Content Area: Career and Technical Education

Course Title: Concert Choir, Masters Chorus	Grade Level: 11 & 12 ('19-'20 Only), 11 (All Other Years)

Unit Plan 1 Arts, A/V Tech & Communications Cluster/ Vocal Technique (Performing Arts Pathway)	Pacing Guide 30 Days
Unit Plan 2 A/V Technology & Film/ Rhythm Reading (Performing Arts Pathway)	Pacing Guide 30 Days
Unit Plan 3 Journalism & Broadcasting/ Pitch Reading (Performing Arts Pathway)	Pacing Guide 30 Days
Unit Plan 4 Printing Technology/ Articulation, Dynamics, and Tempo Markings (Performing Arts Pathway)	Pacing Guide 30 Days
Unit Plan 5 Visual Arts/English, History, & Science Cross-Curricular (Performing Arts Pathway)	Pacing Guide 30 Days
Unit Plan 6 Student-Centered Choral Arrangement	Pacing Guide 30 Days

Date Created: August 10, 2019

Board Approved on: August 17, 2019

Unit 1 Overview
Content Area: Arts, A/V Tech & Communications Cluster/Performing Arts Pathway

Unit Title: Careers Overview/Vocal Technique: 30 Days

Target Course/Grade Level: 11

Unit Summary: Students will discover a broad overview of professions available related to the visual and performing arts professions. They will then learn about the degree or apprenticeship requirements needed to begin those careers in order to enable them to begin planning a future in any profession in which they show interest. Learning vocal technique that will successfully apply to singing in multiple styles of vocal music.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their voice produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Students will read and analyze the central themes of lyrics in order to determine the appropriate means for the performance of material.   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. Students will analyze every phrase of text and word as they relate to the composer's interpretation in order to determine the meaning of the piece for appropriate performance.   NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Chorus students submit weekly practice

journals online using edmodo.com or google classroom.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Might include, but not be limited to, concert critique, practice journaling, or biographical and musical research on a composer or artist.

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: 9.3.12.AR.1, 9.3.12.AR.2, 9.3.12.AR.3, 9.3.12.AR.4, 9.3.12.AR.5, 9.3.12.12.AR.6 (Cluster)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR.1.2	Analyze the skills required by both technical and artistic partners to provide audiences with quality works and productions.
AR.1.4	Generate a production, media, or other event, and identify the interrelated activities and skill requirements associated with various Career Pathways in this cluster.
AR.2.3	Design a plan for maintaining individual health for work in various Career

	Pathways within the cluster.
AR.3.1	Demonstrate a warm-up process to prepare the body for various performing arts.
AR.5.2	Generate a comparative document of multiple Arts professions and the requirements in training and life commitments to acquire those careers and match them with your personal interests.
AR.1.6	Determine Apps, software, hardware, or other technical advances that could be useful in Arts professions.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through music.

Unit Essential Questions	Unit Enduring Understandings

1. What are professions available to someone who wants a career in the Arts? 2. What degree requirements or skills are needed by someone in order to be hired into those professions? 3. How do the various professions of the Arts relate to each other in order to produce an event or concert? 4. Why do we use good vocal technique? 5. What are the components of good Vocal Technique? 6. How does good vocal technique improve my performance?	*Students will understand that…* 1. Some of the many careers available under the scope of the Performing Arts, and the extensive variety of skills required to successfully perform well in those professions. 2. Students will understand the benefits of singing with good vocal technique. 3. Students will understand the impact of components of technique (posture, breathing, etc…) upon their own voice.
Unit Objectives *Students will know…* 1. The division of the Arts into broad categories of professions that relate to each other in goals or training (ie. Performers, Print Media/Marketing, Journalism/Broadcasting). 2. The degree or apprenticeship path required to pursue certain professions in the Arts. 3. Proper seated and standing posture for singing. 4. How air travels through the body during respiration. 5. The process of phonation and resonance. 6. The various registers of the voice (chest, mixed, head).	Unit Objectives *Students will be able to…* 1. Analyze an event and determine what skills and people are needed to accomplish the multitude of tasks required for the event to be successful. 2. Perform choral music in class and in performances with good vocal technique. 3. Write a two measure vocalize that addresses a vocal technique challenge. 4. Critique their own vocal technique growth in a practice journal. 5. Critique the vocal technique of other performers according to established criteria.

