



Visual and Performing Arts - Vocal Music
Grades 9 - 12
Chamber Choir

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques, strategies,
and materials as per an individual student's Individualized Educational
Plan (IEP)*

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Vocal Music – grades 9-12 Chamber Choir
Unit Plan Title:	Advanced Vocal Technique
Time Frame	September- ongoing throughout the year
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJSLS Visual and Performing Arts</p> <p>Music Harmonizing Instruments Standards 1.3D</p> <p>Anchor standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor standard 6: Conveying meaning through art.</p>	
Unit Summary	
<p>Students will gain an understanding of advanced vocal technique through vocal exercises that will enhance their ensemble singing, breathing, articulation, range and vocal quality</p>	
Standard Number(s)	
<p>1.3D.12acc.Pr5a 1.3D.12acc.Pr6a</p>	
Essential Question(s)	
<ul style="list-style-type: none"> ● How do I use my body to produce my best tone? ● What vocal techniques are required for certain pieces? ● What techniques can be used to become a master ensemble member? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● vocal growth through applied practice of fundamentals of singing (breathing, articulation, intonation) ● develop the ability to assess personal musical growth within the ensemble utilizing learned vocal techniques 	

In this unit plan, the following 21st Century themes and skills are addressed.

<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>		<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>	
E	Global Awareness	E	Creativity and Innovation
E	Environmental Literacy	T	Critical Thinking and Problem Solving
T	Health Literacy	T	Communication
E	Civic Literacy	T	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- knowledge of proper and healthy vocal technique
- demonstrate proper, healthy vocal technique
- understand how to adjust tone quality for certain vocal literature

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Daily Participation*
 Assessment of part singing
 Vocal checks-individual and small groups
[Chromatic Scale Exercises](#)
[Running Solfege exercise](#)

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>perform body alignment and breathing exercises</p> <p>perform exercises that encourage good diction, intonation, harmony, and breath support</p> <p>discuss the vocal mechanism and how it pertains to daily use as well as singing</p> <p>Chromatic Scale Exercises</p> <p>Running Solfege exercise</p>
<p><i>Differentiation Strategies</i></p>	<p>Providing extra help- one-on-one with pitch-matching, note-learning, etc.</p> <p>Using solfege hand signs to add a kinesthetic component to pitches and show intervals</p> <p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p>

	Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
Resources	
Breathing and Vocal exercise books Hand sign charts Musical scores Technological Resources (choral music websites) / Brain Pop Videos Piano	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Vocal Music – grades 9-12 Chamber Choir
Unit Plan Title:	Concert Preparation - Etiquette and Genres
Time Frame	Approx. 8-10 weeks (at various times throughout the year)
Anchor Standards/Domain*	*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10
NJSLS Visual and Performing Arts Music Composition & Theory Standards 1.3B Anchor standard 7: Perceiving and analyzing products. Music Ensembles Standard 1.3C Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 8: Interpreting intent and meaning.	
Unit Summary	

Using proper vocal technique, students will perform music from the main periods of music history as well as contemporary works and music representing the best in jazz, pop and Broadway.

Standard Number(s)

- 1.3B.12adv.Re7b
- 1.3C.12adv.Pr6a
- 1.3C.12adv.Re8a
- NJSLS-CLKS: With a growth mindset, failure is an important part of success.

Essential Question(s)

- What does performing music require besides learning notes and rhythms?
- Why is it important to study music from different genres?
- What is the relationship between the text and the music?
- Why is it important to honor copyright traditions when auditioning for solos?

Enduring Understandings

- demonstrate musical growth through the performance of varied choral literature of recognized quality
- demonstrate an understanding of the following individual attitudes: a) commitment to excellence b) acceptance of responsibility c) self-discipline d) pride in accomplishment e) loyalty to the group

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input type="checkbox"/> E	Global Awareness	<input type="checkbox"/> T	Creativity and Innovation
<input type="checkbox"/> E	Environmental Literacy	<input type="checkbox"/> T	Critical Thinking and Problem Solving
<input type="checkbox"/> T	Health Literacy	<input type="checkbox"/> T	Communication
<input type="checkbox"/> T	Civic Literacy	<input type="checkbox"/> A	Collaboration
<input type="checkbox"/> E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- various musical genres and their stylistic characteristics
- expressive dimensions of music
- essential life skills and character development through the study of varied musical repertoire

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- daily participation*
- vocal tests
- performance critiques
- self-evaluation

Advanced Summative Assessment Rubric

Teaching and Learning Activities

<i>Activities</i>	Performing in school concerts as well as community performances Discussion and analyzation of a wide variety of choral literature Discussion of the historical relevance of choral literature Current events as they pertain to contemporary artists, composers, choral works, special events and venues
<i>Differentiation Strategies</i>	Discuss the historical background of various styles of music Model proper pronunciation of text Listen to and analyze recordings of various styles of music Using various modalities to explain alignment (visual, aural, kinesthetic) Showing proper techniques of other choirs via the internet Using recordings and videos of performances Strategy and flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of narrative or persuasive text composition Differentiated checklists and rubrics (if appropriate) Student selected goals for writing Level of independence Craft additional leads and endings for mentor texts Consult mentor texts to support writing ELL Supports and Extension activities are included with each lesson Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students

