<div style="border:1px solid black; text-align:center;">

NEPTUNE CITY SCHOOL DISTRICT

</div>

Choral Music
Curriculum
Grades 3-8

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

August 1, 2022   Document *

NEPTUNE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Anthony Susino, President
Marissa Smitt, Vice President
Robert Brown
Drisana Lashley
Lindsey McCarthy
Michele McGuigan
Christina Mordaunt
Lisa Rummel
Sherri Zanni

SCHOOL DISTRICT ADMINISTRATION

Dr. Raymond J. Boccuti
Chief School Administrator, Principal

Yvonne Hellwig
Interim School Business Administrator, Board Secretary

Lisa Emmons
Interim Supervisor of Special Services

SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

CHORAL MUSIC
CURRICULUM
GRADES 3-8

Table of Contents

Curriculum

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Choral Music
Grades 3-12

<u>Acknowledgements</u>

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.

- A positive, equitable, and varied approach to teaching and learning.

- An emphasis on critical thinking skills and problem-solving techniques.

- A respect for and an appreciation for our world, its resources, and its diverse people.

- A sense of responsibility, good citizenship, and accountability.

- An involvement by the parents and the community in the learning process.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

CHORAL MUSIC
GRADES 3-12

COURSE DESCRIPTION

Overview

The Choral Music Curriculum is designed to bring an effective choral music education to the students of the district. Through part-singing, call-and-response, rote, and sight-reading, students will gain knowledge of proper breathing and singing techniques, how to blend and balance while singing in harmony, and how to effectively communicate and respond to the message that music is portraying. Students will also have the opportunity to experience choral music in live concert settings, both as a performer and as a spectator. Students are encouraged to participate in an appropriate grade level Chorus for all years they are enrolled in the district.

Elementary Chorus

Students in grades 3 to 5 will have the opportunity to participate in their school's school-time Chorus. Students will focus on developing their voice, singing, and performing a variety of songs that encourage ensemble development. By the end of participating in elementary Chorus, students will be able to participate in the vocal ensemble, successfully performing two-part harmony.

Secondary Chorus

Students in grades 6 to 12 will have the opportunity to participate in a school-time ensemble, within the regular school schedule. At the secondary level, students may participate in a chorus, determined by voice part, or performance genre. At the high school level, students may specifically participate in Mixed Chorus and/or Honors Chamber Singers.

Prerequisites:
Mixed Chorus- No prerequisites
Honors Chamber Singers - Successfully pass an audition, as approved by the department

Credits: High School students will receive five Music Credits, per course.
Honors credit will be awarded for Honors Chambers Singers.

Pacing Guide

During each lesson, an instructor will address the four artistic strands: Creating, Performing, Responding, and Connecting. By addressing these strands the student will connect to their musicking and the process to create music.

Approximate Time Spent on Each Strand	
Creating	20%
Performing	60%
Responding	10%
Connecting	10%

- The instructor will address various musical elements and concepts during the course of the year, in order to meet the appropriate standards, based on the ability level of the ensemble.
- Musical literature and activities will be chosen based on community and cultural awareness.
- Students may be asked to participate in various formal concerts and other community performances during the course of the school year. These performances may occur outside of the regular school day.
- A performance by the ensemble is considered a Summative Assessment, at all levels. At the discretion of the instructor and administration, performances may factor into a student's grade for that particular ensemble.
- By the end of each school year, the instructor will have addressed all appropriate standards, as set by the New Jersey Student Learning Standards for Visual and Performing Arts and the National Core Art Standards, based on the ability level of the ensemble.

