

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL

MUSIC CURRICULUM

HMS CHOIR

AUGUST 2019

HMS Choir Grades 7 and 8 Course Overview

The choral program is offered to HMS students as a co-curricular course. The program is a full year course which meets bi-weekly for 34 weeks of instruction. The choral program is designed for the experience, developing and novice singer. Students who participate in the HMS Choral program will explore vocal technique, musicianship training, and choral performance. The program is stratified with three curricular choirs to provide for the spectrum of skill levels. Raider Choir is open to all students on a non-auditioned basis. Concert Choir is open to students who demonstrate a developing skill level and have choral or singing experience. Chorale is an advanced auditioned ensemble. Students in the Chorale ensemble demonstrate a high level of proficiency in vocal technique and musicianship skills. The Choral program is a performance-based music program that focuses on choral performances throughout the school year.

The study of choral music in middle school provides students with the unique experience in community vocal performance. Through participation in this program, students will develop a deeper sense of the human experience in emotion, compassion, understanding, beauty, creativity and communication. The middle school student especially is at a unique developmental stage. The opportunity to creatively explore their musical intelligence and develop self-confidence through choral music is vital in a healthy curriculum. The middle school child lives in a ‘volatile emotional world.’ The choral experience can make them aware of the world and themselves. The singer grows not only in technique but in emotional and musical sophistication.

*“For any human being to make beautiful sounds ...they must believe in their own inner beauty.”
(Jordan, 2009)*

2019 HTPS Performing Arts Curriculum Map – HMS Choir

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>Individual Tone Quality: Techniques for Singing</p>	<p>10 days per semester then revisited throughout the year.</p>	<p>1.3.8.B.1 Perform vocal compositions using complex standard and non-standard Western, non-Western and avant-garde notation.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<p>How does singing require a different type of breathing?</p> <p>How do we use our whole body in singing?</p>	<p>Abdominal/Diaphragmatic breathing is the only way to control the singing voice.</p> <p>Altering the breathing technique takes repetition, time and practice to successfully adapt.</p> <p>The entire body is used in singing.</p> <p>Posture plays a vital role in achieving the optimal singing voice.</p>	<p>Use abdominal/diaphragmatic breathing for singing;</p> <p>understand and apply the fundamental principles of breath control</p> <p>demonstrate the different types of breathing</p> <p>utilize proper breathing to enhance their artistry in performance</p> <p>Know the fundamentals of good posture and use proper posture for singing</p> <p>Recognize poor posture and the effects it can have on the voice</p> <p>Understand the human larynx</p>	<p>Formative: Teacher & students’ observation; singing assessments; student recordings; discussion groups</p> <p>Diagnostic: Pre-test evaluation in singing exercises</p> <p>Demonstrative: Posture check, breathing exercises, resonance exercises</p> <p>Summative: Concert performance; student assessment rubric</p>	<p>Literacy Integration: SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Health & Phys Ed Integration: 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space,</p>	<p>.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p>

