

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Duane Trowbridge

Approved: June, 2017

Course Title: Junior High Chorus

Unit Name: Music Cultural History

Grade Level: 7-8

<p>Content Statements Musical styles and their place in History. Composers, their music, style, historical significance. Social and cultural influences of music, including texts to vocal music.</p>	<p>NJSLS: 1.1.8.B, 1.2.8.A, 1.3.8.B.1, 1.3.8.B.2, 1.4.8.A, 1.4.8.B.1, 1.4.8.B.2</p> <p>Companion Standards: RST 6-8.5</p>
<p>Overarching Essential Questions What is the style of this music and where does it come from? How is this music different or alike others I have performed?</p>	<p>Overarching Enduring Understandings Music takes on various forms and styles and is an artistic expression of its current culture and society.</p>
<p>Unit Essential Questions 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?</p>	<p>Unit Enduring Understandings Music has many deep connections to world history and other arts and subjects. Music has recognizable changes in styles and elements depending on time and cultural influence. Choral music can be an expression of thought or emotion through its texts.</p>
<p>Unit Rationale The purpose of this unit is to give students an understanding that music has changed from its beginnings to current form. Music both influences, and is influenced by, the current society and culture in which is it created.</p>	<p>Unit Overview Through the choral music literature prepared for performance, various historic and current styles and forms of music will be introduced. Through this, pre-eminent musicians and other artists will be introduced along with their historical or cultural significance and influences.</p>
<p>Authentic Learning Experiences Recognition and understanding of various choral music styles. Ability to perform choral music with an understanding of its style or form, and elements involved. Make informed personal critiques of music and how it appeals to each individually.</p>	
<p>21st Century Skills and Themes Global Perspectives- music from many different countries and times. Collaboration- group led discussions of form and style of music. Use of Vocal skills, imagination, and expression in creating a stylized performance.</p>	
<p>Unit Learning Targets/Scaffolding to CPIs Using already attained singing skills and an interest in musical performance, the students will be introduced to musical works from various artists in various styles and historical or cultural significance. They will develop a sense of musical elements that are alike and different from style to style along with their use in expression of the art form of choral singing.</p>	
<p>Key Terms Eras of Music history- Renaissance, Baroque, Classical, Romantic, Modern. Forms of Classical Choral Music: Motet, Madrigal, Mass, Cantata, Oratorio. American vocal music: Folksong, Spiritual, Jazz, Blues, Pop. Rhythm- duration of individual notes. Syncopation- stressing notes not on the beat. Harmony- more than one note sounded at the same time. Dissonance- 2 or more pitches creating a conflicting harmony.</p>	

Form- melodic and rhythmic order in which musical idea are presented.
Instructional Strategies Demonstration, lecture, lead discussion
Customizing Learning/ Differentiation 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.
Formative Assessments Teacher observation assessment, written evaluations, aural evaluations.
Interdisciplinary Connections World History (European/American)-through information of composers, time periods, and social influences in the music. Art- relationship of poetry to musical texts. Foreign Language- derivatives from Latin, Choral music text in other languages.
Resources Reference recordings, www.musicedmagic.com , Music publishers and distribution centers, AHS Choral music library. Grove dictionary of music- MacMillen Pub. Accent on Composers-Alfred Pub.
Suggested Activities for Inclusion in Lesson Planning Classroom preparation of choral music in various styles and forms to be performed in at least two public concerts per year. Through academic reasoning and utilization, the students will recognize and capably perform the proper musical approach to elements of the style and form of music prepared. Through the literature introduce the composers and writers of each piece and through them, introduce the social and cultural history of the period in which it was written. Students will be encouraged to develop critical listening skills in analyzing through comparison/ contrast by its form, style, elements, language, and use.
Unit Timeline On going.

Course Title: Junior High Chorus

Unit Name: Technical skills

Grade Level: 7-8

Content Statements Reading of the musical score with rhythm, pitch, and expression terminology.	Cumulative Progress Indicators (CPI) 1.1.8.B, 1.3.8.B.1, 1.3.8.B.3, 1.4.8.A.7, 1.4.8.B.1, 1.4.8.B.2
Overarching Essential Questions How do I read music? How does the score tell me to express the music?	Overarching Enduring Understandings Increase understanding and ability in musical performance through reading skills.
Unit Essential Questions How is the notation on the musical score used to create choral performance? How do the symbols and terms on a score tell the singer or director how to express the music?	Unit Enduring Understandings Reading of musical score is necessary to produce the music as it is meant to be performed. Musical editing through the terms of expression indicate how the music should be performed.
Unit Rationale The purpose of this unit is to give choral music students a basic understanding of music notation, and how it works. Develop reading and interpretation skills of musical notation to create musical performances and enhance the musicianship of the individual students.	Unit Overview Through the choral music literature prepared for performance, along with supplemental musical pieces and activities, reading and interpretation skills will be developed. This includes musical notation of pitch and rhythm. Relating staff notation to solfege singing skills, and learning the terms and expressive indications of symbols and abbreviations in the musical score.
Authentic Learning Experiences Ability to continue to sing choral music with greater efficiency through sight singing skills.	

