

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**  
**Written By: Duane Trowbridge**

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**Course Title: Concert Choir**

**Unit Name: Music Stylistic History**

**Grade Level: 9-12**

<p><b>Content Statements</b>  Historical time period of the arts  Elements of musical styles of various time periods  Prominent composers, their individual styles, and their importance in the history of music</p>	<p><b>NJSLS:</b>  1.1.12.B, 1.2.12.A, 1.3.12.B.1, 1.3.12.B.2, 1.3.12.B.4  1.4.12.A.1, 1.4.12.A.2, 1.4.12.A.4, 1.4.12.B.1, 1.4.12.B.2</p> <p><b>Companion Standards :</b>  RST 9-12.5</p>
<p><b>Overarching Essential Questions</b>  How is the style of this music interpreted through the elements of the specific Time Period? How is this music different or alike others I have performed? How does this composer compare to others of the same Time Period or different Periods? How does the editor's markings help create the proper style of the piece?</p>	<p><b>Overarching Enduring Understandings</b>  Throughout History music has changed in both the style of the composition, and the vocal style in which is performed. Each composer brings a personal style to their work as well as general elements of the Time Period.</p>
<p><b>Unit Essential Questions</b>  What is the style or form of the music literature being prepared in chorus? What is the history of this style and the prominent people who wrote or performed it? What elements are different or the same in each form or style studied? What specific vocal traits are inherent in the music of a particular composer or period?</p>	<p><b>Unit Enduring Understandings</b>  Each individual composer has unique traits in their music as well as the common elements of his or her time period. World history, other arts, and academic subjects are interrelated with the music of specific time periods. Choral music expression changes depending upon the Time Period indications, Composer's style, Editor's scoring, or Conductor's interpretation.</p>
<p><b>Unit Rationale</b>  The purpose of this unit is to give students a formal understanding of how Choral Music should be performed according to the stylistic elements of the era from which it came, or the composer's individual style. Editor's terminology and score markings is a guide to interpreting the performance of a choral work, but in the end the conductor is responsible for ensemble performance of the group. Music both influences, and is influenced by, the current society and culture in which is it created.</p>	<p><b>Unit Overview</b>  Through the choral music literature prepared for performance, the musical elements of the Time Periods style, along with the individual composers' styles will be introduced. The Musical Terms and their indications will be introduced along with interpretation of the musical symbols used in the musical score. Through this, pre-eminent musicians and other artists will be introduced along with their historical or cultural significance and influences.</p>
<p><b>Authentic Learning Experiences</b>  Recognition and understanding of various choral music terms and symbols. Ability to perform choral music with an understanding of its style according to the composer of Time Period, and elements involved. Make informed personal critiques of music and how it appeals to each individually. Develop the ability to continue to perform choral music in advanced organizations beyond high school.</p>	
<p><b>21st Century Skills and Themes</b>  Global Perspectives- music from many different countries and times. Reading of the international terms and symbols in music. Collaboration- group led discussions and performance of elements and styles of music. Use of Vocal skills, imagination, and knowledge in proper expression of music in a Choral performance.</p>	
<p><b>Unit Learning Targets/Scaffolding to CPIs</b>  Building upon previous knowledge of music from different Time Periods, and the elements of music in their styles, the singers will develop a mature sense of performance using the elements of the periods, the composers, and the ability to interpret musical terms and symbols as indication of the expression of the art. The students will be able</p>	

