Vocal Music
7-8, Fine & Performing Arts

Developed By: Mrs. Rebecca Polynice & Mr. Vincent Vicchiariello
Effective Date: Fall 2022
Scope and Sequence

Month	Unit 1: Performing	Unit 2: Creating	Unit 3: Connecting	Unit 4: Responding
September	■			
October	■	■		
November	■	■		
December	■	■		
January	■	■		
February	■		■	
March	■		■	
April	■		■	
May	■			■
June	■			■

Unit 1
Performance in Vocal Music
Summary and Rationale

Unit Summary
This unit contains the musical skills and tools that students need to engage in the artistic process of choral performing independently and collaboratively at the **novice level**.

The students will build vocal technique, sight reading skills, and musical expression through appropriate exercises and developmentally appropriate repertoire. Regular performances for audiences of peers, family, and community members provide students with an opportunity for reflection on their progress in the realms of vocal technique, musical literacy, and musical expression.

Unit Rationale
Performance is at the core of the middle school choral ensembles. Each student will become musically and artistically literate and develop into a proficient contributing member of the ensemble. Students will develop a variety of musical skills and techniques and be exposed to challenging repertoire to expand their musical abilities and awareness.

Recommended Pacing
40 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Novice (link)

Anchor Standard 4: Selecting, analyzing, and interpreting work.

1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Anchor Standard 6: Conveying meaning through art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one's actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
New Jersey Student Learning Standards - ELA 2020 (link)	
RL.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
9.1 Personal Financial Literacy	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4 Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
Integration of Technology	
New Jersey State Learning Standards - Computer Science & Design Thinking 2020 (link)	
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Enduring Understandings:	Essential Questions:
● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Evidence of Learning (Assessments)	

- Teacher Observations
- Small Group Singing
- Solo Singing
- Performance Assessments
- Performance Recordings
- Concert Performances
- Sight-Reading

Objectives (SLO)

Students will know:
- How to sing with an appropriate choral/vocal tone.
- How to sing using correct dynamics, articulation, and phrasing.
- How to sing with correct intonation and adjust pitches when needed.
- How to perform with and demonstrate appropriate posture and alignment for singing.
- How to sing and clap various rhythms in tempo.
- How to follow the conductor and sing as part of the ensemble.
- How to perform with appropriate body language, expression, and impulse.
- How to demonstrate various vocal warm up procedures and correlate them with their purpose.
- How to identify elements of music, including melody, harmony, rhythm, form, expressive devices, and tension and release.
- How to demonstrate knowledge of solfege.
- How to sing with appropriate vowel sounds and shapes to match the ensemble.
- How to blend their voices with their section and ensemble.
- How to be a contributing member of the ensemble by being aware of final consonants, melodic lines, and harmonies.
- How to correctly interpret pitches, rhythm and other music symbols.
- How to demonstrate skill in reading music by correctly singing passages from music appropriate to their developmental level.
- How to demonstrate, through performance, independent knowledge of expressive markings used in musical scores.
- How to sight read, accurately and expressively, music appropriate to their developmental level.

Students will be able to:
- Sing with an appropriate choral/vocal tone.
- Sing using correct dynamics, articulation, and phrasing.
- Sing with correct intonation and adjust pitches when needed.
- Perform with and demonstrate appropriate posture and alignment for singing.
- Sing and clap various rhythms in tempo.
- Follow the conductor and sing as part of the ensemble.
- Perform with appropriate body language, expression, and impulse.
- Demonstrate various vocal warm up procedures and correlate them with their purpose.
- Identify elements of music, including melody, harmony, rhythm, form, expressive devices, and tension and release.
- Demonstrate knowledge of solfege.
- Sing with appropriate vowel sounds and shapes to match the ensemble.
- Blend their voices with their section and ensemble.
- Be a contributing member of the ensemble by being aware of final consonants, melodic lines, and harmonies.
- Correctly interpret pitches, rhythm and other music symbols.
- Demonstrate skill in reading music by correctly singing passages from music appropriate to their developmental level.
- Demonstrate, through performance, independent knowledge of expressive markings used in musical scores.
- Sight read, accurately and expressively, music appropriate to their developmental level.
- Demonstrate the ability to follow a score of up to four staves while listening to the composition.

