

**State Curriculum Unit Content Descriptors  
Toms River Schools**

Content Area: Fine Arts
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Course Title: Vocal Music	Grade Level: 8
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Unit Plan 1 Vocal Technique	Pacing Guide 27 Days
Unit Plan 2 Rhythm Reading	Pacing Guide 27 Days
Unit Plan 3 Pitch Reading	Pacing Guide 27 Days
Unit Plan 4 Articulation, Dynamics, and Tempo Markings	Pacing Guide 27 Days
Unit Plan 5 English/History/Science Cross-Curricular	Pacing Guide 27 Days

Date Modified: August 15, 2019
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Board Approved on: August 21, 2019
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<b>Unit 1 Overview</b>
Content Area: Vocal Music
Unit Title: Vocal Technique: 27 Days
Target Course/Grade Level: Vocal Music 8
Unit Summary: 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. 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.

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.

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.

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.

21<sup>st</sup> 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.

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career

success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Learning Targets**

Content Standards:

1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3.2.B.2: Demonstrate developmentally appropriate vocal production and breathing technique.

1.3.5.B.2: Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.8.B.1: Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

CPI #	Cumulative Progress Indicator (CPI)
1.2.5.A.3	Proficient
1.3.2.B.2	Proficient
1.3.5.B.2	Proficient
1.3.8.B.1	Competent
1.3.8.B.2	Competent

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> <li>1. Why do we use good vocal technique?</li> <li>2. What are the components of good Vocal Technique?</li> <li>3. How does good vocal technique improve my performance?</li> </ol>	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Students will understand the benefits of singing with good vocal technique.</li> <li>2. Students will understand the impact of components of technique (posture, breathing, etc...) upon their own voice.</li> </ol>
<p>Unit Objectives <i>Students will know...</i></p> <p>Student will know:</p>	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. Perform choral music in class and in</li> </ol>

<ol style="list-style-type: none"> <li>1. Proper seated and standing posture for singing.</li> <li>2. How air travels through the body during respiration.</li> <li>3. The process of phonation and resonance.</li> <li>4. The various registers of the voice (chest, mixed, head).</li> </ol>	<p>performances with good vocal technique.</p> <ol style="list-style-type: none"> <li>2. Write a two measure vocalize that addresses a vocal technique challenge.</li> <li>3. Critique their own vocal technique growth in a practice journal.</li> <li>4. Critique the vocal technique of other performers according to established criteria.</li> </ol>
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<b>Evidence of Learning</b>
<p>Formative Assessments: Participation in classroom performance and rehearsal activities.</p>
<p>Summative Assessments: Testing in class or through video or audio recording of students singing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.</p>
<p>Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.</p>
<p>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.</p>
<p>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.</p> <p>Some Options for Differentiation in Process include:</p> <ol style="list-style-type: none"> <li>1. Listen to the piece of music being performed while following along with the notation.</li> <li>2. Sight-read the music without hearing it in advance and without expectations on the sound.</li> <li>3. Listen to different performances of the work online and compare interpretations.</li> <li>4. Record and critique the class's performance and then students' recommend corrections.</li> <li>5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.</li> </ol> <p>Some Options for Differentiation in Content include:</p> <ol style="list-style-type: none"> <li>1. Using varied repertoire of several styles to highlight the same musical idea.</li> <li>2. Introduce student improvisation using a musical concept in a piece or warm-up.</li> <li>3. Utilize both classroom and online learning environments to share media.</li> </ol>
<p>Modifications: Adjustments will be made in accordance with IEP and 504 Plans.</p>

*English Language Learners*

- Provide clear and specific directionsExtended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- 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 up 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

Students with 504's

- 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 (Google Classroom), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

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## Unit 2 Overview

Content Area: Vocal Music

Unit Title: Rhythm Reading: 27 Days

Target Course/Grade Level: Vocal Music 8

Unit Summary: The 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.

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.

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.

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.

21<sup>st</sup> 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.

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Learning Targets**

Content Standards:

1.1.2.B.2: Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

1.1.2.B.3: Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.

1.1.5.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

1.1.8.B.1: Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2: Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

CPI #	Cumulative Progress Indicator (CPI)
1.1.2.B.2	Proficient
1.1.2.B.3	Proficient
1.1.5.B.2	Proficient

1.1.8.B.1	Competent
1.1.8.B.2	Competent

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

<b>Evidence of Learning</b>	
Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.	
Suggested Summative Assessments: Testing in class or through video or audio recording of students singing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.	
Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.	
Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted 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 up 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

Students with 504's

- 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: Vocal Music

Unit Title: Pitch Reading: 27 Days

Target Course/Grade Level: Vocal Music 8

Unit Summary: The 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.

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.

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.

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.

21<sup>st</sup> 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.

