

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**Grades 3-5 Choral Music**

**BOE Approved March 2017**

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### **Authors of Course Guide**

Gloria Capone

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Course Overview**

Through this course, which is tied to the NAFME standards for Music Education, students will be able to create, respond, evaluate, refine, interpret, perform and analyze a diverse repertoire of music from a variety of genres, through the process of rehearsal and performance. Students are taught to use aural and visual discrimination skills to perceive the nuances present music performance. Students will work in an ensemble to perform age appropriate choral pieces with authenticity and musicianship. Students will reinforce their growing knowledge of music notation both rhythmically and melodically through the rehearsal process, and will evaluate their own and other music performances both live and recorded. Students will develop their young voices in a healthy and safe environment with the guidance of the choral director. Above all, students will experience the joy of singing.

# Pacing Guide

| <b>Unit Title</b>                     |                | <b># of Weeks</b> |
|---------------------------------------|----------------|-------------------|
|                                       | <b>Grade 3</b> |                   |
| 1. Introduction to Choral Singing I   |                | 13                |
| 2. Developing Choral Skills I         |                | 14                |
|                                       | <b>Grade 4</b> |                   |
| 1. Introduction to Choral Singing II  |                | 13                |
| 2. Developing Choral Skills II        |                | 14                |
|                                       | <b>Grade 5</b> |                   |
| 1. Introduction to Choral Singing III |                | 13                |
| 2. Developing Choral Skills III       |                | 14                |

# New Milford Public Schools

## Curriculum Template

(template can be found in the Curriculum tab on our school website)

| Committee Member(s):<br>Gloria Capone<br>Unit Title:<br>Unit 1: Introduction to Choral Singing I   | Course/Subject: Mixed Chorus<br>Grade Level: Grade 3<br># of Weeks: 13  |
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| Identify Desired Results   |   |
| Common Core Standards  |   |
| <ul style="list-style-type: none"> <li>• MU:Pr4.1E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</li> <li>• MU:Pr.4.3E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</li> <li>• MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</li> <li>• MU: Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of varied repertoire of music.</li> <li>• MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.</li> <li>• <b>MU:Re9.1.E.5a</b> Identify and describe the effect of interest, experience, analysis and context on the evaluation of music.</li> <li>• <b>MU:Re7.1.E.5a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.</li> <li>• <b>MU:Cn10.0.H.5a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music</li> </ul> |   |
| Enduring Understandings  | Essential Questions   |
| Generalizations of desired understanding via essential questions<br>(Students will understand that ...)  | Inquiry used to explore generalizations   |
| <ul style="list-style-type: none"> <li>• Performing in a musical group develops teamwork, cooperation and respect.</li> <li>• The quality of a performance influences the audience response.</li> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</li> </ul>   | <ul style="list-style-type: none"> <li>• What is appropriate ensemble awareness?</li> <li>• How does the manner in which a performance is presented influence the audience response?</li> <li>• How do musicians improve the quality of their performance?</li> </ul> |

- Singers analyze, evaluate and refine their performance over time, through persistence and the application of appropriate criteria.
- Response to music is informed by analyzing context (social, cultural, and historical) and how performers manipulate the elements of music.
- Use of proper breath in singing improves tone quality.
- The incorporation of proper vocal technique into singing improves the quality of the performance.
- Learning songs in a variety of genres and languages expands a singer's understanding of the music and makes connections to history and culture.
- The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

- How do singers improve the quality of their performance?
- How does understanding the structure and context of the music influence a response?
- What is the proper breathing for singing?
- What are the basics of good vocal production?
- What is the purpose of learning and performing music in a wide variety of genres and cultures?
- How do we judge the quality of musical works and performances?

**Expected Performances**

What students should know and be able to do

Students will know the following:

- How to follow sheet music of their songs in unison and two parts as well as canons and partner songs.
- How to control their voices in order to create a blended vocal sound.
- How to take a proper breath for singing.
- The difference between long, short and sustained beats in their music.

