

**Madison Public Schools**  
**High School Chorus/Honors Chorus**

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## Course Overview

### Description

The High School Vocal Music Program is open to any student in grades 9-12. The intent of the program is to introduce and expose students to all aspects of vocal music, providing a forum in which they will learn to participate in, observe, critique, and appreciate the different styles of vocal music. The Madison High School Chorus is designed to allow each student to progress as a musician and achieve musical independence at an extremely high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody and rhythm, and other aspects of vocal music performance. It is the common goal of each music director in the Madison School District to help develop life long learners who will have a love and appreciation for music. Through the use of the NJSLS for Music, careful lesson and rehearsal planning, meaningful daily or weekly rehearsals and a multitude of performance opportunities on and off campus (concerts and festivals/competitions), students are given experiences that will allow them to be productive members of society and supporters of the arts.

The concepts set forth in this curriculum are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts builds throughout the school year. The concepts are taught simultaneously because of the way they are intertwined in order to create music. In a musical setting, each concept is dependent on the others. For example, tone production, musical expression, and listening are related to each other when performing, as are rhythm, theory, and listening and analysis. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc.

### Goals

This course aims to:

- To provide students with the skills necessary to achieve an efficient and healthy vocal tone
- To provide students with the skills necessary to read, understand, critique, rehearse, and perform the many styles and genres of vocal music of different cultures as well as their own
- To ensure that students enjoy and appreciate singing in a group with their peers and bringing this musical experience into the lives of audience members
- To provide students with the musical experience necessary in becoming an active participant in and a patron of vocal music and fine arts

### Materials

**Core:** There is no textbook for this course, rather the teacher will utilize the hundreds of titles available in the music library housed at MHS.

**Supplemental:** YouTube, teacher created resources, various other online resources and videos

### Resources

[Suggested activities and resources page](#)

### Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and anchor standards of the course. Each semester will culminate in a public performance.

### **Modifications and Adaptations for Special Needs Learners**

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview	
Unit Title: Intro to High School Choral Singing	
Unit Summary:  In this unit, students will identify the components of a comprehensive warm up routine. Students will also become familiar with the choral folders, risers and all classroom procedures. Students will work on many vocal warm ups and begin to understand what is required to be a successful choir.	
Learning Targets	
Unit Essential Questions:  <ul style="list-style-type: none"> <li>Why is it important to create an organized learning environment?</li> <li>How does creating and performing music differ from listening to music?</li> <li>How can music evoke emotion?</li> <li>What are the elements of a comprehensive choral vocal warm-up?</li> </ul>	
Unit Enduring Understandings:  <ul style="list-style-type: none"> <li>Performing carefully supervised warm-up exercises on a daily basis is essential for acquisition of proper vocal technique.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> Frequent informal assessment and feedback are provided on a daily basis by the teacher.  <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Demonstration of acquired vocal production, breathing technique and posture via selections from concert repertoire in small groups</li> <li>Honors Vocal Assessment</li> </ul>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards
Understand and execute the procedures of the chorus class ie. Folders, choral music, rules of the auditorium, etc.	Learn organizational skills, classroom expectations, collaboration on rules and regulations, ability to divide into vocal parts and work as a “team”, selection of section leaders, etc.	Section leaders will work with their particular voice parts and report to teacher on individual progress	CRP1. Act as a responsible and contributing citizen and employee  Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.  CRP4. Communicate clearly and effectively and with reason.  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal,

			<p>and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>
Demonstrate the key elements found in a comprehensive vocal warm up.	Content/Skills: The singer must constantly strive to develop: breath control, resonance, good posture, range, flexibility, articulation, raised soft palate and lowered larynx while singing.	<p>Students will complete a comprehensive vocal warm-up every day.</p> <p>Teacher will facilitate guided practice through each skill.</p>	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read</p>

