

CURRICULUM

FOR

CHOIR

GRADE(S) 8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Business Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Kristen Lorenzetti

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Choir
Grade(s) 8

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Choir: Grade(s) 8

PACING GUIDE

Unit	Title	Pacing
1	Vocal Pedagogy	5 weeks
2	Music Reading	5 weeks
3	Solfege	5 weeks
4	The Elements of Music	5 weeks
5	Collaboration and Listening	5 weeks
6	Genres	5 weeks
7	Repertoire	5 weeks
8	Performance and Assessment	5 weeks

As music instruction and learning is cumulative and overlaps while ongoing, it is therefore understood that all unit material will be taught concurrently throughout the course of the entire 40-week school year.

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions.

- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly using visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Choir

Unit Title: Vocal Pedagogy

Target Course/Grade Level: Choir/Grade 8

Unit Summary: This unit will include an introduction to proper breathing techniques, vocal placement, quality of the voice, range of the voice, and shaping of a word using various vowel formations.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- MU.K-12.1.3C.12int.Cn11a.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- MU.K-12.1.3C.12int.Pr6b.** Demonstrate an awareness of the context of the music through prepared and improvised performances.
- MU.K-12.1.3C.12int.Re9a.** Explain the influence of experiences, analysis and context on interest in and evaluation of music.
- MU.K-12.1.3C.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- MU.K-12.1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- MU.K-12.1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr2a.** Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr3a.** Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- MU.K-12.1.3C.12int..Cr3b.** 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.
- MU.K-12.1.3C.12int.Pr4b.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU.K-12.1.3C.12int.Pr5a.** Develop strategies to address technical challenges in varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU.K-12.1.3C.12int.Pr4a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual or ensemble.

MU.K-12.1.3C.12int.Cn10a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU.K-12.1.3c.12int.Re7a. Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

MU.K-12.1.3C.12int.Re7b. Describe how understanding context and the way the elements of music are manipulated inform the response to music.

MU.K-12.1.3C.12int.Pr4c. Demonstrate understanding and application of expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP1. Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP3. Consider the environment, social and economic impacts of decisions.

CRP.K-12.CRP4. Demonstrate creativity and innovation.

CRP.K-12.CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7. Plan education and career paths aligned to personal goals.

CRP.K-12.CRP8. Use technology to enhance productivity

CRP.K-12.CRP9. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Reading and Writing

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social Studies

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Science

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Technical Subjects

TECH.8.1.8.A. Understand and use technology systems.

TECH.8.1.5.A. Select and use applications effectively and productively.

Unit Understandings:

Students will understand that...

- Proper vocal technique is the foundation of good singing.
- There are various elements of proper vocal technique that will influence the sound that is produced.
- The breath of a singer is the essential building block of all sound.

Unit Essential Questions:

- What are the basic principles of vocal technique?
- How do singers create space?
- What effect does breath have on the sound?
- What skills and concepts can be used to shape a phrase?
- In what ways does posture enable effective singing?

Knowledge and Skills:

Students will know...

- How to use the diaphragm to take a breath.
- How to support the sound by using internal muscles to sustain the sound
- How to use proper vocal technique to improve their performance.
- How to alter the shape of their mouth to change the tone quality and vowel sound

Students will be able to...

- Apply the concepts of vocal technique in performance.
- Demonstrate effective breath support.
- Recognize how and when to make proper vocal and musical choices using proper vocal technique.
- Instill techniques and habits that will remain with the singer for years to come.
- Shape the mouth using proper vowel formations.
- Explore different examples of vocal technique.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests
- Quizzes
- Homework
- Projects
- Class Participation

- Performance Evaluation
- Attendance
- Final Exam
- Class Observation
- Self/Peer Evaluation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Projects assessed using rubrics
- Compose/create using a variety of activities and technology that requires application of what has been learned
- Self-assess, either aurally or written
- Music written in braille
- Music highlighted or written out based on individual part
- Class discussion/participation
- Rhythms are clapped, written, or spoken
- Lyrics are discussed, analyzed, and interpreted for meaning
- Move to the music to establish beat and rhythm
- Use pictures and words to correlate rhythms and notation
- Relating real world concepts to music, dynamics, and sounds