Integrated Social and Emotional Learning Competencies
The following social and emotional competencies are integrated in this curriculum document,

	For additional resources: https://selarts.org/
Self-Awareness	
x	Recognize one's own feelings and thoughts
x	Recognize the impact of one's feelings and thoughts on one's own behavior
x	Recognize one's personal traits, strengths and limitations
x	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
x	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
x	Recognize the skills needed to establish and achieve personal and educational goals
x	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
Social Awareness	
x	Recognize and identify the thoughts, feelings, and perspectives of others
x	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
x	Demonstrate an understanding of the need for mutual respect when viewpoints differ
	Demonstrate an awareness of the expectations for social interactions in a variety of setting
Responsible Decision Making	
x	Develop, implement and model effective problem solving and critical thinking skill
x	Identify the consequences associated with one's action in order to make constructive choices
	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
x	Establish and maintain healthy relationships
x	Utilize positive communication and social skills to interact effectively with others
	Identify ways to resist inappropriate social pressure
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title	Creating
Suggested Time Frame	**36 days (Grades 3-6); 45 days (Grades 6-8); 90 days (Grades 9-12)**

Overview / Rationale

Students will have the opportunity to create new music, within the context of a choral ensemble. Students may create new musical ideas, based on existing literature, improvisations, or new musical arrangements of musical works. In addition to creating new music, students may record their creations, listen to and respond, and modify work based on predetermined criteria.

Stage 1 – Desired Results

Mission:
To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:
- All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:
- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020):
1.3C Music Ensembles - CREATING
Novice
1.3.C.12 nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal
Intermediate:
1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
Proficient:
1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Accomplished:
1.3.C.1acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

Advanced:

1.3Cadv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts

Essential Questions:	Enduring Understandings:
Essential questions will be adapted to meet the appropriate standards for the appropriate grade level. ● How do musicians generate creative ideas? How do musicians make creative decisions? ● How do musicians improve the quality of their work? ● When is creative work ready to share? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	*Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level.* ● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. ● Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians' presentation of creative work is the culmination of a process of creation and communication ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Knowledge: *Students will know…* ● How music is conceived and written. ● How music is driven by artists' experience.	**Skills:** *Students will be able to...* ● Create new ideas for previously existing pieces of music in order to evaluate and refine understanding. ● Use digital tools to create, and record, new musical ideas for previously existing pieces of music.

Career Readiness, Life Literacies, and Key Skills (2020)

Grades 3-5:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these

requirements.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.1: Explain the need for and use of copyrights.

Grades 6-8:

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.5.CAP2: Identify how you might like to earn an income.

9.2.5.CAP.3:Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Grades 9-12:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).

Making Connections to Careers

Ask students what they think is involved in these jobs related to performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Recording Artist - Professional singer or musician who excels in performing and recording.
- Singer - A professional singer can be involved with opera and theater companies, touring musical acts, or any other professional music group.
- Music Educator - A teacher who covers choral music, instrumental music, music theory, music history, digital music or any other musical discipline for students of all levels.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the

environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.

Computer Science and Design Thinking (2020)

Grades 3-5:

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Grades 6-8:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Grades 9-12:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Student Resources

Readings:
- Choral music literature of various genres from a variety of cultural backgrounds.

Technology:
- Sight Reading Factory
- YouTube, Spotify, Pandora
- Google Chrome Music Lab
- Groove Pizza
- Isle of Tune
- Band Lab
- Kahoot
- Quizizz
- Blooket

Teacher Resources

An appropriate keyboard: either digital or acoustic piano
Equipment for the recording and performance of sound recordings
Various sources of recorded music, CDs to Digital
Rhythm and Tonal cards, displayed in the classroom and available for hands on use

Texts:
General Music K-8 Magazine
Silver Burdett's *Making Music* series (elementary)
Sheet Music

Technology/Digital:
Google Apps for Education
Class Dojo (optional to encourage participation of younger students)
JWPepper - Choral Music Library - Teacher should choose repertoire appropriate of ability/age level
Applications for recording and playing back music, including, but not limited to:
- Sight Reading Factory
- GarageBand
- BandLab

Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration

Stage 2 – Assessment Evidence

PreAssessment:
- Auditions
- Voice classification (Soprano, Alto, Tenor, Bass)

Formative Assessments:
- Formative assessment through teacher observation of student musicking
- Teacher feedback
- Documented student created musical ideas, to add to existing musical works

Summative Assessments:
- Department created rubrics

Performance Task(s):
- In-class performances for peers
- Self and peer critique of musical creations
- Formal Concert and Community performances, including those that may occur outside of regular school hours