Evidence of Learning
Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).
Suggested Summative Assessments: Creation of an event that highlights multiple pathways, a comparative document of Arts careers and their lifestyle/learning gateway requirements. Participation in performances and events at varied times and locations.
Benchmark Assessments: Career projects will be assigned a "project calendar" through which

students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Postural data is modified for students in wheelchairs or with spinal or postural disorders (such as scoliosis), in consultation with parents and physicians as needed, in order to develop an appropriate posture for that student's needs. The student will then be assessed according to a separate rubric developed according to that standard. Similar processes are followed for respiratory or phonation disorders.

Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.
Some Options for Differentiation in Process include:
1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class's performance and then students' recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.
Some Options for Differentiation in Content include:
1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

English Language Learners
● Provide clear and specific directions
● Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
● Provide extra time
● Simplify written and verbal instructions
● Allow the use of an online dictionary to look u the definition and hear the pronunciation of unknown words

Special Education
● Utilize organizers to help increase comprehension
● Assign peer tutor
● Provide clear and specific instructions
● Provide extended time
● Simplify written and verbal instructions
Gifted and Talented
● Students will be made managers of project groups
● Extension Activities

- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:
- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

Unit 2 Overview
Content Area: A/V Technology & Film/Performing Arts Pathway
Unit Title: Concert Production and Video/Rhythm Reading: 30 Days
Target Course/Grade Level: 11
Unit Summary: Students in this group will aid in the live production of a concert event by working sound, light, or video equipment. They will receive "hands on" experience regarding the numerous support careers that are essential in the day-to-day life of any performer. Students will enhance their ability to analyze and sight-read music from standard notation.
Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their voice produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.
ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Students will read and analyze the central themes of lyrics in order to determine the appropriate means for the performance of material.

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. Students will analyze every phrase of text and word as they relate to the composer's interpretation in order to determine the meaning of the piece for appropriate performance.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Chorus students submit weekly practice journals online using edmodo.com or google classroom.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Might include, but not be limited to, concert critique, practice journaling, or biographical and musical research on a composer or artist.

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: 9.3.12/AR-AV.1, 9.3.12/AR-AV.2, 9.3.12/AR-AV.3, 9.3.12/AR-AV.4 (A/V Technology & Film Pathway)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR-AV 1.1	Describe how changing technology is impacting the audio/video and film industries.
AR-AV 2.6	Demonstrate operation of video cameras and switchers.
AR-AV 2.1	Identify microphones used for audio/video productions, music, and theater.
AR-AV 4.3	Demonstrate, using software, how to edit a video.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.

AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

Unit Essential Questions	Unit Enduring Understandings
1. What impact has the invention of audio and video technology had on the performance of music? 2. How do you set-up and successfully record an audio or video of a performing ensemble? 3. After acquiring the raw video, what can be done to enhance the quality of the audio or video recording? 4. How are various rhythms performed? 5. How does time signature impact the performance of the music? 6. How does meter impact strong beats, weak beats, and how they emphasize certain parts of the text?	*Students will understand that…* 1. The successful recording of a performance in audio or video is itself an intricate artform. 2. A number of different professions must work together to successfully produce a quality production (sound, lights, finance, etc). 3. Students will understand the language and usage of rhythm. 4. Students will understand the placement and usage of rhythmic/time related symbols. 5. Students will understand how to correctly perform music using multiple meters.
Unit Objectives *Students will know…* 1. The basics of how microphones capture sound and various types of microphones. 2. Where to find inexpensive, or free, software online for sound or video editing and the basics of how to use that software. 3. Symbols and signs related to rhythm and time in music. 4. How rhythm is transferred into physical sound and feeling.	Unit Objectives *Students will be able to…* 1. Set-up and record a live performance in audio or video. 2. Use editing software, available online for free, to edit and improve raw audio or video material. 3. Perform music in both simple and compound meters while being able to describe the difference. 4. Label and organize rhythms using a rhythm labelling system. 5. Correctly perform rhythms as presented at different challenge levels in the repertoire.

