Winslow Township School District
10-12 Chamber Choir
Unit 2: Repertoire

Overview: The repertoire of music is divided into genres and historical periods. A vocalist and ensemble must alter his or her performance based on the genre and historical context of a piece of music. Stylistic nuances are dictated by the composer's intent and the performance practices common to that particular period.

Overview	Standards for Chamber Choir Content	Unit Focus	Essential Questions
Unit 2 **History of the Arts and Culture**	**1.3B.12acc.Cr3b** **1.3B.12acc.Re7b** **1.3C.12prof.Pr4b** **1.3C.12int.Pr6a** **1.3C.12acc.Pr4a** **1.3D.12int.Re9a**	• Musical nuance – dynamics, time alteration, terminology. • Differences between and appropriate usages of vibrato, tremolo, wobble and straight tone. • Diction, textual sensitivity, text painting, nuance, inflection and phrasing. • Dynamics and dynamic control	• What genres of music should be included in programming, and why? • What are the factors involved in the selection of a piece of music? • What pieces are considered part of the standard choral repertoire? • What does it mean to perform repertoire accurately?
Unit 2: Enduring Understandings	• Music from many historical periods and genres, from the Medieval to the 21st century. • The correct performance practice of adaptations to technique, expression, rhythm and phrasing that musicians apply based on the historical and stylistic context of specific repertoire. • How to create stylistically appropriate vocal adaptations based on the time period in which the musical piece was created. • The difference vocal technique and tone production used for solo and/or ensemble singing.	

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Curriculum Unit 2		Standards	Pacing	
			Days	**Unit Days**
Unit 2: **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.	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.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	7	
		Assessment, Re-teach and Extension	3	

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Unit 2 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.12acc.Pr4a**	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
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.

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Unit 2 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	• Repertoire is selected and changed yearly. • Examples of works selected and justification for each: • **Ubi Caritas** (Paul Halley, arr. NF) Text: Gregorian Chant/West Africa; Forces of Nature Historical Background: St. John the Divine Musical Terminology used: Significant musical challenge presented: Meter Inflection, Style Variations, Band & Chorus Balance, octave tuning • **Awake Sweet Love** (SATB John Dowland) Text: English Historical Background: Madrigal Musical Terminology used: Moderato, Ritard, Dynamic Variation Significant musical challenge presented: Audition Selection, Vocal Independence, A cappella • **When I Fall in Love** (SATB Heyman & Young) Text: English Historical Background: Vocal Jazz (Sleepless in Seatle, etc.) Musical Terminology used: Moderato, Ritard, Dynamic Variation Significant musical challenge presented: Diction, textual clarity, chordal intonation • **Down to the River to Pray** Text: English Historical Background: Spiritual (O Brother Where Art Thou?) Musical Terminology used: Syncopation Significant musical challenge presented: Syncopation, dialect-based text

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	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.