

Midland Park Public Schools

High School Concert Choir

Grades 9-12

Prepared by:

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Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

June 21, 2022

Born on Date June 20, 2022

High School Concert Choir 9-12

Course Description:

High School Concert Choir is a performance based class where students in grades 9-12 will refine vocal production techniques, increase music literacy, advance musicianship, strengthen sight reading skills, and be exposed to choral music of different cultures, time periods, countries, genres, and levels of difficulty. This will be done through various vocal exercises and through the singing of age appropriate 3, 4, and divisi part choral literature. The choral repertoire chosen will: be music that is historically and educationally significant, be well written musically and textually, strengthen musicianship, represent various genres of music

with both sacred and secular texts in English and other languages, challenge the group, represent various cultures and languages, and provide for possible solo opportunities. The Chorus will perform at the Winter and Spring Concerts during the academic school year and other performances scheduled by the Choral Director. Attendance at concerts, evening rehearsals, and other performances is mandatory and is reflected in student grades. Students will also participate in in-school lessons (small and large group) and rehearsals during the day to support learning and performance. If possible, there will be opportunities for performance outside of the school environment such as field trips (Broadway workshops) and overnight trips.

Course Sequence:

The main emphasis of the class will be learning vocal proper vocal technique, developing sight-reading skills, mastering music literacy and the learning and performing of age appropriate 3-part choral literature.

Unit 1: Concert Prep 1a: Intro to Concert Choir, singing and the repertoire:

1-2 week: Introduction to Chorus, finding the voice, introduction to repertoire and vocal technique. 2 weeks: Delving into the Repertoire and continued vocal technique

3 weeks: Technical, creative, and expressive aspects of the repertoire

Unit 2: Concert Preparation 1b: Improving technique, developing musicianship, and “owning” the repertoire 2 weeks: improving technique, developing musicianship, performance analysis

2 weeks: “owning” the repertoire

3 weeks: concert preparation, rehearsal techniques, the performance and after the performance

Unit 3: Concert Prep 2: Refining technique, advancing musicianship, and “stepping up” the repertoire 2 weeks: sight-reading and continued vocal technique

2 weeks: introduction to new repertoire and continued vocal technique

6 weeks: refining technique, advancing musicianship and “stepping up” the repertoire 2 weeks: concert preparation, rehearsals techniques, the performance and after the performance 2-4 weeks: new repertoire for sight reading and performance

Pre-requisite: none

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Content Area: Vocal Music: Concert Choir Grades 9-12	
Unit Title: Concert Preparation Step 1a: Intro to Concert Choir, singing and the repertoire	
Grade Level: 9-12	
Core Ideas: class requirements including concert information (rehearsal and performance dates, concert attire, assessments used), nature and style of repertoire including sacred/secular and different genres of choral music, basic vocal technique to more complex technique focusing on voice placement, correct posture, head and chest voice, sight singing, understanding the choral score, balance and blend, and other elements of choral singing, performance analysis, repertoire for Winter Concert learning individual parts and together.	
2020 NJSL-Visual/Performing Arts (National Core Arts Standards) Anchor Standards	
Anchor Standard #1 (CREATING: Imagine)	1.3C.12acc.Cr1a: Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Anchor Standard #2 (CREATING: Plan/Make)	1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
Anchor Standard #3 (CREATING: Evaluate/Refine)	1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. 1.3C.12acc.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.

Anchor Standard #4 (PERFORMING) G: Select/Analyze / Interpret)	1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. 1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
Anchor Standard #5 (PERFORMING) G: Rehearse/Evaluate Refine)	1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success
Anchor Standard #6 (PERFORMING) G: Present)	1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