Stage 3 – Learning Plan

The teacher will incorporate "Music Practices" into learning activities.The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.
Music Practices:
- Creating Practices: Imagine; Plan, Make; Evaluate, Refine
- Performing Practices: Rehearse, Evaluate, Refine; Select, Analyze, Interpret; Present
- Responding Practices:Select, Analyze; Evaluate; Interpret
- Connecting Practice: Interconnect

Suggested Learning Activities and/or Instructional Strategies:
- Appropriate rehearsal techniques for the ability and grade level of the ensemble, including warm-ups to encourage proper techniques, diction, breathing, etc...
- Teacher vocalization: Using voice to sing specific tones/pitches for students

- Modeling: Includes demonstrating specific musical parts for students, specific rhythms, etc.
- Developing rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform
- Teaching specific musical concepts such as notes, rhythms, pitches, etc… that will encourage students to read and use standard notation
- Work with students to develop criteria for successful performances.
- Providing students with constructive feedback on their musical creations and performances, and teaching students to do the same for peers and self.
- The instructor will also teach students how to revise their musical creations and performances, based on teacher/self/peer feedback.
- Teacher will instruct students to sing on pitch and in tune, singing in unison, as a partner song, round (canon), and multi-part harmony. When working with part singing, the teacher will ensure the class rehearses using all parts of the piece.
- Encouraging students to continue musical participation outside of the Chorus ensemble
- Encouraging students to realize the benefits of Music Education, and understand why it is important.
- Discussion and introduction of works including, but not limited to:
  - Tchaikovsky
  - Handel
  - Poulenc
  - Saint-Saens
  - Britten
  - Coleridge-Taylor
  - Eastman
  - Joplin

Suggested Learning Activities for Creating by Grade Band:
- **Grades 3-5**
  - Plan future concerts in a collaborative effort
  - Make symbols to write in the music for various cues and reminders
- **Grades 6-8**
  - Recording projects to immerse students in creative and technological process
  - Performance opportunities, small group and individual, promoting creative process and personal growth
  - Plan future concerts in a collaborative effort
- **Grades 9-12**
  - Analysis and discussion of the creative process of composers and songwriters
  - Songwriting/recording projects to immerse students in the creative process
- **Honors Level:**
  - Critical discussions about the creative processes for music-making
  - Music theory-based discussions about compositions

Unit Plan Title	Performing
Suggested Time Frame	36 days (Grades 3-6); 45 days (Grades 6-8); 90 days (Grades 9-12)

Overview / Rationale

Performing is at the heart of the work of the ensemble. Students will perform a variety of musical literature, from a variety of genres, styles, and cultural backgrounds. The ensemble will use sheet music, with standard notation, in order to learn performance pieces. As part of the performance process, students will have the opportunity to participate in various formal and informal performances, including concerts (school time and non-school time), and other community performances.

Stage 1 – Desired Results
Mission:

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:
- All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:
- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020):
1.3C Music Ensembles - PERFORMING

Novice
- 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- 1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- 1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Intermediate
- 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. New Jersey Department of Education June 2020 88
- 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

Proficient
- 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

● 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Accomplished

● 1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

● 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.

● 1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.

Advanced

● 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

● 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.

● 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

Essential Questions:	Enduring Understandings:
Essential questions will be adapted to meet the appropriate standards for the appropriate grade level.	*Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level.*
● How do performers select repertoire? ● How does understanding the structure and context of musical works inform performance? ● How do performers interpret musical works? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

	● Musicians judge performance based on criteria that vary across time, place, and cultures. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Knowledge: *Students will know…* ● Proper breathing techniques ● Affecting the voice to change the sound ● Proper diction for various languages ● The importance of blending within the section and ensemble ● Duration of certain notes within a rhythmic statement ● Caring for the health of one's voice via proper vocal mechanics ● Proper posture ● Different voice types and vocal ranges of those voice types ● Dynamic, tempo, and expressive markings	**Skills:** *Students will be able to…* ● Identify unique characteristics of a human voice and understand its function in an ensemble ● Identify and perform major scales ● Proper breathing techniques ● Ability to sing on pitch ● Recognize historical background of various types of music ● Accurately sing excerpts from prepared music ● Stage and concert etiquette

Career Readiness, Life Literacies, and Key Skills (2020)

Grades 3-5:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.1: Explain the need for and use of copyrights.

