



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Concert Choir

Grades 9 – 12

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Concert Choir Grades 9-12

Course Description

Concert Choir grades 9-12 is a performance based class for students in grades 9-12. Students will learn choral music of various genres and time periods. The Choir will work on different aspects of vocal production through a selected repertoire that leads to concert performances during the academic year. Attendance is required at each concert rehearsal and performance to be scheduled by the teacher. Participation in the rehearsals and concerts are reflected in student grades. As well as learning concert repertoire and attending rehearsals and performances, students will participate in sight reading activities to advance their aural and music reading skills. Students will also participate in individual or small/large group lessons during the academic school day (to be scheduled by the teacher) for the purposes of reinforcing/learning music for Choir, for other vocal ensembles, or for any other reasons that involve vocal production/performance.

Overview of Course Sequence

The main emphasis of the class will be preparing choral music for concerts and activities during the year. Therefore; students will work on vocal production and a repertoire of choral music throughout the year, and performances each year will include different choral selections.

Unit 1: (September-December) Introduction of proper vocal technique/Choir requirements/Winter Concert repertoire.

Unit 2: (January-June) Spring Concert and graduation repertoire/sight reading

HS Pre-Requisites

Students should be able to match pitch. Ability to do so will be determined by the instructor.

Resources: Repertoire

Concert repertoire will be sacred and secular and will be from various genres and time periods. Repertoire selected will be based on the ability, size, and make-up of the choir. The director will choose music that is: historically and educationally significant, well written, strengthens musicianship skills, challenges the students, represents various cultures, and ensures the success of the overall performance. Selections from all styles of music both sacred and secular will include: Renaissance, Baroque, Classical, Romantic, Contemporary, Jazz, and music from other cultures, and could include music from state and county festivals.

Unit Overview

Content Area: Vocal Music

Unit Title: (1) Introduction to Choir and Winter Concert Repertoire

Target Course/Grade Level: Choir grades 9-12

Unit Summary: introduction to proper vocal technique, choir requirements, repertoire for Winter Concert. 21st century themes: Creativity and innovation, critical thinking and problem solving, collaboration and communication

Learning Targets

Standards: Music

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures

1.3 Performance: All students will synthesize those skills, media, methods, and technologies, appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts
1.2.12.A.2	Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Unit Essential Questions

- How does one sing independently and in a group?
- How are ideas expressed in music in a choral setting?

Unit Enduring Understandings

- proper vocal technique, accuracy of intonation and rhythm, balance, blend, phrasing, and expression
- communication and expression of ideas, synthesizing the elements of music, singing music from different sources, genres, forms, languages, and time periods

Unit Learning Targets

Students will demonstrate the ability to sing independently, and in a group by singing alone and in a group using proper vocal technique, correct intonation and rhythm, expression and interpretation.

Evidence of Learning

Summative Assessment: individual vocal testing, attendance at concerts/rehearsals/performance

Equipment Needed: piano, risers

Teacher Resources: choral repertoire (sacred/secular) that represents various time periods and cultures

Formative Assessments

participation/behavior/performance in class rehearsals/lessons

Unit 1 Lesson Plans

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Teacher Notes: Concert repertoire will be sacred and secular and will be from various genres and time periods. Repertoire selected will be based on the ability, size, and make-up of the choir. The director will choose music that is: historically and educationally significant, well written, strengthens musicianship skills, challenges the students, represents various cultures, and ensures the success of the overall performance.

Curriculum Development Resources: choral reading sessions at workshops, seminars, conventions; Bergen County Chorus rehearsals/concerts; colleagues; attending other concerts; music researched online
Also:
<http://acda.org>

<http://acda.org>
<http://www.nafme.org>

Unit Overview

Content Area: Vocal Music

Unit Title: (2) Spring Concert Repertoire and Sight reading

Target Course/Grade Level: Choir grades 9-12

Unit Summary: Repertoire for Spring Concert while reinforcing proper vocal technique and sight-singing
21st century themes: Creativity and innovation, critical thinking and problem solving, collaboration and communication

Learning Targets

Standards: Music

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of Arts and Culture: All students will understand the role, development and influence of the arts throughout history and across cultures

1.3 Performance: All students will synthesize those skills, media, methods, and technologies, appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts
1.2.12.A.2	Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

Unit Essential Questions

- How does one sing independently and in a group?
- How are ideas expressed in music in a choral setting?

Unit Enduring Understandings

- proper vocal technique, accuracy of intonation and rhythm, balance, blend, phrasing, and expression
- communication and expression of ideas, synthesizing the elements of music, singing music from different sources, genres, forms, languages, and time periods

Unit Learning Targets

Students will demonstrate the ability to sing independently, and in a group by singing alone and in a group using proper vocal technique, correct intonation and rhythm, expression and interpretation.

Evidence of Learning

Summative Assessment: individual vocal testing, attendance at concerts/rehearsals/performance

Equipment Needed: piano, risers

Teacher Resources: choral repertoire

Formative Assessments

participation/behavior/performance in class rehearsals/lessons

Unit 1 Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
ongoing	Spring Concert repertoire and sight singing	ongoing in semester 2 (January-June)

Teacher Notes: Concert repertoire will be sacred and secular and will be from various genres and time periods. Repertoire selected will be based on the ability, size, and make-up of the choir. The director will choose music that is: historically and educationally significant, well written, strengthens musicianship skills, challenges the students, represents various cultures, and ensures the success of the overall performance.

Curriculum Development Resources : choral reading sessions at workshops, seminars, conventions; Bergen County Chorus rehearsals/concerts; colleagues; attending other concerts; music researched online

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