

**Course Title – Concert Choir**

**Implement start year – 2014-2015**

**Revision Committee Members, email, extension – Kendra Cancellieri/ [kcancellieri@lrhsd.org](mailto:kcancellieri@lrhsd.org)/ ext. 8441; Robert DiLauro/ [rdilauro@lrhsd.org](mailto:rdilauro@lrhsd.org)/ ext. 6676; Gina Kehl/ [gkehl@lrhsd.org](mailto:gkehl@lrhsd.org)/ ext. 8391; Nicole Snodgrass/ [nsnodgrass@lrhsd.org](mailto:nsnodgrass@lrhsd.org)/ ext. 2282**

**Unit #4, topic – Independent Musicianship**

Students will be able to independently use their learning to become musically autonomous in order to obtain a higher level of achievement.

### 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/>)

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

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.

1.4.12.B.3. Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

#### 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><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  In order to achieve the highest level of musicianship, each student must display the characteristics of an independent musician.</p> <p><i>EU 2</i>  The repertoire performed at the concert choir level must match the gravity of the event or venue in which they are taking part.</p> <p><i>EU 3</i>  There are a wide variety of careers that can be attained in the music field.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What criteria are involved in running an effective choir rehearsal?</li> <li>• What musical qualities can a student take from the high school choir experience to be successful in an independent ensemble?</li> <li>• Why are warm-ups important?</li> <li>• Why is the mastery of the elements of music and musicianship essential to becoming a successful singer in the real world?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What is the importance of singing a piece in the venue for which it was composed?</li> <li>• Why is performance in a community essential to the success of the choir?</li> <li>• In which ways does the choir have a responsibility to represent the school and the community?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• What characteristics as a musician are essential to furthering a student's music education at the collegiate level?</li> <li>• What is the importance of music in our society?</li> <li>• Why should society continue to support music as a career?</li> <li>• Why is it important to experience authentic and professional music performances?</li> </ul>

**Knowledge:**

*Students will know . . .*

*EU 1*

- conducting patterns to lead a choir.
- warm-ups that are appropriate for the music and the ensemble.
- where to find external opportunities to grow as a musician.

*EU2*

- performance etiquette and the ramifications of singing in a public venue and as representatives of their school.

*EU3*

- the variety of careers in music that are available.

**Skills:**

*Students will be able to . . .*

*EU 1*

- use the conducting patterns to lead a choral rehearsal.
- prepare for an audition.
- teach themselves a piece of music.

*EU2*

- demonstrate the qualities of a mature musician and act as a representative of their school.

*EU3*

- audition for musical opportunities in the real world.

**Stage 2 – Assessment Evidence**

**Recommended Performance Tasks:**

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

- One-on-one dialogue with a student about plans for their future in the music field.

### **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.*

- Teacher will review the characteristics and procedures of an audition or job interview. (A)
- Students will shadow a music professional and acquire the basic knowledge involved in that field. (A)
- Students will prepare and audition for higher level choirs outside of school, such as All-South Jersey or All-State Choir. (T)
- The students will have the opportunity to meet and observe a professional musician working in the music field. Students can discuss the requirements and preparation involved in a music career, as well as where to find career opportunities. (M)