to recognize common elements as well as elements unique to individual composers and relate them to other music by the same composer or from the same period.
<p><b>Key Terms</b>  Eras of Music history- Renaissance, Baroque, Classical, Romantic, Modern.  The musical terms used in expression of a work:  Dynamics, tempo, crescendo, ritardando, rubato, tenuto, diminuendo, sforzando, Andante, etc. – all terms defined in texts of the course.  Symbols of the musical score and what they indicate: Piano, Forte, Da Capo, a tempo, accent, staccato, marcato, fermata, cesura, etc.- all from the music rehearsed and performed by the class instructed through the rehearsal process.</p>
<p><b>Instructional Strategies</b>  Demonstration, lecture, lead discussion, worksheets,</p>
<p><b>Customizing Learning/ Differentiation</b>  Each student’s learning is individual based on their ability and prior knowledge of music. Music is a highly personal and interpretive field where each person relates to their experiences on different levels.</p>
<p><b>Formative Assessments</b>  Teacher observation assessment, written evaluations, aural evaluations.</p>
<p><b>Interdisciplinary Connections</b>  World History (European/American)-through information of composers, time periods, and social influences in the music. Art- relationship of poetry to musical texts, visual arts of common Time Periods. Foreign Language- derivatives from Latin, Choral music text in other languages, the Italian based terminology used in music.</p>
<p><b>Resources</b>  Reference recordings, <a href="http://www.musicmagic.com">www.musicmagic.com</a>, along with other online reference material. Music publishers and distribution centers, AHS Choral music library. Grove dictionary of music- MacMillen Pub. Accent on Composers- Alfred Pub. Fundamentals of Singing- Belwin Inc. Essential Musicianship- books 2 &amp; 3- Hal Leonard.</p>
<p><b>Suggested Activities for Inclusion in Lesson Planning</b>  Classroom preparation of choral music in various styles and forms to be performed in at least two public concerts per year. Through demonstration and utilization, the students will recognize and capably perform the musical elements of the style of both the Time Period and the Composer of the music prepared. Through the literature introduce the composers and writers of each piece and through them, introduce history of the period in which it was written. Through the music, students will develop the ability to read the terminology and symbols of the musical score and perform the music as they indicate. Students will be encouraged to develop critical listening skills in written analyzation in comparing music through sound reasoning by its form, style, elements, language, and use.</p>
<p><b>Unit Timeline</b>  On going.</p>

**Course Title: Concert Choir    Unit Name: Advanced Technical skills    Grade Level: 9-12**

<p><b>Content Statements</b>  Musical score reading with increasingly complex rhythms and pitches. Analysis of harmonic structure of music.</p>	<p><b>Cumulative Progress Indicators (CPI)</b></p>
<p><b>Overarching Essential Questions</b>  How can I read independently learn my voice part in my music? How does my part fit in the harmonic structure of the other parts and accompaniment?</p>	<p><b>Overarching Enduring Understandings</b>  Increase understanding and ability in musical performance through reading skills and understanding of harmony and intonation.</p>
<p><b>Unit Essential Questions</b>  How do the notation of the individual parts of the musical score create harmonic structure? How can a</p>	<p><b>Unit Enduring Understandings</b>  Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble. Understanding of the harmonic</p>

<p>singer independently increase their ability to perform their role in the ensemble?</p>	<p>structure of a work increases the ability to learn and perform a singer's part with better intonation.</p>
<p><b>Unit Rationale</b> The purpose of this unit is to give choral music students an increased understanding of music notation, using increasingly more complex rhythm and tonal patterns. Develop harmonic interpretation and understanding of the musical notation to create musical performances and enhance the musicianship of the individual students.</p>	<p><b>Unit Overview</b> Through the choral music literature prepared for performance, along with supplemental musical pieces and activities, increased reading skills will be developed. This includes musical notation of pitch and more complex rhythm. Increased notation reading of pitch through solfeggio singing skills, and an understanding of basic harmonic structures of music will also be introduced and developed.</p>
<p><b>Authentic Learning Experiences</b> Ability to sing choral music independently with greater efficiency through sight singing skills and understanding of harmonies created by the combined voice parts of choral music.</p>	
<p><b>21st Century Skills and Themes</b> Global Perspectives- music notation is globally universal. Ensemble performing is a collaboration of many individuals into one sound. Use of Vocal skills, imagination, and expression in creating a stylized performance.</p>	
<p><b>Unit Learning Targets/Scaffolding to CPIs</b> Using already attained music notation reading skills and an increased interest in musical performance, more complex score reading skills will be introduced. Through the music literature rehearsed and performed in class, the students will be introduced to the concept of the individual parts combining to create harmonic structure and progression of harmonies which, with understanding, will increase the ability to independently perform the individual singers' role in the ensemble with greater efficiency and musicianship.</p>	
<p><b>Key Terms</b> Rhythmic notes and terms and their use: sixteenth, triple meter, cut time, syncopation. Complex time signatures and their use. Symbols and terms of pitch including sharp, flat, natural. Intervals and their use in harmony and musical line- step, half-step, M 3<sup>rd</sup>, m 3<sup>rd</sup>, P 4<sup>th</sup>, P 5<sup>th</sup>, 6<sup>th</sup>, M 7<sup>th</sup>, m 7<sup>th</sup>, Octave, augmented intervals. Chords and their structure- Tonic, Dominant, subdominant, inverted, major, minor. Chord building terms- Root, 3<sup>rd</sup>, fifth, seventh, inversions. Cadence progressions: V7-I, IV-I. Deceptive Cadence- V- VI. Key Change – Secondary Dominant Solfeggio syllables of accidentals, and minor scales.</p>	
<p><b>Instructional Strategies</b> Demonstration, lecture, lead discussion, group rehearse and perform.</p>	
<p><b>Customizing Learning/ Differentiation</b> Each student's learning is individual based on their ability and prior knowledge of music. Musical performance concepts can be learned through a variety of techniques, of which differing learning abilities can usually gain one or another.</p>	
<p><b>Formative Assessments</b> Teacher observation assessment, written evaluations, aural evaluations.</p>	
<p><b>Interdisciplinary Connections</b> Rhythm is a mathematically based skill</p>	
<p><b>Resources</b> Music publishers and distribution centers, AHS Choral music library. Essential Musicianship Series Book 2 &amp; 3- Hal Leonard Pub. Melodia- Schirmer Pub. Practical Theory- Vol 2 &amp; 3-Alfred Pub. Essentials of Music Theory-Book 2 –Alfred Pub. Sight singing made simple- Hal Leonard Pub.</p>	

