>4. SEL Enduring Understandings: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>	<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How do musicians generate creative ideas?</li> <li>2. How do musicians make creative decisions?</li> <li>3. How do musicians improve the quality of their creative work?</li> <li>4. SEL Essential Questions: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Read and perform note/rest symbols with accuracy</li> <li>• Analyze and count basic rhythms</li> <li>• Identify pitches on various clefs</li> <li>• Interpret key signatures and apply accidentals</li> <li>• Read and perform major and minor scales</li> <li>• Perform music using solfege syllables</li> <li>• Perform diatonic intervals</li> <li>• Recognize chord construction and quality</li> <li>• Perform in a given time signature</li> <li>• Interpret various tempo markings via text or symbols</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Teacher observation and student reflection</li> <li>• Teacher demonstration</li> <li>• Vocal exercises</li> <li>• Class discussion</li> <li>• Worksheets</li> <li>• Guided practice</li> <li>• Home practice</li> <li>• Small group vocal lessons</li> <li>• Ensemble rehearsals and performances</li> </ul>

- Perform with dynamics
- Apply articulation and phrase markings to a performance
- Analyze a printed score to discern organization and form
- Discern composer's intent
- Analyze the use of musical elements in a given work that contributes to its unique characteristics
- Improvise a simple melody
- Compose a simple melody
- Identify and explain the rationale behind concert repertoire programming and performance

#### **Benchmarks:**

- Written/Vocal assessments
- Midterms/Final exams
- Performances
- Festival adjudication
- Performance critiques

### **Learning Plan**

#### **Learning Activities:**

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

- **Rhythmic Notation**
  - Note/rest values
  - Dotted/triplet patterns
  - Syncopation
  - Counting systems
- **Pitch Notation**
  - Staff and clef signs
  - Key signatures and scales (major, minor)
  - Accidentals
  - Solfege syllables
- **Harmony**
  - Melodic and harmonic intervals
  - Chords (major)
  - Beginning interval relationships
- **Meter/Time Signature/Tempo**
  - Simple/compound meter
  - Identifying and counting changes
  - Tempo markings
  - Ritard/accelerando
- **Dynamics/Articulation**
  - Dynamic markings
  - Crescendo/decrescendo
  - Legato/staccato
  - Slur, phrase markings
- **Score Arrangement/Form**
  - Voicings, accompaniment
  - Repeats, DS & DC al coda

- Form (AB, ABA, etc.)
- **Composition**
  - Inspiration, purpose
  - Composer style, voicing
  - Using elements of music
- **Improvisation**
  - Style, genre considerations
  - Key, scales, rhythmic considerations
- **Performance Preparations**
  - Choosing repertoire
  - Creating a concert program

**Resources:**

- Warm-ups
- Vocal exercises
- Sight-singing exercises
- Electronic review resources
- Electronic assessments
- Recordings
- Worksheets and handouts
- Posters, charts, and visual aids
- Grade level repertoire (SA, SSA, SAB)

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

**Anchor Standard 1: Generating and conceptualizing Ideas.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify and analyze ideas and motives concepts for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recall basic concepts for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Anchor Standard 2: Organizing and developing skills.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Choose and organize melodic and rhythmic ideas that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify melodic and rhythmic ideas that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</li> </ul>

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

<b>Anchor Standard 3: Refining and completing products.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</li> <li>• Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify and edit draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</li> <li>• State personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recognize draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.</li> <li>• Identify personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Utilize as peer mentors</li> <li>• Run sectionals and small group rehearsals to reinforce technique, literacy, and creative process</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Modify the pace of teacher demonstration</li> <li>• Utilize peer assistance</li> <li>• Provide additional resources</li> <li>• Modify assessments as necessary</li> <li>• Modify handouts and worksheets</li> <li>• Offer individual practice and assistance sessions at teacher discretion</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Modify the pace of teacher demonstration</li> <li>• Utilize peer assistance</li> <li>• Provide additional translation resources</li> <li>• Modify assessments as necessary</li> <li>• Modify handouts and worksheets</li> <li>• Offer individual practice and assistance sessions at teacher discretion</li> </ul>
<b>Special Needs Learners</b>	<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"> <li>▪ Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>▪ Variation of input: adapting the way instruction is delivered</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Variation of output: adapting how a student can respond to instruction</li> <li>▪ Variation of size: adapting the number of items the student is expected to complete</li> <li>▪ Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> 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 21<sup>st</sup> 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.