Students will be able to do the following:

- Sing in unison across a wide vocal range
- Students will carry their posture and breathe properly for singing
- Identify melodic steps, leaps and repeats both aurally and visually
- Recognize strong and weak beats in a song
- Hold their part in a partner song or a canon
- Vocally express their repertoire through tempo and dynamics in a variety of styles

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| <b>Character Attributes</b> |
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| <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Cooperation</li> <li>• Integrity</li> <li>• Perseverance</li> <li>• Honesty</li> <li>• Self-control</li> <li>• Loyalty</li> <li>• Responsibility</li> <li>• Respect</li> </ul> |
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| <b>Technology Competencies</b> |
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| <ul style="list-style-type: none"> <li>• Students will view performances of choral groups in their age group and also of their own performances for the purpose of evaluating and developing their performance skills.</li> </ul> |
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| <b>Develop Teaching and Learning Plan</b> |
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| <p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher introduces students to a number of vocalizes, by means of vocal and pianistic demonstration, for the purpose of developing young voices.</li> <li>• Teacher models proper breathing for singing</li> <li>• Teacher models well produced resonant tone quality for singing.</li> <li>• Teacher explains vocal dynamics, tempos and styles of music as necessary.</li> <li>• Teacher models expressive singing.</li> <li>• Teacher models proper rhythm for selected repertoire.</li> <li>• Teacher models proper diction in English and other languages, where appropriate.</li> <li>• Teacher sets clear expectations for ensemble behavior.</li> <li>• Teacher will introduce students to the visual cues used in choral conducting.</li> </ul> | <p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will learn the concept of understanding their voices as an instrument and become familiar with how the body allows that instrument to play.</li> <li>• Students will do breathing exercises at each rehearsal to improve breath control.</li> <li>• Students will perform a variety of vocal exercises weekly which are designed to improve resonance, tone quality and expand the vocal range.</li> <li>• Students will perform canons and partner songs to develop their ears for harmony in anticipation of part-singing.</li> <li>• Students will perform rhythmic exercises with the purpose of distinguishing notation in various meters.</li> <li>• Students will perform vocal exercises to introduce them to the concept of vocal dynamics.</li> <li>• Students will practice responding to the choral cues of the teacher such as but not limited to entrances and cut-offs.</li> </ul> |
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| <b>Assessments</b>  |  |
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| <b>Performance Task(s)</b>  | <b>Other Evidence</b>  |
| Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)  | Application that is functional in a classroom context to evaluate student achievement of desired results   |
| <p><b>Goal:</b><br/>To perform a variety of age appropriate vocal repertoire with accuracy and expression.</p> <p><b>Role:</b><br/>Grade 3 Chorus</p> <p><b>Audience:</b><br/>Peers, Family, Teachers and concert-goers</p> <p><b>Situation:</b><br/>Students will prepare for a Winter Concert</p> <p><b>Product or Performance:</b><br/>Grade3 Chorus Concert in December</p> <p><b>Standards for Success:</b><br/>Students will work cooperatively with other 3<sup>rd</sup> grade members as well as with the director, to display the vocal skills, performance techniques and behavior which they are learning in weekly rehearsals, to present a Winter Concert.</p>   | <ul style="list-style-type: none"> <li>• Students will be assessed aurally throughout the rehearsal process, both in small groups and as a whole.</li> <li>• Student performances will be aurally assessed.</li> </ul> |
| <b>Suggested Resources</b>  |  |
| <ul style="list-style-type: none"> <li>• <b>Alfred Music:</b> Resource for choral octavos, song collections and accompaniments: <a href="http://www.alfredmusic.com">www.alfredmusic.com</a> 1-800-292-6122</li> <li>• <b>J.W. Pepper:</b> Resource for choral octavos, song collections, and accompaniments: <a href="http://www.jwpepper.com">www.jwpepper.com</a> 1-800-345-6296</li> <li>• <b>K-8 Magazine:</b> Bi-monthly resource for elementary choral arrangements with CD: <a href="http://www.musick8.com">www.musick8.com</a> 1-262-790-5210</li> <li>• <b>Music Express Magazine:</b> Bi-monthly resource for elementary choral arrangements with CD. <a href="http://www.musicexpressmagazine.com">www.musicexpressmagazine.com</a> 1800-322-1127</li> <li>• <b>Successful Warm-ups. Book 1:</b> Nancy Telfer; Neil A. Kjos Music Co., publisher</li> <li>• <b>Pronunciation Guide for Choral Literature:</b> William V. May and Craig Tolin; NAFME publisher</li> </ul> |  |