**Suggested Activities for Inclusion in Lesson Planning**

Demonstration of understanding of written musical staff notation of various intervals in performance appropriate to the audience and purpose of the work.

Worksheets on reading musical notation of complex melodic line and building of harmonies.

Demonstration and written work in complex rhythmic notation in various meters, using notation from whole notes to sixteenth notes along with their equivalent rest notation. Aurally practicing reading skills of various rhythmic patterns and notation by the Kodaly method. Creative composing of rhythmic patterns.

Aural interpretation of basic chordal progressions, intervals, and rhythms.

Sight singing of various sources, along with literature for performances, using solfeggio method, including the syllables of me, fi, si, & te.

Students will prepare choral music in various styles and forms to be performed in at least two public concerts per year. Through demonstration and utilization, the students will recognize and capably perform the musical elements of the style and forms of music prepared.

**Unit Timeline**

On going.

**Course Title: Concert Choir Unit Name: Advanced Vocal Skills**

**Grade Level: 9-12**

<p><b>Content Statements ****</b> Continued development of the vocal instrument including the respiratory system, posture, and the vocal mechanism. Maturing of the vocal quality through expanded range, resonance, and increased ability to create and retain proper pitch.</p>	<p><b>Cumulative Progress Indicators (CPI)</b> 1.1.12.B.1, 1.1.12.B.2 1.3.12.B.1, 1.3.12.B.2, 1.4.12.B.1, 1.4.12.B.2</p>
<p><b>Overarching Essential Questions</b> How do I become a more mature singer? How can I increase my range, resonance, and pitch control?</p>	<p><b>Overarching Enduring Understandings</b> Continue to develop skills and techniques to enhance the physical capabilities of singing with proper vocal production and range according to the style requirements of the music literature.</p>
<p><b>Unit Essential Questions</b> What is the proper use of the respiratory system for singing? How does placement of pitch improve the quality of the voice? How does the proper formation and emphasis of vowels and consonants affect the vocal tone and expression?</p>	<p><b>Unit Enduring Understandings</b> The use of proper posture, breath, support, vowel placement and consonant attacks help to improve the overall quality of the voice itself and improves pitch accuracy and retention. Proper production also makes phrasing and expression of a high level attainable.</p>
<p><b>Unit Rationale</b> The purpose of this unit is to give choral music students an understanding of and ability to perform the physical vocal technique required for proper pitch, and resonance production and to translate those skills into performing high quality choral music using proper expression of line, phrase, pronunciation, and expression.</p>	<p><b>Unit Overview</b> Through the choral music literature prepared for performance, along with the physical patterning of proper technique through warm-up and vocal exercises, an increased understanding of proper singing technique and habits should be formed giving individual students increased vocal skills of breathing, production, phrasing, placement of vowels, and musical expression. The unit will also increase the necessary skills for proper performance of increasingly intricate choral music.</p>
<p><b>Authentic Learning Experiences</b> Choral music performance is an attained skill that can be lifetime avocation. Understanding the physical habits and technique of proper singing that translates to all skills of the human voice, and can lead to be successful at any age.</p>	
<p><b>21st Century Skills and Themes</b> Global Perspectives- vocal music technique is a globally universal skill that is consistent in music from all cultures and time periods. Ensemble performing is a collaboration of many individuals' vocal skills into one like sound and requires a variety of common techniques.</p>	
<p><b>Unit Learning Targets/Scaffolding to CPIs</b></p>	

Students' abilities to perform vocal/choral music with proper pitch, intonation, and technique will continue to develop by attaining a thorough understanding of the body's breathing apparatus and the proper manipulation required to increase the singer's healthy vocal habits. The students' development of their ability to perform music of increasing difficulty and range of both pitch and dynamics will be increased as well. The technical skills of proper placement of vowels, attack of consonants, posture, and breathing will increase, allowing for improvement of vocal quality while performing works of various styles and difficulty of expression.