RESOURCES

Teacher Resources:

- Albrecht, S. K. (2003). *The Choral Warm-Up Collection: A Sourcebook of 167 Choral Warm-Ups Contributed by 51 Choral Directors*. Alfred Music.
- Althouse, J., & Robinson, R. (1995). *The Complete Choral Warm-up Book: A Sourcebook for Choral Directors*. Alfred Music.
- Beck, A., Surmani, K. F., & Lewis, B. (2004). *Sing at First Sight, Level I*. Van Haren Publishing.
- Cole, S., & Lewis, L. R. (2004). *Melodia: A Course in Sight-Singing - Solfeggio - Complete, Books I-IV*. Oliver Ditson Co. & Theodore Presser Co.
- Dilworth, R. (2006). *Choir Builders: Fundamental Vocal Techniques for Classroom and General Use*. Hal Leonard.
- Haasemann, F., & Jordan, J. M. (1991). *Group Vocal Technique* (1st Ed.). Hinshaw Music.
- Jordan, James Mark. *Evoking Sound: Fundamentals of Choral Conducting and Rehearsing*. Chicago: GIA Publications, 1996. Print.
- Jordan, J. (2009). *Evoking Sound: Fundamentals of Choral Conducting* (2nd Ed.) G I A Publications.
- Jordan, J., & Kemp, H. (2005). *Evoking Sound Choral Warm-up Method: Procedures, Planning and Core Vocal Exercises*. GIA Publications.
- Jordan, J., Moliterno, M., & Thomas, N. (2011). *The Musician's Breath: The Role of Breathing in Human Expression*. GIA Publications.
- Rutherford-Johnson, T., Kennedy, M., & Kennedy, J. (2013). *The Oxford Dictionary of Music (Oxford Quick Reference)* (6th ed.). Oxford University Press.

- Ristad, E. (1981). *A Soprano on Her Head: Right-Side-Up Reflections on Life and Other Performances* (1st ed.). Real People Press.
- Wooten, V. L. (2008). *The Music Lesson: A Spiritual Search for Growth Through Music*. Berkley.
- FlipGrid
- MusicFirst
- SELARTS: <https://selarts.org>
- Learning for Justice – Welcome to Teaching Tolerance:
<https://www.learningforjustice.org/the-moment/august-29-2019-welcome-to-teaching-tolerance>

Equipment Needed:

- Computer/Chromebook
- Smart board/white board
- Piano
- Media player
- Choral repertoire/folders
- Handheld percussion instruments
- Projector

UNIT 2 OVERVIEW

Content Area: Choir

Unit Title: Music Reading

Target Course/Grade Level: Choir/Grade 8

Unit Summary: This unit will include an introduction to music reading; specifically, notes on the staff, note duration, rhythm, tempo, dynamics, and the organization of a musical score.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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MU.K-12.1.3C.12int.Pr4a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual or ensemble.

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MU.K-12.1.3c.12int.Re7a. Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

MU.K-12.1.3C.12int.Re7b. Describe how understanding context and the way the elements of music are manipulated inform the response to music.

MU.K-12.1.3C.12int.Pr4c. Demonstrate understanding and application of expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP1. Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP3. Consider the environment, social and economic impacts of decisions.

CRP.K-12.CRP4. Demonstrate creativity and innovation.

CRP.K-12.CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7. Plan education and career paths aligned to personal goals.

CRP.K-12.CRP8. Use technology to enhance productivity

CRP.K-12.CRP9. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Reading and Writing

LA.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social Studies

6.1.8.HistoryUP.5. Historical contexts and events shaped and continue to shape people's perspectives.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Math

MA.K-12.1.OA. Represent and solve problems involving addition and subtraction.

MA.K-12.3.NF. Develop understanding of fractions as numbers.

Technical Subjects

TECH.8.1.8.A. Understand and use technology systems.

TECH.8.1.5.A. Select and use applications effectively and productively.

Unit Understandings:

Students will understand that...

- A musical score consists of symbols which dictate pitch, rhythm, dynamics, tempo, etc.
- Music notes on the staff are different based on the clef sign and type of note.
- Learning to read and notate music helps musicians comprehend and express the universal language of music.

