



Visual and Performing Arts - Vocal Music
Grades 9 - 12
Concert Choir (Chorus)

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 Concert Choir (Chorus)
Unit Plan Title:	The Basics of Choir – Vocal Technique
Time Frame	10 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSL Visual and Performing Arts Music Harmonizing Instruments Standards 1.3D Anchor standard 5: Developing and refining techniques and models or steps needed to create products. Anchor standard 6: Conveying meaning through art.	
Unit Summary	
Students will gain an understanding of basic vocal technique to make the best possible vocal production during performances.	
Standard Number(s)	
<ul style="list-style-type: none">● 1.3D.12int.Pr5a● 1.3D.12int.Pr6a	
Essential Question(s)	
<ul style="list-style-type: none">● What vocal techniques are necessary to produce a good tone?● How do I use my voice to blend with the choir?● How do I position my body to produce a good tone?● How do we use proper diction in the music, particularly in music of foreign languages?	
Enduring Understandings	
<ul style="list-style-type: none">● Proper vocal and breathing techniques● Proper alignment● How to blend well with the choir and within the section● Proper diction	

In this unit plan, the following 21 st Century themes and skills are addressed.																			
Check all that apply. 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																		
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Student Learning Targets/Objectives (Students will know/Students will understand)																			
<ul style="list-style-type: none"> Learn and practice proper vocal technique Learn and practice proper alignment Learn and practice how to blend within a group 																			
Assessments (Pre, Formative, Summative, Other)	Denote required common assessments with an *																		
<ul style="list-style-type: none"> Daily participation* Listening to and analyzing students as they sing their parts Teacher-directed questions and responses as applied to vocal technique, breathing and alignment Vocal “checks” (quizzes) where appropriate Summative Assessment Rubric 																			
Teaching and Learning Activities																			
<i>Activities</i>	Model proper vocal technique, breathing, and alignment Constantly remind students of proper body alignment and correct them Perform breathing exercises every day Perform vocalises every day, focusing on various techniques such as vowel formation, diction, and range Body Alignment Solfege Scale																		
<i>Differentiation Strategies</i>	Providing extra help- one-on-one with pitch-matching, note-learning, etc. Using solfege hand signs to add a kinesthetic component to pitches and show intervals Collaborating with support teachers 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	
Breathing and Vocal exercise books Hand sign charts Musical scores Technological Resources (choral music websites) / Brain Pop Videos Piano Support teachers	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Vocal Music – grades 9-12 Concert Choir (Chorus)
Unit Plan Title:	Concert Preparation
Time Frame	10 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJSLS Visual and Performing Arts: Music Composition & Theory Standards 1.3B Anchor standard 7: Perceiving and analyzing products.</p> <p>Music Ensembles Standard 1.3C Anchor Standard 4: Selecting, analyzing and interpreting work. Anchor Standard 8: Interpreting intent and meaning.</p>	
Unit Summary	
<p>The main content of this unit will be learning and reviewing concert etiquette and performing practices. As students rehearse a variety of genres, they will practice stage presence, body alignment, appropriate stage</p>	

behavior/manners, and following a conductor. Attention will also be given to responsibility, commitment, self-assessment, and adherence to deadlines (i.e. concert times), and proper concert attire.

Standard Number(s)

- 1.3B.12prof.Re7b
- 1.3C.12int.Pr4a
- 1.3C.12int.Re8a
- NJSLS-CLKS: With a growth mindset, failure is an important part of success.

Essential Question(s)

- How does following a conductor relate to our overall sound?
- What expression must I have in order to relay the composer’s message?
- What expression must I have in order to produce a good sound?
- What kinds of behaviors are expected while performing?
- What is proper performing alignment?
- What skills can I learn from being part of a performance?
- How can I improve my own performing skills?

Enduring Understandings

- How to behave properly/exhibit good manners while onstage
- How to perform with proper concert etiquette
- How to show expression while performing
- How to be committed to a group
- How to adhere to deadlines (be on time for a performance)
- How to assess one’s own skills and improve upon them

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 checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" 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)

- Learn and practice proper performing alignment
- Practice concert etiquette
- Practice following a conductor
- Self-assessment

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Daily participation*
- Listening to and analyzing students as they sing their parts
- Vocal “checks” (quizzes) where appropriate
- Written quiz
- Written and oral self-assessments
- First Day Lesson

