

**NJCCCS AREA:**  
**North Brunswick Township Public Schools**

**Concert Choir**

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**Date: August 30, 2008 Revision**

**Board Adoption\_\_\_\_\_**

**New Jersey Core Curriculum Content Standard Area: Vocal Music**

Topic/Course: **Concert Choir**

**Grade:9-12**

**Date: August 2008**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives	Instructional Strategies Activities/ Materials /Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p><b>1.1, 1.2</b> <b>Creation/Performance</b> How does performance and rehearsal behavior lend meaning to vocal music?</p>	<p><b>Rehearsal/Performance Practices</b></p> <p align="center"><b>1.1, 12, B.1</b> <b>1.2, 12. B.1</b></p> <p><b>Obj:</b> Sing or play musical works from different genres with expression and technical accuracy.</p>	<ul style="list-style-type: none"> <li>• Follow a score.</li> <li>• Define key terms necessary for musical interpretation.</li> <li>• Follow conducting meter patterns.</li> <li>• Apply basic knowledge of vocal production to affect posture/stance.</li> </ul> <p><b>Materials:</b> Sheet music/folios, posture chairs, pencils</p>	<ul style="list-style-type: none"> <li>• Vocabulary sheets</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Performance</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Quarterly singing assessments</li> </ul>	<p>Entire school year</p>
<p><b>1.3</b> <b>Elements /Principles of the Arts</b> How do underlying structures guide the creation of art works?</p>	<p align="center"><b>Musical Language</b> <b>1.3. B. 2.</b></p> <p><b>Obj. 1.</b> Students will understand terms/symbols for tempo, meter, articulation, and dynamics.</p> <p><b>Obj. 2.</b> Students will use musical symbols to effectively interpret printed music</p> <p><b>Obj. 3.</b> Students will identify names of written pitches</p> <p><b>Obj. 4.</b> Students will correctly interpret rhythmic notation.</p>	<ul style="list-style-type: none"> <li>• Class discussion/review of symbols</li> <li>• Insertion of musical symbols into the printed music</li> <li>• Students will identify the treble/bass clefs with corresponding note names</li> <li>• Rhythmic dictation with clapping, counting and speaking responses</li> </ul> <p><b>Materials:</b> sheet music, white board, staff paper, cd.</p>	<ul style="list-style-type: none"> <li>• Vocabulary sheets</li> <li>• Rhythm sheets</li> <li>• Diversified strategies</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Performance</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Tests/quizzes</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>• Mid-term exam</li> </ul>	<p>Entire school year</p>

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<p><b>1.2, 1.3</b> <b>Creation/Performance</b> Why is understanding of the elements and principles of art essential to the creative process and artistic production?</p>	<p><b>Intervals</b> <b>1.2.12, B.1</b> <b>1.2.12, B.2</b> <b>1.2.12 B.3</b> <b>1.3.12, B.1</b> <b>1.3.12, B.2</b> <b>Obj.1.</b> Students will sight-sing intervals found within their music. <b>Obj.2.</b> Students will sing the required second pitch of an interval as given by the teacher. <b>Obj.3</b> The students will discern the difference between a diatonic and chromatic scale, aurally and visually.</p>	<ul style="list-style-type: none"> <li>• Follow the score, looking for specific intervals.</li> <li>• Board work-(Drawing specific intervals)</li> <li>• Listening to examples of specific intervals</li> <li>• Singing specific intervals requested by the teacher.</li> </ul> <p><b>Materials:</b> sheet music/folios, pencil, white board, cd player/cds.</p>	<p>Diversified strategies</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer observation</li> <li>• Written quizzes</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Mid-term and end-of-year final</li> </ul> <p><b>Benchmark:</b> Mid-term exam</p>	<p>Entire school year</p>
<p><b>1.2,1.3</b> <b>Elements/Principles</b> In terms of the written musical score, why is it important to understand elements and principles of art as it relates to the creative process?</p>	<p><b>1.2.12, B.1</b> <b>1.2.12, B.2</b> <b>1.2.12, B.3</b> <b>1.3.12, B.1</b> <b>1.3.12, B.2</b> <b>Obj.1.</b> Students will identify interval size by counting lines/spaces between pitches.</p>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Board work</li> <li>• Cooperative learning strategies/partnering</li> </ul> <p><b>Materials:</b> sheet music, white board, staff paper, pencils</p>	<p>Diversified strategies Extra time</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Written</li> </ul> <p><b>Summative:</b> Mid-term/ Final <b>Benchmark:</b> Mid-term exam</p>	<p>Entire school year</p>

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<p><b>1.2, 1.3</b> <b>Performance</b> In terms of vocal production, how does knowledge of vocal technique add to the aesthetic value of vocal music?</p>	<p><b>Vocal Production Skills</b> <b>1.1.12, A.1</b> <b>1.2.12, B.1</b> <b>1.2.12, B.2</b> <b>Obj.1.</b> Students will demonstrate posture conducive to healthy vocal production. <b>Obj.2.</b> Students will understand/demonstrate diaphragmatic breathing <b>Obj.3.</b> Students will achieve uniformity of vowel pronunciations <b>Obj.4.</b> Students will associate vowel sounds with specific mouth shapes. <b>Obj. 5.</b> Students will develop breath control.</p>	<ul style="list-style-type: none"> <li>• Students will develop proper posture while singing/standing</li> <li>• Students will develop understanding of the physiogamy of posture as it relates to vocal production</li> <li>• Students will experience a variety of exercises designed to focus attn. On diaphragmatic breathing</li> <li>• Introduction of the IPA symbols, with students applying the correct IPA to familiar words.</li> <li>• Students will perform specific warm-ups designed to focus attn. on mouth shape/vowel, and breath control</li> </ul> <p><b>Materials:</b> textbook, posture chairs</p>	<p>Diversified strategies</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Critique</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Mid-term</li> <li>• Final</li> </ul>	<p>Entire school year</p>

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<p><b>1.1, 1.2, 1.3, 1.4, 1.5</b> <b>Aesthetics, Performance, Elements, Critique, and Culture</b></p>	<p><b>Performance Opportunities</b>  <b>1.1.12, A.1 1.1.12, A.2</b>  <b>1.1.12, B.1 1.2.12, A.1</b>  <b>1.2.12, A.3 1.2.12, A.5</b>  <b>1.3.12, A.1 1.2.12, A.2</b>  <b>1.2.12, B.1 1.2.12, B.2</b>  <b>1.2.12, B.3</b>  <u><b>Obj.1.</b></u> Students will gain understanding of American cultural values through knowledge of folk songs.  <u><b>Obj.2.</b></u> Students will gain understanding and appreciation of various ethnicities/cultures through their music.  <u><b>Obj.3.</b></u> Students will gain historic perspective by singing music of various centuries.  <u><b>Obj.4.</b></u> Students will begin to arrive at informed judgments of the artistic/aesthetic merits of their vocal repertoire.</p>	<ul style="list-style-type: none"> <li>• Students will learn music of the US with historical context.</li> <li>• Students will analyze the texts of US folk songs.</li> <li>• Students will perform music of various cultures</li> <li>• Students will have performance opportunities through in-house concerts, and performances at various venues throughout North Brunswick</li> <li>• Students will learn repertoire of various vocal genres, with opportunity to critique</li> <li>• Students will listen to various vocal genres and critique</li> </ul> <p><b>Materials:</b> sheet music, cd/video recordings</p>	<p>Diversified strategies</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Critique/analysis writing</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Mid-term</li> <li>• Final</li> </ul>	<p>Entire school year</p>
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