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Anchor Standard #7 (RESPONDING) NG: Select/Analyze)	1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. 1.3C.12int.Re7b: Explain how the analysis of structures and contexts inform the response to music.
Anchor Standard #8 (RESPONDING) NG: Interpret)	1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Anchor Standard #9 (RESPONDING) NG: Evaluate)	1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Anchor Standard #10 (CONNECTING) NG: Interconnection)	1.3C.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard #11 (CONNECTING) NG: Interconnection)	1.3C.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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21st century themes and skills (standard 9)	
9.2.12.C.1	Review Career goals and determine steps necessary for attainment
9.2.12.C.3	Identify transferable career skills and design alternate career plans
Career Readiness, Life Literacies, and Key Skills	
CRP6	Demonstrate creativity and innovation
Intercultural Statements (Amistad, Holocaust, SEL)	
Amistad, Holocaust,	Performance of/study of (listening to): could include choral arrangements of work songs, spirituals, gospel songs of African slaves in America; choral arrangements of songs of abolitionists, protest songs, blues, jazz, and repertoire of notable African American choral composers. Singing/listening to music of various cultures, including music of the Holocaust and music that expresses value in differences, rebellion, and hope for a better future. Students sing songs of the Jewish culture and notable Jewish composers/performers.
AAPI	Contributions of American Asian and Pacific Islander people which could include listening to/singing of vocal/ choral music by composers of Asian and Pacific Island descent, or by listening to/singing of traditional music of Asian and Pacific Island countries. For example listening to/singing Christopher Tin's Baba Yetu, or traditional songs such as Arirang, Three Pacific Island Lullabies, Tongo, etc.
LGBTQ	Listening to/singing of vocal/choral songs by LGBTQ composers for theatre and film. This could include songs from productions such as: Hairspray, Ragtime, Rent, The Lion King, Annie Get Your Gun. Composers include Elton John, Howard Ashman, Lorenz Hart, Fred Ebb, Jonathan Larson, Benj Pasek, Stephen Soundheim. Marc Shaiman
SEL	Self-Awareness: exhibit high level of self worth, abilities, and achievements in chorus. Self-Management: Success means perseverance. Regular and sustained practice leads to increased abilities in performance skills and self-evaluation Social Awareness: Cooperative music-making experiences which occur in group settings such as chorus can positively impact the student's proclivity for empathetic thinking and behavior. Relationship Skills: Chorus incorporates community-advancing activities which provides student with opportunities to interact with others, express him/herself while working collaboratively. There are great opportunities for communication with others, refining interpersonal skills, conflict resolution, and working towards a common goal.
Interdisciplinary Connection	

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World Languages	Pronunciation, interpretation of world languages used in musical context 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
Language Arts	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.		
Math	Meter, time signatures, duration, counting		
Social Studies	Time periods of different genres of music, cultures		
Unit Essential Question(s): 1. How do I produce the “right” sound for choral singing? 2. How is making music in a group different than making music by oneself? 3. What music is worthy of selecting and performing? 4. How do musicians improve the quality of their performance? 5. How does the choral score help performers express the composer’s ideas and intent? 6 . How does understanding the structure and context of musical works inform performance? 7.How do artists from different eras and cultures explore and express ideas? 8.How does my artistic work connect to other subjects I study? 9. What makes a “good” rehearsal/performance?		Unit Enduring Understandings: 1.proper vocal technique for choral singing 2. intonation and rhythm 3. understanding and performing music notation and the choral score 4. balance and blend 5. expression 6. physical presentation 7. interpretation of text 8. Impact of life on music	
Formative Assessments: observation of participation/behavior/ performance in class, lessons, group rehearsals, observation of improvement over time Summative/Benchmark Assessment(s): group vocal testing, attendance at rehearsals/concerts Alternative Assessments: individual lessons and individual vocal testing			
Resources/Materials: rehearsal space, keyboard, choral music, folders, pencils, percussion instruments, computer, staff white board, projection screen, sound system, Chromebooks (for Google Classroom, and online assignments)		Key Vocabulary: vocal technique, score, diaphragmatic breathing, head and chest voice, commitment, posture, measure, rhythm, pitch, voice part, soprano, alto, tenor, bass, dynamics, phrasing, blend, balance, vowels, consonants	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete

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Introduction to Chorus, finding the voice, introduction to repertoire and vocal technique	Understanding requirements, applying vocal technique to “find” voice, introduction to and understanding of basic concert repertoire and basic understanding of the score	Posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique, score reading, and rehearsing repertoire with parts separately and together	1-2 weeks	
Delving into the Repertoire and continued vocal technique	Apply correct vocal technique to exercises and applying correct rhythm and pitch to repertoire, understanding the basic elements of new repertoire, understanding the score	Posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique, score reading, and rehearsing repertoire with parts separately and together	2 weeks	
Technical, creative, and expressive aspects of the repertoire	Apply correct vocal technique to exercises and applying correct rhythm and pitch to repertoire as well as correct expressive elements of repertoire, increased understanding of score reading	posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique, score reading, and rehearsing repertoire with parts separately and together, concert rehearsals and concert performance, analysis of performance after concert	3 weeks	
Teacher Notes:				
Additional Resources: choral music, piano, sound system, whiteboard, You Tube videos, recordings of performances, Do Now and Google Assignments				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504. Students
Another student to help when needed, provide seating that “works” for student, enlarge print music, highlight print	assign a buddy, same language or English speaking student, allow errors in speaking/ singing, individual lessons, use phonetic spelling for words in songs	provide solos, provide extension activities (such as special ensembles/ performances, build on students’ intrinsic interests and motivations, consult with parents to build on students’ interests	consult Guidance counselors and I&RS procedures/action plans, provide rewards	highlight parts, seat with strong singers, test after school and give more time for testing, teach by rote, consult with Case Managers & follow IEP accommodations/ modifications, rephrase questions and directions, work one on one

