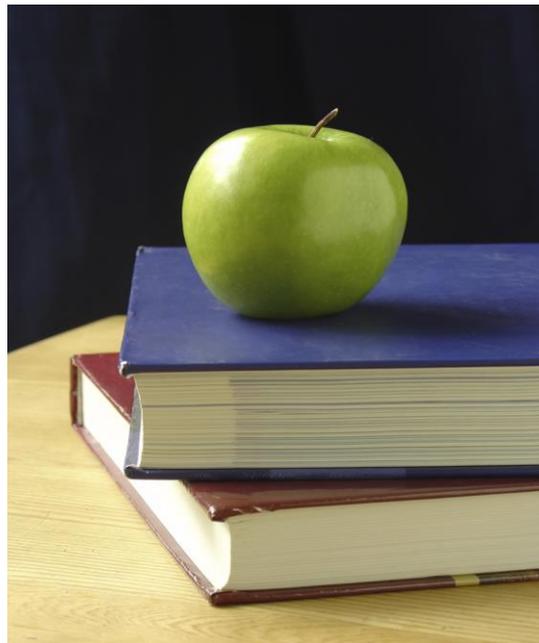




Wolcott Public Schools

**154 Center Street
Wolcott, Connecticut 06716
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**High School Curriculum
Show Choir
Grades 9-12**



Children are our Future...

Acknowledgements

Curriculum Writers: Laura Solocius

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

*Mr. Frank Purcaro
Director of Student Learning and Teaching*

Date of Presentation to the Board of Education: Sept. 10, 2015

Show Choir

Show Choir

Mission Statement:

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

Departmental Philosophy:

The Wolcott High School Music Department believes that by the end of Grade 12, students will create, perform, and respond with understanding to music. They will develop in-depth skills in music; appreciate the importance of music in expressing human experience, and be prepared to apply musical skills and understandings throughout their lifetime.

Course Description:

Show Choir is a full year course worth a .25 credit. Rehearsals are held once a week after school hours at the directors' discretion. Requirements for the course include participation at the annual beginning of the year kick-off camp, required community performances, two voluntary community performances, two school concerts, and all competitions. Show Choir members will learn to sing together as ensemble in several genres of music including pop, rock, and musical theater. They will also be required to move and learn proper performance technique. Proper performance attire is required at all performances. Audition is required for acceptance to this course.

Show Choir

Content Standard: Imagine- Generate musical ideas for various purposes and contexts

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Cr1.1.E.5a: Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or texts studied in rehearsal.</p>	<p>While preparing for the annual Holiday concert, students will be studying the piece “Last Christmas,” which includes a female pop style solo that improvises throughout the song. Students will prepare and audition for the solo, each student improvising in their own way.</p>	<ul style="list-style-type: none">• Performance rubric• Class discussion• Teacher observation• Peer-to-peer feedback	<p>“Last Christmas” musical arrangement courtesy of www.jwpepper.com</p>

Show Choir

Content Standard: Plan and Make- Select and develop musical ideas for defined purposes and contexts

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Cr2.1.E.5a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or texts studied in rehearsal</p> <p>MU:Cr2.1.E.5b: Preserve draft compositions and improvisations through standard notation and audio recording</p>	<p>While preparing for the annual Holiday concert, students will be studying the piece “Last Christmas,” which includes a female pop style solo that improvises throughout the song. Students will prepare and audition for the solo, each student improvising in their own way.</p> <p>To expand their knowledge of the characteristics of the piece students will:</p> <ul style="list-style-type: none"> - Listen to the original recording of the piece by George Michael - Listen to the arrangement of the piece done on the TV show “Glee” - List in their music journals the characteristics they’d like to include between these two examples that they’d like to include in their performance <p>Teacher will record the students audition using the recording program “Audacity” and collect feedback as to who gave the most authentic performance</p>	<ul style="list-style-type: none"> • Performance rubric • Class discussion • Teacher observation • Peer-to-peer feedback • Music journal reflection • Student recordings 	<p>“Last Christmas” musical arrangement courtesy of www.jwpepper.com</p> <p>Audacity recording software</p> <p>www.youtube.com</p> <p>Itunes</p>

Show Choir

Content Standard: *Evaluate and Refine- evaluate and refine selected musical ideas to create musical work that meets appropriate criteria*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Cr3.1.E.5a: Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria</p>	<p>While preparing for a rehearsal in which students will be auditioning for a pop improvisational solo, the teacher will hand out a list of the criteria that she will be looking for from the students auditioning.</p> <ul style="list-style-type: none"> - Students must keep the improvisational section to 4 measures - Students cannot draw complete focus away from the full ensemble - Students must keep their solo within a certain vocal range - The improvisation must be a reflection of the original melody and fit in harmonically <p>The teacher will record each student who auditions and complete a rubric based on the above criteria for every performance to choose the soloist.</p>	<ul style="list-style-type: none"> • Student recordings • Performance rubric • Teacher observation 	<p>www.jwpepper.com</p> <p>Audacity recording software</p>