- How to demonstrate the ability to follow a score of up to four staves while listening to the composition.
- How to describe the characteristics of a musical sound.
- How to describe the five essential elements of singing (alignment, breathing, support, resonance and registration, diction).
- How musicians improve the quality of their performance.
- How to assess solo and ensemble performance using a student/teacher developed rubric.
- How to execute the duties and responsibilities of an ensemble member.
- How melody and harmony work together.
- The importance of breathing technique for singing.
- How to read musical rhythms and melodic lines in treble and bass clef.
- How basic and compound meters work and how to count them (2/4, 3/4, 4/4, 6/8, 12/8, 9/8).
- How to describe elements of music experienced in a variety of performances.
- How to analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and will describe uses of the elements of music.
- How to compare and contrast ways in which the elements of music are used in a variety of compositions.
- How to analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- How to demonstrate rhythmic accuracy through games and physical movement.
- How to compare and contrast music of different genres, styles, cultural and historical periods.
- How to identify and describe the uses of music in societies and cultures.
- How to identify and explore relationships between music and other academic disciplines.

- Describe the characteristics of a musical sound.
- Apply the five essential elements of singing (alignment, breathing, support, resonance and registration, diction).
- Demonstrate and discuss how musicians improve the quality of their performance.
- Assess solo and ensemble performance using a student/teacher developed rubric.
- Execute the duties and responsibilities of an ensemble member.
- Perform in 2-4 part harmony with other voices.
- Demonstrate appropriate breathing technique for singing.
- Read and perform musical rhythms and melodic lines in treble and bass clef.
- Perform in basic and compound meters (2/4, 3/4, 4/4, 6/8, 12/8, 9/8).
- Describe elements of music experienced in a variety of performances.
- Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and will describe uses of the elements of music.
- Compare and contrast ways in which the elements of music are used in a variety of compositions.
- Analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- Compare and contrast music of different genres, styles, cultural and historical periods.
- Describe and discuss various uses of music in societies and cultures.
- Make connections between the study of music and other academic disciplines.

Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
- District/School Website
- District Email

- Voice Memos
- Garage Band
- Kami
- Flip Grid
- Jam Board
- www.musictheory.net
- Noteflight: www.noteflight.com
- Alexander Technique: www.alexandertechnique.com
- Choral Net Website: www.choralnet.org
- "Warm-Ups for Changing Voices: Building Healthy Middle School Singers" (Dan Andersen)
- "The Complete Choral Warm-Up Book" (Russell Robinson, Jay Althouse)
- "The Choral Warm-Up Collection" (Sally K. Albrecht)
- "Rounds Plus: Traditional Rounds with Ostinatos for Changing Voices" (Roger Emerson)

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:
- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports

- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 2
Creating in Vocal Music
Summary and Rationale

Unit Summary
The material content covered in this unit includes the systematic development of vocal technique, sight-reading skills, music theory, composition, and ensemble skills necessary to achieve the level of **novice** as outlined in the NJSLS Creating artistic process.

The students will develop musical and choral skills throughout the year to reach novice level with the artistic processes of creating and performing original music and ideas.

Unit Rationale
When choral students are introduced to the artistic process of creating music in an ensemble, they begin to develop creative and critical thinking skills, social-emotional competencies, and expressive abilities.

Recommended Pacing

16 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Novice (link)

Anchor Standard 1: Generating and conceptualizing ideas.

1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Anchor Standard 2: Organizing and developing ideas.

1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

Anchor Standard 3: Refining and completing products.

1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
1.3C.12nov.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.

SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one's actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions

Interdisciplinary Connections	
New Jersey Student Learning Standards - Social Studies 2020 (link)	
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.3.8.CivicsPI.1	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
New Jersey Student Learning Standards - ELA 2020 (link)	

RL.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

9.1 Personal Financial Literacy

9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training

9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.4 Life Literacies and Key Skills

9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Integration of Technology

New Jersey State Learning Standards - Computer Science & Design Thinking 2020 (link)

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Instructional Focus

Enduring Understandings:	Essential Questions:
- The creative ideas, and feelings that influence musicians' work emerge from a variety of sources. - Musicians' creative choices are influenced by their expertise, context, and expressive intent.	- How do musicians generate creative ideas? - How do musicians make creative decisions? - How do musicians improve the quality of their creative work?

● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	

Evidence of Learning (Assessments)

- Do-Now Activities
- Notation prompts
- Teacher Observation and questioning
- Student Reflections
- Student Evaluations
- Self-Evaluations

Objectives (SLO)

Students will know:
- How to sing with correct intonation and adjust pitches when needed.
- How to sing and clap various rhythms in tempo.
- How to identify elements of music, including melody, harmony, rhythm, form, expressive devices, and tension and release.
- How to create original rhythmic and melodic phrases.
- How to notate original rhythmic and melodic phrases by hand and using music notation software/programs.
- How to demonstrate knowledge of solfege.
- How to correctly interpret pitches, rhythm and other music symbols.
- How to demonstrate skill in reading music by correctly singing passages from music appropriate to their developmental level.
- How to demonstrate, through performance, independent knowledge of expressive markings used in musical scores.
- How to sight read, accurately and expressively, music appropriate to their developmental level.
- How to describe the characteristics of a musical sound.
- How melody and harmony work together.
- How to read musical rhythms and melodic lines in treble and bass clef.
- How to notate musical rhythms and melodic lines in treble and bass clef.

Students will be able to:
- Sing with correct intonation and adjust pitches when needed.
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- Create original rhythmic and melodic phrases.
- Notate original rhythmic and melodic phrases by hand and using music notation software/programs.
- Demonstrate knowledge of solfege.
- Correctly interpret pitches, rhythm and other music symbols.
- Demonstrate skill in reading music by correctly singing passages from music appropriate to their developmental level.
- Demonstrate, through performance, independent knowledge of expressive markings used in musical scores.
- Sight read, accurately and expressively, music appropriate to their developmental level.
- Describe the characteristics of a musical sound.
- Perform in 2-4 part harmony with other voices.
- Read and perform musical rhythms and melodic lines in treble and bass clef.
- Notate musical rhythms and melodic lines in treble and bass clef.
- Perform in basic and compound meters (2/4, 3/4, 4/4, 6/8, 12/8, 9/8).
- Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and will describe uses of the elements of music.

- How basic and compound meters work and how to count them (2/4, 3/4, 4/4, 6/8, 12/8, 9/8).
- How to analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and will describe uses of the elements of music.
- How to compare and contrast ways in which the elements of music are used in a variety of compositions.
- How to analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- How to demonstrate rhythmic accuracy through games and physical movement.
- How to compare and contrast music of different genres, styles, cultural and historical periods.
- How to identify and explore relationships between music and other academic disciplines.

- Compare and contrast ways in which the elements of music are used in a variety of compositions.
- Analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- Compare and contrast music of different genres, styles, cultural and historical periods.
- Make connections between the study of music and other academic disciplines.

Suggested Resources/Technology Tools

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- Kami
- Flip Grid
- Jam Board
- www.musictheory.net
- Notefligh:t www.noteflight.com
- Alexander Technique: www.alexandertechnique.com
- Choral Net Website: www.choralnet.org

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

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- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
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- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:
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- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.

- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.
- ❏ Use technology to enhance productivity.
- ❏ Work productively in teams while using cultural global competence.

Unit 3
Connecting in Vocal Music
Summary and Rationale

Unit Summary
The material covered in this unit will bring forth student personal experiences, interests and their knowledge of concepts in order to connect to music at the **novice** level.

The students will make connections, explore and develop proficiency at the **novice** level in the following areas of choral music and personal vocal study:
- Practice
- Text Analysis
- Listening and Analysis
- Phrase Shape
- Ensemble Awareness
- Independent Expression
- Vocal Health

Knowledge and Connection to the Music Literature
- Historical time periods and the musical traits with which they are associated
- Characteristic traits of music from various cultures in relation to the chosen repertoire
- Characteristic traits of music from various genres (e.g African American spirituals, jazz, opera, show tune etc.) in relation to the chosen repertoire.