Content Area: Vocal Music: Concert Choir Grades 9-12	
Unit Title: Concert Preparation Step 1b: Improving technique, developing musicianship, and “owning” the repertoire	
Grade Level: 9-12	
Core Ideas: extended focus on repertoire including sacred/secular and different genres of choral music, basic vocal technique to more complex technique focusing on voice placement, correct posture, head and chest voice, sight-singing, understanding the choral score, balance and blend, and other elements of choral singing, performance analysis, repertoire for Winter Concert and beyond, learning individual parts and together	
2020 NJSL-Visual/Performing Arts (National Core Arts Standards) Anchor Standards	
Anchor Standard #1 (CREATING: Imagine)	1.3C.12acc.Cr1a: Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Anchor Standard #2 (CREATING: Plan/Make)	1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
Anchor Standard #3 (CREATING: Evaluate/Refine)	1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. 1.3C.12acc.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
Anchor Standard #4 (PERFORMING: Select/Analyze / Interpret)	1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. 1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skills to connect with the audience.
Anchor Standard #5 (PERFORMING: Rehearse/Evaluate Refine)	1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success

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Anchor Standard #6 (PERFORMING: Present)	1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
Anchor Standard #7 (RESPONDING: Select/Analyze)	1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. 1.3C.12int.Re7b: Explain how the analysis of structures and contexts inform the response to music.
Anchor Standard #8 (RESPONDING: Interpret)	1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Anchor Standard #9 (RESPONDING: Evaluate)	1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Anchor Standard #10 (CONNECTING: Interconnection)	1.3C.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Anchor Standard #11 (CONNECTING: Interconnection)	1.3C.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
21st century themes and skills (standard 9)	
9.2.12.C.1	Review Career goals and determine steps necessary for attainment
9.2.12.C.3	Identify transferable career skills and design alternate career plans
Career Readiness, Life Literacies, and Key Skills	
CRP6	Demonstrate creativity and innovation
Intercultural Statements (Amistad, Holocaust, SEL)	

Amistad, Holocaust	Performance/study of : Choral arrangements of work songs, spirituals, gospel songs of African slaves in America; choral arrangements of songs of abolitionists, protest songs, blues, jazz, and repertoire of notable African American choral composers, Singing/listening to music of various cultures, including music of the Holocaust and music that expresses value in differences, rebellion, and hope for a better future. Students sing songs of the Jewish culture and notable Jewish composers/performers.
AAPI	Contributions of American Asian and Pacific Islander people which could include listening to/singing of vocal/ choral music by composers of Asian and Pacific Island descent, or by listening to/singing of traditional music of Asian and Pacific Island countries. For example listening to/singing Christopher Tin's Baba Yetu, or traditional songs such as Arirang, Three Pacific Island Lullabies, Tongo, etc.
LGBTQ	Listening to/singing of vocal/choral songs by LGBTQ composers for theatre and film. This could include songs from productions such as: Hairspray, Ragtime, Rent, The Lion King, Annie Get Your Gun. Composers include Elton John, Howard Ashman, Lorenz Hart, Fred Ebb, Jonathan Larson, Benj Pasek, Stephen Soundheim. Marc Shaiman

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SEL	<p>Self-Awareness: exhibit high level of self worth, abilities, and achievements in chorus. Self-Management: Success means perseverance. Regular and sustained practice leads to increased abilities in performance skills and self-evaluation</p> <p>Social Awareness: Cooperative music-making experiences which occur in group settings such as chorus can positively impact the student's proclivity for empathetic thinking and behavior.</p> <p>Relationship Skills: Chorus incorporates community-advancing activities which provides student with opportunities to interact with others, express him/herself while working collaboratively. There are great opportunities for communication with others, refining interpersonal skills, conflict resolution, and working towards a common goal.</p>
Interdisciplinary Connection	
World Languages	<p>Pronunciation, interpretation of world languages used in musical context</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes</p> <p>7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>
Language Arts	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.
Math	Meter, time signatures, duration, counting
Social Studies	Time periods of different genres of music, cultures