Understanding the musical expression through indications in the written music.	
21st Century Skills and Themes 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.	
Unit Learning Targets/Scaffolding to CPIs Using already attained music notation reading skills and an interest in musical performance, the students will be introduced to more intricate levels of reading skills and develop a greater sense of musicianship through them. Students gain a more independent ability to prepare their individual role in the group ensemble performance.	
Key Terms Notation of treble and bass clef staves- letters of lines and spaces along with ledger lines. Rhythmic notes and durations using beats or counts: Whole, half, quarter, eighth notes and their dotted versions and rest equivalents. Time signatures and their use: Barlines, measures, double bar. Symbols and terms of expression: Dynamics-volumes: Forte- loud, Piano- soft, Crescendo/decrescendo/ diminuendo. Tempo –speed changes in music: Ritardando, Rubato, Tenuto, Fermata, Cesura, a tempo Terms of Form: Repeat signs, numbered endings, da capo, dal segno, coda.	
Instructional Strategies Demonstration, lecture, lead discussion, group rehearse and perform.	
Customizing Learning/ Differentiation Each students learning is individual based on their ability and prior knowledge of music. Choral music can be attained on differing levels of understanding while still participating in a group environment, provided there is an understanding and ability to attain proper pitch.	
Formative Assessments Teacher observation assessment, written evaluations, aural evaluations.	
Interdisciplinary Connections Rhythm is a mathematically based skill	
Resources Music publishers and distribution centers, AHS Choral music library. Essential Musicianship Book 1- Hal Leonard Pub. Melodia- Schirmer Pub. Practical Theory Volume 1-Alfred Publishing	
Suggested Activities for Inclusion in Lesson Planning Academic Demonstration through written musical staff notation of Bass and Treble Clefs- how they relate to the music literature being prepared. Worksheets on reading musical notation of pitch. Demonstration and written work in rhythmic notation in various meters, using notation from whole notes to eighth notes along with their equivalent rest notation. Aurally giving proper voice to the practice of sight reading skills of various rhythmic patterns and notation by the Kodaly method. **** Demonstration on the solfege scale and the pitches of each step. Relation of scale steps to notation on the staff. Reading of notation of escalating degree of difficulty with solfege syllables- singing the pitches they represent. Integrating the reading of rhythm along with pitch in solfege singing with proper approach and music form.. 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: Junior High Chorus

Unit Name: Vocal Skills

Grade Level: 7-8

Content Statements Development of the vocal instrument (human body). Expanding range of pitch, length of phrasing, and projection of sound.	Cumulative Progress Indicators (CPI) 1.3.8.B.2, 1.3.8.B.4, 1.4.8.A.3, 1.4.8.A.4, 1.4.8.B.1, 1.4.8.B.2
--	---

Development of vocal quality through placement and support.	
Overarching Essential Questions How do I become a more proficient singer? How can I expand my range and effectiveness in a performing ensemble?	Overarching Enduring Understandings Develop skills and techniques to enhance the physical capabilities of singing with proper production and range according to the style requirements of the music literature.
Unit Essential Questions How can the physical act of singing be improved to enhance range, durability, and quality of the voice? How does the individual singer produce the vocal qualities needed in ensemble performance?	Unit Enduring Understandings Reading of musical score is necessary to produce the music as it is meant to be performed. Musical editing through the terms of expression indicate how the music should be performed.
Unit Rationale The purpose of this unit is to give choral music students a beginning understanding of the physical aspects of proper vocal technique to increase their vocal range of both pitch and dynamics, along with developing the proper quality of voice in performing music of various styles.	Unit Overview Through the choral music literature prepared for performance, along with the physical patterning of proper technique through warm-up and vocal exercises, and increased understanding of proper singing technique and habits should be formed giving individual students increased vocal range and durability. The unit will also include skills for proper quality of individual voices as both soloists and ensemble singers.
Authentic Learning Experiences Ability to continue to sing choral music with greater efficiency through increased individual vocal skills and technique. Understanding the physical habits and technique of proper vocal performance that translates to all skills of the human voice.	
21st Century Skills and Themes 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' skills into one sound.	
Unit Learning Targets/Scaffolding to CPIs Beginning with the students' abilities to perform vocal/choral music with proper pitch and intonation, the students will be introduced to more developed skills of proper singing technique beginning with an understanding of breath support, posture, placement, and projection. Students individually gain the technique to develop their ability to perform music of increasing difficulty and range of both pitch and dynamics. An understanding of technique and skills to enhance the quality of the students' individual voices will also be developed.	
Key Terms Breathe support- the physical characteristics of proper breathing to enhance vocal ability. Diaphragm- a muscular partition separating the thorax from the abdomen. Sternum- breast bone. Vocal cavity- interior of mouth, nasal cavity- air passage behind the nose. Placement- the application of the sound resonance in the proper area. Articulation- the proper production of the consonant sounds in singing.	
Instructional Strategies Demonstration, physical exercises, group rehearse and perform, individual or small group instruction, video instruction.	
Customizing Learning/ Differentiation Each students learning is individual based on their ability, physical development, and prior knowledge of vocal technique. Physical vocal skills are attained on differing levels of understanding, yet all 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- Hal Leonard Pub.
 Master Theory Book 1-2 Kjos Music Pub.
 Essentials of Music Theory Book 1- Alfred publishing

Suggested Activities for Inclusion in Lesson Planning

Various 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.

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.

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

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers

ELLs	<ul style="list-style-type: none">● Pre-teach new vocabulary and meaning of symbols● Embed glossaries or definitions● Provide translations● Connect new vocabulary to background knowledge● Provide flash cards● Incorporate as many learning senses as possible● Portray structure, relationships, and associations through concept webs● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none">● Creativity● Innovation● Critical Thinking● Problem Solving● Communication● Collaboration	
Integrating Technology	
<ul style="list-style-type: none">● Chromebooks● Internet research● Online programs● Virtual collaboration and projects● Presentations using presentation hardware and software	