Show Choir

Content Standard: *Present- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Cr3.2.E.5a: Share personally developed melodic and rhythmic ideas of motives- individually or as an ensemble- that demonstrate understanding characteristics</p>	<p>While preparing for a rehearsal in which students will be auditioning for a pop improvisational solo, the teacher will hand out a list of the criteria that she will be looking for from the students auditioning.</p> <ul style="list-style-type: none"> - Students must keep the improvisational section to 4 measures - Students cannot draw complete focus away from the full ensemble - Students must keep their solo within a certain vocal range - The improvisation must be a reflection of the original melody and fit in harmonically <p>After preparing for two weeks on an individual basis, students will present and record their pop solo to the ensemble, hopefully demonstrating the criteria given to them previously.</p>	<ul style="list-style-type: none"> • Student recordings • Performance rubric • Teacher observation 	<p>www.jwpepper.com</p> <p>Audacity recording software</p>

Show Choir

Content Standard: Select- Select varied musical works to present based on interest, knowledge, technical skill, and context

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Pr4.1.E.5a: Select varied repertoire to study based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p>	<p>Show Choir is broken into two semesters.</p> <ul style="list-style-type: none"> • Semester 1: Holiday Holiday Music is traditional each year with one new piece chosen each year by the director and the student choreographer. • Semester 2: Spring Spring Semester is either built around a theme or a variety of popular music. The director and the student officers will make the decision whether or not the second semester will be thematic. From there, the music will be chosen with input from the officers and final vote by the director. 	<ul style="list-style-type: none"> • Class discussion 	<p>www.jwpepper.com</p>

Show Choir

Content Standard: *Analyze- the structure and context of varied musical works and their implications for performance*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Pr4.2.E.5a: Demonstrate using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances</p>	<p>While learning the piece “We Got the Beat/You Can’t Stop the Beat,” the Show Choir discovered and listed the different elements of structure contained in a medley and used those elements to memorize the piece of music.</p> <p>The Show Choir finished learning the pitches to the piece “You Make Me Feel Like Dancing.” However, they were having trouble memorizing and remembering all the parts and sequencing to the piece. Therefore, we studied the form of the piece and assigned dance moves to each section of the piece. This turned the song into a full performance and helped the students memorize the piece.</p>	<ul style="list-style-type: none"> • Class discussion • Teacher observation • Peer-to-peer feedback • Class participation 	<p>www.jwpepper.com</p> <p>www.youtube.com</p>

Show Choir

Content Standard: Interpret- Develop personal interpretations that consider creators' intent

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
MU:Pr4.3.E.5a: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances	Show Choir can identify expressive qualities in music in several ways: <ul style="list-style-type: none">- Dynamics- Tempo- Articulation- Facial expressions- Solo performances- Dance	<ul style="list-style-type: none">• Performance rubric• Class discussion• Teacher observation	www.jwpepper.com

Show Choir

Content Standard: *Rehearse, Evaluate, and Refine- Evaluate and refine personal ensemble performances individually or in Collaboration with others*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Pr5.3.E.5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p>	<p>At the end of each Show Choir rehearsal, all students and teacher will sit in a circle and discuss the following:</p> <ul style="list-style-type: none"> - What we did well during this rehearsal - What needs work for next rehearsal - What was our favorite part of today's rehearsal - What are our long-term goals as an ensemble? - What are our short-term goals as an ensemble? - Finally, each student will give the group what they thought what they did the best and what they need to work on the most next week on an individual basis 	<ul style="list-style-type: none"> • Class discussion • Teacher observation 	<p>www.jwpepper.com</p>

Show Choir

Content Standard: *Present- perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Pr6.1.E.5a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>MU:Pr6.1.E.5b: Demonstrate an awareness of the context of the music through prepared and improvised performances</p>	<p>Show Choir will prepare and perform music in the following genres with authenticity to the original artists:</p> <ul style="list-style-type: none"> - Pop - Rock and Roll - Musical Theater <p>In rehearsal Show Choir will work on the following:</p> <ul style="list-style-type: none"> - Proper singing technique - Musical and technical accuracy of repertoire - Performance techniques - Basic dance and posture - Solo singing technique <p>Show Choir will prepare many performances throughout the year including:</p> <ul style="list-style-type: none"> - Two school sponsored concerts - At least 1 (one) competition - At least 2 (two) required community performances - At least 2 (two) voluntary community performances 	<ul style="list-style-type: none"> • Participation roster and contract • Performance rubric • Teacher observation • Peer-to-peer team work 	<p>www.jwpepper.com</p> <p>www.youtube.com</p> <p>iTunes</p>

Show Choir

Content Standard: Select- Choose music appropriate for specific purposes and contexts

