



West Windsor-Plainsboro Regional School District
Chamber Choir
Grade 10-12

Unit 1: Rehearsal Technique

Content Area: Music

Course & Grade Level: Chamber Choir, Grade 10-12

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 offers students the opportunity to explore the mechanics and skills of becoming both a musician and a connoisseur of music. By learning how to carry themselves as a musician and work as a team in creative endeavors, students will develop the necessary skills and abilities to become life-long music enthusiasts and broaden their perspectives.

This course is written in four units to maintain consistency with other courses; however, the three units are actually intertwined and cannot be separated during instruction. It is more accurate to take the learning objectives, questions and understandings of each unit as learning that occurs on a regular basis at all times during the course.

They will be asked to make objective judgments forcing them to decide what is “good” music, responding with a music 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.

Evaluation of student work will be done by the instructor as well as, in some instances, by fellow students. Students will be asked to create with and present for their peers and will be graded on how well they meet the specific criteria of that exercise. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed when distributing grades. Finally classroom participation is critical to the productivity of the course and is also included in all grading and evaluations

Recommended Pacing

45 Days

State 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.

1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
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1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
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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.	
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
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.	
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs
1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
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.	
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.1	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis
1.4.12.A.1	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.1	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
Interdisciplinary Standards	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

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"> • Musicianship as a tool for self-expression • Cooperative activity develops a positive feeling of self • Music is an aesthetic art • Becoming a lifelong connoisseur of music is a challenging endeavor, one that brings rewards in all areas of life. • Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules. 			
Unit Essential Questions			
<ul style="list-style-type: none"> • What is the proper way to achieve a mature sound with your voice? • What is the proper way to prepare for a concert? • How can our performance yesterday improve our performance tomorrow? • What are the essential components of choral music that should consistently improve in skill and understanding over the course of the year? 			
Objectives			
Students will:			
<ul style="list-style-type: none"> • Understand and appreciate the mechanics of their instrument • Develop and make use of a musical vocabulary • Develop an awareness of how to work cooperatively in creative learning endeavors • Utilize music technology as a tool for learning 			
Students will be able to:			
<ul style="list-style-type: none"> • Consistently bring to class, the necessary materials needed for good rehearsal technique. • Consistently exhibit appropriate behavior for good rehearsal technique. • Consistently exhibit the posture necessary for good rehearsal technique. • Consistently demonstrate understanding of, and participation in, warm-up exercises 			
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			
<ul style="list-style-type: none"> • Concert Music 			

- Teacher Created Worksheets

Unit 2: Vocal Production

Content Area: Music

Course & Grade Level: Chamber Choir, Grade 10-12

Summary & Rationale

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Recommended Pacing

45 Days

State Standards

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1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
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Interdisciplinary Standards	
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Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"> ● Musicianship as a tool for self-expression ● Cooperative activity develops a positive feeling of self ● Music is an aesthetic art ● Becoming a lifelong connoisseur of music is a challenging endeavor, one that brings rewards in all areas of life. ● Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules. 			
Unit Essential Questions			
<ul style="list-style-type: none"> ● What is the proper way to achieve a mature sound with your voice? ● What is the proper way to prepare for a concert? ● How can our performance yesterday improve our performance tomorrow? ● What are the essential components of choral music that should consistently improve in skill and understanding over the course of the year? 			
Objectives			
Students will:			
<ul style="list-style-type: none"> ● Understand and appreciate the mechanics of their instrument ● Develop and make use of a musical vocabulary ● Develop an awareness of how to work cooperatively in creative learning endeavors ● Utilize music technology as a tool for learning 			
Students will be able to:			
<ul style="list-style-type: none"> ● Sing with supported vocal tone. ● Sing with clear and focused tone. ● Sing with standard choral vowels. ● Sing in tune. ● Sing with sensitivity to ensemble sound. ● Describe appropriate vs. inappropriate performer etiquette. ● Describe appropriate vs. inappropriate audience etiquette 			
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

- Concert Music
- Teacher Created Worksheets

Unit 3: Sight Reading

Content Area: Music

Course & Grade Level: Chamber Choir, Grade 10-12

Summary & Rationale

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45 Days

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Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"> • Musicianship as a tool for self-expression • Cooperative activity develops a positive feeling of self • Music is an aesthetic art • Becoming a lifelong connoisseur of music is a challenging endeavor, one that brings rewards in all areas of life. • Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules. 			
Unit Essential Questions			
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Objectives			
Students will:			
<ul style="list-style-type: none"> • Understand and appreciate the mechanics of their instrument • Develop and make use of a musical vocabulary • Develop an awareness of how to work cooperatively in creative learning endeavors • Utilize music technology as a tool for learning 			
Students will be able to:			
<ul style="list-style-type: none"> • Sight read music in tune. • Sight read music containing 2nds. • Sight read using correct solfege syllables. • Sight read music containing quarter notes and 4/4 (or Common Time) time signature. 			
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			
<ul style="list-style-type: none"> • Concert Music 			

- Teacher Created Worksheets

Unit 4: Music Expression & Theory

Content Area: Music

Course & Grade Level: Chorale, Grade 9

Summary & Rationale

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Objectives			
<p>Students will:</p> <ul style="list-style-type: none"> • Understand and appreciate the mechanics of their instrument • Develop and make use of a musical vocabulary • Develop an awareness of how to work cooperatively in creative learning endeavors • Utilize music technology as a tool for learning <p>Students will be able to:</p> <ul style="list-style-type: none"> • Sing with appropriate dynamics. • Demonstrate appropriate articulation. • Sing with musical phrasing & line, as guided by the director. • Identify Treble Clef and Bass Clef note names. • Identify eighth, quarter, dotted quarter, half, dotted half, and whole notes. • Recognize and understand musical symbols used in concert pieces. • Identify the key signatures of C major. • Identify 2nds and 3rds 			
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
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Resources

- Concert Music
- Teacher Created Worksheets