Resources

Musical scores
Piano
Risers
Background information of music
The internet
Recordings and videos

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Vocal Music – grades 9-12 Chamber Choir
Unit Plan Title:	Advanced Music Theory
Time Frame	September- ongoing throughout the year
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJSLS Visual and Performing Arts</p> <p>Music Composition & Theory Standards 1.3B</p> <p>Anchor standard 7: Perceiving and analyzing products.</p> <p>Music Harmonizing Instruments Standard 1.3D</p> <p>Anchor standard 4: Selecting, analyzing and interpreting work.</p>	
Unit Summary	
<p>students will study, know and recognize all signs and symbols in the musical score and apply them to enhance the quality of the group</p>	
Standard Number(s)	
<p>1.3B.12adv.Re7b 1.3D.12acc.Pr4b 1.3D.12acc.Pr4c 1.3D.12adv.Pr4a</p>	
Essential Question(s)	
<ul style="list-style-type: none"> ● What is the musical language telling me to do? ● How can understanding music theory enhance my performance of the material? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Demonstrate the ability to follow vocal scores, recognize musical terms and symbols, and sing literature with multiple voicings ● Demonstrate the ability to sing major, minor and chromatic scales, melodic and harmonic lines of music, and sight-read at an average level 	

In this unit plan, the following 21st Century themes and skills are addressed.

<p>Check all that apply. 21st Century Themes</p>		<p>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills</p>	
E	Global Awareness	T	Creativity and Innovation
E	Environmental Literacy	T	Critical Thinking and Problem Solving
T	Health Literacy	T	Communication
E	Civic Literacy	A	Collaboration
E	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- while studying and learning musical repertoire, one is developing communication and interpersonal skills
- understanding of the musical language
- how to apply the musical language
- identify terms and symbols in Italian and English

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- participation in concerts and performances in the community
- teacher directed-questions and responses
- written assessments as applies to the musical scores being studied

[Advanced counting Quiz](#)

Teaching and Learning Activities

<i>Activities</i>	<p>Analysis and performance of quality music of various voicings appropriate to the ensemble</p> <p>Exercises to enhance ear training and sight reading skills</p> <p>Guided listening of choral material</p> <p>Advanced Counting Practice</p>
<i>Differentiation Strategies</i>	<p>Providing extra help- one-on-one with rhythm-counting and note-learning</p> <p>Approaching new music in various ways - count-singing</p> <p>Pointing out new terms using visual, aural, and/or kinesthetic modalities</p> <p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p>

	Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students
Resources	
Musical scores The internet / Brain Pop Videos Piano Whiteboard Counting worksheets	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Vocal Music – grades 9-12 Chamber Choir
Unit Plan Title:	the aesthetic experience
Time Frame	September- ongoing throughout the year
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Visual and Performing Arts Music Ensembles Standards 1.3C Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
NJSLS ELA Progress indicators for reading literature	
Unit Summary	
The study of vocal repertoire will provide the basis for student understanding of historical, cultural, and social contexts, and the development of aesthetic criteria for critical assessment of personal growth within the ensemble	
Standard Number(s)	
1.3C.12acc.Re9a	

1.3C.12acc.Cn10a

RL.11-12.1

Essential Question(s)

- How can I blend and balance my voice with my fellow ensemble members?
- How am I growing as a person and what social/emotional skills am I developing through reading music?
- What is the relationship between the text and the music?
- How can I improve my skills for the good of the ensemble?
- What musical careers are available?

Enduring Understandings

- performing music is not merely about notes and rhythms but it is also about the expressive dimensions of the music
- while studying and learning musical repertoire, one develops certain skills that build character and integrity and help students with emotional/social conflicts

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Build self-confidence, self-esteem and pride
- Participate in performances that create an aesthetic experience to enhance personal growth
- Understand cooperation, teamwork, self-discipline, responsibility, leadership and loyalty

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- participation in concerts and performances
- written critique and feedback on performances
- class discussions

Teaching and Learning Activities

Activities

- singing choral literature of various cultures and languages
- perform at least 10 times a year

	<p>-in class auditions to develop the ear of the group and offer feedback for the betterment of the ensemble</p> <p>Concert Evaluation</p>
<p><i>Differentiation Strategies</i></p>	<p>-work with students one on one on repertoire and solo material</p> <p>-adjust assignments accordingly with students' needs</p> <p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p>
<p>Resources</p>	
<ul style="list-style-type: none"> ● rehearsal procedures ● listening examples ● Teacher modeling of proper techniques and styles 	