Evidence of Learning
Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).
Suggested Summative Assessments: Students submit an audio or video recording that they have designed, planned, recorded, and edited, along with a description of the process and challenges for which they had to problematize a solution. Participation in performances and events at varied times and locations.
Benchmark Assessments: Career projects will be assigned a "project calendar" through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.
Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for each student to highlight their strengths while improving in other skills. Adjustments to assignments will be made on an "as needed" basis to account for students learning needs. Goal based rubrics of the performance assessments will be adjusted, where needed, to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.
Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value. Some Options for Differentiation in Process include: 1. Listen to the piece of music being performed while following along with the notation. 2. Sight-read the music without hearing it in advance and without expectations on the sound. 3. Listen to different performances of the work online and compare interpretations. 4. Record and critique the class's performance and then students' recommend corrections. 5. Analyze the music harmonically, rhythmically, or in search of technical difficulty. Some Options for Differentiation in Content include: 1. Using varied repertoire of several styles to highlight the same musical idea. 2. Introduce student improvisation using a musical concept in a piece or warm-up. 3. Utilize both classroom and online learning environments to share media.
Modifications: Adjustments will be made in accordance with IEP and 504 Plans. *English Language Learners* ● Provide clear and specific directions ● Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.

- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look u the definition and hear the pronunciation of unknown words

Special Education
- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented
- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:
- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

Unit 3 Overview

Content Area: Journalism & Broadcasting Pathway/Performing Arts Pathway

Unit Title: Event Promotion and Critique/Pitch Reading: 30 Days

Target Course/Grade Level: 11

Unit Summary: Every successful performer must be able to self-promote and market their talents, and the students will learn to do so both in print and social media. A performer must be able to critically assess their performances and the performances of others and do so in a way that is articulate and respectful to the other artists. The students will enhance their ability to identify and correctly perform pitch in the context of various repertoire.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their voice produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Students will read and analyze the central themes of lyrics in order to determine the appropriate means for the performance of material.

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. Students will analyze every phrase of text and word as they relate to the composer's interpretation in order to determine the meaning of the piece for appropriate performance.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Chorus students submit weekly practice journals online using edmodo.com or google classroom.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Might include, but not be limited to, concert critique, practice journaling, or biographical and musical research on a composer or artist.

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.
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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: 9.3.12.AR-JB.1, 9.3.12.AR-JB.2, 9.3.12.AR-JB.3 (Journalism & Broadcasting Pathway)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR-JB 1.2	Describe the differences among media, including newspaper, magazine, electronic news, television, radio, web, and mobile devices; and how these media can be used to advertise or promote a musical event or program.
AR-JB 1.5	Describe issues related to libel and slander.
AR-JB 2.3	Write a print news story to meet a deadline using organized research and note-taking skills to capture precise language of sources for direct quotations, transitions, and proofreading and copy-editing skills.
AR-JB 3.5	Develop a production promotion involving several activities discussed.

AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

Unit Essential Questions	Unit Enduring Understandings
1. In what ways can you use different media outlets to advertise an upcoming event? 2. What is an appropriate way to write a critique that both conveys your opinion, but is articulate and fair to the performers? 3. How are pitches produced and audiated? 4. How does pitch intonation impact the performance of the music? 5. How are pitches used to emphasize certain parts of the text? 6. How are pitches are used to form	*Students will understand that…* 1. The manner in which a performance is portrayed in the media (both in pre-advertising and critique) can shape its overall success. 2. Developing your skills in marketing yourself as an artist can be as important as your ability to create Art. 3. Pitches are produced through audiation and reproduction of the audiated pitch. 4. Constant attentiveness to pitch matching / tuning . 5. Students will understand the

harmonic texture?	terminology used in the process of pitch matching / tuning. 6. Demonstrate proper vowel modification to achieve the most beautiful tone.
Unit Objectives *Students will know…* 1. General guidelines for composing a critique, press release, or concert blurb to submit for publication to a media outlet. 2. Ways in which to use modern media (podcasts, facebook business, etc) as outlets for content distribution. 3. Terminology, Symbols and signs related to pitch matching and tuning. 4. How pitch is related to physical sound and vocal anatomy. 5. The basic symbols of solfeggio using movable Do.	Unit Objectives *Students will be able to…* 1. Describe ways in which they can use media to advertise an event. 2. Organize their opinion of a performance into a coherent, articulate, and respectful critique. 3. Identify the solfeggio for melodies in the repertoire. 4. Correctly perform the repertoire with correct pitch and good intonation. 5. Understand the harmonic relationship between two or more pitches.

Evidence of Learning
Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).
Suggested Summative Assessments: Submission of written critique (positive and negative), as well as media blurbs, press release, and advertising material. Participation in performances and events at varied times and locations.
Benchmark Assessments: Career projects will be assigned a "project calendar" through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.
Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for each student to highlight their strengths while improving in other skills. Adjustments to assignments will be made on an "as needed" basis to account for students learning needs. Goal based rubrics of the performance assessments will be adjusted, where needed, to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.
Suggested Differentiation: Differentiation in the Performance ensemble is offered on the

content and process levels with the goal of creating an artistic musical product of high aesthetic value.

Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class's performance and then students' recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

English Language Learners
- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look u the definition and hear the pronunciation of unknown words

Special Education
- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
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Gifted and Talented
- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:
- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

Unit 4 Overview

Content Area: Printing Technology/Performing Arts Pathways

Unit Title: Concert Program and Printed Advertising/Articulation, Dynamics, and Tempo Markings: 30 Days

Target Course/Grade Level: 11

Unit Summary: During this unit the assigned group will learn how to develop a program for an upcoming performance event. Students will improve in their skills for recognizing and discerning between articulation, dynamic and tempo markings and performing such appropriately and artistically.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their voice produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Students will read and analyze the central themes of lyrics in order to determine the appropriate means for the performance of material.

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. Students will analyze every phrase of text and word as they relate to the composer's interpretation in order to determine the meaning of the piece for appropriate performance.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Chorus students submit weekly practice journals online using edmodo.com or google classroom.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Might include, but not be limited to, concert critique, practice journaling, or biographical and musical research on a composer or artist.

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:9.3.12.AR-PRT.2 (Printing Technology), 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)

AR-PRT 1.1	Identify customer requirements, timelines and budget in a given situation
AR-PRT 1.2	Communicate with customer to provide updates in schedule and product status
AR-PRT 2.1	Identify the processes involved in building the document.
AR-PRT 3.4	Update customer files to include file submission, proof approvals, and production processes.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

Unit Essential Questions	Unit Enduring Understandings
1. What are the components of a concert program, and how do I go about acquiring each of those components? 2. Who is responsible for each piece of information in the program, and what deadlines should they be given for submission? 3. How does attention to dynamics, articulation, and tempo influence the musicality of a performance? 4. How can various emotions or moods be expressed through a change in dynamics, articulation, and tempo? 5. Are all dynamic and articulation needs notated by the composer? How do these qualities influence general musicality?	*Students will understand that…* 1. There are many deadlines associated with any printed programs needed for a concert event. 2. Development of a concert program is complex and time consuming. 3. The meaning of dynamics, articulation, and tempo symbols. 4. Contained within these symbols is a range of subjectivity that allows for interpretation of performance. 5. The physical mechanics of producing different dynamics or articulations.
Unit Objectives *Students will know…* 1. Who needs to be acknowledged in the program in association with a song in order to adhere with copyright law. 2. The correct way in which to present other needed data in a program. 3. The general speed of the most common tempi. 4. The relationship between various dynamics from slow to fast. 5. How to perform different articulations and use them to develop phrasing.	Unit Objectives *Students will be able to…* 1. Plan, design, and construct a successful program for a concert or event. 2. Perform using a consistent tempo. 3. Correctly perform a number of articulations as they appear in the repertoire. 4. Correctly perform dynamics as they appear in the repertoire and add dynamic contour to create musical phrases.