Unit Essential Questions:

- How do musicians use the symbols in a musical score to enhance the ability to learn the music?
- How do musicians use the symbols in a musical score to enhance the quality of a performance?
- In what ways is understanding music theory necessary to understand music?
- How does reading notation and the score help a musician?

Knowledge and Skills:

Students will know...

- How pitch and rhythm are notated.
- How a musical score is organized.
- How to find and follow a specific voice part in a score.
- How to identify tempo and dynamic markings in a score.

Students will be able to...

- Use the knowledge of music reading and vocabulary to increase musicality and confidence in a performance.
- Understand how a musical score is organized and how to follow their part in a score.
- Use knowledge of rhythm and pitch to help navigate the score.
- Speak or clap rhythm notation.
- Interpret tempo and dynamic markings to increase musicality in a song.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam

- Class Observation
- Self/Peer Evaluation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Projects assessed using rubrics
- Compose/create using a variety of activities and technology that requires application of what has been learned
- Self-assess, either aurally or written
- Music written in braille
- Music highlighted or written out based on individual part
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- Wooten, V. L. (2008). *The Music Lesson: A Spiritual Search for Growth Through Music*. Berkley.
- FlipGrid
- MusicFirst
- SELARTS: <https://selarts.org>
- Learning for Justice – Welcome to Teaching Tolerance:
<https://www.learningforjustice.org/the-moment/august-29-2019-welcome-to-teaching-tolerance>

Equipment Needed:

- Computer/Chromebook
- Smart board/white board
- Piano
- Media player
- Choral repertoire/folders
- Handheld percussion instruments
- Projector

UNIT 3 OVERVIEW

Content Area: Choir

Unit Title: Solfege

Target Course/Grade Level: Choir/Grade 8

Unit Summary: This unit will include the introduction of solfege, Curwen hand signs, intervals, and sight-reading.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

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- MU.K-12.1.3C.12int.Pr6b.** Demonstrate an awareness of the context of the music through prepared and improvised performances.
- MU.K-12.1.3C.12int.Re9a.** Explain the influence of experiences, analysis and context on interest in and evaluation of music.
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MU.K-12.1.3c.12int.Re7a. Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

MU.K-12.1.3C.12int.Re7b. Describe how understanding context and the way the elements of music are manipulated inform the response to music.

MU.K-12.1.3C.12int.Pr4c. Demonstrate understanding and application of expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

MU.K-12.1.3C.12nov.Re7b. Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

MU.K-12.1.3C.12nov.Pr4c. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

MU.K-12.1.3C.12nov.Re7a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP1. Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP3. Consider the environment, social and economic impacts of decisions.

CRP.K-12.CRP4. Demonstrate creativity and innovation.

CRP.K-12.CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7. Plan education and career paths aligned to personal goals.

CRP.K-12.CRP8. Use technology to enhance productivity

CRP.K-12.CRP9. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Reading and Writing

LA.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social Studies

6.1.8.HistoryUP.5. Historical contexts and events shaped and continue to shape people's perspectives.

Science

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Math

MA.K-12.1.OA. Represent and solve problems involving addition and subtraction.

MA.K-12.3.NF. Develop understanding of fractions as numbers.

Technical Subjects

TECH.8.1.8.A. Understand and use technology systems.

TECH.8.1.5.A. Select and use applications effectively and productively.

Unit Understandings:

Students will understand that...

- Most music has a clear and discernable tonal center.
- Solfege is a guide to assist the musician in sight-singing within a diatonic structure.

Unit Essential Questions:

- How does solfege help a musician understand the distance and relationship between notes?
- How is solfege used to sight-sing a new song or perform a cappella while retaining the correct tonal center?
- What are the most used solfege syllables?
- What are other (altered) solfege syllables, and when are they used?

Knowledge and Skills:

Students will know...

- How to use solfege within a musical score.
- The aural relationship between the different scale degrees (intervals).

Students will be able to...