<p>Unit Essential Question(s):</p> <ol style="list-style-type: none"> 1. How can I produce a better sound for choral singing? 2. How important is my role in the chorus? How much can I contribute? 3. What music is worthy of selecting and performing? 4. How do musicians improve the quality of their performance? 5. How does the choral score help performers express the composer's ideas and intent? 6. When is a performance judged ready to present? 7. How do context and the manner in which musical work is presented influence audience response? 8. How does understanding the structure and context of musical works inform performance? 9. How do artists from different eras and cultures explore and express ideas? 10. How does my artistic work connect to other subjects I study? 11. What makes a "good" rehearsal/performance? 	<p>Unit Enduring Understandings:</p> <ol style="list-style-type: none"> 1. proper vocal technique for choral singing 2. intonation and rhythm 3. understanding and performing music notation and the choral score 4. balance and blend 5. expression 6. physical presentation 7. interpretation of text 8. understanding and performing different genres of music 9. characteristics of a good performance
<p>Formative Assessments: observation of participation/behavior/ performance in class, lessons, group rehearsals, observation of improvement over time</p> <p>Summative/Benchmark Assessment(s): group vocal testing, attendance at rehearsals/concerts</p> <p>Alternative Assessments: individual lessons and individual vocal testing</p>	

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<p>Resources/Materials: rehearsal space, keyboard, choral music, folders, pencils, percussion instruments, computer, staff white board, projection screen, sound system, Chromebooks (for Google Classroom, and online assignments)</p>		<p>Key Vocabulary: vocal technique, score, diaphragmatic breathing, head and chest voice, commitment, posture, measure, rhythm, pitch, voice part, soprano, alto, tenor, bass, dynamics, phrasing, blend, balance, vowels, consonants</p>	
<p>Lesson Name/Topic</p>	<p>Student Learning Objective(s)</p>	<p>Suggested Tasks/Activities:</p>	<p>Day(s) to Complete</p>

improving technique, developing musicianship, performance analysis	apply correct vocal technique to improve vocal production and overall musicianship, increased understanding the choral score, analysis of performance examples	Posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique, score reading, and rehearsing repertoire with parts separately and together	2 weeks
“owning” the repertoire	apply correct vocal technique to improve vocal production and overall musicianship, increased understanding the choral score, understanding one’s place in the Chorus as ensemble member, applying musical elements of the score to identifying with the music	Posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique, score reading, and rehearsing repertoire with parts separately and together	2 weeks
concert preparation, rehearsal techniques, the performance and after the performance	Apply correct vocal technique and all elements of the repertoire for class, group sectional rehearsals and concert, analysis of performance	posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique, score reading, and rehearsing repertoire with parts separately and together, concert rehearsals and concert performance, analysis of performance after concert	3 weeks

Teacher Notes:

Additional Resources: choral music, piano, sound system, whiteboard, You Tube videos, recordings of performances, Do Now and Google Assignments

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504. Students
Another student to help when needed, provide seating that “works” for student, enlarge print music, highlight print	assign a buddy, same language or English speaking student, allow errors in speaking/ singing, individual lessons, use phonetic spelling for words in songs	provide solos, provide extension activities (such as special ensembles/ performances, build on students’ intrinsic interests and motivations, consult with parents to build on students’ interests	consult Guidance counselors and I&RS procedures/action plans, provide rewards	highlight parts, seat with strong singers, test after school and give more time for testing, teach by rote, consult with Case Managers & follow IEP accommodations/ modifications, rephrase questions and directions, work one on one

Content Area: Vocal Music: Concert Choir Grades 9-12	
Unit Title: Concert Prep 2: Refining technique, advancing musicianship, and “stepping up” the repertoire	
Grade Level: 9-12	
Core Ideas: continued extended focus on more difficult repertoire including sacred/secular and different genres of choral music, continued work on vocal technique, sight-singing, understanding the choral score, balance and blend, and other elements of choral singing, performance analysis, repertoire for Spring Concert and beyond, learning individual parts and together	
2020 NJSL-Visual/Performing Arts (National Core Arts Standards) Anchor Standards	
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21st century themes and skills (standard 9)

9.2.12.C.1	Review Career goals and determine steps necessary for attainment
9.2.12.C.3	Identify transferable career skills and design alternate career plans

Career Readiness, Life Literacies, and Key Skills

CRP6	Demonstrate creativity and innovation
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Intercultural Statements (Amistad, Holocaust, SEL)