Evidence of Learning
Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).
Suggested Summative Assessments: Submission of a final concert program for an event. Participation in performances and events at varied times and locations.
Benchmark Assessments: Career projects will be assigned a "project calendar" through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in

consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for each student to highlight their strengths while improving in other skills. Adjustments to assignments will be made on an "as needed" basis to account for students learning needs. Goal based rubrics of the performance assessments will be adjusted, where needed, to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.
Some Options for Differentiation in Process include:
1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class's performance and then students' recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.
Some Options for Differentiation in Content include:
1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

English Language Learners
● Provide clear and specific directions
● Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
● Provide extra time
● Simplify written and verbal instructions
● Allow the use of an online dictionary to look u the definition and hear the pronunciation of unknown words

Special Education
● Utilize organizers to help increase comprehension
● Assign peer tutor
● Provide clear and specific instructions
● Provide extended time
● Simplify written and verbal instructions
Gifted and Talented
● Students will be made managers of project groups
● Extension Activities
● Opportunities for Critical Thinking
● Problem Solving/Design Challenges

- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:
- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

Unit 5 Overview
Content Area: Visual Arts/Performing Arts Pathways
Unit Title: Visual Design Marketing/ English, History, & Science Cross-Curricular: 30 Days
Target Course/Grade Level: 11
Unit Summary: Students will learn how to design a logo or for an upcoming event that will help attract an audience or generate interest. They will also assist the other groups in production of visuals for the concert program. 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: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their voice produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.
ELA Reading and Writing Standards: NJSLSA.R2. Determine central ideas or themes of a text and analyze their

development; summarize the key supporting details and ideas. Students will read and analyze the central themes of lyrics in order to determine the appropriate means for the performance of material.

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. Students will analyze every phrase of text and word as they relate to the composer's interpretation in order to determine the meaning of the piece for appropriate performance.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Chorus students submit weekly practice journals online using edmodo.com or google classroom.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Might include, but not be limited to, concert critique, practice journaling, or biographical and musical research on a composer or artist.

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:9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 (Visual Arts Pathway)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR-VIS 1.2	Apply design knowledge, skills, processes, theories and presentation skills to communicate ideas.
AR-VIS 2.3	Compare how commercial art is similar/different from "fine" art.
AR-VIS 3.1	Demonstrate design principles in developing a project such as a brochure, logo, label, textile design, or other branding project.
AR-VIS 3.2	Produce a variety of digital images using computer software.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.

AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

Unit Essential Questions	Unit Enduring Understandings
1. What image or images best represents this ensemble or event, and what is the best medium to create and distribute that image? 2. What tools are available for me to create images? 3. How does the life and/or the cultural and historical environment of the composer influence the way in which the music is performed? 4. What basic anatomy relates to the process of singing? What is the correct function of the anatomy for healthy singing? 5. 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?	*Students will understand that…* 1. The visual arts can provide an indelible impression that goes beyond words, and should be used as part of any promotional material. 2. The cultural context in which music was composed influences how a piece is performed. 3. The synergy of respiratory, phonation, and resonance anatomy to improve performance and promote healthy singing. 4. Lyrics must be analyzed to allow for the correct interpretation of music.
Unit Objectives *Students will know…* 1. How to use the internet to create and order T-Shirts, and/or other materials for the ensemble. 2. Appropriate usage of images from internet in publicly distributed materials so as to avoid plagiarism. 3. The names, locations, and general function of the anatomy used for healthy singing.	Unit Objectives *Students will be able to…* 1. Design basic logos and pictures to use for T-shirts, program covers, and other promotional materials. 2. Integrate images into a program design to create a unified, artistic presentation. 3. Identify the anatomy of singing and use that knowledge to produce healthy tone.

