



West Windsor-Plainsboro Regional School District
Chorus
Grade 3

Unit 1: Vocal Production & Musicianship

Content Area: Music

Course & Grade Level: Chorus, Grade 3

Summary & Rationale

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

This course builds upon the foundation established in the general music classroom. Students are given the opportunity to expand their vocal range, improve their head voice and become more adept at singing in harmony. Students will work collaboratively to perform for peers, parents, and community members. Students will also learn how to carry themselves as a musician and work as a team to develop the necessary skills and abilities to become lifelong music enthusiasts and broaden their perspectives.

Students will be asked to make objective judgments about music performance, responding with a vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas.

Recommended Pacing

35 Days

National Core Arts Standards

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.

| | |
|-----------|---|
| 1.1.2.B.1 | Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores |
| 1.1.2.B.2 | Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. |
| 1.1.2.B.3 | Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. |

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

| | |
|-----------|---|
| 1.2.2.A.1 | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. |
| 1.2.2.A.2 | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. |

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

| | |
|--|--|
| 1.3.2.B.1 | Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. |
| 1.3.2.B.2 | Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. |
| 1.3.2.B.4 | Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. |
| 1.3.2.B.5 | Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. |
| 1.3.2.B.7 | Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues |
| 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. | |
| 1.4.2.A.1 | Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). |
| 1.4.2.A.2 | Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. |
| 1.4.2.A.3 | Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). |
| 1.4.2.B.2 | Apply the principles of positive critique in giving and receiving responses to performances |
| 1.4.2.B.3 | Recognize the making subject or theme in works of dance, music, theatre, and visual art. |
| Interdisciplinary Standards | |
| 9.1.4.C.1 | Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). |
| 21st Century Life & Career Standards | |
| CRP2 | Apply appropriate academic and technical skills |
| CRP4 | Communicate clearly and effectively and with reason |
| CRP6 | Demonstrate creativity and innovation |
| Technology Standards | |
| 8.2 | 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. |
| Instructional Focus | |
| Unit Enduring Understandings | |
| <ul style="list-style-type: none"> ● The organization and manipulation of elements (pitch, rhythm, melody, harmony, timber, texture, form, expressive elements, etc.) allow the composer to create meaning, and the understanding and control of those elements is, thus, the responsibility of the performer. ● Active listening is essential for good singing. ● Mistakes in music are inevitable and invaluable. | |

- Silence and changes in tempo and dynamics more generally play a vital role in making music more engaging.
- Symbols and expressive terms in musical notation give us universal conventions for effective communication
- Physiological elements contribute to a quality vocal performance (glottal efficiency, relaxation of jaw and tongue, low vertical laryngeal position, open throat, posture, etc.)
- These elements manifest themselves uniquely to each individual, so every singer, while understanding these fundamentals, must monitor their vocal production by feeling, not by sound.

Unit Essential Questions

- How do we distinguish music from sound?
- How do we make ourselves stronger musicians?
- How is musical knowledge transferred into a performance?
- How does active listening to others improve your own performance?
- What is the value of mistakes in the musical learning process?
- What makes music engaging?
- How is music a language that provides a means for self-expression?
- What makes a quality performance?
- What does healthy singing feel like?
- What makes a quality performance?

Objectives

Students will know and be able to:

- Sing using correct solfege syllables using moveable “do” body signs and/or Curwen hand signs
- Sing in treble clef while fostering:
 - Continued development of the head voice
 - Proper posture and breathing technique
 - Development of open and pure vowels
 - Active listening and blending of the voice
 - Appropriate diction
- Sing demonstrating use of various articulations (legato, staccato)
- Demonstrate progress in matching pitch
- Critique (self and group) choral sound
- Use appropriate terminology when describing melody and vocal production
- Develop a repertoire of songs from a variety of genres and languages
- Sing a variety of forms and textures, including: unison, round/canon, vocal ostinati, call-response, verse/ refrain, and partner songs

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

| | | | |
|---|---|---|---------------------------------|
| X | Collaborative Team Member | X | Effective Communicator |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver | X | Self-Directed Learner |

Resources

- Choral Music

- Piano
- Websites
- Digital Recording devices

Unit 2: Ensemble Skills

Content Area: Music

Course & Grade Level: Chorus, Grade 3

Summary & Rationale

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

This course builds upon the foundation established in the general music classroom. Students are given the opportunity to expand their vocal range, improve their head voice and become more adept at singing in harmony. Students will work collaboratively to perform for peers, parents, and community members. Students will also learn how to carry themselves as a musician and work as a team to develop the necessary skills and abilities to become lifelong music enthusiasts and broaden their perspectives.

Students will be asked to make objective judgments about music performance, responding with a vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas..

Recommended Pacing

35 Days

National Core Arts Standards

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.

| | |
|-----------|---|
| 1.1.2.B.1 | Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores |
| 1.1.2.B.2 | Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. |
| 1.1.2.B.3 | Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. |

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

| | |
|-----------|---|
| 1.2.2.A.1 | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. |
|-----------|---|

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

| | |
|-----------|--|
| 1.3.2.B.5 | Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. |
|-----------|--|

| | |
|---|--|
| 1.3.2.B.7 | Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues |
| 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. | |
| 1.4.2.A.2 | Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. |
| 1.4.2.A.3 | Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). |
| 1.4.2.B.2 | Apply the principles of positive critique in giving and receiving responses to performances |
| 1.4.2.B.3 | Recognize the making subject or theme in works of dance, music, theatre, and visual art. |
| Interdisciplinary Standards | |
| 9.1.4.C.1 | Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). |
| 21st Century Life & Career Standards | |
| CRP2 | Apply appropriate academic and technical skills |
| CRP4 | Communicate clearly and effectively and with reason |
| CRP6 | Demonstrate creativity and innovation |
| Technology Standards | |
| 8.2 | 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. |
| Instructional Focus | |
| Unit Enduring Understandings | |
| <ul style="list-style-type: none"> ● Participation in music and the arts promotes and supports creativity, problem solving ability, discipline, cooperative learning, team building, presentational skill, tolerance, reflection, evaluation, and confidence to attempt other creative endeavors. ● Quality performance increases with meaningful reflection. ● Cooperative activity develops a positive feeling of self ● Individual contribution affects the quality of the group performance. ● The process of creating can be as or more meaningful to the musician as the final product | |
| Unit Essential Questions | |
| <ul style="list-style-type: none"> ● What does a musician gain through by going through the creative process? ● How can our performance yesterday improve our performance tomorrow? ● What is the proper way to prepare for a concert? | |
| Objectives | |
| Students will know and be able to: <ul style="list-style-type: none"> ● Watch and respond appropriately to conductor's cues including: <ul style="list-style-type: none"> ● Dynamics ● Tempo ● Articulation and Phrasing | |

- Breathing
- Entrances and releases
- Positively contribute in a large ensemble setting:
 - Respecting others
 - Listening to rehearsal instruction and following procedures
 - Actively listen in order to unify the ensemble sound
- Demonstrate proper concert etiquette:
 - Standing and sitting when appropriate
 - Entering and exiting performance area
 - Watching conductor
 - Appropriate stage presence
 - Understanding relationship between performer and audience

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

| | | | |
|---|---|---|---------------------------------|
| X | Collaborative Team Member | X | Effective Communicator |
| X | Globally Aware, Active, & Responsible Student/Citizen | X | Information Literate Researcher |
| X | Innovative & Practical Problem Solver | X | Self-Directed Learner |

Resources

- Choral Music
- Piano
- Websites
- Digital Recording devices