COURSE TITLE

Concert Choir

LENGTH

Full Year
Grades 7 and/or 8

DEPARTMENT

Fine, Practical & Performing Arts
Brian Ersalesi, Supervisor of English Language Arts and Fine, Practical & Performing Arts

SCHOOL

Union School

DATE

Initial Approval: April 4, 2016
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Concert Choir

I.   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. In addition to the regularly scheduled Concert Choir period, there are required lessons that meet on a rotating basis one period per week.

This academic and performance based program meets the needs of all students interested in studying and performing choral music during grades 7- 8. It meets The New Jersey Core Curriculum Content Standards for Visual and Performing Arts and those of the Rutherford Board of Education.

II.   Objectives

Course Outline:

A. Elements of Music
     a. Pitch recognition
     b. Duration of pitch
     c. Intensity
     d. Tone color (i.e., identification of voices and instruments)
     e. Sight singing
     f. Scales
     g. Intervals
     h. Triads
B. Music Terminology: Critique and analysis
     a. Tempo markings: understanding of Maelzel Metronome markings as well as an understanding of the terms referring to tempo in both Italian and English.
     b. Dynamic markings: a knowledge of the customary markings used in music to show degrees of volume: *p* being soft, and *f* loud.
     c. 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.
C. Vocal Proficiency
     a. Knowledge of student's respective vocal part (soprano, alto, tenor or bass) for each choral piece currently being learned for performance.
     b. Growth in vocal ability and expression commensurate with length of time in choir.
     c. 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).

Student Outcomes:

After successfully completing this course, the student will be able to:

- Sing as per instructed
- Demonstrate rhythms
- Critique peer performances
- Critique professional performances
- Record and self-evaluate their own performances
- Perform daily group warm-up exercises
- Listen to various styles of music
- Apply elements of various styles to one's own performance ability
- Learn and apply elements of music theory
- Apply teacher demonstration and reinforcement of proper diction or articulation and expression
- Apply teacher diagnostic of each student's voice and vocal technique

NEW JERSEY STUDENT LEARNING STANDARDS
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.

Strand B. Music

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.

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.

Strand A. History of the Arts and Culture

1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

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

1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand B. Music

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.

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

1.3.8.B.4 - Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand A. Aesthetic Responses

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.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

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

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.

Strand B. Critique Methodologies

1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1   *Act as a responsible and contributing citizen and employee*
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   *Apply appropriate academic and technical skills*
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3   *Attend to personal health and financial well-being*
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4   *Communicate clearly and effectively and with reason.*
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   *Consider the environmental, social and economic impacts of decisions.*
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   *Demonstrate creativity and innovation*
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   *Employ valid and reliable research strategies*

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10   Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11   Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12   Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS
STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.A.4 - Graph and calculate data within a spreadsheet and present a summary of the results

8.1.8.A.5 - Create a database query, sort and create a report and describe the process, and explain the report results.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.8.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

C. 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.*

8.1.8.C.1 - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 - Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 - Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 - Assess the credibility and accuracy of digital content.

8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.8.F.1 - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.8.A.1 - Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).

8.2.8.A.2 - Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.

8.2.8.A.3 - Investigate a malfunction in any part of a system and identify its impacts.

8.2.8.A.4 - Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.

8.2.8.A.5 - Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.8.B.1 - Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

8.2.8.B.2 - Identify the desired and undesired consequences from the use of a product or system.

8.2.8.B.3 - Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

8.2.8.B.4 - Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

8.2.8.B.5 - Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.

8.2.8.B.6 - Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

8.2.8.B.7 - Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.8.C.1 - Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.2 - Explain the need for optimization in a design process.

8.2.8.C.3 - Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

8.2.8.C.4 - Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 - Explain the interdependence of a subsystem that operates as part of a system.

8.2.8.C.5a - Create a technical sketch of a product with materials and measurements labeled.

8.2.8.C.6 - Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.

8.2.8.C.7 - Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

8.2.8.C.8 - Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.8.D.1 - Design and create a product that addresses a real world problem using a design process under specific constraints.

8.2.8.D.2 - Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.

8.2.8.D.3 - Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.

8.2.8.D.4 - Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.

8.2.8.D.5 - Explain the impact of resource selection and the production process in the development of a common or technological product or system.

8.2.8.D.6 - Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.8.E.1 - Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

8.2.8.E.2 - Demonstrate an understanding of the relationship between hardware and software.

8.2.8.E.3 - Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.