					<p>Know the names and parts of the singing mechanism</p> <p>Articulators Resonators Vibrators</p> <p>Demonstrate pitch matching skills</p> <p>Change vocal tone through vocal manipulation</p> <p>Learn how to create resonance in their vocal sound</p> <p>Sing with varying dynamic levels</p>	<p>and relationships in interactive dynamic environments.</p> <p>2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p> <p>2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p> <p>2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>Science Integration: 5.2.P.C.1 Investigate sound, heat, and light energy (e.g., the pitch and volume of sound made by commercially made and homemade instruments, looking for shadows on the playground over time and under different weather conditions) through one or more of the senses.</p>	
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							<p><i>World Language Integration:</i> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response</p> <p><i>Technology Integration:</i> 8.1.P.C.1 Operate frequently used, high-quality, interactive games or activities in either screen or toy-based formats.</p>	
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<p>Expanding Musical Perspectives: Singing Diverse Repertoire</p>	<p>15 days of the course, then revisited in rehearsal process throughout the course.</p>	<p>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 arts.</p> <p>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.</p> <p>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.</p>	<p>How do all cultures use the voice for expression?</p> <p>How do different genres of music require varied approaches to vocal technique?</p> <p>How do different genres of vocal music reflect the era they come from?</p> <p>Have composers used specific sounds to evoke a certain genre or cultural feel to their music?</p> <p>How do we sing with clear diction?</p>	<p>While basic vocal technique always remains constant, styles, enhancements, expression and cultural affect will alter the way the vocal sound.</p> <p>Different cultures strive for varied vocal sound to express themselves.</p> <p>The singer must strive for clear diction to relate the text and intent of the composer.</p> <p>It is the singer’s responsibility to understand the musical composition to the extent they can interpret the music with artistry.</p>	<p>Understand and apply vocal techniques to create resonance in their singing voice</p> <p>Use proper vocal technique for vocal placement</p> <p>Sing in various foreign languages</p> <p>Sing with pure vowels and apply vowel modification</p> <p>Listen to vocal examples for varied genres and cultures</p> <p>Understand and analyze vocal timbre</p>	<p>Diagnostic: Discussion and analysis of musical experiences, Student critique</p> <p>Formative: Critique, Response/evaluation, discussion</p> <p>Demonstrative: Expressive singing, meaningful singing</p> <p>Summative: Choir performance assessment</p>	<p>Literacy Integration: RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal</p>	<p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p>

						<p>English when indicated or appropriate.</p> <p><i>Health & Phys Ed Integration:</i></p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various</p>	
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							<p>tempos, rhythms, and musical styles</p> <p><i>World Language Integration:</i> 7.1.NM.A.2 Demonstrate of simple, oral and written directions, commands, and requests through appropriate physical response</p> <p><i>Technology Integration:</i> 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.</p>	
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<p>Ensemble Technique: Singing Two/Three Part Music – Harmony</p>	<p>10 days</p> <p>Throughout course as required in rehearsals and performance of literature in two/three-part harmonies.</p>	<p>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.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies</p>	<p>How does harmony create different sounds in music?</p> <p>Describe how varied vocal harmonies/chords create different “feelings” in the music and create soundscapes?</p> <p>How does a choir evoke emotion in an audience?</p> <p>When is a choral work ready to be performed?</p>	<p>Comprehension of the harmonic devices used in choral music leads to a stronger vocal performance.</p> <p>Harmonic context is the basis for choral singing.</p> <p>Listening across the choir fosters blended tones.</p> <p>Presentation of a creative work is the culmination of the process of creation and communication.</p> <p>The synthesis of listening skills combined with knowledge will lead the singer to a deeper understanding and appreciation of the artistry of choral music.</p>	<p>Sing choral literature in two/three-part harmony</p> <p>Homophonic singing</p> <p>Acapella singing</p> <p>Blend and balance of sound/voices</p> <p>Demonstrate pure vowel sounds and vowel modification</p> <p>Demonstrate phrasing and breath management</p> <p>Demonstrate dynamics in the context of choral sound</p> <p>Develop critical listening skills</p> <p>Develop and gain understanding of phrasing and flow in choral sound</p>	<p>Diagnostic: Pre-test baseline performance and reflection</p> <p>Formative: Teacher feedback, discussion, ensemble recording, Choir assessments, song maps</p> <p>Demonstrative: Intonation check, posture check, diction exercises, independent performance of vocal lines, focused ensemble participation, vowel charts</p> <p>Summative: Choral Performance</p>	<p>Literacy Integration: RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p>

		appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		Throughout history different harmonic devices have had different meanings.			<p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><i>Health & Phys Ed Integration:</i> 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in</p>	
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							<p>relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p><i>Technology Integration:</i> 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.</p>	
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<p>Music Literacy: Music Reading and Notation - Rhythmic</p>	<p>10 days</p> <p>Reinforced through literature study throughout course.</p>	<p>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.</p> <p>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.</p>	<p>What is the beat in music?</p> <p>How do different time signatures evoke different feelings?</p> <p>How do varied rhythmic patterns affect the music?</p> <p>How do performers interpret musical works?</p> <p>How does understanding the structure of a musical selection impact performance?</p>	<p>The artist/performer must deeply understand the language of music for optimal performance.</p> <p>The elements of music are present to create soundscapes against which the listener can experience emotions.</p> <p>Composers uses the elements of music to convey specific ideas.</p> <p>Music literacy requires the performer to decode musical notation and make appropriate interpretive decisions.</p> <p>Music literacy provides the performer with independence to create music for artistic expression.</p>	<p>Sing music in varied time signatures</p> <p>Analyze and define time signatures</p> <p>Identify, interpret and apply rhythmic notation</p> <p>Understand and follow basic conducting patterns in Duple, Triple and Quadruple meters</p> <p>Subdivide rhythms from macro to micro beats</p> <p>use rhythmic notation from basics through dotted rhythmic patterns to include ties, triplets, and syncopation</p>	<p>Diagnostic: Pre-test in rhythmic patterns, Aural recitations of rhythmic patterns</p> <p>Formative: Teacher feedback, critique, self-evaluation, singing assessments</p> <p>Demonstrative: Rhythm mix-up, rhythmic analysis, choral music performance</p> <p>Summative: Choir performance, Choir performance assessment</p>	<p>Mathematics Integration:</p> <p>.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers.1</p> <p>7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>Health & Phys Ed Integration:</p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p>	<p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p>

					<p>understand and apply tempo markings</p> <p>Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and other varied complex time signatures</p>		<p>2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p> <p>Technology Integration: 8.1.8.E.1 Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.</p>	
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<p>Music Literacy: Music Reading and Notation – Melodic</p>	<p>15 days</p> <p>Reinforced throughout literature study all year.</p>	<p>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.</p> <p>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.</p>	<p>How do performers interpret musical works?</p> <p>How does understanding the structure of a musical selection impact performance?</p> <p>How do musicians make creative decisions?</p> <p>What is the advantage of understanding the musical staff?</p> <p>How does sight singing make you a stronger singer?</p> <p>How does the language of music compare to learning a foreign language?</p>	<p>The application of the knowledge of music theory requires practice, focus and repetition.</p> <p>The understanding of how notes are related provides a clear map for the singer to navigate choral music.</p> <p>Musicians learn the discipline specific language of music through application and synthesis of technique and artistry.</p> <p>To express musical ideas, musicians analyze, evaluate and refine their work.</p>	<p>Sing solfege with movable DO</p> <p>Scales to include major, minor, chromatic</p> <p>Interval training</p> <p>Analyze choral repertoire</p> <p>Aural perception and discrimination</p> <p>Understand and interpret melodic notation through solfege</p> <p>Students will read at sight simple melodies in both treble and bass clefs.</p>	<p>Diagnostic: Pre-test melodic singing and tonal memory</p> <p>Formative: Teacher feedback, critique, self-evaluation, singing assessment</p> <p>Demonstrative: Melody Mix-up, solfege analysis, major, minor and chromatic scales and patterns</p> <p>Summative: Performance of choral literature, Singing assessment</p>	<p>Health & Phys Ed Integration: 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).</p> <p>Technology Integration: 8.1.8.E.1 Gather and analyze</p>	<p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns</p>

				Performers gain insight into the composer intent through analysis of musical elements.			findings using data collection technology to produce a possible solution for a content-related or real-world problem.	
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<p>Music Literacy: Dynamics and Expression</p>	<p>6 days</p> <p>Reinforced through rehearsals and performance as dictated by choral literature.</p>	<p>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.</p> <p>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.</p>	<p>How do dynamics enhance the performance?</p> <p>How do you sing dynamics?</p> <p>What methods can be used to achieve expression in vocal performance?</p> <p>How do performers make creative decisions?</p> <p>How do performers interpret musical works?</p>	<p>The application of varied dynamics to music performance enables the musician to express themselves.</p> <p>The vocal technique for singing varied volumes is always consistent.</p> <p>A synthesis of technique, expression and compositional understanding will lead the singer to a deeper level of musical expression.</p> <p>Composers use the elements of music to convey specific ideas and evoke emotions from listeners.</p>	<p>Identify and apply dynamic markings to include but not limited to: piano, mezzo-piano, pianissimo, subito piano, forte, mezzo-forte, fortissimo.</p> <p>Identify and apply expressive markings to include crescendo, decrescendo, marcato, ritardando, accelerando</p> <p>Identify and apply fermata, accents, phrasing</p> <p>Students define and apply symbols for dynamics, articulation and expression.</p>	<p>Diagnostic: Pre-test</p> <p>Formative: Teacher feedback, discussion, critique, self-evaluation</p> <p>Demonstrative: Choral Score analysis, dynamic identification, expressive performance</p> <p>Summative: Performance of choral literature in concert, Choir Performance Assessment</p>	<p><i>Literacy Integration:</i> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and</p>	<p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p>