- Demonstrate proper use of the Curwen hand signs.
- Sight-sing diatonic melodies with solfege using steps and tonic triad skips.
- Use the system of solfege to establish tonal center within a musical selection.
- Sing a diatonic and chromatic scale using solfege.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests
- Quizzes
- Homework
- Projects
- Class Participation

- Performance Evaluation
- Attendance
- Final Exam
- Class Observation
- Self/Peer Evaluation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Projects assessed using rubrics
- Compose/create using a variety of activities and technology that requires application of what has been learned
- Self-assess, either aurally or written
- Music written in braille
- Music highlighted or written out based on individual part
- Class discussion/participation
- Rhythms are clapped, written, or spoken
- Lyrics are discussed, analyzed, and interpreted for meaning
- Move to the music to establish beat and rhythm
- Use pictures and words to correlate rhythms and notation
- Relating real world concepts to music, dynamics, and sounds

RESOURCES

Teacher Resources:

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- Wooten, V. L. (2008). *The Music Lesson: A Spiritual Search for Growth Through Music*. Berkley.
- FlipGrid
- MusicFirst
- SELARTS: <https://selarts.org>
- Learning for Justice – Welcome to Teaching Tolerance:
<https://www.learningforjustice.org/the-moment/august-29-2019-welcome-to-teaching-tolerance>

Equipment Needed:

- Computer/Chromebook
- Smart board/white board
- Piano
- Media player
- Choral repertoire/folders
- Handheld percussion instruments
- Projector

UNIT 4 OVERVIEW

Content Area: Choir

Unit Title: Elements of Music

Target Course/Grade Level: Choir/Grade 8

Unit Summary: This unit will include an introduction to the elements of music; specifically, tempo, timbre, texture, rhythm, dynamics, form, harmony, and melody.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- MU.K-12.1.3C.12int.Cn11a.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- MU.K-12.1.3C.12int.Pr6b.** Demonstrate an awareness of the context of the music through prepared and improvised performances.
- MU.K-12.1.3C.12int.Re9a.** Explain the influence of experiences, analysis and context on interest in and evaluation of music.
- MU.K-12.1.3C.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- MU.K-12.1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- MU.K-12.1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr2a.** Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr3a.** Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- MU.K-12.1.3C.12int..Cr3b.** 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.
- MU.K-12.1.3C.12int.Pr4b.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU.K-12.1.3C.12int.Pr5a.** Develop strategies to address technical challenges in varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU.K-12.1.3C.12int.Pr4a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual or ensemble.

MU.K-12.1.3C.12int.Cn10a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU.K-12.1.3c.12int.Re7a. Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

MU.K-12.1.3C.12int.Re7b. Describe how understanding context and the way the elements of music are manipulated inform the response to music.

MU.K-12.1.3C.12int.Pr4c. Demonstrate understanding and application of expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP1. Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP3. Consider the environment, social and economic impacts of decisions.

CRP.K-12.CRP4. Demonstrate creativity and innovation.

CRP.K-12.CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7. Plan education and career paths aligned to personal goals.

CRP.K-12.CRP8. Use technology to enhance productivity

CRP.K-12.CRP9. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Reading and Writing

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inference and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social Studies

6.1.8.CivicsPI.3. Political and civil institutions impact all aspects of people's lives

6.1.8.CivicsHR.3. Social and political systems have protected and denied human rights (to varying degrees) throughout time.

6.1.8.HistoryUP.5. Historical contexts and events shaped and continue to shape people's perspectives.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Science

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Math

MA.K-12.1.OA. Represent and solve problems involving addition and subtraction.

MA.K-12.3.NF. Develop understanding of fractions as numbers.

Technical Subjects

TECH.8.1.8.A. Understand and use technology systems.

TECH.8.1.5.A. Select and use applications effectively and productively.

Unit Understandings:

Students will understand that...

- All music utilizes the elements of music. (AAH, HG, LGBTQ/D, AAPI)
- All musicians implement the elements of music when learning and performing repertoire.
- There are many elements of music present in a song.
- Utilizing these various elements of music will enable students to create and perform an aesthetically appealing song.

Unit Essential Questions:

- What elements of music are present in a piece of music and how do they contribute to the overall effect of the piece? (AAH, HG, LGBTQ/D, AAPI)
- How can a musician improve the quality of their performance by utilizing the elements of music?
- How does music connect people in a community and a global sense? (AAH, HG, LGBTQ/D, AAPI)

Knowledge and Skills:

Students will know...