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **Learning Targets**

Content Standards:

1.1.5.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

1.1.8.B.1: Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.3.2.B.2: Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

1.3.5.B.1: Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

1.3.5.B.2: Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.8.B.1: Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

CPI #	Cumulative Progress Indicator (CPI)
1.1.5.B.2	Proficient
1.1.8.B.1	Competent
1.3.2.B.2	Proficient
1.3.5.B.1	Proficient
1.3.5.B.2	Proficient
1.3.8.B.1	Competent
1.3.8.B.2	Competent

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

<p><i>and vocal anatomy.</i></p> <p>3. <i>The basic symbols of solfeggio using movable Do.</i></p>	<p>correct pitch and good intonation.</p> <p>3. Understand the harmonic relationship between two or more pitches.</p>
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<b>Evidence of Learning</b>
<p>Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.</p>
<p>Suggested Summative Assessments: Testing in class or through video or audio recording of students singing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.</p>
<p>Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.</p>
<p>Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.</p>
<p>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.</p> <p>Some Options for Differentiation in Process include:</p> <ol style="list-style-type: none"> <li>1. Listen to the piece of music being performed while following along with the notation.</li> <li>2. Sight-read the music without hearing it in advance and without expectations on the sound.</li> <li>3. Listen to different performances of the work online and compare interpretations.</li> <li>4. Record and critique the class's performance and then students' recommend corrections.</li> <li>5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.</li> </ol> <p>Some Options for Differentiation in Content include:</p> <ol style="list-style-type: none"> <li>1. Using varied repertoire of several styles to highlight the same musical idea.</li> <li>2. Introduce student improvisation using a musical concept in a piece or warm-up.</li> <li>3. Utilize both classroom and online learning environments to share media.</li> </ol>
<p>Modifications: Adjustments will be made in accordance with IEP and 504 Plans.</p> <p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.</li> <li>● Provide extra time</li> <li>● Simplify written and verbal instructions</li> </ul>

- 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

Students with 504's

- 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: Vocal Music

Unit Title: Articulation, Dynamics, and Tempo Markings: 27 Days

Target Course/Grade Level: Vocal Music 8

Unit Summary: 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:

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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.

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.

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CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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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.  
 9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.  
 9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.  
 9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Learning Targets**

Content Standards:  
 1.1.5.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.  
 1.1.8.B.1: Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.  
 1.1.8.B.2: Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.  
 1.3.5.B.4: Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.  
 1.3.8.B.1: Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.  
 1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.  
 1.4.8.A.6: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.  
 1.4.8.A.7: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

CPI #	Cumulative Progress Indicator (CPI)
1.1.5.B.2	Proficient
1.1.8.B.1	Competent
1.1.8.B.2	Competent
1.3.5.B.4	Proficient
1.3.8.B.1	Competent
1.3.8.B.2	Competent



1.4.8.A.6	Competent
1.4.8.A.7	Competent

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

<b>Evidence of Learning</b>
Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.
Suggested Summative Assessments: Testing in class or through video or audio recording of students singing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.
Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.
Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.
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 up 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

Students with 504's

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

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.

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

Teacher Notes:

### Unit 5 Overview

Content Area: Vocal Music

Unit Title: English/History/Science Cross-Curricular: 27 Days

Target Course/Grade Level: Vocal Music 8

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: 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.

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.

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.

21<sup>st</sup> 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.

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **Learning Targets**

Content Standards:

1.1.8.B.1: Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2: Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.2.8.A.2: Differentiate past and contemporary works of dance, music, theatre, and visual art that important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.3.8.B.3: Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

1.4.5.A.2: Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.8.A.1: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

CPI #	
1.1.8.B.1	Competent
1.1.8.B.2	Competent
1.2.5.A.3	Proficient
1.2.8.A.2	Competent
1.3.8.B.3	Competent
1.4.5.A.2	Proficient
1.4.8.A.1	Competent
1.4.8.A.5	Competent

Unit Essential Questions	Unit Enduring Understandings <i>Students will understand that...</i>
<p>1, How does the life and/or the cultural and historical environment of the composer 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>What specifically do you want students to understand? What inferences should they make?</p> <ol style="list-style-type: none"> <li>1. The cultural context in which music was composed influences how a piece is performed.</li> <li>2. The synergy of respiratory, phonation, and resonance anatomy to improve performance and promote healthy singing.</li> <li>3. Lyrics must be analyzed to allow for the correct interpretation of music.</li> </ol>

<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. <i>The names, locations, and general function of the anatomy used for healthy singing.</i></li> <li>2. <i>The names of composers and their period and style of music most closely associated with their compositions.</i></li> <li>3. <i>Methods to approach musical text to allow for artistic interpretation.</i></li> </ol>	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. Identify the anatomy of singing and use that knowledge to produce a healthy tone.</li> <li>2. Discuss the composer of the music and place the music into a historical context.</li> <li>3. Analyze the lyrics of music and use that analysis to create an artistic performance.</li> </ol>
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<p>Modifications: Adjustments will be made in accordance with IEP and 504 Plans.</p> <p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.</li> <li>● Provide extra time</li> <li>● Simplify written and verbal instructions</li> <li>● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words</li> </ul> <p><i>Special Education</i></p> <ul style="list-style-type: none"> <li>● Utilize organizers to help increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific instructions</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> </ul>

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