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| Committee Member(s):<br>Gloria Capone<br>Unit Title: Unit 2 Developing Choral Skills I | Course/Subject: Mixed Chorus<br>Grade Level: Grade 3<br># of Weeks: 14 |
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| <b>Identify Desired Results</b> |
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| <b>Common Core Standards</b> |
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- **MU:Pr4.1.E.5a** Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- **MU:Pr.4.3.E.5a** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- **MU:Pr5.3.E.5a** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- **MU: Pr6.1.E.5a** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of varied repertoire of music.
- **MU:Pr6.1.E.5b** Demonstrate an awareness of the context of the music through prepared and improvised performances.
- **MU:Re9.1.E.5a** Identify and describe the effect of interest, experience, analysis and context on the evaluation of music.
- **MU:Re7.1.E.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
- **MU:Pr5.3.E.8a** 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:Re7.1.E.8a** Explain reasons for selecting music citing characteristic found in the music and connections to interest, purpose and context.
- **MU:Cn10.0.H.5a** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music

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| <b>Enduring Understandings</b><br>Generalizations of desired understanding via essential questions<br>(Students will understand that ...) | <b>Essential Questions</b><br>Inquiry used to explore generalizations |
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| <ul style="list-style-type: none"> <li>• Performing in a musical group develops teamwork, cooperation and respect.</li> <li>• A general understanding of the elements of music will improve the process of learning choral music.</li> </ul> | <ul style="list-style-type: none"> <li>• What is appropriate ensemble awareness?</li> <li>• How do the knowledge of the techniques of rhythm and melody improve a singers choral</li> </ul> |
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- The quality of a performance influences the audience response.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Understand how the singer's posture effects the production of vocal sound.
- Use of proper breath in singing improves tone quality.
- The incorporation of proper vocal technique into singing improves the quality of the performance.
- Learning songs in a variety of genres and languages expands a singer's understanding of the music and makes connections to history and culture.
- The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

performance.

- How does the manner in which a performance is presented influence the audience response?
- How do musicians improve the quality of their performance?
- What is the proper posture for singing?
- What is the proper breathing for singing?
- What are the basics of good vocal production?
- What is the purpose of learning and performing music in a wide variety of genres and cultures?
- How do we judge the quality of musical works and performances?

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**Expected Performances**  
What students should know and be able to do

Students will know the following:

- How to follow sheet music of their songs in unison and two parts as well as canons and partner songs.
- What is proper posture for singing
- How to control their voices in order to create a blended vocal sound.
- How to take a proper breath for singing.
- The difference between long, short and sustained beats in their music.
- The numeric beat value of basic notation.
- The basic vocabulary of dynamics and tempo
- The visual cues of the conductor.

Students will be able to do the following:

- Sing in unison across a wide vocal range
- Students will develop good posture for singing.
- Identify melodic steps, leaps and repeats both aurally and visually
- Recognize strong and weak beats in a song.
- Perform held notation for the appropriate number of beats.
- Demonstrate that they can hold their part in a partner song or a canon
- Vocally express their repertoire through tempo and dynamics in a variety of styles
- Behave in a way that is appropriate for ensemble rehearsal and performance.
- Follow the visual cues of the conductor.

**Character Attributes**

- Commitment
- Cooperation
- Integrity
- Perseverance
- Responsibility
- Honesty
- Self-control
- Loyalty
- Responsibility
- Respect

**Technology Competencies**

- Students will view performances of choral groups in their age group and also of their own performances for the purpose of evaluating and developing their performance skills.

## Develop Teaching and Learning Plan

### Teaching Strategies:

- Teacher continues to engage students in improving a number of vocalizes, by means of vocal and pianistic demonstration and repetition for the purpose of further developing young voices.
- Teacher models proper breathing for singing at all times.
- Teacher models well produced resonant tone quality for singing.
- Teacher explains vocal dynamics, tempos and styles of music using historical and cultural examples from music and other subject areas as necessary.
- Teacher models expressive singing.
- Teacher models proper rhythm for selected repertoire.
- Teacher models proper diction in English and other languages, where appropriate.
- Teacher sets clear expectations for ensemble behavior.
- Teacher will instruct the students as to the meaning of various visual choral cues.