- The elements of music are present in every song and genre of music. (AAH, HG, LGBTQ/D, AAPI)
- That the musical elements used are common musical concepts used by all musicians. (AAH, HG, LGBTQ/D, AAPI)
- That the elements of music contribute to the overall appeal of a song.

Students will be able to...

- Incorporate the musical elements into everyday singing and performance.
- Define and describe the elements of music through discussion and singing. (AAH, HG, LGBTQ/D, AAPI)
- Listen to a performance and assess it using the elements of music. (AAH, HG, LGBTQ/D, AAPI)
- Utilize the elements of music to enhance the overall performance.
- Express thoughts and ideas in a clear and intelligent manner.
- Build awareness of the role of music in the community and globally. (AAH, HG, LGBTQ/D, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation
- Self/Peer Evaluation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Projects assessed using rubrics
- Compose/create using a variety of activities and technology that requires application of what has been learned
- Self-assess, either aurally or written
- Music written in braille
- Music highlighted or written out based on individual part
- Class discussion/participation
- Rhythms are clapped, written, or spoken
- Lyrics are discussed, analyzed, and interpreted for meaning
- Move to the music to establish beat and rhythm
- Use pictures and words to correlate rhythms and notation
- Relating real world concepts to music, dynamics, and sounds

RESOURCES

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- Learning for Justice – Welcome to Teaching Tolerance:
<https://www.learningforjustice.org/the-moment/august-29-2019-welcome-to-teaching-tolerance>

Equipment Needed:

- Computer/Chromebook
- Smart board/white board
- Piano
- Media player
- Choral repertoire/folders
- Handheld percussion instruments
- Projector

UNIT 5 OVERVIEW

Content Area: Choir

Unit Title: Collaboration and Listening

Target Course/Grade Level: Choir/Grade 8

Unit Summary: This unit will include an introduction to collaboration within a choral setting and listening to music through analysis and discussion.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- MU.K-12.1.3C.12int.Cn11a.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- MU.K-12.1.3C.12int.Pr6b.** Demonstrate an awareness of the context of the music through prepared and improvised performances.
- MU.K-12.1.3C.12int.Re9a.** Explain the influence of experiences, analysis and context on interest in and evaluation of music.
- MU.K-12.1.3C.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- MU.K-12.1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- MU.K-12.1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr2a.** Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr3a.** Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- MU.K-12.1.3C.12int..Cr3b.** 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.
- MU.K-12.1.3C.12int.Pr4b.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU.K-12.1.3C.12int.Pr5a.** Develop strategies to address technical challenges in varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU.K-12.1.3C.12int.Pr4a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual or ensemble.

MU.K-12.1.3C.12int.Cn10a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU.K-12.1.3c.12int.Re7a. Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

MU.K-12.1.3C.12int.Re7b. Describe how understanding context and the way the elements of music are manipulated inform the response to music.

MU.K-12.1.3C.12int.Pr4c. Demonstrate understanding and application of expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP1. Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP3. Consider the environment, social and economic impacts of decisions.

CRP.K-12.CRP4. Demonstrate creativity and innovation.

CRP.K-12.CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7. Plan education and career paths aligned to personal goals.

CRP.K-12.CRP8. Use technology to enhance productivity

CRP.K-12.CRP9. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Reading and Writing

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social Studies

6.1.8.HistoryUP.5. Historical contexts and events shaped and continue to shape people's perspectives.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Science

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Math

MA.K-12.1.OA. Represent and solve problems involving addition and subtraction.

MA.K-12.3.NF. Develop understanding of fractions as numbers.

Technical Subjects

TECH.8.1.8.A. Understand and use technology systems.

TECH.8.1.5.A. Select and use applications effectively and productively.

Unit Understandings:

Students will understand that...

- Analysis of music compositions and performances requires evaluation methods that separate fact from fiction. (AAH, HG, LGBTQ/D, AAPI)
- Constructive criticism is a valuable tool that enables musicians to communicate and collaborate more effectively.
- Listening and collaboration work simultaneously to create music.

Unit Essential Questions:

- What criteria can be used to listen and evaluate a rehearsal or performance?
- How can constructive criticism help improve a performance?
- How does each voice part work within the musical structure?
- How do I listen critically?

Knowledge and Skills:

Students will know...