<b>Unit Title:</b> Performing	
<b>Unit Description:</b> Realizing artistic ideas and work through interpretation and presentation. The aspects of these learning activities may also apply to other units of this curriculum.	
<b>Unit Duration:</b> Ongoing	
<b>Desired Results</b>	
<b>Anchor Standard 4: Selecting, analyzing, and interpreting work.</b> <b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b> <b>Anchor Standard 6: Conveying meaning through art.</b>	
<b>Indicators:</b> <u><b>Select, Analyze, Interpret</b></u> <b>1.3C.12nov.Pr4a</b> - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. <b>1.3C.12nov.Pr4b</b> - Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. <b>1.3C.12nov.Pr4c</b> - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.  <u><b>Rehearse, Evaluate, Refine</b></u> <b>1.3C.12nov.Pr5a</b> - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.  <u><b>Present</b></u> <b>1.3C.12nov.Pr6a</b> - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. <b>1.3C.12nov.Pr6b</b> - Demonstrate an awareness of the context of the music through prepared and improvised performances.	
<b>Understandings:</b> <i>Students will understand that...</i> <ol style="list-style-type: none"> <li>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.</li> <li>Developing and refining techniques and models or steps needed to create products.</li> <li>Musicians judged performances based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>SEL Enduring Understandings: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>	<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How do performers select repertoire?</li> <li>How do musicians improve the quality of their performance?</li> <li>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> <li>SEL Essential Questions: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>Understand, recognize, and dissect components of vocal anatomy</li> <li>Use correct sitting and standing posture</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>Teacher observation and student reflection</li> <li>Teacher demonstration</li> </ul>



- Use proper breathing for singing and diaphragmatic support
- Produce a free and relaxed tone and using head, mix and chest registers appropriately
- Manipulate resonance to adjust timbre
- Shape vowels correctly and produce clear, crisp consonants
- Perform foreign texts with accuracy
- Maintain a healthy singing voice
- Perform independent part-singing in vocal exercises, warm ups, and SA, SSA or SAB arrangements
- Recognize and understand different voicing and seating arrangements for choral ensembles
- Recognize and solve ensemble balance issues
- Recognize differences between solo and ensemble technique, lead vs. supporting themes, melody/harmony and adjust individual and section dynamics
- Understand and recognize the effect of vowel shaping on section blend
- Adjust resonance to unify tone quality
- Adjust individual pitch to account for intonation and pitch tendencies in the human voice
- Manipulate text for choral performance, apply articulation and phrase markings to a performance, perform unified attacks and releases, and adjust diction collaboratively
- Interpret and recognize basic conducting patterns, conducting gestures, cues, cutoffs, dynamics, style, etc., and perform repertoire following gestures
- Interpret and perform a printed score to discern organization and form, accompaniment, repeats, and codas
- Perform with expressive dynamics and phrasing
- Perform with emotional connection and sensitivity
- Utilize facial expressing, body language, and choreography to create an emotional performance
- Gain technical proficiency and fluency through effective home practice
- Perform exercises and repertoire using solfege and movable "do"
- Identify key signatures by sight and intervals by ear
- Recognize melodic and rhythmic patterns and major/minor chords by ear
- Perform audiation exercises

- Vocal exercises
- Class discussion
- Worksheets
- Guided practice
- Home practice
- Small group vocal lessons
- Ensemble rehearsals and performances



**Benchmarks:**

- Written/Vocal assessments
- Midterms/Final exams
- Performances
- Festival adjudication
- Performance critiques

**Learning Plan****Learning Activities:**

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

**Vocal Technique**

- Vocal anatomy
- Posture
- Breathing and support
- Vocal registers
- Vocal resonance
- Tone quality and Timbre
- Diction and vowel pronunciation
- Vowel mixing and blending
- Perform in a foreign language
- Vocal health

**Ensemble Technique**

- **Part Singing**
- **Balance**
  - Seating arrangements
  - Dynamic control
  - Lead vs. supporting musical themes
- **Blend**
  - Tone Quality Control
  - Vowel Shaping
- **Intonation/Tuning**
  - Flat/Sharp
  - 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
- **Score Arrangement/Form**

**Musicianship**

- **Expression**
  - Use of dynamics and phrasing

- Emotional connection
- Visual expression
- Interpretation of musical elements
- **Fluency**
  - Proper vocal and style technique
  - Command of text
  - Command of individual vocal part
- **Sight Singing**
  - Solfege interpretation
  - Interval Recognition
- **Ear Training**
  - Melodic/Rhythmic intervals
  - Chord qualities
  - Audiation