Teaching and Learning Activities

<i>Activities</i>	<p>Daily rehearsal of music</p> <p>Performing in concerts and at other events</p> <p>Model proper vocal technique, breathing, and alignment</p> <p>Listening to/watching and analyzing performances</p>
<i>Differentiation Strategies</i>	<p>Using various modalities to explain alignment (visual, aural, kinesthetic)</p> <p>Showing proper techniques of other choirs via the internet</p> <p>Collaborating with support teachers</p> <p>Using recordings and videos of performances</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>

Resources

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

Content Area/ Grade Level/ Course:	Vocal Music - grades 9-12 Concert Choir (Chorus)
Unit Plan Title:	The Basics of Choir – Music Theory
Time Frame	10 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJSLS Visual and Performing Arts: Music Composition & Theory Standards 1.3B Anchor standard 7: Perceiving and analyzing products.</p> <p>Music Harmonizing Instruments Standards 1.3D Anchor standard 4: Selecting, analyzing and interpreting work.</p>	
Unit Summary	
<p>Students will gain an understanding of basic music theory to make music reading easier during performance preparation.</p>	
Standard Number(s)	
1.3B.12prof.Re7b 1.3D.12int.Pr4b 1.3D.12int.Pr4c	
Essential Question(s)	
<ul style="list-style-type: none"> ● What rhythms are necessary to understand the musical language? ● What do certain music symbols mean in a score? ● What are the meanings of certain music terms? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Basic rhythms and note values ● Basic music symbols (i.e. repeat sign, fermata, crescendo) ● Basic music terms (i.e. diphthong, intonation) 	

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Student Learning Targets/Objectives (Students will know/Students will understand)																			
<ul style="list-style-type: none"> Gain an understanding of basic rhythms and note values Gain an understanding of basic music terms Learn how to follow a musical score 																			
Assessments (Pre, Formative, Summative, Other)	Denote required common assessments with an *																		
<ul style="list-style-type: none"> Teacher-directed questions and responses as applied to the musical score Summative: Vocal quiz, written quiz <p>Counting Practice and Quiz</p>																			
Teaching and Learning Activities																			
<i>Activities</i>	<p>Counting and rhythm exercises on the board</p> <p>Writing basic rhythms and demonstrating them</p> <p>Following a score- pointing out musical terms and symbols</p> <p>Counting Practice</p>																		
<i>Differentiation Strategies</i>	<p>Providing extra help- one-on-one with rhythm-counting and note-learning</p> <p>Collaborating with support teachers</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
 Support teachers
 Whiteboard
 Counting worksheets

**Wayne School District
 Curriculum Format**

Content Area/ Grade Level/ Course:	Vocal Music - grades 9-12 Concert Choir (Chorus)
Unit Plan Title:	Study of Choral Music (genres, aesthetics, etc.)
Time Frame	10 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>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.</p> <p>NJSLS ELA Progress indicators for reading literature</p>	
Unit Summary	

Students will rehearse a variety of genres in preparation for a public performance. Performances could be thematic in design. Genres may include, but are not limited to, Vocal Jazz, Musical Theater & the Broadway stage, Classical Choral Music, Folk Music (Spirituals, Work Songs, etc.), and Holiday Choral Music.

While learning the music, students will discuss relevant background information of the songs and apply it, where possible, to their own lives. Students will also compare the choral singing techniques among different genres.

Standard Number(s)

1.3C.12int.Re9a
 1.3C.12int.Cn10a
 RL.9-10.1

Essential Question(s)

- What is the composer’s message?
- How do we use musical elements to relay the composer’s message to the audience?
- How do we use our vocal technique to perform the music?
- How do we adjust our technique to pertain to the style/genre?
- What do we ascertain historically and thematically from having access to a variety of vocal literature

Enduring Understandings

- How the text relates to the vocal lines and the style of the music
- How to modify vocal technique (ex. Vowels, diction) to perform different genres of music
- How history plays a part in choral music

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

- Perform a variety of styles and genres of choral literature
- Applying historical backgrounds to the various genres of music
- Perform in foreign languages

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-directed questions and responses as applied to the musical score
- Demonstrating knowledge of various genres of choral literature
- Demonstrating proper pronunciation of text
- Summative: Vocal quiz, written quiz

Teaching and Learning Activities

<i>Activities</i>	<p>Discuss the historical background of various styles of music Model proper pronunciation of text Listen to and analyze recordings of various styles of music Sample music: Madrigal Sample Music: Foreign Language</p>
<i>Differentiation Strategies</i>	<p>Using various modalities to introduce genres of music Approaching new music in various ways</p> <p>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</p>

Resources

- Musical scores
- The internet
- Piano
- Support teachers
- Whiteboard