				<p>Music literacy requires the performer to decode musical notation and make appropriate interpretive decisions.</p>			<p>expressing their own clearly</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5. Demonstrate understanding of figurative language,</p>	
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						<p>word relationships, and nuances in word meanings.</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Health & Phys Ed Integration:</i></p> <p>2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.</p> <p>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication</p>	
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						<p>strategies in a variety of settings and cultures in different situations.</p> <p>2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.</p> <p><i>Social Studies Integration:</i> 6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p><i>World Language Integration:</i> 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences</p>	
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							<p>using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p><i>Technology Integration:</i> 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>	
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<p>Expanding Musical Perspectives: Listening, Analysis, and Description of Vocal Music</p>	<p>20 days in small lesson groups</p>	<p>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.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across culture</p> <p>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,</p>	<p>How are the basic elements of music used in different cultures?</p> <p>How does the music reflect the time period of the composer?</p> <p>How does the instrumentation, accompaniment or lack of interact with the vocal line of the composition?</p> <p>How do historical elements/wording enhance the feeling and expression of the composition?</p>	<p>While music is an universal language, specific cultures utilized certain basic elements to convey their cultural traditions.</p> <p>History plays a vital part in the style of musical compositions.</p> <p>Composers will strive to reflect their times through the instrumentation and methods available to them.</p> <p>Performance value can be found in both the presenter and consumer of the artistic performance. History and technology together play a vital role in</p>	<p>Analyze vocal scores while listening to recorded examples and identify vocal parts</p> <p>Analyze vocal score for instrumentation and accompaniment</p> <p>Identify SATB vocal types</p> <p>Identify and use structural elements including but not limited to dal segno, repeated endings, coda, phrasing, motives</p> <p>Identify, listen to and sing music from the genres/historical eras: Medieval, Renaissance, Baroque, Classical,</p>	<p>Diagnostic: Discussion of past musical experiences and how the past shapes their perceptions about singing</p> <p>Formative: Discussion groups, Response/evaluation, critique, written/oral analysis of the application of the elements of music in diverse vocal works</p> <p>Demonstrative: Expressive singing</p> <p>Summative: Performance of music from varied periods, genres, styles in concert performance, Choir Performance Assessment</p>	<p>Literacy Integration: SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Social Studies Integration: 6.2.8.D.1.b Relate the development of language and forms of writing to the</p>	<p>.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> <p>9.4.12.C.(4).17 Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions.</p>

		music, theatre, and visual art.		<p>musical compositions. Music builds a sense of community.</p>	<p>Romantic, Twentieth Century, Musical Theatre, Pop, Art Songs, Folk music, Sacred, secular</p> <p>Describe specific music events using appropriate terminology through aural examples representing diverse genres and cultures.</p> <p>Develop specific criteria to evaluate their personal performances and the performance of others.</p> <p>Describe emotions and feelings about music and relate these emotions to themselves or a personal experience.</p>		<p>expression of ideas, creation of cultural identity, and development of more complex social structures.</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>World Language Integration: 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>Technology Integration: 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with</p>	
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							<p>students in other classes, schools, or countries using electronic tools.</p> <p>8.2.4.C.3 Examine ethical considerations in the development and production of a product from its inception through production, marketing, use, maintenance, and eventual disposal by consumers.</p> <p>8.2.8.C.1 Explain the need for patents and the process of registering one.</p>	
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2019 HTPS Performing Arts Curriculum Map – HMS Choir