Grades 6-8:

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.5.CAP2: Identify how you might like to earn an income.

9.2.5.CAP.3:Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Grades 9-12:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving)

Making Connections to Careers

Ask students what they think is involved in these jobs related to performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Recording Artist - Professional singer or musician who excels in performing and recording.
- Singer - A professional singer can be involved with opera and theater companies, touring musical acts, or any other professional music group.
- Music Educator - A teacher who covers choral music, instrumental music, music theory, music history, digital music or any other musical discipline for students of all levels.
- Music Critic - Someone who conducts interviews with performers, bands and musicians, and will also write reviews of newly released records and cd's.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):
Key Ideas and Details
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
New Jersey Student Learning Standards for Social Studies (2020):
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.

Computer Science and Design Thinking (2020)

Grades 3-5:

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Grades 6-8:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Grades 9-12:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Student Resources

Choral music literature of various genres from a variety of cultural backgrounds.

Technology:
- Sight Reading Factory
- YouTube, Spotify, Pandora
- Google Chrome Music Lab
- Groove Pizza
- Isle of Tune
- Band Lab
- Kahoot
- Quizizz
- Blooket

Teacher Resources

An appropriate keyboard: either digital or acoustic piano

Equipment for the recording and performance of sound recordings

Various sources of recorded music, CDs to Digital

Rhythm and Tonal cards, displayed in the classroom and available for hands on use

Texts:

General Music K-8 Magazine

Silver Burdett's *Making Music* series (elementary)

Sheet Music

Technology/Digital:

Google Apps for Education

Class Dojo (optional to encourage participation of younger students)

JWPepper - Choral Music Library - Teacher should choose repertoire appropriate of ability/age level

Applications for recording and playing back music, including, but not limited to:
- Sight Reading Factory
- GarageBand
- BandLab

Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration

Stage 2 – Assessment Evidence

Pre-Assessment:
- Auditions
- Voice classification (Soprano, Alto, Tenor, Bass)

Formative Assessments:
- Formative assessment through teacher observation of student musicking
- Teacher feedback
- Documented student created musical ideas, to add to existing musical works

Summative Assessments:
- Department created rubrics

Performance Task(s):
- In-class performances for peers
- Self and peer critique of musical creations
- Formal Concert and Community performances, including those that may occur outside of regular school hours

Stage 3 – Learning Plan

The teacher will incorporate "Music Practices" into learning activities.The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Music Practices:
- Creating Practices: Imagine; Plan, Make; Evaluate, Refine
- Performing Practices: Rehearse, Evaluate, Refine; Select, Analyze, Interpret; Present
- Responding Practices:Select, Analyze; Evaluate; Interpret
- Connecting Practice: Interconnect

Suggested Learning Activities and/or Instructional Strategies:
- Appropriate rehearsal techniques for the ability and grade level of the ensemble, including warm-ups to encourage proper techniques, diction, breathing, etc...
- Teacher vocalization: Using voice to sing specific tones/pitches for students
- Modeling: Includes demonstrating specific musical parts for students, specific rhythms, etc.
- Developing rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform
- Teaching specific musical concepts such as notes, rhythms, pitches, etc… that will encourage students to read and use standard notation
- Work with students to develop criteria for successful performances.
- Providing students with constructive feedback on their musical creations and performances, and teaching students to do the same for peers and self.
- The instructor will also teach students how to revise their musical creations and performances, based on teacher/self/peer feedback.

- Teacher will instruct students to sing on pitch and in tune, singing in unison, as a partner song, round (canon), and multi-part harmony. When working with part singing, the teacher will ensure the class rehearses using all parts of the piece.
- Encouraging students to continue musical participation outside of the Chorus ensemble
- Encouraging students to realize the benefits of Music Education, and understand why it is important.
- Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration
- Discussion and introduction of works by notable composers, including, but not limited to:
  - Tchaikovsky
  - Handel
  - Poulenc
  - Saint-Saens
  - Britten
  - Coleridge-Taylor
  - Eastman
  - Joplin

Suggested Learning Activities for Performing by Grade Band:
- **Grades 3-5**
  - Performing at school- and nonschool-related functions at a high level
  - Rehearse in grade level settings to prepare and refine music for concert
- **Grades 6-8**
  - Performing at school- and nonschool-related functions at a high level
  - Ensure message and emotional meaning of each song is presented to an audience
  - Student involvement to help create a balanced performance and learn how to put together a performance
- **Grades 9-12**
  - Performing at school- and nonschool-related functions at a high level
  - Instituting responsible and historically accurate performance practice
  - Ensure message and meaning of each song is being portrayed to the audience
- **Honors Level**
  - Participation in adjudicated county, state, and regional arts festivals
  - Monthly sight-singing assessments

Unit Plan Title	Responding
Suggested Time Frame	36 days (Grades 3-6); 45 days (Grades 6-8); 90 days (Grades 9-12)

Overview / Rationale

In order to evaluate a musical performance by self and others, students will respond to music. Through response students will critique and evaluate musical performances and creations, those by self, peers, and others. Students will also respond to the music of historically and stylistically important performers and composers. Through responding to music, students will improve the quality of their personal musical performances, and find value in responding to all forms of music.

Stage 1 – Desired Results

Mission:

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:
- All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:
- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;

- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020):
1.3C Music Ensembles - RESPONDING
Novice
● 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
● 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
Intermediate
● 1.3C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
● 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.
Proficient
● 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
● 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
Accomplished
● 1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
● 1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.
Advanced
● 1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
● 1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.

Essential Questions:	Enduring Understandings:
Essential questions will be adapted to meet the appropriate standards for the appropriate grade level.	*Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level.*
● How do individuals choose music to experience? ● How do we discern the musical creators' and performers' expressive intent?	● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● Response to music is informed by analyzing context (social, cultural, and

● How do we judge the quality of musical work(s) and performance(s)? ● How do musicians make meaningful connections to creating, performing, and responding? ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	historical) and how creators and performers manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Knowledge: *Students will know...* ● Proper vocabulary for musical content critique ● What components of choral music to listen for in evaluation ● In-performance adjustments	**Skills:** *Students will be able to...* ● Evaluate music at a deeper level ● Consider historical and cultural contexts of a given piece of music ● Discuss music knowledgeably

Career Readiness, Life Literacies, and Key Skills (2020)
Grades 3-5:   9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.   9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.   9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.   9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.   9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.   9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.   9.4.5.DC.1: Explain the need for and use of copyrights.   **Grades 6-8:**   9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.2.5.CAP2: Identify how you might like to earn an income.
9.2.5.CAP.3:Identify qualifications needed to pursue traditional and non-traditional careers and occupations
9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Grades 9-12:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).

Making Connections to Careers

Ask students what they think is involved in these jobs related to performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list.

- Recording Artist - Professional singer or musician who excels in performing and recording.
- Singer - A professional singer can be involved with opera and theater companies, touring musical acts, or any other professional music group.
- Music Educator - A teacher who covers choral music, instrumental music, music theory, music history, digital music or any other musical discipline for students of all levels.
- Music Critic - Someone who conducts interviews with performers, bands and musicians, and will also write reviews of newly released records and cd's.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016):
Key Ideas and Details
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

New Jersey Student Learning Standards for Social Studies (2020):
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.

Computer Science and Design Thinking (2020)

Grades 3-5:

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Grades 6-8:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Grades 9-12:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Student Resources

Primary Source Readings:
- Choral music literature of various genres from a variety of cultural backgrounds.

Technology:
- Sight Reading Factory
- YouTube, Spotify, Pandora
- Google Chrome Music Lab
- Groove Pizza
- Isle of Tune
- Band Lab
- Kahoot
- Quizizz
- Blooket

Teacher Resources

An appropriate keyboard: either digital or acoustic piano
Equipment for the recording and performance of sound recordings
Various sources of recorded music, CDs to Digital
Rhythm and Tonal cards, displayed in the classroom and available for hands on use

Texts:
General Music K-8 Magazine
Silver Burdett's *Making Music* series (elementary)
Sheet Music

Technology/Digital:
Google Apps for Education
Class Dojo (optional to encourage participation of younger students)

