

State Curriculum Unit Content Descriptors
Toms River Schools
C.Loeffler / P.Martin

Content Area: Fine Arts - Music

Course Title: Chorale, Concert Choir, Master's Chorus	Grade Level: 9-12
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Unit Plan 1 Vocal Technique	Pacing Guide Length Determined by Repertoire and Skill Level of the Ensemble
Unit Plan 2 Rhythm Reading	Pacing Guide Length Determined by Repertoire and Skill Level of the Ensemble
Unit Plan 3 Pitch Reading	Pacing Guide Length Determined by Repertoire and Skill Level of the Ensemble
Unit Plan 4 Articulation, Dynamics, and Tempo Markings	Pacing Guide Length Determined by Repertoire and Skill Level of the Ensemble
Unit Plan 5 English/History/Science Cross-Curricular	Pacing Guide Length Determined by Repertoire and Skill Level of the Ensemble

Unit Plan 6 Student-Centered Choral Arrangement	Pacing Guide Length Determined by Repertoire and Skill Level of the Ensemble
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Date Created: 2017 - 2018 school year

Board Approved on: August 2018

Unit 1 Overview	
Content Area: Chorus	
Unit Title: Vocal Technique	
Target Course/Grade Level: 9-12	
Unit Summary: Learning vocal technique that will successfully apply to singing in multiple styles of vocal music.	
Primary Interdisciplinary Connections:	
<p>21st Century Themes: 21st Century Life and Careers Career Clusters (Arts)</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>8.1.C- Educational Technology: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	
Learning Targets	
<p>Content Standards: Pr.5.1-Develop and refine artistic techniques and work for presentation.</p> <p>Content Standards: Pr.6.1-Convey Meaning through the presentation of Artistic work.</p> <p>Content Standards: Cn.10.1-Synthesize and relate knowledge and personal experiences to make art.</p> <p>Content Standards: Re8.1-Interpret intent and meaning in work.</p> <p>Content Standards: Re.9.1-Apply criteria to evaluate artistic work.</p>	

CPI #	Cumulative Progress Indicator (CPI)
Pr.5.1	Chorale- Proficient, Concert Choir- Accomplished, Master's

	Chorus-Advanced
Pr.6.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Cn.10.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Re.8.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Re.9.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. Why do we use good vocal technique? 2. What are the components of good Vocal Technique? 3. How does good vocal technique improve my performance? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Students will understand the the benefits of singing with good vocal technique. 2. Students will understand the impact of components of technique (posture, breathing, etc...) upon their own voice.
<p>Unit Objectives <i>Students will know...</i></p> <p>Student will know:</p> <ol style="list-style-type: none"> 1. Proper seated and standing posture for singing. 2. How air travels through the body during respiration. 3. The process of phonation and resonance. 4. The various registers of the voice (chest, mixed, head). 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Perform choral music in class and in performances with good vocal technique. 2. Write a two measure vocalize that addresses a vocal technique challenge. 3. Critique their own vocal technique growth in a practice journal. 4. Critique the vocal technique of other performers according to established criteria.

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Unit 2 Overview	
Content Area: Chorus	
Unit Title: Rhythm Reading	
Target Course/Grade Level: Chorale, Concert Choir, Master's Chorus	
Unit Summary: The ability to analyze and sight-read music from standard notation.	
Primary Interdisciplinary Connections:	
<p>21st Century Themes: 21st Century Life and Careers Career Clusters (Arts),CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p>8.1.C- Educational Technology:Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	
Learning Targets	
Content Standards: Cr.2.1-Organize and develop artistic ideas and work. Content Standards: Pr.4.1-Select, analyze, and interpret artistic work for presentation. Content Standards: Re.7.2-Perceive and analyze artistic work.	