- That the analysis of themselves, and the group as a whole, is imperative to growth and improvement.
- How to recognize errors in pitch, rhythm, etc. as they sing.
- How to analyze and react to what they hear.

Students will be able to...

- Listen to music with an analytic ear.
- Gain a sense of community and teamwork through the creation of music. (AAH, HG, LGBTQ/D, AAPI)
- Collaborate and perform together as a group.
- Listen and sing simultaneously.
- Listen and evaluate different components of an individual or group performance.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation
- Self/Peer Evaluation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Projects assessed using rubrics
- Compose/create using a variety of activities and technology that requires application of what has been learned
- Self-assess, either aurally or written
- Music written in braille
- Music highlighted or written out based on individual part
- Class discussion/participation
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<https://www.learningforjustice.org/the-moment/august-29-2019-welcome-to-teaching-tolerance>

Equipment Needed:

- Computer/Chromebook
- Smart board/white board
- Piano
- Media player
- Choral repertoire/folders
- Handheld percussion instruments
- Projector

UNIT 6 OVERVIEW

Content Area: Choir

Unit Title: Genres

Target Course/Grade Level: Choir/Grade 8

Unit Summary: This unit will include an introduction to different genres and styles of music as well as the stylistic approach to singing said genres.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- MU.K-12.1.3C.12int.Cn11a.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- MU.K-12.1.3C.12int.Pr6b.** Demonstrate an awareness of the context of the music through prepared and improvised performances.
- MU.K-12.1.3C.12int.Re9a.** Explain the influence of experiences, analysis and context on interest in and evaluation of music.
- MU.K-12.1.3C.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- MU.K-12.1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- MU.K-12.1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr2a.** Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr3a.** Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- MU.K-12.1.3C.12int..Cr3b.** 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.
- MU.K-12.1.3C.12int.Pr4b.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU.K-12.1.3C.12int.Pr5a.** Develop strategies to address technical challenges in varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU.K-12.1.3C.12int.Pr4a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual or ensemble.

MU.K-12.1.3C.12int.Cn10a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU.K-12.1.3c.12int.Re7a. Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

MU.K-12.1.3C.12int.Re7b. Describe how understanding context and the way the elements of music are manipulated inform the response to music.

MU.K-12.1.3C.12int.Pr4c. Demonstrate understanding and application of expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP1. Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP3. Consider the environment, social and economic impacts of decisions.

CRP.K-12.CRP4. Demonstrate creativity and innovation.

CRP.K-12.CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7. Plan education and career paths aligned to personal goals.

CRP.K-12.CRP8. Use technology to enhance productivity

CRP.K-12.CRP9. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Reading and Writing

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inference and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social Studies

6.1.8.CivicsPI.3. Political and civil institutions impact all aspects of people's lives

6.1.8.CivicsHR.3. Social and political systems have protected and denied human rights (to varying degrees) throughout time.

6.1.8.HistoryUP.5. Historical contexts and events shaped and continue to shape people's perspectives.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Technical Subjects

TECH.8.1.8.A. Understand and use technology systems.

TECH.8.1.5.A. Select and use applications effectively and productively.

Unit Understandings:

Students will understand that...

- Music throughout time is categorized into musical genres. (AAH, HG, LGBTQ/D, AAPI)
- Historical events affect the musical performance of the time. (AAH, HG, LGBTQ/D, AAPI)
- Music comes from a variety of cultures and languages. (AAH, HG, LGBTQ/D, AAPI)
- There are distinguishing characteristics that define music from different styles, genres, cultures, and time periods. (AAH, HG, LGBTQ/D, AAPI)

Unit Essential Questions:

- How does studying the music of other cultures help us better understand the world around us? (AAH, HG, LGBTQ/D, AAPI)
- What does music tell us about other people and cultures? (AAH, HG, LGBTQ/D, AAPI)
- What are specific musical elements that differ from one genre to another? (AAH, HG, LGBTQ/D, AAPI)
- How should singing be altered in performance practices of a particular genre or place in history? (AAH, HG, LGBTQ/D, AAPI)

Knowledge and Skills:

Students will know...