			<p>advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions.</p> <p>Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>
Understand individual goals the student has as a singer.	<p>Content/Skills: Students will identify what voice part they are most comfortable singing and what specific deficits they have in their vocal technique.</p>	<p>Singers will vocalize a minimum of two octaves daily. Through consistent and closely monitored vocalizations, students can identify their voice as soprano, alto, tenor or bass. Student and teacher will demonstrate different vocal timbre and tone quality. As the year progresses, students will note the change and development of their voice.</p>	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p>
<p>Choose and begin final project. (H)</p> <p>Understand difference between diatonic and chromatic scales (H)</p>	<p>Content: Digital performance portfolio, 3-5 page research paper on a vocal or historical topic, Composition/arrangement for SATB choir, or Perform approved solo with accompaniment.</p> <p>Skills: Critique Research Music technology Composing/arranging Vocal Performance Sing diatonic and chromatic scales interchangeably</p>	<p>Teacher feedback</p> <p>Monthly progress checklist and reflection.</p> <p>Vocal assessment for MP1 will be Diatonic and Chromatic All State Scales (vocal assessment)</p>	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions.</p> <p>Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p>

			<p>1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition. NJSLs: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p>
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Unit 2 Overview	
Unit Title: Vocal Technique	
Unit Summary:  In this unit, students will be able to identify and demonstrate appropriate posture, breathing mechanics, and diction. Students will demonstrate correct tone production and provide self-analysis of individual vocal goals.	
Learning Targets	
Unit Essential Questions:  <ul style="list-style-type: none"> <li>How does proper breathing influence the sustaining of a phrase?</li> <li>In what ways does posture enable effective performance?</li> <li>What is the correct position of the tongue for singing? The larynx? The soft palate? The rib cage?</li> <li>How can the understanding of human anatomy as it pertains to vocal pedagogy improve the quality of one's singing?</li> </ul>	
Unit Enduring Understandings:  <ul style="list-style-type: none"> <li>My voice is an instrument.</li> <li>Proper vocal technique is the foundation of good singing.</li> <li>Excellent vocal technique is essential to communicate the text to the audience.</li> </ul>	
Evidence of Learning	

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher.

**Summative Assessments:**

- Students will be assessed via individual performance evaluations and will be scored using a student generated rubric.
- Honors Vocal Assessment

**Alternative Assessment:** Students will write an essay on one of the composers from a piece studied, as well as record themselves performing the concert pieces and upload the recording to Google classroom or another digital platform.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards
Display proper posture	<p>Standing posture: feet will be slightly apart, hands will be at sides, chest will be high; head will be evenly and naturally aligned.</p> <p>Sitting posture: sit away from chair back, feet will be flat on the floor, back will be straight, head will be evenly and naturally aligned and chest will be high.</p>	Measurement of individual progress by noting involvement in the practice of the exercises	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.3.2.B.2 Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</p>
Develop diaphragmatic techniques for the complete cycle of breathing.	<p>The student's automatic response, when cued to sing, is to execute proper breath control.</p> <p>Students will breathe out on "s" for specified amounts of counts.</p> <p>Students will learn about breathing anatomy.</p>	Measurement of individual progress by noting involvement in the practice of the exercises	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.3.2.B.2 Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</p>
Demonstrate proper vocal tone quality.	<p>The student will develop the ability to shape vowel sounds supported by the breath, to position and direct vocal tone.</p> <p>The student will learn to fuse head voice/falsetto and chest voice in order to pass between them.</p>	Singers will compare, through vocal warm ups, the differences in sound when singing with round open vowels, and singing in closed position with lowered palate. Students will identify the physiological change while warming up voices in order to produce different styles of singing.	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.3.2.B.2 Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.</p>
<p>Continue progress toward the completion of final project. (H)</p> <p>Perform All State solo from memory (H)</p>	<p>Content:</p> <p>Digital performance portfolio,</p> <p>3-5 page research paper on a vocal or historical topic,</p>	<p>Teacher feedback</p> <p>Monthly progress checklist and reflection.</p>	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and</p>



	<p>Composition/arrangement for SATB choir, or Perform approved solo with accompaniment.</p> <p>Skills: Critique Research Music technology Composing/arranging Vocal Performance Memorize and perform a solo in an audition setting</p>	<p>Vocal Assessment for MP2 will be learning the All State choral solo and performing it from memory</p>	<p>harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>
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## Unit 3 Overview

Unit Title: Music Literacy and Sight Singing

### Unit Summary:

At the conclusion of this unit, students will be able to define basic and additional symbols used in a musical score, identify music symbols in a musical score and increase fluency of acquiring new material. The student will be able to translate music terms from Italian and Latin into English. They will identify pattern, key signature changes, themes and motives through score analysis. Students will read and perform with reasonable accuracy the correct rhythms of assigned vocal exercises with their knowledge of Solfeggio. In conclusion, they will accurately perform a musical score observing all symbols.