**Resources:**

- Warm-ups
- Vocal exercises
- Sight-singing exercises
- Electronic review resources
- Electronic assessments
- Recordings
- Worksheets and handouts
- Posters, charts, and visual aids
- Grade level repertoire (SA, SSA, SAB)

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

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</li> <li>• Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</li> <li>• Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, or the technical skill of the individual or ensemble.</li> <li>• Understand, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</li> <li>• Recognize expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recognize varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</li> <li>• Recognize, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</li> <li>• Recognize expressive qualities in a varied repertoire of music.</li> </ul>

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

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</b></li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Use self-reflection or peer feedback to refine individual and ensemble performances of a varied repertoire of music.</b></li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Recall self-reflection or peer feedback to refine individual and ensemble performances of a varied repertoire of music.</b></li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Anchor Standard 6: Conveying meaning through art.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</b></li> <li>• <b>Demonstrate an awareness of the context of the music through prepared and improvised performances.</b></li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Understand attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</b></li> <li>• <b>Comprehend an awareness of the context of the music through prepared and improvised performances.</b></li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Understand attention to technical accuracy or expressive qualities in prepared or improvised performances of a varied repertoire of music.</b></li> <li>• <b>Comprehend an awareness of the context of the music through prepared or improvised performances.</b></li> </ul>
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**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Utilize as peer mentors</li> <li>• Run sectionals and small group rehearsals to reinforce technique</li> <li>• Encourage participation in honors ensembles</li> <li>• Student conductors</li> </ul>
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<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Modify the pace of teacher demonstration</li> <li>• Utilize peer assistance</li> <li>• Provide additional resources</li> <li>• Modify assessments as necessary</li> <li>• Modify handouts and worksheets</li> <li>• Offer individual practice and assistance sessions at teacher discretion</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Modify the pace of teacher demonstration</li> <li>• Utilize peer assistance</li> <li>• Provide additional translation resources</li> <li>• Modify assessments as necessary</li> <li>• Modify handouts and worksheets</li> <li>• Offer individual practice and assistance sessions at teacher discretion</li> </ul>
<b>Special Needs Learners</b>	<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"> <li>▪ Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>▪ Variation of input: adapting the way instruction is delivered</li> <li>▪ Variation of output: adapting how a student can respond to instruction</li> <li>▪ Variation of size: adapting the number of items the student is expected to complete</li> <li>▪ Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</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 <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
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### Integration of 21<sup>st</sup> 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**

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### **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:**

#### **Select, Analyze**

**1.3C.12nov.Re7a** - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

**1.3C.12nov.Re7b** - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

#### **Interpret**

**1.3C.12nov.Re8a** - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

#### **Evaluate**

**1.3C.12nov.Re9a** - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

#### **Understandings:**

*Students will understand that...*

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.

#### **Essential Questions:**

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](http://www.selarts.org)

<ol style="list-style-type: none"> <li>2. Through their use of elements and structures of music, creators and performers can interpret intent and meaning.</li> <li>3. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretations, and established criteria.</li> <li>4. SEL Enduring Understandings: <a href="http://www.selarts.org">www.selarts.org</a></li> </ol>	
Assessment Evidence	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Discern the value of a given work given its cultural context</li> <li>• Discern an artist's intent based on an understanding of musical terminology and principles</li> <li>• Evaluate a musical performance using a rubric</li> <li>• Provide constructive feedback to assist the musical development of themselves and others</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Teacher observation and student reflection</li> <li>• Teacher demonstration</li> <li>• Vocal exercises</li> <li>• Class discussion</li> <li>• Worksheets</li> <li>• Guided practice</li> <li>• Home practice</li> <li>• Small group vocal lessons</li> <li>• Ensemble rehearsals and performances</li> </ul>
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Written/Vocal assessments</li> <li>• Midterms/Final exams</li> <li>• Performances</li> <li>• Festival adjudication</li> <li>• Performance critiques</li> </ul>	
Learning Plan	
<b>Learning Activities:</b>  <i>Daily rehearsal and independent activities include the study and practice of the following concepts/knowledge:</i> <ul style="list-style-type: none"> <li>• <b>Aesthetic Responses</b> <ul style="list-style-type: none"> <li>○ Cultural implications</li> <li>○ Artist intent</li> <li>○ Personal responses</li> </ul> </li> <li>• <b>Critique Methodologies</b> <ul style="list-style-type: none"> <li>○ Evaluation of musical elements</li> <li>○ Technical proficiency of performers</li> <li>○ Emotional impact</li> <li>○ Cultural relevancy</li> </ul> </li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Warm-ups</li> <li>• Vocal exercises</li> <li>• Sight-singing exercises</li> <li>• Electronic review resources</li> <li>• Electronic assessments</li> <li>• Recordings</li> <li>• Worksheets and handouts</li> <li>• Posters, charts, and visual aids</li> </ul>	