- Music throughout the world serves many purposes, including, but not limited to, celebration, mourning, religion, holiday, culture, and communication. (AAH, HG, LGBTQ/D, AAPI)
- Music, when performed, should be altered to conform to the traditional genre and place in history. (AAH, HG, LGBTQ/D, AAPI)
- Which specific elements of music are significant to different cultures. (AAH, HG, LGBTQ/D, AAPI)

Students will be able to...

- Perform music in various genres and from various time periods. (AAH, HG, LGBTQ/D, AAPI)
- Demonstrate stylistic consideration in response to genre and time period. (AAH, HG, LGBTQ/D, AAPI)
- Make musical decisions to sing a song differently based on its genre. (AAH, HG, LGBTQ/D, AAPI)
- Understand where a piece of music fits into a specific category and the purpose of it. (AAH, HG, LGBTQ/D, AAPI)
- Utilize the elements of music when describing a genre of music. (AAH, HG, LGBTQ/D, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation
- Self/Peer Evaluation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Projects assessed using rubrics
- Compose/create using a variety of activities and technology that requires application of what has been learned
- Self-assess, either aurally or written
- Music written in braille
- Music highlighted or written out based on individual part
- Class discussion/participation
- Rhythms are clapped, written, or spoken
- Lyrics are discussed, analyzed, and interpreted for meaning
- Move to the music to establish beat and rhythm
- Use pictures and words to correlate rhythms and notation
- Relating real world concepts to music, dynamics, and sounds

RESOURCES

Teacher Resources:

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- FlipGrid
- MusicFirst
- SELARTS: <https://selarts.org>
- Learning for Justice – Welcome to Teaching Tolerance:
<https://www.learningforjustice.org/the-moment/august-29-2019-welcome-to-teaching-tolerance>

Equipment Needed:

- Computer/Chromebook
- Smart board/white board
- Piano
- Media player
- Choral repertoire/folders
- Handheld percussion instruments
- Projector

UNIT 7 OVERVIEW

Content Area: Choir

Unit Title: Repertoire

Target Course/Grade Level: Choir/Grade 8

Unit Summary: This unit will include an introduction to repertoire choices and the rationale for making those choices. Focus will also be placed on developing skills to choose appropriate repertoire.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- MU.K-12.1.3C.12int.Cn11a.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- MU.K-12.1.3C.12int.Pr6b.** Demonstrate an awareness of the context of the music through prepared and improvised performances.
- MU.K-12.1.3C.12int.Re9a.** Explain the influence of experiences, analysis and context on interest in and evaluation of music.
- MU.K-12.1.3C.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- MU.K-12.1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- MU.K-12.1.3.C.12int.Cr1a**
Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr2a**
Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- MU.K-12.1.3.C.12int.Cr3a**
Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- MU.K-12.1.3C.12int..Cr3b.** 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.
- MU.K-12.1.3C.12int.Pr4b.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU.K-12.1.3C.12int.Pr5a. Develop strategies to address technical challenges in varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU.K-12.1.3C.12int.Pr4a. Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual or ensemble.

MU.K-12.1.3C.12int.Cn10a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU.K-12.1.3c.12int.Re7a. Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

MU.K-12.1.3C.12int.Re7b. Describe how understanding context and the way the elements of music are manipulated inform the response to music.

MU.K-12.1.3C.12int.Pr4c. Demonstrate understanding and application of expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Career Readiness, Life Literacies, and Key Skills:

CRP.K-12.CRP1. Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP3. Consider the environment, social and economic impacts of decisions.

CRP.K-12.CRP4. Demonstrate creativity and innovation.

CRP.K-12.CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP7. Plan education and career paths aligned to personal goals.

CRP.K-12.CRP8. Use technology to enhance productivity

CRP.K-12.CRP9. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Reading and Writing

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inference and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LA.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Social Studies

6.1.8.CivicsPI.3. Political and civil institutions impact all aspects of people's lives

6.1.8.CivicsHR.3. Social and political systems have protected and denied human rights (to varying degrees) throughout time.

6.1.8.HistoryUP.5. Historical contexts and events shaped and continue to shape people's perspectives.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Technical Subjects

TECH.8.1.8.A. Understand and use technology systems.

TECH.8.1.5.A. Select and use applications effectively and productively.

Unit Understandings:

Students will understand that...

