

Wayne Township Public Schools
Grade 7
Unit 1
Vocal Music Curriculum Guide
Revised June 2022

Content Area/ Grade Level/ Course:	Vocal Music 7 Chorus
Unit Plan Title:	Performing Techniques in an Ensemble
Time Frame	October-December; April-May

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

Creating:

Anchor Standard 1: Generating and Conceptualizing Ideas

Performance Expectations:

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and Developing Ideas

Performance Expectations

1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and Completing Products

Performance Expectations:

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Performing:

Anchor Standard 4: Selecting, Analyzing and Interpreting Work Strand A. Aesthetic Responses

Performance Expectations:

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

1.3A.8.Pr4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed to Create Products

Performance Expectations:

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 6: Conveying Meaning Through Art

Performance Expectations:

1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Responding

Anchor Standard 7: Perceiving and Analyzing Products

Performance Expectations:

1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Anchor Standard 8: Applying Criteria to Evaluate Products

Performance Expectations:

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting Intent and Meaning

Performance Expectations:

1.3A.8.Re8a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Connecting

Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products

Performance Expectation Performance technique in dance, music, theatre, and visual art varies according to [historical era](#) and [genre](#).

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Statement 11: Relating Artistic Ideas and Works within Societal, Cultural and Historical Contexts to Deepen Understanding

Performance Expectations:

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards Grades 6-8

Anchor Standard for Reading

Range of Reading and Level of Text Complexity

NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standard for Writing

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicator for Writing History, Science, and Technical Subjects

Range of Writing

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Core Curriculum Content Standards for Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest

2020 New Jersey Core Curriculum Content Standards - Computer Science and Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards
Grades 6-8**

Unit Summary

Students will build upon their understanding of how to sing in an ensemble, creating blend, balance, uniform intonation, and etiquette, resulting in a quality performance.

Essential Question(s)

- Am I matching pitch?
- What is required to perform music well?
- How do I use my body to produce a quality sound?
- Why is it important to study different genres of music?
- How am I growing as a person?
- What life skills am I learning as an individual?
- What life skills am I learning as a member of an ensemble?
- Why do we sing?
- What is the musical language telling me to do?
- How will performing make us better citizens?
- What personal/ensemble elements can we improve upon?
- How can I apply what I have learned through music to my future?

Enduring Understandings

- It is important to produce a quality sound while singing independently or in an ensemble
- It is important to understand the musical language that is learned

- Developing listening and performing skills will enable me to be a better musician
- Exposure to various genres of music will help me exploring diverse languages and cultures
- Performing in an ensemble will help develop my musical intelligence
- Performing in an ensemble will assist me in developing skills for future success

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

Check all that apply.
21st Century Themes

Check all that apply.
21st Century Skills

<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" 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 performance technique
- Practice teamwork and collaboration
- Exercise responsibility (i.e. timeliness to performances)
- Learn and practice musicianship skills

Teaching and Learning Activities

Daily rehearsal of music
 Performing in concerts and at other events
 Model proper vocal technique, breathing, and alignment
 Listening to/watching and analyzing performances
 Use Google Classroom to rehearse vocal parts
 Utilize internet for researching and answering musical questions
 Invite choir alumni to speak with current students about their musical experiences and careers

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Benchmark Assessment

- Singing a canon - observing pitch accuracy and ability to sing against another part
- Listening to and observing whole group choral skills (blend, intonation, etc.)

Formative Assessment

- Walking among the students daily, listening and evaluating as they sing their parts
- Critiquing ensemble skills daily (blend, phrasing, etc.)

Summative Assessment

- Vocal checks - Listening to students individually or in small groups as they sing their parts to current repertoire
- Participation at performances
- Verbal and written evaluation/critique of performances

Alternative Assessment

- Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts.
- Festival adjudication from professional judges' points of view

Differentiation Strategies

Providing extra help- one-on-one with pitch-matching, note-learning, etc.

[Differentiation Strategies for Special Education Students: Music](#)

[Differentiation Strategies for 504 Students: Music](#)

[Differentiation Strategies for G&T Students: Music](#)

[Differentiation Strategies for At Risk Students: Music](#)

[Differentiation Strategies for ELL Students: Music](#)

Resources

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

Wayne Township Public Schools
Grade 7
Unit 2
Vocal Music Curriculum Guide
Revised June 2022

Content Area/ Grade Level/ Course:	Vocal Music 7 Chorus
Unit Plan Title:	The Basics of Choir – vocal technique
Time Frame	September-October; March-May

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

Creating:

Anchor Standard 1: Generating and Conceptualizing Ideas

Performance Expectations:

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and Developing Ideas

Performance Expectations

1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and Completing Products

Performance Expectations:

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Performing:

Anchor Standard 4: Selecting, Analyzing and Interpreting Work Strand A. Aesthetic Responses

Performance Expectations:

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

1.3A.8.Pr4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed to Create Products

Performance Expectations:

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 6: Conveying Meaning Through Art

Performance Expectations:

1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Responding

Anchor Standard 7: Perceiving and Analyzing Products

Performance Expectations:

1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Anchor Standard 8: Applying Criteria to Evaluate Products

Performance Expectations:

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting Intent and Meaning

Performance Expectations:

1.3A.8.Re8a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Connecting

Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products

Performance Expectation Performance technique in dance, music, theatre, and visual art varies according to [historical era](#) and [genre](#).