### Learning Activities:

- Students will continue their learning of the concept of their voices as an “instrument” and become familiar with how the body allows that instrument to play.
- Students will do breathing exercises at each rehearsal to further develop breath control.
- Students will perform a variety of vocal exercises weekly which are designed to improve resonance, tone quality and expand the vocal range.
- Students will perform vocal exercises as they gain a better understanding of vocal dynamics.
- Students follow the example of the teacher in an effort to perform their songs with greater emotion and expression.
- Students will perform rhythmic exercises with the purpose of distinguishing notation in various meters.
- Students will perform canons and partner songs to develop their ears for harmony in anticipation of part-singing.
- Students demonstrate appropriate ensemble behavior.
- Students will practice responding to visual choral cues.

## Assessments

| Performance Task(s)  | Other Evidence   |
|--|--|
| Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)   | Application that is functional in a classroom context to evaluate student achievement of desired results   |
| <p><b>Goal:</b> To perform a variety of age appropriate vocal repertoire with accuracy and expression.</p> <p><b>Role:</b> Grade 3 Chorus</p> <p><b>Audience:</b> Peers, Family, Teachers and concert-goers</p> <p><b>Situation:</b> Students will prepare for a Spring Concert.</p> <p><b>Product or Performance:</b><br/>Grade 3 Chorus Concert in May</p> <p><b>Standards for Success:</b><br/>Students will work cooperatively with other 3<sup>rd</sup> grade members as well as with the director, to display their improvement in the areas of the vocal skills, performance techniques and behavior which they have practiced in weekly rehearsals, and to present a Spring Concert.</p> | <ul style="list-style-type: none"> <li>• Students will be assessed aurally throughout the rehearsal process, both in small groups and as a whole.</li> <li>• Student performances will be aurally assessed.</li> </ul> |

## Suggested Resources

- **Alfred Music:** Resource for choral octavos, song collections and accompaniments: [www.alfredmusic.com](http://www.alfredmusic.com) 1-800-292-6122
- **J.W. Pepper:** Resource for choral octavos, song collections, and accompaniments: [www.jwpepper.com](http://www.jwpepper.com) 1-800-345-6296
- **K-8 Magazine:** Bi-monthly resource for elementary choral arrangements with CD: [www.musick8.com](http://www.musick8.com) 1-262-790-5210
- **Music Express Magazine:** Bi-monthly resource for elementary choral arrangements

with CD. [www.musicexpressmagazine.com](http://www.musicexpressmagazine.com) 1800-322-1127

- **Successful Warm-ups. Book 1:** Nancy Telfer; Neil A. Kjos Music Co., publisher
- **Pronunciation Guide for Choral Literature:** William V. May and Craig Tolin; Nafme publisher

| Committee Member(s):<br>Gloria Capone<br>Unit Title: Introducing Choral Skills II  | Course/Subject: :Mixed Chorus<br>Grade Level: Grade 4<br># of Weeks: 13  |
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| <b>Identify Desired Results</b>  |  |
| Common Core Standards  |  |
| <ul style="list-style-type: none"> <li>• <b>MU:Pr4.1.E.5a</b> Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</li> <li>• <b>MU:Pr.4.3E.5a</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</li> <li>• <b>MU:Pr6.1.E.5a</b> Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</li> <li>• <b>MU: Pr6.1.E.5a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of varied repertoire of music.</li> <li>• <b>MU:Pr6.E.1.5b</b> Demonstrate an awareness of the context of the music through prepared and improvised performances.</li> <li>• <b>MU:Re9.1.E.5a</b> Identify and describe the effect of interest, experience, analysis and context on the evaluation of music.</li> <li>• <b>MU:Re7.1.E.5a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.</li> <li>• <b>MU:Pr5.3.E.8a</b> 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.</li> <li>• <b>MU:Re7.1.E.8a</b> Explain reasons for selecting music citing characteristic found in the music and connections to interest, purpose and context.</li> <li>• <b>MU:Cn10.0.H.5a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music</li> </ul> |  |
| <b>Enduring Understandings</b><br>Generalizations of desired understanding via essential questions<br>(Students will understand that ...)  | <b>Essential Questions</b><br>Inquiry used to explore generalizations  |
| <ul style="list-style-type: none"> <li>• Performing in a musical group develops teamwork, cooperation and respect.</li> <li>• A general understanding of the</li> </ul>  | <ul style="list-style-type: none"> <li>• What is appropriate ensemble awareness?</li> <li>• How do the knowledge of the</li> </ul> |