## Learning Targets

### Unit Essential Questions:

- How can our understanding of the elements of music make us stronger singers, performers, listeners and communicators?
- How can our understanding of the elements of music increase our appreciation and comprehension for diverse societal, cultural and political entities?
- Why is it important to read and write the language of music?
- How can proficiency in sight-singing enable us to master advanced choral repertoire from diverse cultural sources?
- How is music a form of communication?

### Unit Enduring Understandings:

- Achieving literacy and fluency in music significantly enhances the singers' performance and appreciation of sophisticated music.
- Achieving proficiency and fluency in reading advanced notation significantly enhances the singer's performance and appreciation of sophisticated music from varying styles and traditions.

## Evidence of Learning

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher.

### Summative Assessments:

- A written exam which measures understanding of notational remarks in choral music and other music theory concepts.
- Honors Vocal Assessment

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards
Know the names of the notes in the treble and bass clef.	Content/Skills: Students will be able to identify all the notes on the staff.  Students can create their own acronyms to remember the lines and spaces.	Survey of prior knowledge  Students will be tested on material during choral lessons.	NJSLS:Visual & Performing Arts  1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

Identify and correctly perform basic rhythm patterns with accuracy.	Content/Skills: Identify the note and rest values of the following: sixteenth, eighth, quarter, half dotted, half and whole.	Students will label and draw the values of each of the notes.  Students will clap and perform basic rhythmic patterns.	NJSLS:Visual & Performing Arts  1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
Identify and correctly perform according to the directions given by the composers (dynamics and symbols).	Content/ Skills: The translations to the most commonly used Italian musical terms (p, m, f) and symbols (fermata, staccato, repeat sign, coda, etc).  Students will define the terms and then demonstrate mastery through music performance	Survey of prior knowledge  Rehearsal observation and written exams to measure understanding of notational remarks in choral music Written evaluation to measure understanding of directions and symbols in Italian and Latin	NJSLS:Visual & Performing Arts  1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.
Sight-sing a four measure melody within the diatonic scale with reasonable accuracy.	Content: The eight pitches found in the diatonic scale (Solfeggio) Do-Re-Mi-Fa-Sol-La-Ti-Do  Skills: Students will work chronologically through the diatonic scale.	Performance in small group exercises from given sight reading excerpts, demonstrating mastery of Solfeggio	NJSLS:Visual & Performing Arts  1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.  1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.
Graduate from singing stepwise melodies to melodies with leaps.	Content/Skills: Students integrate solfeggio and/or numbers, and learn songs that aid in singing intervals. Ex. "Here Comes the Bride" is Perfect 4th	Students will each have an oral performance test of intervals in their lesson period.	NJSLS:Visual & Performing Arts  1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.  1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.
Continue progress toward the completion of final project. (H)	Content: Digital performance portfolio,	Teacher feedback  Monthly progress checklist and reflection.	NJSLS:Visual & Performing Arts  1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music

<p>Sing their individual vocal part in the quintet, <i>The Silver Swan</i> (H)</p>	<p>3-5 page research paper on a vocal or historical topic, Composition/arrangement for SATB choir, or Perform approved solo with accompaniment.</p> <p>Skills: Critique Research Music technology Composing/arranging Vocal Performance Display synthesis of all technical elements of music by inserting his/her own vocal part into the quintet, <i>The Silver Swan</i></p>	<p>Vocal Assessment for MP3 will be learning his/her vocal part in the All State quintet and demonstrating synthesis of all choral concepts learned to this point.</p>	<p>is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>1.3.12.B.4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p>
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## Unit 4 Overview

Unit Title: Repertoire and Choral Technique

Unit Summary:

At the conclusion of this unit, students will have performed music from a variety of cultures, languages and societies paying respect to accuracy of language pronunciation and specific performance customs. They will display synthesis of all technical elements of music in addition to appropriate conduct, focus and effort during performance. Students will express verbally or in written form an emotional connection to specific pieces, particular phrases, text or measures using appropriate music terminology. Students will also have the opportunity to critique and analyze their performance and discuss how successful the choir was at integrating all the elements necessary to create a high quality performance.