Unit Rationale
When choral students see themselves reflected in the creative process, performing, and understanding of music, they are able to better identify as creators and makers in society. Students are able to then make more personal connections to the music and its context, making the connection more meaningful to them.

Recommended Pacing

12 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Novice (link)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.3C.12nov.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one's actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions
Interdisciplinary Connections	
New Jersey Student Learning Standards - ELA 2020 (link)	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

9.1 Personal Financial Literacy	
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2 Career Awareness, Exploration, Preparation, and Training	
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.4 Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Integration of Technology

New Jersey State Learning Standards - Computer Science & Design Thinking 2020 (link)

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Evidence of Learning (Assessments)

- Teacher Observation
- Classroom Discussions
- Student & Teacher Reflections
- Performance Evaluations
- Self-Assessments

Objectives (SLO)

Students will know:
- How to listen to two or more performances, either recorded or live, of the same selection of music to compare differences in interpretation.
- How to identify and explain compositional techniques used to provide unity and variety, tension and release in musical works.
- How to compare and contrast ways in which the elements of music are used in a variety of compositions.
- How to analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- Describe connections between the chosen repertoire and their own human experience.

Students will be able to:
- Listen to two or more performances, either recorded or live, of the same selection of music to compare differences in interpretation.
- Identify and explain compositional techniques used to provide unity and variety, tension and release in musical works.
- Compare and contrast ways in which the elements of music are used in a variety of compositions.
- Analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- Explore connections between the chosen repertoire and their own human experience.

Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
- District/School Website
- District Email
- Voice Memos
- Garage Band
- Kami
- Flip Grid
- Jam Board
- www.musictheory.net
- Noteflight www.noteflight.com
- Alexander Technique: www.alexandertechnique.com
- Choral Net Website: www.choralnet.org

Tier 1 Modifications and Accommodations
Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:
- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills

- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

MLL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:
- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:
- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class
- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental, social and economic impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Plan education and career paths aligned to personal goals.

❏ Use technology to enhance productivity.

❏ Work productively in teams while using cultural global competence.

Unit 4

Responding in Vocal Music

Summary and Rationale

Unit Summary
Students will be introduced to criteria for selecting music, interpreting musical expression, responding to music, and evaluating a composition or performance at the **novice** level.

Students will build vocal technique, note reading skills, and the basic skills of an ensemble member through teacher chosen exercises and repertoire. Students will perform in rehearsals, concerts, and community events, and have the opportunity to reflect on their experience both musically and personally.

Students will make connections and explore the following areas of choral music:
● Musical Elements
● Text Analysis
● Blend and Balance
● Phrase Shape
● Ensemble Awareness & Expression

Unit Rationale
When students respond to musical compositions and performances in a variety of musical genres, they deepen their own understanding and musicianship. By thinking about music in both technical and emotional ways, students are able to form information backed opinions and outlooks on music, performance, and its impact on their own lives.

Recommended Pacing

8 weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Novice (link)

Anchor Standard 7: Perceiving and analyzing products.

1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Anchor Standard 8: Interpreting intent and meaning

1.3D.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
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Interdisciplinary Connections	
New Jersey Student Learning Standards - ELA 2020 (link)	
RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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Instructional Focus

Enduring Understandings:	**Essential Questions:**
● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e. social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern the musical creators' and performers' expressive intent?

Evidence of Learning (Assessments)

- Teacher Observation
- Classroom Discussions
- Student & Teacher Reflections
- Performance Evaluations
- Self-Assessments
- Individual and Group Projects
- Written Responses and Evaluations

Objectives (SLO)

Students will know:
- How to identify distinguishing characteristics of representative music genres and styles from a variety of cultures
- How to explain the influence of experiences, analysis, and context on interest in and evaluation of music
- How to demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- How to describe how understanding context and the way the elements of music are manipulated, informs the response to music.
- How to make informed, critical evaluations of the quality and effectiveness of performances.

Students will be able to:
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- Explain the influence of experiences, analysis, and context on interest in and evaluation of music
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- Describe how understanding context and the way the elements of music are manipulated, informs the response to music
- Make informed, critical evaluations of the quality and effectiveness of performances.

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