

2017-2018 JHS Vocal Music Curriculum Map

<p>Dates: <u>1st Quarter</u></p> <p>September/October</p> <p>Objective: Display and use technical vocabulary in the classroom</p> <p>Formative Assessment Strategies: Pair share Warm up Exit slips Accountable talk</p> <p>Summative Assessment Tools: Project rubric Vocal Test</p>	<p>Objectives:</p> <p><u>Skills, techniques and elements and principles of music can be learned, studied, refined, and practiced:</u></p> <ul style="list-style-type: none"> * Skill development appropriate to complexity of literature * Perform with the ensemble pieces of appropriate difficulty * Appropriate articulation and vowel uniformity * Perform with appropriate tone production, including breath support, diction, and vowel uniformity * Appropriate level of understanding and performance of the elements of music * Assess, affect, and refine the quality of personal performance <p><u>Music provides a medium to understand and exchange ideas:</u></p> <ul style="list-style-type: none"> * Music can be used to express and communicate ideas * Perform music that expresses ideas <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> * Pitch, intonation, timbre, rhythm, duration, rote, improvisation, lyrics, theme, articulation <p>Leading Question: How does practice improve performance?</p>	<p><u>Application of Objectives:</u></p> <ul style="list-style-type: none"> * Establish routines and warm-ups. * Discuss techniques for improved practice * Identify and describe various genres of music where appropriate (i.e. folk, patriotic, classical, country, jazz, Latin-American, etc.) * Perform selected choral repertoire from the following and additional selections appropriate to the level of the students: Diction/Warm-up Chorales * Communicate high expectations * Build Relationships
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<p>Dates: <u>2nd Quarter</u></p> <p>November/December</p>	<p>Objectives: <u>The skills, techniques and elements and principles of music can be learned, studied, refined, and practiced:</u></p> <ul style="list-style-type: none"> *Skill development appropriate to complexity of literature *Perform with the ensemble pieces of appropriate difficulty *Perform with appropriate tone production, including breath support, diction, and uniformity *Perform with appropriate expressive controls *Assess, affect, and refine the quality of personal performance and performance of the ensemble <p>People have expressed experiences and ideas through music throughout time and across cultures.</p> <ul style="list-style-type: none"> *Ideas can be expressed through music. These ideas can be expressed as themes throughout time and across culture. *Identify musical themes within the selected literature. <p>Vocabulary:</p> <ul style="list-style-type: none"> *Melody, rhythm, intensity, dynamics, harmony. 	<p>Application of Objectives:</p> <ul style="list-style-type: none"> *Identify and describe various genres of music where appropriate (i.e. folk, patriotic, classical, country, jazz, Latin-American, etc.) *Consider holiday performances a way of connecting with the larger community. Encourage the students to plan and refine opportunities for community performance. *Perform selected choral repertoire from the following and additional selections appropriate to the level of the students: <ul style="list-style-type: none"> Diction/Warm-up Chorales Various holiday selections *Optimize relevance, value, and authenticity *Audio and visual examples, group work, study guide/vocabulary sheet *Communicate a Positive Perspective of Families
<p>Formative Assessment</p> <p>Strategies:</p> <ul style="list-style-type: none"> Pair share Warm up Exit slips Accountable talk 	<p>Summative Assessment</p> <p>tools:</p> <ul style="list-style-type: none"> Project rubric Vocal Test Performance rubric 	<p>Leading Question: Is it true that music knows no boundaries?</p>

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<p>Dates: 3rd Quarter: January/February/March</p> <p>Objectives: Listen to pre and post performances with self reflection.</p> <p>Formative Assessment Strategies: *Pre-performance rubric *Post-performance rubric</p> <p>Summative Assessment tools: *Competition rubric</p>	<p>Objectives: <u>The skills, techniques and elements of music can be learned, studied, refined, and practiced.</u></p> <ul style="list-style-type: none"> * Appropriate level of understanding and performance of the elements of music * Perform with the ensemble pieces of appropriate difficulty * Perform with appropriate tone production, including breath support, diction, and vowel uniformity * Perform with appropriate expressive controls alone and within the ensemble <p>People have expressed experiences and ideas through music throughout time and across cultures.</p> <ul style="list-style-type: none"> * Ideas can be expressed through music. These ideas can be expressed as themes throughout time and across culture. * Identify musical themes within the selected literature. <p>There are formal and informal processes used to determine the quality of works in the arts.</p> <ul style="list-style-type: none"> * Formal criticism entails the understanding of the elements necessary to critique a musical work. * Assess, affect, and refine the quality of personal performance and performance of the ensemble <p>Vocabulary: * Improvisation, scat, lyrics, theme, sampling</p> <p>Leading Question: How does the concept of quality relate to musical performance?</p>	<p>Application of Objectives:</p> <ul style="list-style-type: none"> * Discuss and debate the use of new technology to capture, share, and record music. * Use the process of formal criticism to analyze performance. * Perform selected different choral repertoire. <p>*Accommodations: Sectional group work.</p>
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2013 – 2014 Music Curriculum Map

<p>Dates: 4th Quarter March/April/May</p> <p>Objective: * Reflect on community and competitive performances.</p> <p>Formative Assessment Strategies: * Judging rubric</p> <p>Summative Assessment tools: * Pre-rubric * Post-rubric * Vocal Test * Performance rubric</p> <p>Summative Assessment Strategies: Final performances</p>	<p>There are formal and informal processes used to determine the quality of performance works in the arts.</p> <ul style="list-style-type: none"> *Tone production, including appropriate breath support, diction, and vowel uniformity *Appropriate expressive controls, alone and within the ensemble *Ensemble routine and rehearsal/performance etiquette *Musical selections of Level 1 Or 2 difficulty *Musicians improve through study, practice, and performance <p>ESSENTIAL END OF YEAR QUESTIONS:</p> <ul style="list-style-type: none"> • How is the creation of music a reflection of ourselves? • Is it true that music knows no boundaries? • Is the historical or cultural context important to listening and/or analyzing music? • How does the concept of quality relate to musical performance? • What influences the development of a personal aesthetic? 	<p>*Read and perform a piece of music with appropriate difficulty. Select one of the following topics explored over the year. Explain how your performance as a musician has been changed by the knowledge acquired in one of these areas:</p> <ul style="list-style-type: none"> • Growth in understanding of practice and performance • Use of musical elements to enhance performance • Themes and ideas communicated through music • Music related consumerism and the effects of digital technology
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