

COURSE TITLE:

CONCERT CHOIR

GRADES 9-12

LENGTH:

FULL YEAR

SCHOOLS:

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
CONCERT CHOIR
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Concert Choir provides the means for students to be part of a high quality vocal performance ensemble. Choral music from the major stylistic periods, as well as contemporary and Broadway show music is represented.

Students learn proper technique for breathing, phonation, formation of vowels and consonants, expression, and dynamics. Through concert choir, students become increasingly familiar with the fundamentals of music theory, music notation and aural recognition of intervals.

This course is designed to meet the needs of students in grades 9-12.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

VISUAL AND PERFORMING ARTS

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY**STANDARD 8.1**

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS**STANDARD 9.2**

CAREER AWARENESS, EXPLORATION, AND PREPARATION:
Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student
CRP2: Apply appropriate academic and technical skills
CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

The student will be able to demonstrate the following:

1. Elements of Music
 - Pitch recognition
 - Duration of pitch
 - Intensity
 - Tone color (i.e., identification of voices and instruments)
 - Sight singing
 - Scales
 - Intervals
 - Triads

2. Music Terminology: Critique and analysis
 - Tempo markings: understanding of Maelzel Metronome markings as well as an understanding of the terms referring to tempo in both Italian and English.

- Dynamic markings: a knowledge of the customary markings used in music to show degrees of volume: *p* being soft, and *f* loud.
- Style of music: a knowledge of, and a familiarity with, the many styles represented throughout choral literature such as Renaissance, Baroque, Classical, Romantic, 20th Century, Vocal Jazz, Show Music and Popular Music.

3. Vocal Proficiency

- Knowledge of student's respective vocal part (soprano, alto, tenor or bass) for each choral piece currently being learned for performance.
- Growth in vocal ability and expression commensurate with length of time in choir.
- Familiarity with, and implementation of, proper performance etiquette (i.e., lining up, singing in proper section, following dress code for each concert, having materials on hand).

3. PROFICIENCY LEVELS

Concert Choir is an elective course for Grades 9-12. Students are expected to possess a lively interest in singing and a willingness to develop the technique necessary to realize healthy vocal growth. There is no prerequisite.

4. METHODS OF ASSESSMENT

➤ Student Assessment

The teacher will provide a variety of assessments, including:

- Teacher observation
- Attendance at weekly vocal pullout lessons
- Class participation
- Participation in all concert choir concerts and performances
- Maintaining music theory workbook
- Tests

➤ **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the choral program, including:

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

5. **GROUPING**

This elective course is open to all students interested in singing, developing vocal technique and exploring the various styles and languages of choral literature.

6. **ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Concert Choir is a full-year 5 credit course available to all interested high school students. Students may take choir for all four years of high school.

7. **RESOURCES**

Texts:

- *Essentials of Music Theory*
- *Master Theory Book 1 and 2*
- *Successful Sight Singing Workbook*
- Various choral octavos for each performance

Reference Books:

- *Grove's Dictionary of Music and Musicians*
- *The New Harvard Dictionary of Music*
- *The Norton Scores*
- Various Broadway musical scores
- Various classical vocal scores

CD's

- Various CD's representing the major stylistic periods in Western Choral Music
- Various CD's representing jazz, Broadway and popular choral/vocal music

Various Videos:

- *Vocal Performance*
- *Tuning the Choir*
- *Choral Singing Style*
- *Positive Motivation*

8. METHODOLOGIES

- Teacher presentation of choral pieces to be sung
- Teacher presentation of material in theory book
- Daily group warm-up exercises
- Teacher demonstration and reinforcement of proper diction and expression for choral pieces
- Listening to various styles of music
- Applying elements of various styles to one's own performance ability
- Teacher diagnostic of each student's voice and vocal technique

9. SUGGESTED ACTIVITIES

- Performance in high school Winter and Spring Concerts
- Singing a solo in any High School performance
- Singing in all choir performances outside of school such as graduation, Baccalaureate and other concerts
- Singing outside of school in local choirs, or student performance groups

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

This course reinforces concepts taught in:

- Social studies offering - Popular Music
- Technology and computer classes enhancing student's ability to efficiently work with computer-based music programs 8.1.12
- Library and Internet searches for music, lyrics, and histories of various performers 8.1.12

- For students interested in composition, encouraging proficiency in poetry, literature, and social studies
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

13. CURRICULUM MAP – CONCERT CHOIR

Class	September	October	November	December	January
Concert Choir	<ul style="list-style-type: none"> - Voice testing - Review vowel sounds and appropriate placement for singing - Sing a major scale - Introduction of new choral music - Star Spangled Banner - Listening exercises - Critiques of various performances - Sight-singing <ul style="list-style-type: none"> • do-mi-sol • Half, quarter, and eighth notes • Quarter rests - Theory <ul style="list-style-type: none"> • Treble and bass clef note reading • Counting rhythms 	<ul style="list-style-type: none"> - Start learning music for winter concert - Whole steps and half steps - Sing a chromatic scale - Sight-singing <ul style="list-style-type: none"> • Do-mi-sol-do • Single eighth notes • Eighth rest • Sixteenth notes - Theory <ul style="list-style-type: none"> • Accent marks • Repeat signs • Time signatures - Listening exercises 	<ul style="list-style-type: none"> - Continue working on music for winter concert - Memorize music - Work on blending - Sight-singing <ul style="list-style-type: none"> • Changing meter • Whole and half rests • Sharps and flats • Dotted half note - Theory <ul style="list-style-type: none"> • Major key signatures • Leger lines • Tempo markings - Listening exercises 	<ul style="list-style-type: none"> - Winter concert - Critique their own performance - Sight-singing <ul style="list-style-type: none"> • New note la • Slurs - Theory <ul style="list-style-type: none"> • Review note and rest values • Key signatures - Listening exercises 	<ul style="list-style-type: none"> - Introduce new choral music - Sing a minor scale - Sight-singing <ul style="list-style-type: none"> • Major and minor keys • Sol below do • Compound time - Theory <ul style="list-style-type: none"> • Circle of Fifths • Treble and bass clef note reading • Major and minor key signatures • Solfege • Writing counts in for written rhythms - Listening exercises

	<ul style="list-style-type: none">• Duple meter• Dynamic markings				
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Class	February	March	April	May	June
<p>Concert Choir</p>	<ul style="list-style-type: none"> - Continue working on music for spring concert - In class solos and student critiques - Sight-singing <ul style="list-style-type: none"> • Mixed meter • Compound meter • Pick-up notes - Theory <ul style="list-style-type: none"> • D.C. al fine • First and second endings • Slurs and ties - Listening exercises 	<ul style="list-style-type: none"> - Continue working on music for spring concert - Memorize music - Work on blending - In class solos and student critiques - Sight-singing <ul style="list-style-type: none"> • Mixed meter • Compound meter • New note ti • Whole note - Theory <ul style="list-style-type: none"> • Eighth note • Eighth rest - Listening exercises 	<ul style="list-style-type: none"> - Spring Concert - Critique students' own performance - Introduce new music - In class solos and student critiques - Sight-singing <ul style="list-style-type: none"> • Slurs and ties • Cut time • Reading bass clef notes - Theory <ul style="list-style-type: none"> • Counting rhythms • Key signatures • Sixteenth note • Sixteenth rest - Listening exercises 	<ul style="list-style-type: none"> - Prepare for graduation - Review for final exam - Sight-singing <ul style="list-style-type: none"> • First and second endings • Mixed meter • Sixteenth notes • Dotted notes • Changing key signatures - Theory <ul style="list-style-type: none"> • Key signatures • Solfege • Writing and counting rhythms • Dotted notes • Flats, sharps, and naturals - Listening exercises 	<ul style="list-style-type: none"> - Prepare music for graduation - Memorize music - Work on blending - Sight-singing <ul style="list-style-type: none"> • Changing meters • Dotted eighth note • New note fa • Natural - Theory <ul style="list-style-type: none"> • Note reading • Counting rhythms • Major and minor key signatures • Solfege - Listening Exercises - Review for final exam -Final Exam