8.2.8.E.4 - Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

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 if 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.

9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 – Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

III.   Proficiency Levels

Concert Choir is an elective course for Grades 7-8. 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.

IV.   Methods of Assessment

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    - Tests
    - Quizzes
    - Homework
    - Classwork
    - Class Participation
    - Writing Assignments
    - Oral Presentations
    - Individual Projects, Presentations and Reports
    - Group Projects, Presentations and Reports
    - Technology Projects
    - Journals
    - Teacher Observation
    - Attendance at Weekly Lessons
    - Participation in all Concert Choir Concerts and Performances
    - Maintaining Music Theory Workbook

Curriculum/Teacher Assessment
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   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.

VI.   Articulation/Scope & Sequence/Time Frame

Concert Choir is a full-year course available to all interested middle school students. Students are encouraged to take choir in both 7th and 8th grade.

VII.   Resources

Texts/Supplemental Reading/References

- Texts
  - Music theory workbooks
  - Sight-singing workbooks
  - Various choral octavos for each performance

- Supplemental Readings/Materials
  - *Grove's Dictionary of Music and Musicians*
  - *The New Harvard Dictionary of Music*
  - *The Norton Scores*
  - Various Broadway musical scores
  - Various classical vocal scores
  - Various CD's representing the major stylistic periods in Western Choral Music
  - Various CD's representing Jazz, Broadway and popular choral/vocal music
  - Various Internet Resources

- Technology
  - *Smart Music*
  - *Music First*

VIII. Suggested Activities

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

IX.   Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers 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 education 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.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

X.   Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis.
The nature of the music discipline demands varied access any of the following areas: art, social studies/history, science, mathematics, business, and/or technology.

This music course may reinforce concepts taught in:
- Social Studies/History
- English Language Arts
- Humanities
- Mathematics
- Psychology
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

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.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- 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

Differentiation for Enrichment
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- 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

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII.   Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit 1: Intermediate Technique in areas of pitch accuracy, rhythmic accuracy, breath support, attacks, releases, fluency, and energy for Winter Concert - Materials: Sheet music - Objective: Students will learn technical elements for Winter Concert repertoire	*6 weeks*	*For Support:* • Students attend one small group lesson per cycle to reinforce elements. • Students attend individual voice lessons either during lunch or after school to reinforce elements. *For Enhancement:* • Students attend individual voice lessons either during lunch or after school to reinforce elements. • Students (who choose to do so) attend individual voice lessons to prepare for County Choir auditions and performances.	*NJSLS – Arts: Music* 1.1.8.B.1, 1.1.8.B.2, 1.2.8.A.1, 1.3.8.B.1-4, 1.4.8.A.1-4, 1.4.8.B.1, 1.4.8.B.3 *21st Century Standards CRP:* CRP1, CRP2, CRP4, CRP6, CRP9, CRP12, *Technology Standards* 8.1.8.C.1, 8.1.8.D.1 *Technology Standards* 8.2.8.B.3	*Formative Assessment:* • Teacher Observation • Class work • Homework • Music journal *Summative Assessment:* • Class Performance

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			21st Century Standards 9.2.8.C.1, 9.2.8.C.2, 9.2.8.C.3	
Unit Name ● **Unit 2: Intermediate Artistry** in areas of tone quality, vowel quality and consistency, dynamics, diction, phrasing, style, tempo, word painting, emotion, storytelling, and performance etiquette for Winter Concert - Materials: Sheet music - Objective: Students will learn artistic elements for Winter Concert repertoire	*10 weeks*	*For Support:* ● Students attend one small group lesson per cycle to reinforce elements. ● Students attend individual voice lessons either during lunch or after school to reinforce elements. *For Enhancement:* ● Students can take an individual voice lesson either during lunch or after school to further develop their skills. ● Students (who choose to do so) attend individual voice lessons to prepare for County Choir auditions and performances.	*NJSLS – Arts: Music* 1.1.8.B.1, 1.1.8.B.2, 1.2.8.A.1, 1.3.8.B.1-4, 1.4.8.A.1-4, 1.4.8.B.1, 1.4.8.B.3 *21st Century Standards CRP:* CRP1, CRP2, CRP4, CRP6, CRP9, CRP12, *Technology*	*Formative Assessment:* ● Teacher Observation ● Class work ● Homework ● Music journal *Summative Assessment:* ● Choral Winter Holiday Concert ● Choral Winter Assembly