### **Key Terms**

Respiratory System and its components: Diaphragm, trachea, larynx, pharynx, oral cavity.  
Glottal stops/attacks- use of breath to begin sounds. Passagio- the break or shift in the voice.  
Projection-Result of focus, support, and tension release in the vocal mechanism.  
Register: Vocal "Gear"- upper/lower  
Placement- the application of the sound resonance in the proper area.  
Articulation- the proper production of the consonant sounds in singing.  
Resonance- Natural amplification by vibration of vocal cords.  
Tone color- quality of vocal sound. Diphthongs- blended vowel sounds on a single syllable.

### **Instructional Strategies**

Demonstration, physical exercises, group rehearse and perform, individual or small group instruction, video instruction.

### **Customizing Learning/ Differentiation**

Each student's learning is individual based on their ability, physical development, and prior knowledge of vocal technique. Independent-individual lessons are used as a means to customize instruction for students with various levels of learning or experience. Physical vocal skills are attained on differing levels of understanding, yet the individuals are still able to participate in a group environment, provided there is an understanding and ability to attain proper pitch and vowel production.

### **Formative Assessments**

Teacher observation assessment, aural evaluations.

### **Interdisciplinary Connections**

The physical skills developed in singing enhance the health and endurance of the individual students and can be applied to almost any physical activity, including sports, exercise, instrumental music, etc.

### **Resources**

Essential Musicianship Series books 2 & 3- Hal Leonard Pub.  
VoiceWorks-Alfred publishing. Successful warmups- Kjos Music Pub.  
Fundamentals of Singing- Kjos Music Pub.  
Video Master Classes- Hal Leonard Pub.  
Music Literature Libraries/ Distributors

### **Suggested Activities for Inclusion in Lesson Planning**

Daily physical activities stressing the proper use of the body's breathing apparatus- with the goal of developing proper habits in breathing and breath support.  
Vocal exercises using proper vowel sounds and placement in daily vocal warm-ups.  
Demonstration and activities to develop proper posture for singing.  
Lecture/ readings on the respiratory system and how it relates to singing.  
Preparing of choral music daily with the emphasis on vocal technique of:  
1. Articulation 2. Vowel production 3. Proper phrasing using breath support 4. Use of dynamics through proper support. 5. Intonation.  
Students will prepare choral music in various styles and forms to be performed in at least two public concerts per year. Through use of proper vocal skills the students will capably perform the musical elements of the style and forms of music prepared.

### **Unit Timeline**

On going.

## Appendix

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"><li>● Utilize collaborative media tools</li><li>● Provide differentiated feedback</li><li>● Opportunities for reflection</li><li>● Encourage student voice and input</li><li>● Model close reading</li><li>● Distinguish long term and short term goals</li></ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"><li>● Utilize “skeleton notes” where some required information is already filled in for the student</li><li>● Provide access to a variety of tools for responses</li><li>● Provide opportunities to build familiarity and to practice with multiple media tools</li><li>● Leveled text and activities that adapt as students build skills</li><li>● Provide multiple means of action and expression</li><li>● Consider learning styles and interests</li><li>● Provide differentiated mentors</li><li>● Graphic organizers</li></ul>
<b>ELLs</b>	<ul style="list-style-type: none"><li>● Pre-teach new vocabulary and meaning of symbols</li><li>● Embed glossaries or definitions</li><li>● Provide translations</li><li>● Connect new vocabulary to background knowledge</li><li>● Provide flash cards</li><li>● Incorporate as many learning senses as possible</li><li>● Portray structure, relationships, and associations through concept webs</li><li>● Graphic organizers</li></ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"><li>● Creativity</li><li>● Innovation</li><li>● Critical Thinking</li><li>● Problem Solving</li><li>● Communication</li><li>● Collaboration</li></ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"><li>● Chromebooks</li></ul>	

- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software