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SEL	<p>Self-Awareness: exhibit high level of self worth, abilities, and achievements in chorus. Self-Management: Success means perseverance. Regular and sustained practice leads to increased abilities in performance skills and self-evaluation</p> <p>Social Awareness: Cooperative music-making experiences which occur in group settings such as chorus can positively impact the student's proclivity for empathetic thinking and behavior.</p> <p>Relationship Skills: Chorus incorporates community-advancing activities which provides student with opportunities to interact with others, express him/herself while working collaboratively. There are great opportunities for communication with others, refining interpersonal skills, conflict resolution, and working towards a common goal.</p>
Interdisciplinary Connection	

Midland Park Public Schools

World Languages	<p>Pronunciation, interpretation of world languages used in musical context</p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes</p> <p>7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p>
Language Arts	NJLSA.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.
Math	Meter, time signatures, duration, counting
Social Studies	Time periods of different genres of music, cultures

Unit Essential Question(s): 1. How do I produce the “right” sound for choral singing? 2. How can I lead the group? 3. What music is worthy of selecting and performing? 4. How do musicians improve the quality of their performance? 5. How does the choral score help performers express the composer’s ideas and intent? 6. When is a performance judged ready to present? 7. How do context and the manner in which musical work is presented influence audience response? 8. How does understanding the structure and context of musical works inform performance? 9. How do artists from different eras and cultures explore and express ideas? 10. How does my artistic work connect to other subjects I study? 11. What makes a “good” rehearsal/performance?		Unit Enduring Understandings: 1. proper vocal technique for choral singing 2. intonation and rhythm 3. understanding and performing music notation and the choral score 4. balance and blend 5. expression 6. physical presentation 7. interpretation of text 8. understanding and performing different genres of music	
Formative Assessments: observation of participation/behavior/ performance in class, lessons, group rehearsals, observation of improvement over time Summative/Benchmark Assessment(s): group vocal testing, attendance at rehearsals/concerts Alternative Assessments: individual lessons and individual vocal testing			
Resources/Materials: rehearsal space, keyboard, choral music, folders, pencils, percussion instruments, computer, staff white board, projection screen, sound system, Chromebooks (for Google Classroom, and online assignments)		Key Vocabulary: vocal technique, score, diaphragmatic breathing, head and chest voice, commitment, posture, measure, rhythm, pitch, voice part, soprano, alto, tenor, bass, dynamics, phrasing, blend, balance, vowels, consonants	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete

sight-reading and continued vocal technique	apply concepts of advanced vocal technique and sight reading skills	Posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique	2 weeks
introduction to new repertoire and continued vocal technique	Apply correct vocal technique to exercises and applying correct rhythm and pitch to repertoire, increased understanding of the choral score	Posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique, score reading, and rehearsing repertoire with parts separately and together	2 weeks
refining technique, advancing musicianship and “stepping up” the repertoire	applying vocal technique to improve vocal production and overall musicianship, increased understanding of choral score with advanced music, understanding one’s place in the Chorus as ensemble member and soloist, identifying with the music	Posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique, score reading, and rehearsing repertoire with parts separately and together, more complex music for performance	6 weeks
concert preparation, rehearsal techniques, the performance and after the performance	Apply correct vocal technique and all elements of the repertoire for class, group sectional rehearsals and concert, analysis of performance	Posture and breathing exercises, warm ups that develop head and chest voice, and correct vocal technique, score reading, and rehearsing repertoire with parts separately and together, more complex music for performance, rehearsals for performances	2 weeks
new repertoire for sight reading and performance	Apply concepts of advanced vocal techniques and sight reading skills for new repertoire	Sight-reading new repertoire	2-4 weeks

Teacher Notes:

Additional Resources: choral music, piano, sound system, whiteboard, You Tube videos, recordings of performances, Do Now and Google Assignments

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504. Students
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Another student to help when needed, provide seating that “works” for student, enlarge print music, highlight print	assign a buddy, same language or English speaking student, allow errors in speaking/ singing, individual lessons, use phonetic spelling for words in songs	provide solos, provide extension activities (such as special ensembles/ performances, build on students’ intrinsic interests and motivations, consult with parents to build on students’ interests	consult Guidance counselors and I&RS procedures/action plans, provide rewards	highlight parts, seat with strong singers, test after school and give more time for testing, teach by rote, consult with Case Managers & follow IEP accommodations/ modifications, rephrase questions and directions, work one on one
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