

Course Title – Vocal Music

Implement start year – 2014-2015

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Unit #3, topic – Critique

The students will be able to independently use their learning to utilize a rubric to self-evaluate their vocal performances so that, in the end, they will be able to recognize areas in need of improvement and how to produce a higher quality performance.

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.

1.3.12.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.

21st Century Themes
(www.21stcenturyskills.org)

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

21st 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

<p>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.</p> <p>1.4.12.A.3 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.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>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.</p> <p>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.</p>	<div> <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility </div>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Self-evaluation allows the musician to create an improvement plan that promotes musical growth.</p> <p><i>EU 2</i> By listening to and evaluating the choir as one entity, improvements can be made to create a oneness of sound.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What qualities make music “great”? • What factors influence musical expression? • How do you utilize the elements of music to produce an expressive performance? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What qualities make music “great”? • What qualities produce a cohesive choral sound? • What factors influence musical expression? • How do you utilize the elements of music to produce an expressive performance? • What can we learn from critiquing others?

<p>EU 3 By listening to and evaluating the performance of other choirs, they will recognize the elements of music that are required to produce a quality sound.</p>	<p>EU 3</p> <ul style="list-style-type: none"> • What qualities make music “great”? • What qualities produce a cohesive choral sound? • What factors influence musical expression? • How do you utilize the elements of music to produce an expressive performance? • What can we learn from critiquing others?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • the elements of music, including dynamics, articulation, rhythm, tone, and interpretation. • performance etiquette. • an aural model of superior choral singing. <p>EU2</p> <ul style="list-style-type: none"> • the elements of music, including dynamics, articulation, rhythm, tone, and interpretation. • performance etiquette. • an aural model of superior choral singing • the techniques involved in blending and how to recognize a blended sound. <p>EU3</p> <ul style="list-style-type: none"> • the elements of music, including dynamics, articulation, rhythm, tone, and interpretation. • performance etiquette. • an aural model of superior choral singing. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • complete a rubric with numeral values and provide constructive criticism with appropriate terminology. • listen analytically. • compare and contrast qualities of various performances. <p>EU2</p> <ul style="list-style-type: none"> • complete a rubric with numeral values and provide constructive criticism with appropriate terminology. • listen analytically. • compare and contrast qualities of various performances <p>EU3</p> <ul style="list-style-type: none"> • complete a rubric with numeral values and provide constructive criticism with appropriate terminology. • listen analytically. • compare and contrast qualities of various performances.

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

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

- Written tests and quizzes on terminology
- Observation of vocal progress both independently and with the ensemble

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 work with Alfred's Music Theory book to learn the basics of musical notation. (A)
- Teacher and students will listen to professional recordings together. Teacher will guide the students through the critiquing process using appropriate musical terminology. (A)
- Students will be assigned a listening example to fill out a rubric provided by the teacher. (M)
- You are the head adjudicator at the Burlington County Teen Arts Festival. You must create a rubric to evaluate the various choral performances. You can create a rubric with three of your own categories to judge, and must include dynamics, tone, diction, and overall performance. The evaluation must include descriptive numeral scores and a space for comments. Once the rubric is complete, each choir member will listen to a performance of its own choir and use the rubric to judge their performance. (T)
- You are a reporter for the Burlington County Times. You recently attended your local high school's spring concert. After listening to the performance, use the rubric above as your template, rate the performance and write a review. (T)
- Create a weekly vocal and written journal that will track your vocal progress. Record your singing pieces you are currently working on and evaluate. Create a plan for improvement and repeat the process on a weekly basis, tracking your progress. (T)