JWPepper - Choral Music Library - Teacher should choose repertoire appropriate of ability/age level

Applications for recording and playing back music, including, but not limited to:
- Sight Reading Factory
- GarageBand
- BandLab

Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration

Stage 2 – Assessment Evidence

PreAssessment:
- Auditions
- Voice classification (Soprano, Alto, Tenor, Bass)

Formative Assessments:
- Formative assessment through teacher observation of student musicking
- Teacher feedback
- Documented student created musical ideas, to add to existing musical works

Summative Assessments:
- Department created rubrics

Performance Task(s):
- In-class performances for peers
- Self and peer critique of musical creations
- Formal Concert and Community performances, including those that may occur outside of regular school hours

Stage 3 – Learning Plan

The teacher will incorporate "Music Practices" into learning activities. The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Music Practices:
- Creating Practices: Imagine; Plan, Make; Evaluate, Refine
- Performing Practices: Rehearse, Evaluate, Refine; Select, Analyze, Interpret; Present
- Responding Practices: Select, Analyze; Evaluate; Interpret
- Connecting Practice: Interconnect

Suggested Learning Activities and/or Instructional Strategies:
- Appropriate rehearsal techniques for the ability and grade level of the ensemble, including warm-ups to encourage proper techniques, diction, breathing, etc...
- Teacher vocalization: Using voice to sing specific tones/pitches for students

- Modeling: Includes demonstrating specific musical parts for students, specific rhythms, etc…
- Developing rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform
- Teaching specific musical concepts such as notes, rhythms, pitches, etc… that will encourage students to read and use standard notation
- Work with students to develop criteria for successful performances.
- Providing students with constructive feedback on their musical creations and performances, and teaching students to do the same for peers and self.
- The instructor will also teach students how to revise their musical creations and performances, based on teacher/self/peer feedback.
- Teacher will instruct students to sing on pitch and in tune, singing in unison, as a partner song, round (canon), and multi-part harmony. When working with part singing, the teacher will ensure the class rehearses using all parts of the piece.
- Encouraging students to continue musical participation outside of the Chorus ensemble
- Encouraging students to realize the benefits of Music Education, and understand why it is important.
- Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration
- Discussion and introduction of works by notable composers, including, but not limited to:
    - Tchaikovsky
    - Handel
    - Poulenc
    - Saint-Saens
    - Britten
    - Coleridge-Taylor
    - Eastman
    - Joplin
    - Freddie Mercury
    - Mariah Carey
- Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration.

Suggested Learning Activities for Responding by Grade Band:
- **Grades 3-5**
    - Evaluate in school performances and rehearsal recordings
    - Interpret the meaning of our music and what the writer's intention is
    -
- **Grades 6-8**
    - Critique and Analysis of rehearsals and performances
    - Discussion on interpretation of specific pieces
- **Grades 9-12**
    - Critical reflection on personal and ensemble performances
    - Discussion on the emotional aspect of music, and how to deliver and respond to that aspect

- **Honors Level**
  - Critical self-reflection on individual and ensemble performances
  - Real-time discussions about the rehearsal process and ensuring a better musical product

Unit Plan Title	Connecting
Suggested Time Frame	36 days (Grades 3-6); 45 days (Grades 6-8); 90 days (Grades 9-12)

Overview / Rationale

All students will have the opportunity to connect musical ideas and experiences with other applicable topics. This may include students' personal lives and feelings, other curricular subjects, related current events, and history, as well as other appropriate situations/themes. Connections will be made individually, as well as in small groups to allow for various viewpoints.