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Statement 11: Relating Artistic Ideas and Works within Societal, Cultural and Historical Contexts to Deepen Understanding

Performance Expectations:

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards Grades 6-8

Anchor Standard for Reading

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- **RST.6-8.10.** By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standard for Writing

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicator for Writing History, Science, and Technical Subjects

Range of Writing

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Core Curriculum Content Standards for Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

2020 New Jersey Core Curriculum Content Standards - Computer Science and Design Thinking

8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed.

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

Unit Summary

Students will build upon their understanding of basic vocal technique to make vocal production easier during performance preparation.

Essential Question(s)

- 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?

Enduring Understandings

- Proper vocal and breathing techniques
- Proper alignment
- How to blend well with the choir and within the section

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

<i>Check all that apply.</i> 21st Century Themes		<i>Check all that apply.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" 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 vocal technique
- Learn and practice how to blend within a group

Teaching and Learning Activities

Daily breathing exercises and vocalization for specific techniques (diction, vowels, etc.)

Daily rehearsal of music with careful attention to vocal technique
Performing in concerts and at other events with proper technique
Model proper vocal technique, breathing, and alignment

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Benchmark Assessment

- Singing a canon - observing pitch accuracy, ability to sing against another part, and technical skills

Formative Assessment

- Walking among the students daily, listening and evaluating as they sing their parts
- Critiquing vocal skills daily (intonation, phrasing, vowel formation, etc.)
- Teacher-directed questions and responses as applied to vocal technique, breathing and alignment

Summative Assessment

- Vocal checks - Listening to students individually or in small groups as they sing their parts to current repertoire

Alternative Assessment

- Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Differentiation Strategies

Providing extra help for specific technical challenges (ex. Pitch matching, articulation)
Using solfege hand signs to assist with proper intonation
Utilize student leaders to model and rehearse sectionals when appropriate

[Differentiation Strategies for Special Education Students: Music](#)

[Differentiation Strategies for 504 Students: Music](#)

[Differentiation Strategies for G&T Students: Music](#)

[Differentiation Strategies for At Risk Students: Music](#)

[Differentiation Strategies for ELL Students: Music](#)

Resources

Vocal exercise books

Youtube / Video Resources - examples of proper technique in various performances

Wayne Township Public Schools
Grade 7
Unit 3
Vocal Music Curriculum Guide
Revised June 2022

Content Area/ Grade Level/ Course:	Vocal Music 7 Chorus
Unit Plan Title:	The Basics of Choir – music theory
Time Frame	September-October; January-February; April-June

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

Creating:

Anchor Standard 1: Generating and Conceptualizing Ideas

Performance Expectations:

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and Developing Ideas

Performance Expectations

1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and Completing Products

Performance Expectations:

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

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Performing:

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1.3A.8.Pr4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

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1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 6: Conveying Meaning Through Art

Performance Expectations:

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Anchor Standard 8: Applying Criteria to Evaluate Products

Performance Expectations:

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting Intent and Meaning

Performance Expectations:

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Range of Reading and Level of Text Complexity

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- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Core Curriculum Content Standards for Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3)

2020 New Jersey Core Curriculum Content Standards - Computer Science and Design Thinking

- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

Unit Summary

Students will build upon their understanding of basic music theory to make music reading easier during performance preparation.

Essential Question(s)

- What do the musical symbols and terms mean?
- How do the musical symbols and terms relate to performing the music?
- What are the note values in the specific vocal parts?

Enduring Understandings

- Basic rhythms and note values
- Dynamics symbols and meanings
- Articulation symbols
- Time signature, measure
- Tempo meanings
- Following the conductor, basic conducting gestures

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

Check all that apply.

21st Century Themes

<input checked="" type="checkbox"/>	Global Awareness
<input checked="" type="checkbox"/>	Environmental Literacy
<input type="checkbox"/>	Health Literacy
<input type="checkbox"/>	Civic Literacy
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy

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

<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Collaboration

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

- Gain an understanding of basic music theory
- Learn how to follow a musical score

Teaching and Learning Activities

Counting and rhythm exercises on the board
Writing basic rhythms and demonstrating them
Following a score- pointing out musical terms and symbols
Listening to vocal parts in sectionals on Google Classroom

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Benchmark Assessment

- Singing a canon - observing skills relating to music theory such as ability to keep a beat and sing with rhythmic accuracy

Formative Assessment

- Observing the students daily during sight-reading exercises, listening and evaluating counting and rhythmic skills
- Teacher-directed questions and responses as applied to the musical score
- Assessments/quizzes relating to counting, musical terms, score reading

Summative Assessment

- Vocal checks - Listening to students individually or in small groups as they sing their parts to current repertoire
- Assessments/quizzes relating to counting, musical terms, score reading