CPI #	Cumulative Progress Indicator (CPI)
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Cr2.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Pr.4.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Re.7.2	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. How are various rhythms performed? 2. How does time signature impact the performance of the music? 3. How does meter impact strong beats, weak beats, and how they emphasize certain parts of the text? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Students will understand the language and usage of rhythm. 2. Students will understand the placement and usage of rhythmic/time related symbols. 3. Students will understand how to correctly perform music using multiple meters.
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. <i>Symbols and signs related to rhythm and time in music.</i> 2. <i>How rhythm is transferred into physical sound and feeling.</i> 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Perform music in both simple and compound meters while being able to describe the difference. 2. Label and organize rhythms using a rhythm labelling system. 3. Correctly perform rhythms as presented at different challenge levels in the repertoire.

Unit 3 Overview
Content Area: Chorus
Unit Title: Pitch Reading
Target Course/Grade Level: 9-12
Unit Summary: The ability to identify and correctly perform pitch in the context of various

repertoire.

Primary Interdisciplinary Connections:

21st Century Themes: 21st Century Life and Careers Career Clusters (Arts),CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.
8.1.C- Educational Technology:Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Learning Targets

Content Standards: Cr.2.1-Organize and develop artistic ideas and work.
Content Standards: Pr.4.1-Select, analyze, and interpret artistic work for presentation.
Content Standards: Re.7.2-Perceive and analyze artistic work.

CPI #	Cumulative Progress Indicator (CPI)
Cr2.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Pr.4.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Re.7.2	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. How are pitches produced and audiated? 2. How does pitch intonation impact the performance of the music? 3. How are pitches used to emphasize certain parts of the text? 4. How are pitches are used to form harmonic texture? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Pitches are produced through audiation and reproduction of the audiated pitch. 2. Constant attentiveness to pitch matching / tuning . 3. Students will understand the terminology used in the process of pitch matching / tuning. 4. Demonstrate proper vowel modification to achieve the most beautiful tone.
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. <i>Terminology, Symbols and signs related to pitch matching and tuning.</i> 2. <i>How pitch is related to physical sound and vocal anatomy.</i> 3. <i>The basic symbols of solfeggio using movable Do.</i> 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Identify the solfeggio for melodies in the repertoire. 2. Correctly perform the repertoire with correct pitch and good intonation. 3. Understand the harmonic relationship between two or more pitches.

Unit 4 Overview
Content Area: Chorus
Unit Title: Articulation, Dynamics, and Tempo Markings
Target Course/Grade Level: 9-12
Unit Summary: Recognizing and discerning between articulation, dynamic and tempo markings and performing such appropriately and artistically.
Primary Interdisciplinary Connections:
21 st Century Themes: 21st Century Life and Careers Career Clusters (Arts),CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.
 8.1.C- Educational Technology:Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Learning Targets

Content Standards:

Cr1.1: Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria .

Cr3.1: Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria .

Pr4.2: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

CPI #	Cumulative Progress Indicator (CPI)
Cr1.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Cr3.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Pr4.2	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced

Unit Essential Questions	Unit Enduring Understandings <i>Students will understand that...</i>
1. How does attention to dynamics,	

<p>articulation, and tempo influence the musicality of a performance?</p> <ol style="list-style-type: none"> 2. How can various emotions or moods be expressed through a change in dynamics, articulation, and tempo? 3. Are all dynamic and articulation needs notated by the composer? How do these qualities influence general musicality? 	<ol style="list-style-type: none"> 1. The meaning of dynamics, articulation, and tempo symbols. 2. Contained within these symbols is a range of subjectivity that allows for interpretation of performance. 3. The physical mechanics of producing different dynamics or articulations.
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. <i>The general speed of the most common tempi.</i> 2. <i>The relationship between various dynamics from slow to fast.</i> 3. <i>How to perform different articulations and use them to develop phrasing.</i> 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Perform using a consistent tempo. 2. Correctly perform a number of articulations as they appear in the repertoire. 3. Correctly perform dynamics as they appear in the repertoire and add dynamic contour to create musical phrases.