Stage 1 – Desired Results

Mission:
To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision:
- All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:
- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

New Jersey Student Learning Standards for Visual and Performing Arts (2020):
1.3C Music Ensembles - CONNECTING

Novice:

1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- This Performance Expectation is embedded in the following Artistic Processes:
  1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

Intermediate:

1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- This Performance Expectation is embedded in the following Artistic Processes:
  1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a

Advanced:

1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- This Performance Expectation is embedded in the following Artistic Processes:
  1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

Essential Questions:	**Enduring Understandings:**
Essential questions will be adapted to meet the appropriate standards for the appropriate grade level. ● How do musicians make meaningful connections to creating, performing, and responding?	*Essential understandings will be adapted to meet the appropriate standards for the appropriate grade level.* ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. ● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Knowledge:	**Skills:**
Students will know... ● How composers vary their music to change the emotion and tone of the piece ● Musical connections to history and current events ● Relate personal compositions and performances to own feelings and emotions	*Students will be able to...* ● Specify the emotion of a piece based on the music theory found in sheet music and aural listening ● Relate music to cultures, events, and social skills ● Create personal compositions based on personal feelings and emotions

Career Readiness, Life Literacies, and Key Skills (2020)
Grades 3-5: 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the

overall economy.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.1: Explain the need for and use of copyrights.

Grades 6-8:

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.5.CAP2: Identify how you might like to earn an income.

9.2.5.CAP.3:Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Grades 9-12:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).

Making Connections to Careers
Ask students what they think is involved in these jobs related to performing arts and supplement their answers. The goal is to make content connections to the real world/careers. Teachers can feel free to add/modify the list. ● Recording Artist - Professional singer or musician who excels in performing and recording. ● Singer - A professional singer can be involved with opera and theater companies, touring musical acts, or any other professional music group. ● Music Educator - A teacher who covers choral music, instrumental music, music theory, music history, digital music or any other musical discipline for students of all levels. ● Music Critic - Someone who conducts interviews with performers, bands and musicians, and will also write reviews of newly released records and cd's.

Interdisciplinary Connections
New Jersey Student Learning Standards for English Language Arts (2016):

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

New Jersey Student Learning Standards for Social Studies (2020):
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Computer Science and Design Thinking (2020)

Grades 3-5:

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Grades 6-8:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Grades 9-12:

8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Student Resources

Primary Source Readings:
- Choral music literature of various genres from a variety of cultural backgrounds.

Technology:
- Sight Reading Factory
- YouTube, Spotify, Pandora
- Google Chrome Music Lab
- Band Lab
- Kahoot
- Quizizz
- Blooket

Teacher Resources

An appropriate keyboard: either digital or acoustic piano

Equipment for the recording and performance of sound recordings

Various sources of recorded music, CDs to Digital

Rhythm and Tonal cards, displayed in the classroom and available for hands on use

Texts:

General Music K-8 Magazine

Silver Burdett's *Making Music* series (elementary)
Sheet Music

Technology/Digital:
Google Apps for Education
Class Dojo (optional to encourage participation of younger students)
JWPepper - Choral Music Library - Teacher should choose repertoire appropriate of ability/age level
Applications for recording and playing back music, including, but not limited to:
- Sight Reading Factory
- GarageBand
- BandLab

Other appropriate resources for student musicking, at the discretion of the instructor, with the approval of administration

---

Stage 2 – Assessment Evidence

PreAssessment:
- Auditions
- Voice classification (Soprano, Alto, Tenor, Bass)

Formative Assessments:
- Formative assessment through teacher observation of student musicking
- Teacher feedback
- Documented student created musical ideas, to add to existing musical works

Summative Assessments:
- Department created rubrics

Performance Task(s):
- In-class performances for peers
- Self and peer critique of musical creations
- Formal Concert and Community performances, including those that may occur outside of regular school hours

---

Stage 3 – Learning Plan

The teacher will incorporate "Music Practices" into learning activities.The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art. To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Music Practices:
- Creating Practices: Imagine; Plan, Make; Evaluate, Refine
- Performing Practices: Rehearse, Evaluate, Refine; Select, Analyze, Interpret; Present
- Responding Practices:Select, Analyze; Evaluate; Interpret
- Connecting Practice: Interconnect