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			Standards 8.1.8.C.1, 8.1.8.D.1 *Technology Standards* 8.2.8.B.3 *21st Century Standards* 9.2.8.C.1, 9.2.8.C.2, 9.2.8.C.3 •	
● **Unit 3: Advanced Technique** in areas of pitch accuracy, rhythmic accuracy, breath support, attacks, releases, fluency, and energy for Spring Concert and Assembly. - Materials: Sheet music - Objective: Students continue to improve the skills they gained in Unit 1 to help them to achieve vocal freedom while they sing. These improvements will be applied to Choral Spring Concert and Assembly repertoire.	*8 Weeks*	*For Support:* • Students attend one small group lesson per cycle to reinforce elements. • Students attend individual voice lessons either during lunch or after school to reinforce elements. *For Enhancement:* • Students attend individual voice lessons either during lunch or after school to reinforce elements. • Students (who choose to do so) attend individual voice lessons to prepare for Regional Choir auditions and performances.	*NJSLS – Arts: Music* 1.1.8.B.1, 1.1.8.B.2, 1.2.8.A.1, 1.3.8.B.1-4, 1.4.8.A.1-4, 1.4.8.B.1, 1.4.8.B.3 *21st Century Standards CRP:* CRP1, CRP2, CRP4, CRP6, CRP9, CRP12,	*Formative Assessment:* • Teacher Observation • Class work • Homework • Music journal *Summative Assessment:* • Choral Spring Concert • Choral Spring Assembly

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			Technology Standards 8.1.8.C.1, 8.1.8.D.1 *Technology Standards* 8.2.8.B.3 *21st Century Standards* 9.2.8.C.1, 9.2.8.C.2, 9.2.8.C.3	
● **Unit 4: Advanced Artistry** in areas of tone quality, vowel quality and consistency, dynamics, diction, phrasing, style, tempo, word painting, emotion, storytelling, and performance etiquette for Choral Spring Concert and Assembly - Materials: Sheet music - Objective: Students continue to improve the skills they gained in Unit 2 to help them to achieve vocal freedom while they sing. These improvements will be applied to Choral Spring Concert and Assembly repertoire.	*11 Weeks*	*For Support:* • Students attend one small group lesson per cycle to reinforce elements. • Students attend individual voice lessons either during lunch or after school to reinforce elements. *For Enhancement:* • Students attend individual voice lessons either during lunch or after school to reinforce elements. • Students (who choose to do so) attend individual voice lessons to	*NJSLS – Arts: Music* 1.1.8.B.1, 1.1.8.B.2, 1.2.8.A.1, 1.3.8.B.1-4, 1.4.8.A.1-4, 1.4.8.B.1, 1.4.8.B.3 *21st Century Standards CRP:* CRP1, CRP2, CRP4, CRP6,	*Formative Assessment:* • Teacher Observation • Class work • Homework • Music journal *Summative Assessment:* • Choral Spring Concert • Choral Spring Assembly

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		prepare for Regional Choir auditions and performances.	CRP9, CRP12, *Technology Standards* 8.1.8.C.1, 8.1.8.D.1 *Technology Standards* 8.2.8.B.3 *21st Century Standards* 9.2.8.C.1, 9.2.8.C.2, 9.2.8.C.3 •	
Unit 5: Reflection. Students will watch performances, critique their performance through classroom discussion, express their thoughts and feelings about their rehearsal and performance. experiences throughout the year. - Materials: Concert Choir videos of concert performances and Chromebooks. - Objective: Students will assess individual technical and artistic growth, the ensemble's technical and	*2 weeks*	*For Support:* • Students are permitted to complete written assignment during lunch or after school.	*NJSLS – Arts: Music* 1.1.8.B.1, 1.1.8.B.2, 1.2.8.A.1, 1.3.8.B.1-4, 1.4.8.A.1-4, 1.4.8.B.1, 1.4.8.B.3 *21st Century Standards CRP:*	*Formative Assessment:* • Teacher Observation • Class discussion • Class work • Music journal

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
artistic growth, social growth and perspective changes that arise from being a part of a team effort.			CRP1, CRP2, CRP4, CRP6, CRP9, CRP12, *Technology Standards* 8.1.8.C.1, 8.1.8.D.1 *Technology Standards* 8.2.8.B.3 *21st Century Standards* 9.2.8.C.1, 9.2.8.C.2, 9.2.8.C.3	