4. The names of composers and they period and style of music most closely associated with their compositions. 5. Methods to approach musical text to allow for artistic interpretation.	4. Discuss the composer of the music and place the music into a historical context. 5. Analyze the lyrics of music and use that analysis to create an artistic performance.

Evidence of Learning
Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).
Suggested Summative Assessments: Design of visual materials that support the other groups, such as cover image for the program being developed by the Printing Technology group or a T-Shirt logo to use for promotion of an event or ensemble. Participation in performances and events at varied times and locations.
Benchmark Assessments: Career projects will be assigned a "project calendar" through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.
Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for each student to highlight their strengths while improving in other skills. Adjustments to assignments will be made on an "as needed" basis to account for students learning needs. Goal based rubrics of the performance assessments will be adjusted, where needed, to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.
Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value. Some Options for Differentiation in Process include: 1. Listen to the piece of music being performed while following along with the notation. 2. Sight-read the music without hearing it in advance and without expectations on the sound. 3. Listen to different performances of the work online and compare interpretations. 4. Record and critique the class's performance and then students' recommend corrections. 5. Analyze the music harmonically, rhythmically, or in search of technical difficulty. Some Options for Differentiation in Content include: 1. Using varied repertoire of several styles to highlight the same musical idea.

2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

English Language Learners
● Provide clear and specific directions
● Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
● Provide extra time
● Simplify written and verbal instructions
● Allow the use of an online dictionary to look u the definition and hear the pronunciation of unknown words

Special Education
● Utilize organizers to help increase comprehension
● Assign peer tutor
● Provide clear and specific instructions
● Provide extended time
● Simplify written and verbal instructions

Gifted and Talented
● Students will be made managers of project groups
● Extension Activities
● Opportunities for Critical Thinking
● Problem Solving/Design Challenges
● Technology Integration
● Tiered Activities

Interventions for Students at Risk for Failure:
● Extended Time
● Flexible Grouping
● Small Group Instruction
● One on One Instruction
● Peer Buddies
● Graphic Organizers
● Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

Unit 6 Overview

Content Area: Arts, A/V Tech & Communications Cluster/Performing Arts Pathway

Unit Title: Career Reflection & Student-Centered Choral Arrangement: 30 Days
Target Course/Grade Level: 11
Unit Summary: Students will reflect on the careers they have experienced and evaluate each career according to their personal interests.The study of choral music culminates in the students using what they know about musical mechanics to create an arrangement.
Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their voice produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.
ELA Reading and Writing Standards: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Students will read and analyze the central themes of lyrics in order to determine the appropriate means for the performance of material.   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. Students will analyze every phrase of text and word as they relate to the composer's interpretation in order to determine the meaning of the piece for appropriate performance.   NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Chorus students submit weekly practice journals online using edmodo.com or google classroom.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Might include, but not be limited to, concert critique, practice journaling, or biographical and musical research on a composer or artist.

21st Century Themes: 21st Century Life and Careers Career Clusters (Arts)
CRP1. Act as a responsible and contributing citizen and employee.
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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: 9.3.12.AR.1, 9.3.12.AR.2, 9.3.12.AR.3, 9.3.12.AR.4, 9.3.12.AR.5, 9.3.12.12.AR.6 (Cluster)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR.1.2	Analyze the skills required by both technical and artistic partners to provide audiences with quality works and productions.
AR.1.4	Generate a production, media, or other event, and identify the interrelated activities and skill requirements associated with various Career Pathways in this cluster.
AR.2.3	Design a plan for maintaining individual health for work in various Career Pathways within the cluster.