- Grade level repertoire (SA, SSA, SAB)

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

**Anchor Standard 7: Perceiving and analyzing products.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</li> <li>• Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify some reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</li> <li>• Identify how knowledge of some context and the use of repetition, similarities, and contrasts inform the response to music.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recognize some reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</li> <li>• Recognize how knowledge of some context and the use of repetition, similarities, and contrasts inform the response to music.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Anchor Standard 8: Interpreting intent and meaning.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify interpretations of the expressive intent or meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recognize interpretations of the expressive intent or meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>



<b>0.0</b>	<b>Even with help, no success</b>
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<b>Anchor Standard 9: Applying criteria to evaluate products.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Identify or state the effect of interest, experience, analysis, and context on the evaluation of music.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recall the effect of interest, experience, analysis, and context on the evaluation of music.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>Utilize as peer mentors</li> <li>Run sectionals and small group activities to reinforce concepts</li> <li>Student leaders</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>Modify the pace of teacher demonstration</li> <li>Utilize peer assistance</li> <li>Provide additional resources</li> <li>Modify assessments as necessary</li> <li>Modify handouts and worksheets</li> <li>Offer individual practice and assistance sessions at teacher discretion</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>Modify the pace of teacher demonstration</li> <li>Utilize peer assistance</li> <li>Provide additional translation resources</li> <li>Modify assessments as necessary</li> <li>Modify handouts and worksheets</li> <li>Offer individual practice and assistance sessions at teacher discretion</li> </ul>
<b>Special Needs Learners</b>	<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"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> <li>Variation of size: adapting the number of items the student is expected to complete</li> <li>Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</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</p>

	participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> 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 21<sup>st</sup> 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.

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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.12nov.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.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

**1.3C.12nov.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.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.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](http://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](http://www.selarts.org)

**Assessment Evidence****Performance Tasks:**

- Identify historical periods and compositional devices, according to level-appropriate concert selections
- 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 future opportunities in music
- 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

**Other Evidence:**

- Teacher observation and student reflection
- Teacher demonstration
- Vocal exercises
- Class discussion
- Worksheets
- Guided practice
- Home practice
- Small group vocal lessons
- Ensemble rehearsals and performances

**Benchmarks:**

- Written/Vocal assessments
- Midterms/Final exams
- Performances
- Festival adjudication
- Performance critiques

**Learning Plan****Learning Activities:**

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

**History and Styles**

- **Historical Periods**
  - Renaissance, Baroque, Classical, Romantic, Contemporary
  - Major composers and repertoire
  - Compositional techniques
- **Styles**
  - Spiritual, Patriotic, Broadway, Pop, Jazz, Holiday, World/Ethnic Programmatic, Absolute
  - Technique and performance considerations
- **Ensemble Development**
  - History of choral performance
  - Evolution of various ensemble types
  - Technique and performance considerations of various musical styles

**Life/Work Skills**

- **Careers**
  - Musical fields of study
  - Training
  - Job opportunities
- **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:**

- Warm-ups
- Vocal exercises
- Sight-singing exercises
- Electronic review resources
- Electronic assessments
- Recordings
- Worksheets and handouts
- Posters, charts, and visual aids
- Grade level repertoire (SA, SSA, SAB)

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<b>Unit Learning Goal and Scale</b> <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• State how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
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<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.</li> </ul>
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<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Utilize as peer mentors</li> <li>• Run sectionals and small group rehearsals to reinforce technique</li> <li>• Encourage participation in honors ensembles</li> <li>• Student conductors</li> </ul>

<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Modify the pace of teacher demonstration</li> <li>• Utilize peer assistance</li> <li>• Provide additional resources</li> <li>• Modify assessments as necessary</li> <li>• Modify handouts and worksheets</li> <li>• Offer individual practice and assistance sessions at teacher discretion</li> </ul>
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