Unit 5 Overview
Content Area: Chorus
Unit Title: English/History/Science Cross-Curricular
Target Course/Grade Level: 9-12
Unit Summary: Students will learn the influence of historical perspective upon the performance of music, the anatomy of singing as well a basic understanding of acoustics and overtones, and analysis of poetry and lyrics for the music.
Primary Interdisciplinary Connections:
21 st Century Themes: 21st Century Life and Careers Career Clusters (Arts),CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.
 8.1.C- Educational Technology:Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Learning Targets

Content Standards:
 Cr3.2: 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.
 Re7.1: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
 Cn11.1: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

CPI #	Cumulative Progress Indicator (CPI)
Cr3.2	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Re7.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Cn11.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced

Unit Essential Questions	Unit Enduring Understandings <i>Students will understand that...</i>
1, How does the life and/or the cultural and historical environment of the composer	What specifically do you want students to understand? What inferences should they

<p>influence the way in which the music is performed?</p> <p>2. What basic anatomy relates to the process of singing? What is the correct function of the anatomy for healthy singing?</p> <p>3. What lyrics did the composer choose to set the music to? How does interpretation of the words influence the performance of the piece? What is the “meaning” (text and subtext) of the piece?</p>	<p>make?</p> <ol style="list-style-type: none"> 1. The cultural context in which music was composed influences how a piece is performed. 2. The synergy of respiratory, phonation, and resonance anatomy to improve performance and promote healthy singing. 3. Lyrics must be analyzed to allow for the correct interpretation of music.
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. <i>The names, locations, and general function of the anatomy used for healthy singing.</i> 2. <i>The names of composers and they period and style of music most closely associated with their compositions.</i> 3. <i>Methods to approach musical text to allow for artistic interpretation.</i> 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Identify the anatomy of singing and use that knowledge to produce healthy tone. 2. Discuss the composer of the music and place the music into a historical context. 3. Analyze the lyrics of music and use that analysis to create an artistic performance.

Unit 6 Overview
Content Area: Chorus
Unit Title: Student-Centered Choral Arrangement
Target Course/Grade Level: 9-12
Unit Summary: The study of choral music culminates in the students using what they know about musical mechanics to create an arrangement.
Primary Interdisciplinary Connections:
21 st Century Themes: 21st Century Life and Careers Career Clusters (Arts),CRP1. Act as a

responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.
 8.1.C- Educational Technology:Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Learning Targets

Content Standards:
 Cn10.1: Synthesize and relate knowledge and personal experiences to make art.
 Re7.1: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
 Cn11.1: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

CPI #	Cumulative Progress Indicator (CPI)
Cr3.2	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Re7.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced
Cn11.1	Chorale- Proficient, Concert Choir- Accomplished, Master's Chorus-Advanced

Unit Essential Questions 1. How do you determine music is most suitable for choral arrangement?	Unit Enduring Understandings <i>Students will understand that...</i> 1. Harmonic motion is the foundation of
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<ol style="list-style-type: none"> 2. How do you determine what components (instruments, body-percussion, voice parts) are required to successfully arrange the piece? 3. Why is arranging popular music for choirs important? 	<p>an arrangement.</p> <ol style="list-style-type: none"> 2. An arrangement can completely change styles from the original music through usage of different instrumentation and techniques. 3. It requires listening to others and intentional cooperation to self-arrange music in a choral setting.
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. <i>The structure of a triad and/or 7th chord using solfege.</i> 2. <i>The structure of rhythmic figures by beat group.</i> 3. <i>The basic structure of a popular song (verse, chorus, etc).</i> 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. <i>"voice" a harmony into multiple parts using solfege.</i> 2. <i>analyze rhythmic content in a song and replicate rhythmic patterns (as needed) for their arrangement.</i> 3. <i>Analyze and diagram a piece of music to determine its structure.</i> 4. <i>Make artistic decisions based upon critical listening in order to improve their arrangement.</i>