Alternative Assessment

- Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Differentiation Strategies

Providing extra help- one-on-one with note values, score reading, etc.
Self-assessing knowledge by volunteering to complete boardwork
Recording vocal parts and utilizing Google Classroom

[Differentiation Strategies for Special Education Students: Music](#)

[Differentiation Strategies for 504 Students: Music](#)

[Differentiation Strategies for G&T Students: Music](#)

[Differentiation Strategies for At Risk Students: Music](#)

[Differentiation Strategies for ELL Students: Music](#)

Resources

Musical scores
Technological Resources - Google Classroom

Wayne Township Public Schools
Grade 7
Unit 4
Vocal Music Curriculum Guide
Revised June 2022

Content Area/ Grade Level/ Course:	Vocal Music 7 Chorus
Unit Plan Title:	Concert Preparation
Time Frame	Approx.. 8-10 weeks (at various times throughout the year) (October-December; February-May)

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

Creating:

Anchor Standard 1: Generating and Conceptualizing Ideas

Performance Expectations:

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and Developing Ideas

Performance Expectations

1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and Completing Products

Performance Expectations:

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Performing:

Anchor Standard 4: Selecting, Analyzing and Interpreting Work Strand A. Aesthetic Responses

Performance Expectations:

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed to Create Products

Performance Expectations:

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 6: Conveying Meaning Through Art

Performance Expectations:

1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.

1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Responding

Anchor Standard 7: Perceiving and Analyzing Products

Performance Expectations:

1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Anchor Standard 8: Applying Criteria to Evaluate Products

Performance Expectations:

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting Intent and Meaning

Performance Expectations:

1.3A.8.Re8a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Connecting

Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products

Performance Expectation Performance technique in dance, music, theatre, and visual art varies according to [historical era](#) and [genre](#).

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Statement 11: Relating Artistic Ideas and Works within Societal, Cultural and Historical Contexts to Deepen Understanding

Performance Expectations:

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards Grades 6-8

Anchor Standard for Reading

Range of Reading and Level of Text Complexity

NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- **RST.6-8.10.** By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standard for Writing

Range of Writing

NJLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicator for Writing History, Science, and Technical Subjects

Range of Writing

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

New Jersey Core Curriculum Content Standards for Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

2020 New Jersey Core Curriculum Content Standards - Computer Science and Design Thinking

- 8.2.8.ED.5: Explain the need for optimization in a design process.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system

Creating:

Anchor Standard 1: Generating and Conceptualizing Ideas

Performance Expectations:

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and Developing Ideas

Performance Expectations

1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and Completing Products

Performance Expectations:

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Performing:

Anchor Standard 4: Selecting, Analyzing and Interpreting Work Strand A. Aesthetic Responses

Performance Expectations:

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

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Unit Summary

Students will rehearse more advanced music of a variety of genres in preparation for a public performance. Performances could be thematic in design. While learning the music, students will review music symbols and terms as well as backgrounds of the songs. Students will also learn/review concert etiquette/performing practices.

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?
- How do we use proper diction, particularly in music of foreign languages?

Enduring Understandings

- How the text relates to the vocal lines and the style of the music
- How to perform different genres of music
- How to perform with proper concert etiquette
- How to show expression while performing

In this unit plan, the following 21 st Century themes and skills are addressed			
Check all that apply. 21 st Century Themes		Check all that apply. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives (Students will know/Students will understand)			
<ul style="list-style-type: none"> • Perform a variety of styles and genres of choral literature • Applying historical backgrounds to the various genres of music • Perform in foreign languages • Practice concert etiquette • Review music symbols and terms 			
Teaching and Learning Activities			
Daily rehearsal of music Performing in concerts and at other events Model proper vocal technique, breathing, and alignment Model proper pronunciation of text Counting and rhythm exercises on the board			
Assessments (Pre, Formative, Summative, Other)		Denote required common assessments with an *	
<u>Benchmark Assessment</u> <ul style="list-style-type: none"> • Singing a canon - observing pitch accuracy and ability to sing against another part • Group sight-reading exercises and repertoire 			
<u>Formative Assessment</u> <ul style="list-style-type: none"> • Walking among the students daily, listening and evaluating as they sing their parts and pronounce texts • Recording ensemble and critiquing for concert readiness • Teacher-directed questions and responses as applied to the musical score • Teacher-directed questions and responses as applied to vocal technique, breathing and alignment 			
<u>Summative Assessment</u> <ul style="list-style-type: none"> • Vocal checks - Listening to students individually or in small groups as they sing their parts to current repertoire • Participation at performances 			
<u>Alternative Assessment</u> <ul style="list-style-type: none"> • Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts 			
<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
Introducing new music in various ways - analyzing lyrics, listening to recordings, sight-reading the whole song, repetition of phrases, etc.

[Differentiation Strategies for Special Education Students: Music](#)

[Differentiation Strategies for 504 Students: Music](#)

[Differentiation Strategies for G&T Students: Music](#)

[Differentiation Strategies for At Risk Students: Music](#)

[Differentiation Strategies for ELL Students: Music](#)

Resources

Musical scores

Support teachers

Researching background information of repertoire online

Translation of foreign languages text