

NJCCCS AREA:
North Brunswick Township Public Schools

Honors Choir

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Date: August 30, 2008

Board Adoption_____

New Jersey Core Curriculum Content Standard Area: Vocal Music

Topic/Course: **Honors Choir**

Grade:11-12

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>1.1, 1.2 Creation/Performance How does performance and rehearsal behavior lend meaning to vocal music?</p>	<p>Rehearsal/Performance Practices</p> <p>1.1, 12, B.1 1.2, 12. B.1</p> <p>Obj: Sing or play musical works from different genres with expression and technical accuracy using sheet music and from memory</p>	<ul style="list-style-type: none"> • Follow a score. • Define key terms necessary for musical interpretation. • Follow conducting meter patterns. • Duplicate correct conducting patterns. • Apply basic knowledge of vocal production to affect posture/stance. <p>Materials: Sheet music/folios, posture chairs, pencils</p>	<ul style="list-style-type: none"> • Vocabulary sheets • Sheet music 	<p>Formative:</p> <ul style="list-style-type: none"> • Class discussion • Performance • Peer Evaluations <p>Summative</p> <ul style="list-style-type: none"> • Quarterly singing assessment • Peer Evaluation 	<p>Entire school year</p>
<p>1.3 Elements /Principles of the Arts How do underlying structures guide the creation of art works?</p>	<p>Musical Language</p> <p>1.3. B. 2.</p> <p>Obj. 1. Students will understand all pertinent terms/symbols for tempo, meter, articulation, and dynamics and expression. Obj. 2. Students will use musical symbols to effectively interpret printed music Obj. 3. Students will identify names of written</p>	<ul style="list-style-type: none"> • Class discussion/review of all pertinent symbols • Insertion of musical symbols into the printed music • Students will identify the treble/bass clefs with corresponding note names • Rhythmic dictation with clapping, counting and speaking responses 	<ul style="list-style-type: none"> • Vocabulary sheets • Rhythm sheets • Diversified strategies 	<p>Formative:</p> <ul style="list-style-type: none"> • Class discussions • Performance <p>Summative:</p> <ul style="list-style-type: none"> • Worksheets • Tests/quizzes <p>Benchmark:</p> <ul style="list-style-type: none"> • Mid-term exam 	<p>Entire school year</p>

	<p>pitches</p> <p>Obj. 4. Students will correctly interpret rhythmic notation through clapping, counting and singing.</p>	<p>Materials: sheet music, white board, staff paper, pencils, cd player/cds.</p>			
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<p>1.2, 1.3 Creation/Performance Why is understanding of the elements and principles of art essential to the creative process and artistic production?</p>	<p>Interval Identification Skills</p> <p>1.2.12, B.1 1.2.12, B.2 1.2.12, B. 3 1.3.12, B.1 1.3.12, B.2</p> <p>Obj.1. Students will sight-sing intervals found within their music. Obj.2. Students will sing the required second pitch of an interval as given by the teacher. Obj. 3. Students will be able to duplicate 3 intervals in succession. Obj.4. Students will discern the difference between a diatonic, chromatic, and minor interval, aurally and visually. Obj. 5. Students will understand the concept of dissonance.</p>	<ul style="list-style-type: none"> • Follow the score, looking for specific intervals. • Board work-(Drawing specific intervals) • Listening to examples of specific intervals • Singing specific intervals requested by the teacher. • Listening to examples of consonance and dissonance and correctly discerning the difference. <p>Materials: sheet music/folios, pencil, white board, cd player/cds.</p>	<p>Diversified strategies</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation • Peer observation • Written quizzes <p>Summative:</p> <ul style="list-style-type: none"> • Mid-term and end-of-year final <p>Benchmark: Mid-term exam</p>	<p>Entire school year</p>

<p>1.2,1.3 Elements/Principles 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>1.2.12, B.1 1.2.12, B.2 1.2.12, B.3 1.3.12, B.1 1.3.12, B.2 Obj.1. Students will identify interval size by counting lines/spaces between pitches. Obj. 2. Students will become adept at identifying the tonic.</p>	<ul style="list-style-type: none"> • Worksheets • Board work • Cooperative learning strategies/partnering • Singing the tonic after listening to a melodic fragment <p>Materials: sheet music, white board, staff paper, pencils</p>	<p>Diversified strategies Extra time</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation • Written • Peer Evaluation <p>Summative: Mid-term/ Final Benchmark: Mid-term exam</p>	<p>Entire school year</p>

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<p>1.2, 1.3 Performance In terms of vocal production, how does knowledge of vocal technique add to the aesthetic value of vocal music?</p>	<p>Vocal Production Skills 1.1.12, A.1 1.2.12, B.1 1.2.12, B.2 Obj.1. Students will demonstrate posture conducive to healthy vocal production. Obj.2. Students will understand/demonstrate diaphragmatic breathing Obj.3. Students will achieve uniformity of vowel pronunciations Obj.4. Students will associate vowel sounds with specific mouth shapes. Obj. 5. Students will develop breath control. Obj.6. Students will develop independent singing skills.</p>	<ul style="list-style-type: none"> • Students will develop proper posture while singing/standing • Students will develop understanding of the physiogamy of posture as it relates to vocal production • Students will experience a variety of exercises designed to focus attn. on diaphragmatic breathing. • Introduction of the IPA symbols, with students applying the correct IPA to familiar words. • Students will perform specific warm-ups designed to focus attn. on mouth shape/vowel, and breath control. • Students will be engaged in various rehearsal techniques that encourage confident sight-singing (changing acoustics, solos, a cappella singing, tempo changes) <p>Materials: textbook, posture chairs, sheet music.</p>	<p>Diversified strategies</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation • Critique • Self-Evaluation/ Peer evaluation <p>Summative:</p> <ul style="list-style-type: none"> • Performance • Mid-term • Final <p>Benchmark: Mid-term</p>	<p>Entire school year</p>

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