- Repertoire is chosen based on many factors.
- Music comes from a variety of genres, cultures, and languages. (AAH, HG, LGBTQ/D, AAPI)
- The variation of texture and voicing can influence the complexity of a piece of music.
- The tonality of a piece and the artistic interpretation will influence its mood and style.
- Certain pieces of music are more suited for an ensemble than others.

Unit Essential Questions:

- What are some factors used when choosing repertoire?
- What are the educational benefits from singing a particular song?
- How does the varying of voicings impact the harmonic structure of a piece?
- Why should a variety of music from different genres be performed? (AAH, HG, LGBTQ/D, AAPI)

Knowledge and Skills:

Students will know...

- Voicing refers to the number and arrangement of unique vocal parts in a piece of music.
- How to choose a song based on accessibility and educational benefits.
- That all repertoire varies on degrees of difficulty and musicality.
- That different genres and cultures have music for different reasons. (AAH, HG, LGBTQ/D, AAPI)

Students will be able to...

- Choose a piece of music that is best suited for their ensemble.
- Identify the key components in a piece of music to understand its appropriateness.
- Sing and perform a varied repertoire. (AAH, HG, LGBTQ/D, AAPI)
- Demonstrate stylistic consideration in response to genre, culture, and time period. (AAH, HG, LGBTQ/D, AAPI)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation
- Self/Peer Evaluation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Projects assessed using rubrics
- Compose/create using a variety of activities and technology that requires application of what has been learned
- Self-assess, either aurally or written
- Music written in braille
- Music highlighted or written out based on individual part
- Class discussion/participation
- Rhythms are clapped, written, or spoken
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Equipment Needed:

- Computer/Chromebook
- Smart board/white board
- Piano
- Media player
- Choral repertoire/folders
- Handheld percussion instruments
- Projector

UNIT 8 OVERVIEW

Content Area: Choir

Unit Title: Performance and Assessment

Target Course/Grade Level: Choir/Grade 8

Unit Summary: This unit will include an introduction to the musical aspects of a performance and how a performance should be assessed.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

MU.K-12.1.3C.12nov.Pr6b MU.K-12.1.3C.12int.Cn11a. Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

MU.K-12.1.3C.12int.Pr6b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

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MU.K-12.1.3.C.12int.Cr1a. Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

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MU.K-12.1.3C.12int..Cr3b. 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.

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CRP.K-12.CRP8. Use technology to enhance productivity

CRP.K-12.CRP9. Work productively in teams while using cultural global competence.

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6.1.8.HistoryUP.5. Historical contexts and events shaped and continue to shape people's perspectives.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Science

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Technical Subjects

TECH.8.1.8.A. Understand and use technology systems.

TECH.8.1.5.A. Select and use applications effectively and productively.

Unit Understandings:

Students will understand that...

- Performances are shaped using specific tools and techniques.
- Performances can be enhanced by assessment.
- Performance is crucial for the growth of a musician.
- Music is a form of communication. (AAH, HG, LGBTQ/D, AAPI)
- Assessment can be utilized throughout rehearsal and performance.

Unit Essential Questions:

- What are the techniques of performance and how should they be assessed?
- What different skills are developed through performance that are not developed through rehearsal?
- What makes a performance successful?
- How do performers communicate through music? (AAH, HG, LGBTQ/D, AAPI)
- How will assessing a performance be beneficial in the future?

Knowledge and Skills:

Students will know...

- How to assess performances constructively and with kindness.
- The skills that are developed through performance.
- The terms used to describe the aspects of performance.
- That performance is the ultimate goal of an ensemble.
- Singing involves not only the musical aspects of performance, but also acting and communicating the text's emotive qualities and the composer's intent. (AAH, HG, LGBTQ/D, AAPI)

Students will be able to...

- Perform in a small or large ensemble, with or without accompaniment based on the repertoire.
- Prepare performance skills in rehearsal, practicing all aspects of the music.
- Perform all expressive and technical elements of music, improving the artistry of the music. (AAH, HG, LGBTQ/D, AAPI)
- Describe the strengths and areas for improvement of a specific rehearsal and/or performance using proper terminology.
- Utilize terminology to accurately assess rehearsal and/or performances.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Tests
- Quizzes
- Homework
- Projects

- Class Participation
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Learning Activities:

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- Handheld percussion instruments
- Projector