## Learning Targets

Unit Essential Questions:

- How does studying the music of other cultures help us better understand the world around us?
- How can a varied program including secular, sacred, folk, spiritual, popular, Broadway, multicultural and world music create a comprehensive choral experience for the listener and the audience?
- How does the variation of voicings impact the harmonic structure?
- How do blend, balance and intonation impact the choir's overall sound?
- How does my individual participation benefit the whole ensemble?
- How does the conductor's gesture influence individual and ensemble performance?

Unit Enduring Understandings:

- The variation of textures and voicing can influence the complexity of choral music.
- The tonality of a piece influences its mood and style.
- Performance is crucial for the growth of vocal musicians.
- The study, analysis and resulting performance of choral literature (secular, sacred, folk, spiritual, popular, Broadway, multicultural and world music) contributes not only to a comprehensive music education, but also to the appreciation and respect of other world cultures and societies.

## Evidence of Learning

**Formative Assessments:** Frequent informal assessment and feedback are provided on a daily basis by the teacher.

**Summative Assessments:**

- Evaluation of public performances, audio and video recordings of performances and rehearsals via teacher rubric
- Honors vocal assessment and final project

**Alternative Assessment:** Students will write an essay on one of the composers from a piece studied, as well as record themselves performing the concert pieces and upload the recording to Google classroom or another digital platform.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b>
Change their technique for different genres of music.	Content/ Skills: Students will identify the difference between the "Bel canto" method of singing and pop, jazz, musical theatre and other cultural genres.	Singers will compare, through various repertoire, the differences in sound when singing with round open vowels, and singing in closed position with lowered palate. Students will identify the physiological change while producing different styles of singing.	NJSLS:Visual & Performing Arts  1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
Perform advanced level repertoire from a number of holiday traditions and cultures explored, including repertoire from other languages and countries.	Content/Skills: What can we learn about other cultures and customs through their music and language?  How does the performance of both sacred and secular music contribute to our appreciation of music?  Students will research the custom, tradition and background of the culture of each piece of music to be performed.	Responses to discussion questions, commenting on group sound and progress  Measurement of individual progress by noting involvement in rehearsal	NJSLS: Visual & Performing Arts  1.31.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.  CRP1. Act as a responsible and contributing citizen and employee  Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Understand the role their individual voice plays in the choir and how personal vocal technique contributes or detracts from the group effort.	Content: Introduce SATB and split vocal part repertoire - emphasis on maintaining individual part within a choral group while establishing balance and blend.  Demonstrate appropriate singing posture, breath	Responses to discussion questions, commenting on group sound and progress  Measurement of individual progress by noting involvement in rehearsal	CRP4. Communicate clearly and effectively and with reason  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master

	<p>support and diction of lyrics.</p> <p>Skills: Students will begin acquiring the notes, rhythms and text for each piece to be performed in the concert. Teacher will provide consistent vocal technique suggestions to aid in balance, blend and unity of sound.</p>		<p>conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>
Understand how individual participation benefits the whole ensemble.	<p>Content/Skills: Students will perform all learned repertoire in public Winter and Spring Concerts in addition to the District Choral Concert or Madison Musicpalooza concert. Students will demonstrate synthesis of all elements learned so far this year (Vocal Technique, Sight-Singing, Musicianship and Performance Practice).</p>	<p>Regularity of attendance at rehearsals lesson and performances</p> <p>Evaluation of attitude and behavior in rehearsals and performances</p> <p>Evaluation by public of performances, audio and video recordings of performances and rehearsals</p>	<p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Complete final project (H)	<p>Content: Digital performance portfolio, 3-5 page research paper on a vocal or historical topic, Composition/arrangement for SATB choir, or Perform approved solo with accompaniment.</p> <p>Skills: Critique Research Music technology Composing/arranging Vocal Performance</p>	<p>Teacher feedback</p> <p>Digital Performance portfolio rubric</p> <p>Research paper rubric</p> <p>Composition/arrangement rubric</p> <p>Self- critique of recordings <i>iphone or digital music recorder</i>.</p>	<p>NJSLS:Visual &amp; Performing Arts</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.</p>
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