Suggested Learning Activities and/or Instructional Strategies:
- Appropriate rehearsal techniques for the ability and grade level of the ensemble, including warm-ups to encourage proper techniques, diction, breathing, etc...
- Teacher vocalization: Using voice to sing specific tones/pitches for students
- Modeling: Includes demonstrating specific musical parts for students, specific rhythms, etc.
- Developing rhythm and tonal vocabulary: Teaching students a variety of rhythm/tonal patterns that students will audiate, vocalize, visualize/read using appropriate notation, then perform
- Teaching specific musical concepts such as notes, rhythms, pitches, etc… that will encourage students to read and use standard notation
- Work with students to develop criteria for successful performances.
- Providing students with constructive feedback on their musical creations and performances, and teaching students to do the same for peers and self.
- The instructor will also teach students how to revise their musical creations and performances, based on teacher/self/peer feedback.
- Teacher will instruct students to sing on pitch and in tune, singing in unison, as a partner song, round (canon), and multi-part harmony. When working with part singing, the teacher will ensure the class rehearses using all parts of the piece.
- Encouraging students to continue musical participation outside of the Chorus ensemble
- Encouraging students to realize the benefits of Music Education, and understand why it is important.
- Other instructional strategies at the discretion of the instructor to meet appropriate standards, with the approval of administration
- Discussion and introduction of works by notable composers, including, but not limited to:
    - Tchaikovsky
    - Handel
    - Poulenc
    - Saint-Saens
    - Britten
    - Coleridge-Taylor
    - Eastman
    - Joplin
    - Freddie Mercury
    - Mariah Carey

Suggested Learning Activities for Connecting by Grade Band:
- **Grades 3-5**
    - Analysis of how music connects to real-life and real-world events, such as the Civil Rights Movement and Black Lives Matter
    - Discussion on why and how music can be the most effective medium through which a specific idea or message is portrayed
- **Grades 6-8**
    - Analysis of how music connect to real-life and real-world events, sch as the Civil Rights movement and Black Lives Matter
    - Ensuring a safe space for student social emotional learning using music as a guide

- **Grades 9-12**
  - Analysis of how music connects to real-life and real-world events, such as the Civil Rights Movement and Black Lives Matter
  - Ensuring a safe space is created in which students can express their opinions on music without fear of judgement
  - Discussion on why and how music can be the most effective medium through which a specific idea or message is portrayed
- **Honors Level**
  - Critical discussion about the emotionality behind music-making and creating
  - Critical analysis of how music and art relate to and reflect society

Accommodations and Modifications:

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans
All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.
- Pre-teach or preview musical vocabulary
- Repeat, reword, and clarify directions
- Have students repeat directions
- Use of small group instruction or centers
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills and playing techniques to be mastered
- Extended time to complete task/assignment/work/playing assignment
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments, tests, and musical compositions
- Provide regular home/school communication
- Provide student with clear expectations in writing and grading criteria (rubrics)
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 148-158) *https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf*
- Teaching Music Lessons to Students with Special Needs https://nafme.org/teaching-lessons-children-special-needs/
- Students with Disabilities and the National Core Arts Standards: Guiding Principles for Teachers https://www.nationalartsstandards.org/sites/default/files/Guiding%20Principles%20for%20Inclusion.pdf
- An Adaptation Tool Kit for Teaching Music (pages 5-11) https://files.eric.ed.gov/fulltext/EJ879595.pdf
- Engaging All Types of Learners in the Music Classroom https://nafme.org/engaging-all-types-of-learners-in-the-music-classroom/

Testing Accommodations:
Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as music glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview Choral vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and playing techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: http://visual.merriamwebster.com/.
- Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.

- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 167-174) *https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf*

Students at Risk of Failure:
- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills and playing techniques to be mastered
- Extended time
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal
- Engaging All Types of Learners in the Music Classroom https://nafme.org/engaging-all-types-of-learners-in-the-music-classroom/

High Achieving:
Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)
- Create musical compositions with little to no guidance
- Visual and Performing Arts Instructional Adaptations for Students with Diverse Needs (pages 159-165) *https://www.state.nj.us/education/archive/frameworks/arts/chap5.pdf*

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population
- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses

- Role Play-students create or participate in role playing situations
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole ensemble, a small group, or with a partner, temporary groups are created
- Engaging All Types of Learners in the Music Classroom
  https://nafme.org/engaging-all-types-of-learners-in-the-music-classroom/

NEPTUNE CITY SCHOOL DISTRICT

Office of the Superintendent
210 West Sylvania Avenue
Neptune City, NJ 07753

An Affirmative Action Equal Opportunity Employer

2022