AR.3.1	Demonstrate a warm-up process to prepare the body for various performing arts.
AR.5.2	Generate a comparative document of multiple Arts professions and the requirements in training and life commitments to acquire those careers and match them with your personal interests.
AR.1.6	Determine Apps, software, hardware, or other technical advances that could be useful in Arts professions.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	4. Demonstrate the ability to perform both alone and with others' music notational symbols. 5. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 6. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through music.

Unit Essential Questions	Unit Enduring Understandings
1. What are professions available to someone who wants a career in the Arts?	*Students will understand that…* 1. Some of the many careers available

2. What degree requirements or skills are needed by someone in order to be hired into those professions?
3. How do the various professions of the Arts relate to each other in order to produce an event or concert?
4. How do you determine music is most suitable for choral arrangement?
5. How do you determine what components (instruments, body-percussion, voice parts) are required to successfully arrange the piece?
6. Why is arranging popular music for choirs important?

under the scope of the Performing Arts, and the extensive variety of skills required to successfully perform well in those professions.
2. Students will understand the benefits of singing with good vocal technique.
3. Students will understand the impact of components of technique (posture, breathing, etc…) upon their own voice.
4. Harmonic motion is the foundation of an arrangement.
5. An arrangement can completely change styles from the original music through usage of different instrumentation and techniques.
6. It requires listening to others and intentional cooperation to self-arrange music in a choral setting.

Unit Objectives
Students will know…
1. The division of the Arts into broad categories of professions that relate to each other in goals or training (ie. Performers, Print Media/Marketing, Journalism/Broadcasting).
2. The degree or apprenticeship path required to pursue certain professions in the Arts.
3. The structure of a triad and/or 7th chord using solfege.
4. The structure of rhythmic figures by beat group.
5. The basic structure of a popular song (verse, chorus, etc).

Unit Objectives
Students will be able to…
1. Analyze an event and determine what skills and people are needed to accomplish the multitude of tasks required for the event to be successful.
2. Perform choral music in class and in performances with good vocal technique.
3. Write a two measure vocalize that addresses a vocal technique challenge.
4. Critique their own vocal technique growth in a practice journal.
5. Critique the vocal technique of other performers according to established criteria.
6. "voice" a harmony into multiple parts using solfege.
7. analyze rhythmic content in a song and replicate rhythmic patterns (as needed) for their arrangement.
8. Analyze and diagram a piece of music to determine its structure.
9. Make artistic decisions based upon critical listening in order to improve their arrangement.

Evidence of Learning
Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).
Suggested Summative Assessments: Creation of an event that highlights multiple pathways, a comparative document of Arts careers and their lifestyle/learning gateway requirements. Participation in performances and events at varied times and locations.
Benchmark Assessments: Career projects will be assigned a "project calendar" through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.
Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for each student to highlight their strengths while improving in other skills. Adjustments to assignments will be made on an "as needed" basis to account for students learning needs. Goal based rubrics of the performance assessments will be adjusted, where needed, to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.
Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value. Some Options for Differentiation in Process include: 1. Listen to the piece of music being performed while following along with the notation. 2. Sight-read the music without hearing it in advance and without expectations on the sound. 3. Listen to different performances of the work online and compare interpretations. 4. Record and critique the class's performance and then students' recommend corrections. 5. Analyze the music harmonically, rhythmically, or in search of technical difficulty. Some Options for Differentiation in Content include: 1. Using varied repertoire of several styles to highlight the same musical idea. 2. Introduce student improvisation using a musical concept in a piece or warm-up. 3. Utilize both classroom and online learning environments to share media.
Modifications: Adjustments will be made in accordance with IEP and 504 Plans. *English Language Learners* ● Provide clear and specific directions

- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
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Special Education
- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented
- Students will be made managers of project groups
- Extension Activities
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- Extended Time
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Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes: