Winslow Township School District
10-12 Chamber Choir
Unit 1: Technical Development

Overview: Correct vocal technique has an enormous effect on the success of singing. All physical components – body posture, proper breath production, vowel formation, proper use of phonation and resonation, etc. – all must be aligned and coordinated for the vocalist to perform at his or her best. The development of technique is a life-long pursuit.

Overview	Standards for Chamber Choir Content	Unit Focus	Essential Questions
Unit 1 **History of the Arts and Culture**	**1.3B.12acc.Cr3b 1.3B.12acc.Re7b 1.3C.12prof.Pr4b 1.3C.12int.Pr6a 1.3C.12adv.Re7b 1.3D.12int.Re9a**	• Proper breath support and body posture appropriate to vocal technique. • Sing accurately when interpreting rhythms and identifying pitch in vocal parts. • The fundamentals of effective singing technique, built on patterns common to music such as rhythms, arpeggios, scales, etc. • The proper combination of resonance, articulation, and vowel placement that will facilitate a good choral sound.	• What is good tone, and how is it produced? • What are the physical elements of our instrument? • How does the vocalist prepare their voice for singing?
Unit 1: Enduring Understandings	• How to musically interpret the emotional intent of the composition in an ensemble setting. • The adaptation of proper breathing, posture and vocal technique as it relates to phrasing is an essential component of accurate singing. • Mastery of vowels, tuning formants, vowel modification and resonance. • Proficiency in reading in treble and bass clefs and multiple key signatures. • Advanced techniques of articulation resonance and vocal onset. • Fine and gross motor skills must be developed and improved in very specific ways to grow as a vocalist.	

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Curriculum Unit 1	Standards	Pacing	
		Days	Unit Days
Unit 1: **Technical Development**	**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.	7	45
	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.	7	
	1.3B.12acc.Re7b Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.	7	
	1.3D.12int.Re9a Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.	7	
	1.3B.12acc.Cr3b Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.	7	
	1.3C.12adv.Re7b Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.	7	
	Assessment, Re-teach and Extension	3	

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Unit 1 Grade 10-12		
Enduring Understanding	**Indicator #**	**Performance Expectations**
Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria	**1.3B.12acc.Cr3b**	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	**1.3B.12acc.Re7b**	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
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.	**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.
Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	**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.
The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.	**1.3D.12int.Re9a**	Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.
Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.	**1.3C.12adv.Re7b**	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.

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Unit 1 Grade 10-12
Assessment Plan

• Quarterly Assessment: Performance- Based **Teacher Observation** • Unit Assessments, Chapter Assessments, Quizzes (art history content, elements and principles content) • Critiques/Reflection time • Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share • Performance rubrics • Performance task checklist	Alternative Assessments: • Projects, Portfolio, Presentations • Homework • Essays, Short Answers • Thumbnail sketches, Blueprints, Timelines, Maps, Charts, Graphic Organizers
Resources	**Activities**
• Miller, Richard. The Structure of Singing: System and Art in Vocal Technique. New York: Schirmer Books, 1996. • Kenny, James. Becoming a Singing Performer . Wm.C. Brown Company Publishers, 1987. • Haasemann & Jordon. Group Vocal Techniques. Hinshaw, 1992. • Robinson&Althouse. Complete Choral Warm-Up Book. Alfred. • Albrecht,Sally. Choral Warm-Up Collection. Alfred. • YouTube: Choral Connections 101	• Students will sing various exercises daily in rehearsal and independent practice. • Students will keep a practice journal, recording their experiences in addressing various aspects of their singing processes. • Students will analyze the vocal production of various singers in different genres for technical proficiencies
Instructional Best Practices and Exemplars	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills
9.2.12.CAP.3 Investigate how continuing education contributes to one's career and personal growth. **9.2.12.CAP.10** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. Additional opportunities to address 9.1, 9.2 & 9.4: **Philadelphia Mint** https://www.usmint.gov/learn/kids/resources/educational-standards **Different ways to teach Financial Literacy.** https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all   students as teaching strategies are considered.

- Small group instruction
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Invite parents/guardians to participate in sharing cultural plays.

- Provide an outline for journal entries and study guides.

- Provide extended time for written responses and reports.

- Extended time as needed

- Read directions aloud

- Assist with organization

- Emphasize/highlight key concepts

- Recognize success

- Provide timelines for work completion

- Break down multi-step tasks into smaller chunks

- Provide copy of class notes and graphic organizer

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
☐ Grades 9-12 WIDA Can Do Descriptors:
    ☐ Listening ☐ Speaking ☐ Reading
    ☐ Writing ☐ Oral Language
Students will be provided with accommodations and modifications that may include:
• Relate to and identify commonalities in Chorus studies in student's home country
• Use sentence/paragraph frames to assist with writing reports.
• Work with a partner to develop written reports and journal entries.
• Provide extended time for written responses and reports.
• Assist with organization
• Use of computer
• Emphasize/highlight key concepts
• Teacher Modeling
• Peer Modeling
• Label Classroom Materials - Word Walls
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	• Raise levels of intellectual demands
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Critical and creative thinking activities that provide an emphasis on research and in-depth study
	• Enrichment Activities/Project-Based Learning/ Independent Study
	Additional Strategies may be located at the links:
	❖ Gifted Programming Standards
	❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	❖ REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections
ELA

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Integration of Computer Science and Design Thinking NJSLS 12

8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.