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Expanding Musical Perspectives: Evaluating Music and Choral/Vocal Performance	6 days Reinforced through rehearsal and performance preparation .	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.	How do we critique music and performances? Is critique a valuable tool? How do musicians use constructive criticism? What is the difference between a good performance and an outstanding performance? What are traditions associated with music? How do people appreciate and use music?	Every performance (music, dance, theatrical) will be evaluated on a set of personal criteria. Performance value can be found in both the provider and receiver of the artistic performance. Analysis of music is a synthesis of objective and subjective criteria. Music is a vital component of cultural identity. Composers can strive to reflect their historical period through the available technology. Consumers choose musical experiences fo	Develop basic criteria for evaluation of musical performances based on technical and artistic skills Criteria for vocal critique Intonation Posture Articulation Blend Balance Accuracy Expression/Dynamics Compare/Contrast music performances Explain the process of critique through analysis, interpretation, description and evaluation Develop criteria for evaluating the quality and effectiveness of music	Diagnostic: Discussion of past musical experiences and how they shape current interests in music Formative: Recorded rehearsals for critique, Discussion groups, self-evaluation/monitoring of skills and performance Demonstrative: Expressive Singing, constructive criticism Summative: Critique Rubric, Singing assessment	Literacy Integration: SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.3. Delineate a speaker’s	.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway. 9.4.12.C.(4).17 Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions. 9.4.12.C.(4).9 Compare and contrast the roles of

				<p>ra wide variety of purposes.</p>	<p>performances and compositions and apply the criteria to their personal listening and performance.</p>		<p>argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.</p>
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							<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p><i>Health & Phys Ed Integration:</i> 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p><i>World Language Integration:</i> 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	
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							<p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written description.</p> <p><i>Technology Integration:</i> 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p>8.1.8.F.1 Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.</p>	
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2019 HTPS Performing Arts Curriculum Map – HMS Choir

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>Expanding Musical Perspectives : Global Relevance of Music</p>	<p>6 days</p> <p>Reinforced through study of choral literature.</p>	<p>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.</p> <p>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.</p>	<p>How are traditions tied to music?</p> <p>What songs have you sung that reflect other school subject areas?</p> <p>What type of music do you associate with specific life events/holidays/seasons?</p>	<p>Music is a vital part of cultural identity.</p> <p>Music builds a sense of community.</p> <p>Music evolves through history with both technological advances and natural events.</p> <p>Composers often reflect their historical periods or events in history through the available technology.</p>	<p>Analysis of connections made to other areas/disciplines</p> <p>Examine ideas from multiple and diverse viewpoints</p> <p>Interdisciplinary repertoire which reflects grade level curriculum</p> <p>Analyze how music is used in other art forms</p> <p>Sing music in foreign language</p> <p>Apply principles of music to other disciplines</p> <p>Discover how music relates to and influences non-musical events and situations</p>	<p>Diagnostic: Discussion groups</p> <p>Formative: response/evaluation, critique, Foreign Language Articulation</p> <p>Demonstrative: Analysis of music from varied cultures</p> <p>Summative: Performance of varied repertoire</p>	<p>Literacy Integration:</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</p>	<p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> <p>9.4.12.C.(4).13 Analyze and explain how artistic processes, organizational structure, and business principles are interrelated in the creation of arts productions to build an understanding of various influences.</p>

						<p>vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Health & Phys Ed Integration:</i> 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</p> <p><i>Social Studies Integration:</i> 6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p>	
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							<p>6.1.8.D.2.a Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>World Language Integration: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>Technology Integration: 8.1.8.D.3 Demonstrate how information on a controversial issue may be biased.</p> <p>8.2.8.G.1 Explain why human-designed systems, products, and</p>	
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							environments need to be constantly monitored, maintained, and improved.	
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Phillips, K. (1992) *Teaching Kids to Sing*. New York.; Schirmer Books.

WEBLIOGRAPHY

None listed.

ASSOCIATED JOBS LIST BY UNIT

The following jobs will be related across all units:

Professional Singer/Musician
Music Teacher
Educator
Conductor
College Professor
Public Relations
Disc Jockey
Film/Television Music Producer
Theatrical Musician
Dancer
Artistic Director
Theatrical Director
Stage Manager
Orchestrator
Music Therapist
Arts Critic/Writer