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Re7.1.E.5a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context</p>	<p>In preparing for the Holiday Concert, each year, the Show Choir choreographer is asked to choose a piece of music for the concert. The choreographer is asked to choose the piece based on the following reasons:</p> <ul style="list-style-type: none"> - Popular, well- known Holiday song - A song that is well structured and can be memorized by a large group - A song that the choreographer feels comfortable choreographing <p>For a spring semester of Show Choir the officers voted on having a thematic concert. Therefore the pieces of music were chosen for the following reasons:</p> <ul style="list-style-type: none"> - They were a part of the theme - They were songs that were well structured and could be memorized by a large group - They were songs that could be choreographed - They were songs that would be enjoyable for a large audience of a variety of ages 	<ul style="list-style-type: none"> • Class discussion • Teacher observation 	<p>www.jwpepper.com</p> <p>www.youtube.com</p> <p>iTunes</p>

Show Choir

Content Standard: *Analyze- how the structure and context of varied musical works inform the response*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Re7.2.E.5a: Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music</p>	<p>During the process of choosing music for the spring semester, the Show Choir discusses the importance of the “Chorus” (the part of a pop song that returns continuously throughout and is the most familiar). Show Choir lists the reasons why the “Chorus” is so important in a pop song and chooses their concert music based upon the “Choruses” they like the best.</p> <p>While learning the piece of music “You Make Me Feel Like Dancing,” the Show Choir was having trouble learning the key change toward the end of the piece. In order to understand it, we listened to the original piece and similar songs and discussed the form of the song. We discussed the use of the formal tool of the “Bridge” and how that section of the music helps us to build to a new key. This helped the choir work through the key change.</p>	<ul style="list-style-type: none"> • Performance rubric • Class discussion • Teacher observation 	<p>www.jwpepper.com</p> <p>www.youtube.com</p> <p>iTunes</p>

Show Choir

Content Standard: *Interpret- Support an interpretation of a musical work that reflects the creators’/performers’ expressive intent*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Re8.1.E.5a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text</p>	<p>While learning a piece of music, the Show Choir will identify the following elements in each piece:</p> <ul style="list-style-type: none"> - Dynamics - Tempo - Articulation - Emotional content - Story behind the piece - Form and structure - Diction - Phrasing - Vowel Placement 	<ul style="list-style-type: none"> • Teacher observation • Performance rubric • Class discussion 	<p>www.jwpepper.com</p>

Show Choir

Content Standard: *Evaluate- support personal evaluation of musical works and performances based on analysis, interpretation, and established criteria*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Re9.1.E.5a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music</p>	<p>After each concert the Show Choir will be required to reflect on their performance through a class discussion and a written reflection. They should reflect on the following criteria:</p> <ul style="list-style-type: none"> - What Show Choir did well? - What Show Choir needs to improve on - Which piece Show Choir performed the best - Which piece was Show Choir's weakest? - What does Show Choir need to focus on next semester? - What was your favorite part of this semester? 	<ul style="list-style-type: none"> • Written reflection • Class discussion 	

Show Choir

Content Standard: Connect- Synthesize and relate knowledge and personal experience to make music

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Cn10.0.H.5a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>All students are welcome to join Show Choir. Commonly, students who are interested in the following are also interested in Show Choir:</p> <ul style="list-style-type: none"> - Concert Choir - Music Theory - Piano/Guitar/Band - Theater - Dance - Student Government - National Honor Society - Capstone - Robotics - Pageants - Religious Organizations 	<ul style="list-style-type: none"> • Audition process for ensemble acceptance 	

Show Choir

Pacing Guide

September: Kick off Camp; Begin weekly rehearsals

October: 4 Two hour weekly rehearsals

November: 3 Two hour weekly rehearsal
Wolcott Town Christmas Tree Lighting

December: 2 Two hour rehearsals (including dress rehearsal for concert)
Mayor's Holiday Party
Other Holiday Performances TBA
Wolcott High School Holiday Concert

January: 3 Two Hour weekly rehearsals

February: 4 Two Hour weekly rehearsals (including one Middle School Visit)

March: 4 Two Hour weekly rehearsals

April: 3 Two Hour weekly rehearsals

May: 3 Two Hour weekly rehearsals (including dress rehearsal for concert)
Wolcott High School Spring Concert

June: High Notes Music Festival

Show Choir

Essential Questions

1. What singing techniques will I learn by joining Show Choir?
2. How will I become a better performer by joining Show Choir?
3. How will joining Show Choir help me to gain community service hours?
4. How will joining Show Choir help me to feel accepted into the Wolcott High School community?
5. How will performing in Show Choir help me to become a better musician?
6. How will performing in Show Choir enhance and reinforce my musical intuition?
7. How will performing in Show Choir make me think consciously about patterns in music?
8. What dance skills do I need in order to perform in Show Choir?

Show Choir

Skills Objectives

1. Students will be able to perform as a cohesive ensemble with proper singing technique.
2. Students will be able to perform as a cohesive ensemble with good performance techniques and basic dance skills.
3. Students will be able to work in a group to perform in front of large audiences with confidence.
4. Students will be able to musically read basic melodies and rhythms.
5. Students will be able to perform music of varying genres and backgrounds with expressive authenticity.
6. Students will be able to incorporate expressive elements into their performance including dynamics, tempo, and articulation.
7. Students will be able to move and sing simultaneously.
8. Students will be able to use their musical talents to give back to their community through performance.

Show Choir

Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]