

**Course Title – Vocal Music**

**Implement start year – 2014-2015**

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**Unit #4, topic - Performance**

Students will be able to independently use their learning to combine the aspects of musical aesthetics and delivery to perform in a professional manner.

### Stage 1 – Desired Results

#### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

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.

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.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

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.

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- ☒ Global Awareness
- ☐ Financial, Economic, Business and Entrepreneurial Literacy
- ☐ Civic Literacy
- ☐ Health Literacy
- ☐ Environmental Literacy

#### 21<sup>st</sup> Century Skills

##### *Learning and Innovation Skills:*

- ☒ Creativity and Innovation
- ☒ Critical Thinking and Problem Solving
- ☒ Communication and Collaboration

##### *Information, Media and Technology Skills:*

- ☒ Information Literacy
- ☒ Media Literacy
- ☒ ICT (Information, Communications and Technology) Literacy

##### *Life and Career Skills:*

- ☐ Flexibility and Adaptability
- ☐ Initiative and Self-Direction
- ☒ Social and Cross-Cultural Skills
- ☐ Productivity and Accountability
- ☐ Leadership and Responsibility

<p>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.</p> <p>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.</p> <p>1.4.12.A.1 Describe feelings and reactions in response to a creative movement/dance performance.</p> <p>1.4.12.A.2 Describe feelings and reactions in response to diverse musical genres and styles.</p> <p>1.4.12.A.3 Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.</p> <p>1.4.12.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</p>	
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  Interpretation allows for the freedom of musical expression within the confines of the composer's intent.</p> <p><i>EU 2</i>  Etiquette, the professional appearance and behavior of the choir, has an overall effect on the performance.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How does the performer have a responsibility to his/her audience?</li> <li>• In what instance should artistic expression be censored?</li> <li>• How is feeling or mood conveyed musically?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What is the performer's responsibility to his/her audience?</li> <li>• How does physical appearance and behavior affect the choir's sound or how you are perceived?</li> <li>• How does facial expression affect a performance?</li> </ul>

<p><i>EU 3</i> Understanding the multiple genres of cultural and historical choral literature will enhance the quality of the performance through stylistic accuracy.</p>	<p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>Does every piece of music tell a specific story and how would we know?</li> </ul>
<p><b><u>Knowledge:</u></b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>elements of music. (Pitch, Rhythm, Phrasing, timbre)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>rules of stage etiquette.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>the different genres and time periods of choral literature.</li> </ul>	<p><b><u>Skills:</u></b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>listen, identify and analyze the characteristics of a choral performance.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>identify the different behaviors and chracteristics of a professional choir.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>distinguish the characteristics of music that define the various genres and musical periods.</li> </ul>
<p align="center"><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Recommended Performance Tasks:</b></p>	

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Students will rehearse for the final performance using their recollection of interpretation, performance etiquette, and choral literature.

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Students will watch and discuss videos of other choirs demonstrating the proper and/or improper use of performance etiquette. (A)
- Students will work in sectionals to improve the rhythmic and musical accuracy of a piece of music. (M)
- Designate a group of students to demonstrate improper performance etiquette. The rest of the choir will observe the performance and list the improper behaviors being demonstrated. Groups will discuss the observation and the same group will perform again correcting the discussed behavior. (M)
- Students will choose a song and write a short story giving their interpretation of the piece. (T)
- Using their IPAD, students will create a timeline of historical periods and choose a piece of choral literature that correlates with that period. Students will work in sectionals to improve the rhythmic and musical accuracy of a piece of music. (T)
- Using their IPAD, students will write a 3 page research paper on choral composer of choice focusing on the life, career, music, and professional development of the composer. (T)