

Madrigals - Unit 1 - Vocal Music Ensemble Procedures

Content Area: **Fine Arts**

Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV, MADRIGALS I, MADRIGALS II, MADRIGALS III, MADRIGALS IV**

Time Period: **Marking Period 1**

Length: **1 Week**

Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Visual and Performing Arts Standards (2020)

MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.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.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to articulate the 10 daily class objectives.

Concepts

Essential Questions

1. What does good singing posture look like?
2. What is meant by controlled deep breathing?
3. What are the two types of vowels?
4. What are the two types of consonants?
5. How is vocal resonance produced?
6. What does it mean to sing with focus?
7. How do I sing with a focused tone?
8. How do I take care of my voice?
9. What are the 10 daily class objectives?

Understandings

Students will understand that in order for each day to be successful, there are specific goals we can work towards and use as progress indicators.

Critical Knowledge and Skills

Knowledge

Students will understand success in vocal music comes from performing with the knowledge of balance, breath support, energy, focus, a knowledge of the text, good posture, proper resonance, the different types of vowels and consonants, and vocal health.

Skills

Students will be able to articulate the 10 daily class goals.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress throughout the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

School Summative Assessment Plan

Students should be able to demonstrate knowledge of the 10 daily class goals which include basic principles of proper vocal technique.

Primary Resources

- Music
- Powerpoint
- Warm-up slides and printouts

Supplementary Resources

Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

Technology Integration and Differentiated Instruction

Technology Integration

- Google Products
 - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
 - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- One to One Student's laptop
 - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.
- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will gain an understanding of meter and the importance of counting and formulating time in music.

SCIENCE - Students will gain an understanding of acoustics, the science of sound.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Week 1:

- ☐ Introduction to the 10 daily class goals.
- ☐ Demonstration of warm-ups.
- ☐ Class warm-ups and vocal exercises.
- ☐ Class demonstration of proper technique.

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Madrigals - Unit 2 - Vocal Music Ensemble Techniques

Content Area: **Fine Arts**
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV, MADRIGALS I, MADRIGALS II, MADRIGALS III, MADRIGALS IV**
Time Period: **Marking Period 1**
Length: **4 weeks (Sept-Oct)**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Visual and Performing Arts Standards (2020)

MU.K-12.1.3C.12int.Re	Responding
MU.K-12.1.3C.12int.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.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.
MU.K-12.1.3C.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.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to:

- Articulate the text of any given song they are performing.
- Articulate vowels and consonants correctly.
- Sing in balance with the rest of the ensemble.
- Sing with a well supported and controlled breath.
- Sing with physical and musical energy.
- Sing with physical and musical focus.
- Sing with proper resonance.
- Sit and stand properly when singing in rehearsal and performance.
- Learn how to take care of their voice (instrument) and sing correctly to promote good vocal health.

Concepts

Essential Questions

1. How do I sing in balance with the rest of the ensemble?
2. How do I sing with a well supported and controlled breath?
3. How do I sing with a physical and musical energy?
4. How do I stand and sit with good singing posture?
5. What is good vocal health and how do I achieve it?
6. What is resonance?
7. Why is it important to have a complete understanding of the text?
8. How do I articulate vowels and consonants correctly?
9. How do I sing with physical and musical focus?

Understandings

Students will understand that:

- A vocal ensemble must have a good blend among the singers to ensure proper balance among the four voice parts.
- Proper posture allows for proper breath support and a well supported and controlled sound.
- Singers should completely understand the text of the music they are singing in order to convey the meaning of the song through their performance.

- The voice resonates through different chambers
- There are different types of vowels and consonants and there is a proper way to articulate them in vocal music.
- Vocal music needs proper mental, physical, and musical focus and energy.

Critical Knowledge and Skills

Knowledge

Students will know:

- Articulation
- Balance
- Blend
- Breath Support
- Mental Focus
- Physical Focus
- Posture
- Resonance
- Vocal Health

Skills

Students will be able to:

- Articulate the meaning of the text of any given song they are performing.
- Articulate vowels and consonants correctly.
- Sing in balance with the rest of the ensemble.
- Sing with a well supported and controlled breath.
- Sing with physical and musical energy.
- Sing with physical and musical focus.
- Sing with proper resonance.
- Sit and stand properly when singing in rehearsal and performance.
- Take care of their voice through good habits when using their voice and dealing with sickness.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress throughout the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

School Summative Assessment Plan

Students should be able to demonstrate knowledge of ensemble techniques through daily performance in class.

Primary Resources

- Music
- Powerpoint
- Warm-up slides and printouts

Supplementary Resources

Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

Technology Integration and Differentiated Instruction

Technology Integration

- Google Products
 - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

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- One to One Student's laptop
 - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

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- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will gain an understanding of meter and the importance of counting and formulating time in music.

SCIENCE - Students will gain an understanding of acoustics, the science of sound.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Daily repertoire will vary to include:

- Meter - Simple
- Meter - compound
- Varying tempi
- Varying tonality

Madrigals - Unit 3 - Ensemble Performance - Preparation - Holiday Concert

Content Area: **Fine Arts**
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV, MADRIGALS I, MADRIGALS II, MADRIGALS III, MADRIGALS IV**
Time Period: **Marking Period 1**
Length: **8 Weeks (Nov-Dec)**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Visual and Performing Arts Standards (2020)

MU.K-12.1.3C.12int.Pr	Performing
MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12int.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12int.Re7	Perceiving and analyzing products.
MU.K-12.1.3C.12int.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12int.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12int.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.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.
MU.K-12.1.3C.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.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and

	improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.K-12.1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
MU.K-12.1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	Rehearse, Evaluate, Refine

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to:

- Realize expression markings within their score.
- Sing with others.
- Sing independantly.
- Understand music of different meters, tonalities, and keys.
- Understand their role within the ensemble.
- Vocally match a given pitch.

Concepts

Essential Questions

1. How can I read my voice part in vocal music?
2. How can a singer become an independant singer?
3. How does my part fit into the harmonic structure of the other parts and accompaniment?
4. How does the notation of the individual parts of a vocal score create harmonic structure?

5. What are the key factors that affect your daily performance?
6. How do I prepare for vocal public performance?

Understandings

Students will understand that:

- As a member of the ensemble they are important to their individual voice part (sop, Alto, Ten, Bass)
- Certain signs and symbols indicate music to be performed with certain expression.
- Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble.
- Music is written in different tonalities, meters and keys
- Understanding of the harmonic structure of a work increases the ability to learn and perform a singer's part with better intonation.

Critical Knowledge and Skills

Knowledge

Students will know:

- Alto
- Bass
- Dynamics
- Meter
- Soprano
- Tenor
- Tonality
- T

Skills

Students will be able to:

- Realize expression markings within the score.
- Understand music of different meter, tonalities, and keys.

- Understand the physical habits and technique of proper singing that translates to all skills of the human voice, and can lead to be successful at any age.
- Understand the physical habits and technique of proper singing that translates to all skills of the human voice, and can lead to be successful at any age
- Understand their role within the ensemble.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress throughout the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

School Summative Assessment Plan

Students should be able to demonstrate knowledge of vocal performance technique in public performance for the holiday concert.

Primary Resources

- Music
- Powerpoint
- Warm-up slides and printouts_

Supplementary Resources

Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

Technology Integration and Differentiated Instruction

Technology Integration

- Google Products
 - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
 - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- One to One Student's laptop
 - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.
- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.

- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will gain an understanding of meter and the importance of counting and formulating time in music.

SCIENCE - Students will gain an understanding of acoustics, the science of sound.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Daily reperotire (title TBD) will vary to include:

- Meter - Compound and Simple
- Varied tempi
- Major and Minor Tonality

Madrigals - Unit 4 - Sight Reading Development

Content Area: **Fine Arts**
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV, MADRIGALS I, MADRIGALS II, MADRIGALS III, MADRIGALS IV**
Time Period: **Generic Time Period**
Length: **4-6 Weeks (Jan-Feb)**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Standards

MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.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.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to:

- Appreciate a variety of core vocal music repertoire.
- Interpret rhythmic patterns
- Sing with others
- Sing independently
- Understand music of different genres or musical eras.

Concepts

Essential Questions

- How can I learn to read my part in the vocal score?
- How can I become an independent singer?
- How can I improve my sight reading?
- How does my part fit in the harmonic structure of the other parts and accompaniment?
- How does the notation of the individual parts of the musical score create harmonic structure?
- What are key factors that affect your daily performance?
- What are the challenges of sight-reading?
- What are the four key musical items you should observe when looking at a piece of music for the first time?
- What is more important to focus on when sight reading-pitch or rhythm?

Understandings

Students will understand that:

- Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble.
- Music is created from multicultural and historic influences.
- Music is written in different tonalities, meters and keys.
- Successful sight reading is dependant on an understanding of rhythm and the ability to read rhythmic patterns
- There is core vocal music repertoire written specifically to highlight the combination of the four proper voice parts
- Understanding of the harmonic structure of a work increases the ability to learn and perform a singer's part with better intonation.

Critical Knowledge and Skills

Knowledge

Students will understand success in vocal music comes from performing with the knowledge of balance, breath support, energy, focus, a knowledge of the text, good posture, proper resonance, the different types of vowels and consonants, and vocal health.

Skills

Students will be able to:

- Actively listen while singing to maintain consistent musical interpretation.
- Actively listen while singing to maintain steady pulse.
- Recognize inherent characteristics of music of different meters, tonalities, and keys.
- Sing in the ensemble in a concert.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress throughout the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

School Summative Assessment Plan

Students should be able to demonstrate techniques and personal applications to music in a public performance.

Primary Resources

- Music

- Powerpoint
- Warm-up slides and printouts

Supplementary Resources

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Technology Integration and Differentiated Instruction

Technology Integration

- Google Products
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At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

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Interdisciplinary Connections

MATH - Students will gain an understanding of meter and the importance of counting and formulating time in music.

SCIENCE - Students will gain an understanding of acoustics, the science of sound.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Daily repertoire will vary to include:

- Meter - Compoint/simple
- Varying tempi
- Major and MInor tonality

Madrigals - Unit 5 - Ensemble Performance - Preparation - Chamber Ensemble Concert

Content Area: **Fine Arts**
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV, MADRIGALS I, MADRIGALS II, MADRIGALS III, MADRIGALS IV**
Time Period: **Generic Time Period**
Length: **8 Weeks (Jan-Feb)**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Visual and Performing Arts Standards (2020)

MU.K-12.1.3C.12int.Pr	Performing
MU.K-12.1.3C.12int.Re	Responding
MU.K-12.1.3C.12int.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12int.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12int.Re7	Perceiving and analyzing products.
MU.K-12.1.3C.12int.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12int.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.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.
MU.K-12.1.3C.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.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.K-12.1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Rehearse, Evaluate, Refine

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to:

- Actively listen while singing to maintain consistent musical interpretation.
- Actively listen while singing to maintain steady pulse.
- Play/Sing within a small ensemble.
- Recognize inherent characteristics of music in different meters, tonalities and keys

Concepts

Essential Questions

- How can I learn to read my part in the vocal score?
- How can I become an independent singer?
- How can I improve my sight reading?
- How does my part fit in the harmonic structure of the other parts and accompaniment?
- How does the notation of the individual parts of the musical score create harmonic structure?
- What are key factors that affect your daily performance?
- What are the challenges of sight-reading?

- What are the four key musical items you should observe when looking at a piece of music for the first time?
- What is more important to focus on when sight reading-pitch or rhythm?
- How is singing in a small group different from singing in a large group?

Understandings

Students will understand that:

- Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble.
- Music is created from multicultural and historic influences.
- Music is written in different tonalities, meters and keys.
- Successful sight reading is dependant on an understanding of rhythm and the ability to read rhythmic patterns
- There is core vocal music repertoire written specifically to highlight the combination of the four proper voice parts
- Understanding of the harmonic structure of a work increases the ability to learn and perform a singer's part with better intonation.
- As a member of the ensemble, they are important to their specific voice part. (Soprano, Alto, Tenor, Bass)
- Maintaining a steady pulse is achieved by actively listening while singing.
- Maintaining consistent musical interpretation is achieved by actively listening while singing.
- Singing in a large ensemble is different from singing in a small ensemble.

Critical Knowledge and Skills

Knowledge

Students will know:

- Alto
- Bass
- Dynamics
- Meter
- Soprano
- Tenor
- Tonality

Skills

Students will be able to :

- Actively listen while singing to maintain consistent musical interpretation.
- Actively listen while singing to maintain steady pulse.
- Recognize inherent characteristics of music of different meters, tonalities, and keys.
- Sing within a small ensemble.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress throughout the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

School Summative Assessment Plan

Students should be able to demonstrate techniques and personal music applications in a public performance.

Primary Resources

- Music
- Powerpoint
- Warm-up slides and printouts_

Supplementary Resources

Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

Technology Integration and Differentiated Instruction

Technology Integration

- Google Products
 - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
 - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- One to One Student's laptop
 - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will gain an understanding of meter and the importance of counting and formulating time in music.

SCIENCE - Students will gain an understanding of acoustics, the science of sound.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Daily repertoire will vary to include:

- Meter - Compound/simple
- Varying tempi
- Major and Minor tonality

Madrigals - Unit 6 - Ensemble Performance - Preparation - Spring Concert

Content Area: **Fine Arts**
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV, MADRIGALS I, MADRIGALS II, MADRIGALS III, MADRIGALS IV**
Time Period: **Generic Time Period**
Length: **8-10 Weeks (March-May)**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Visual and Performing Arts Standards (2020)

MU.K-12.1.3C.12int.Pr	Performing
MU.K-12.1.3C.12int.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12int.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12int.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12int.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.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.
MU.K-12.1.3C.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.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and

	styles.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
MU.K-12.1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	Rehearse, Evaluate, Refine

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to:

- Actively listen while singing to maintain consistent musical interpretation.
- Actively listen while singing to maintain steady pulse.
- Play/Sing within a small ensemble.
- Recognize inherent characteristics of music in different meters, tonalities and keys
- Understand and perform a variety of musical articulations.
- Understand and perform a variety of musical dynamics.
- Understand and perform a variety of musical tempi.
- Understand the notation for a variety of musical articulations.
- Understand the notation for a variety of musical dynamics.
- Understand the notation for a variety of musical notation.

Concepts

Essential Questions

- How can I learn to read my part in the vocal score?

- How can I become an independent singer?
- How can I improve my sight reading?
- How does my part fit in the harmonic structure of the other parts and accompaniment?
- How does the notation of the individual parts of the musical score create harmonic structure?
- What are key factors that affect your daily performance?
- What are the challenges of sight-reading?
- What are the four key musical items you should observe when looking at a piece of music for the first time?
- What is more important to focus on when sight reading-pitch or rhythm?
- How is singing in a small group different from singing in a large group?
- How do you develop your facility on your voice?
- Why is articulation important to your voice quality or sound production?
- What are the performer's individual responsibilities to the entire ensemble?
- What can a musician do to develop their performance quality?

Understandings

Students will understand that:

- Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble.
- Music is created from multicultural and historic influences.
- Music is written in different tonalities, meters and keys.
- Successful sight reading is dependant on an understanding of rhythm and the ability to read rhythmic patterns
- There is core vocal music repertoire written specifically to highlight the combination of the four proper voice parts
- Understanding of the harmonic structure of a work increases the ability to learn and perform a singer's part with better intonation.
- As a member of the ensemble, they are important to their specific voice part. (Soprano, Alto, Tenor, Bass)
- Maintaining a steady pulse is achieved by actively listening while singing.
- Maintaining consistent musical interpretation is achieved by actively listening while singing.
- Singing in a large ensemble is different from singing in a small ensemble.
- Articulation is noted specifically in a music score.
- Dynamics are notated specifically in a music score.
- Tempo is notated specifically in a music score.
- There are a variety of articulations within a score and a proper way to perform them.
- There are a variety of dynamics in a score and a specific way to perform them.
- There are a variety of tempi in a music score and a specific way to perform them.

Critical Knowledge and Skills

Knowledge

Students will know:

- Alto
- Bass
- Dynamics
- Meter
- Soprano
- Tenor
- Tonality
- Articulation
- Dynamics
- Tempo

Skills

Students will be able to :

- Actively listen while singing to maintain consistent musical interpretation.
- Actively listen while singing to maintain steady pulse.
- Recognize inherent characteristics of music of different meters, tonalities, and keys.
- Sing within a small ensemble.
- Understand and perform a variety of articulations.
- Understand and perform a variety of dynamics.
- Understand and perform a variety of tempi.
- Understand the notation for a variety of musical articulations.
- Understand the notation for a variety of musical dynamics.
- Understand the notation for a variety of musical tempi.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress throughout the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.
- In class rehearsal.
- Individual singing demonstration.
- Performance.
- Vocal Test.

School Summative Assessment Plan

Students should be able to demonstrate techniques and personal music applications in a public performance.

Primary Resources

- Music
- Powerpoint
- Warm-up slides and printouts

Supplementary Resources

Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

Technology Integration and Differentiated Instruction

Technology Integration

- Google Products
 - Google Classroom - Used for daily interactions with the students covering a vast majority of different

educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

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Differentiated Instruction

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- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will gain an understanding of meter and the importance of counting and formulating time in music.

SCIENCE - Students will gain an understanding of acoustics, the science of sound.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Daily repertoire will vary to include:

- Meter - Compound/simple
- Varying tempi
- Major and Minor tonality

Madrigals - Unit 7 - Advanced Sight Reading

Content Area: **Fine Arts**
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV, MADRIGALS I, MADRIGALS II, MADRIGALS III, MADRIGALS IV**
Time Period: **Generic Time Period**
Length: **2-3 Weeks (May-June)**
Status: **Published**

Standards

Life Literacies and Key Skills (2020)

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

Visual and Performing Arts Standards (2020)

MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.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.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to independently use their learning to:

- Actively listen while singing to maintain consistent musical interpretation.
- Actively listen while singing to maintain steady pulse.
- Play/Sing within a small ensemble.
- Recognize inherent characteristics of music in different meters, tonalities and keys
- Understand and perform a variety of musical articulations.
- Understand and perform a variety of musical dynamics.
- Understand and perform a variety of musical tempi.
- Understand the notation for a variety of musical articulations.
- Understand the notation for a variety of musical dynamics.
- Understand the notation for a variety of musical notation.
- Experience and appreciate a variety of core vocal music repertoire.
- Interpret advance rhythmic patterns.
- Sight read melodies in minor tonality.
- Sing independently.
- Understand music of different genres or eras.
- Understand music of different meters, tonalities, and keys.

Concepts

Essential Questions

- How can I learn to read my part in the vocal score?
- How can I become an independent singer?
- How can I improve my sight reading?
- How does my part fit in the harmonic structure of the other parts and accompaniment?
- How does the notation of the individual parts of the musical score create harmonic structure?
- What are key factors that affect your daily performance?
- What are the challenges of sight-reading?
- What are the four key musical items you should observe when looking at a piece of music for the first time?
- What is more important to focus on when sight reading-pitch or rhythm?
- How is singing in a small group different from singing in a large group?
- How do you develop your facility on your voice?
- Why is articulation important to your voice quality or sound production?
- What are the performer's individual responsibilities to the entire ensemble?

- What can a musician do to develop their performance quality?
- How can we continue to develop our sight reading skills?
- What are the challenges of sight reading in minor tonality?
- What are the challenges of sight reading?

Understandings

Students will understand that:

- Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble.
- Music is created from multicultural and historic influences.
- Music is written in different tonalities, meters and keys.
- Successful sight reading is dependant on an understanding of rhythm and the ability to read rhythmic patterns
- There is core vocal music repertoire written specifically to highlight the combination of the four proper voice parts
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- Dynamics are notated specifically in a music score.
- Tempo is notated specifically in a music score.
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- There are a variety of dynamics in a score and a specific way to perform them.
- There are a variety of tempi in a music score and a specific way to perform them.

Critical Knowledge and Skills

Knowledge

Students will know:

- Alto

- Bass
- Dynamics
- Meter
- Soprano
- Tenor
- Tonality
- Articulation
- Dynamics
- Tempo

Skills

Students will be able to :

- Actively listen while singing to maintain consistent musical interpretation.
- Actively listen while singing to maintain steady pulse.
- Recognize inherent characteristics of music of different meters, tonalities, and keys.
- Sing within a small ensemble.
- Understand and perform a variety of articulations.
- Understand and perform a variety of dynamics.
- Understand and perform a variety of tempi.
- Understand the notation for a variety of musical articulations.
- Understand the notation for a variety of musical dynamics.
- Understand the notation for a variety of musical tempi.
- Sight read a minor melody
- Sight read advanced rhythmic patterns.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress throughout the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.
- In class rehearsal.
- Individual singing demonstration.
- Performance.

- Vocal Test.

School Summative Assessment Plan

Students should be able to demonstrate techniques and personal music applications in a public performance.

Primary Resources

- Music
- Powerpoint
- Warm-up slides and printouts_

Supplementary Resources

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Technology Integration and Differentiated Instruction

Technology Integration

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- Remind

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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

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English Language Learners (N.J.A.C.6A:15)

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☐ All assignments have been created in the student's native language.

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At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

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Interdisciplinary Connections

MATH - Students will gain an understanding of meter and the importance of counting and formulating time in music.

SCIENCE - Students will gain an understanding of acoustics, the science of sound.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will combine their voices to create ensemble work for vocal performance.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Art History

Learning Plan / Pacing Guide

Daily repertoire will vary to include:

- Meter - Compound/simple
- Varying tempi
- Major and MInor tonality