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| <p>elements of music will improve the process of learning choral music.</p> <ul style="list-style-type: none"> <li>• The quality of a performance influences the audience response</li> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</li> <li>• Understand how the singer's posture effects the production of vocal sound.</li> <li>• Use of proper breath in singing improves tone quality.</li> <li>• The incorporation of proper vocal technique into singing improves the quality of the performance.</li> <li>• Learning songs in a variety of genres and languages expands a singer's understanding of the music and makes connections to history and culture.</li> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.</li> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</li> </ul> | <p>techniques of rhythm and melody improve a singers choral performance.</p> <ul style="list-style-type: none"> <li>• How does the manner in which a performance is presented influence the audience response?</li> <li>• How do musicians improve the quality of their performance?</li> <li>• What is the proper posture for singing?</li> <li>• What is the proper breathing for singing?</li> <li>• What are the basics of good vocal production?</li> <li>• What is the purpose of learning and performing music in a wide variety of genres and cultures?</li> <li>• How do we judge the quality of musical works and performances</li> <li>• How do musicians make meaningful connections to creating, performing, and responding?</li> </ul> |
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| <b>Expected Performances</b><br>What students should know and be able to do |
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 Students will know the following:

- How to follow sheet music of their songs in unison and two parts as well as canons and partner songs.
- How to control their voices in order to create a blended vocal sound.
- The proper posture for singing
- How to take a proper breath for singing.
- The difference between long, short and sustained beats in their music.
- The numeric beat value of basic notation.
- The vocabulary of dynamics and tempo in music
- How to interpret and follow the visual cues of the conductor

Students will be able to do the following:

- Sing in unison, partner songs and canons across a wide vocal range
- Students will develop good form for singing.
- Identify melodic steps, leaps and repeats both aurally and visually
- Recognize strong and weak beats in a song
- Recognize and be able to demonstrate the numeric beat value of basic notation.
- Hold their part in a partner song, a canon or a two-part song
- Vocally express their repertoire through tempo and dynamics in a variety of genres.
- Properly respond to the visual conducting cues of the choral director

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| <b>Character Attributes</b> |
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- Commitment
- Cooperation
- Integrity
- Perseverance
- Responsibility
- Honesty
- Self-control
- Loyalty
- Responsibility
- Respect

**Technology Competencies**

- Students will view on computer, performances of choral groups in their age group and also of their own performances for the purpose of evaluating and developing their performance skills.
- Students will listen to recorded performances of other choral groups and of themselves for self- assessment.

**Develop Teaching and Learning Plan**

**Teaching Strategies:**

- Teacher will model how to follow sheet music of their songs in unison and two parts as well as canons and partner songs.
- Teacher will model the technique of following a vocal octavo for the purpose of reading and singing in two parts.
- Teacher will rehearse harmony parts for ear-training and performance.
- Teacher will model how to properly use their bodies through appropriate posture for singing.
- Teacher will model for students how to control their voices in order to create a blended vocal sound.
- Teacher will model how to take a proper breath for singing.
- Teacher will demonstrate the difference between long, short and sustained beats in their music.
- Teacher will model how to Interpret visual choral conducting cues

**Learning Activities:**

- Students will learn the concept of understanding their voices as an instrument and become familiar with how the body allows that instrument to play.
- Students will do breathing exercises at each rehearsal to improve breath control.
- Students will perform a variety of vocal exercises weekly which are designed to improve resonance, tone quality and expand the vocal range.
- Students will perform canons and partner songs to develop their ears for harmony in anticipation of part-singing.
- Students will participate in sectional rehearsals, where possible, for the purpose of learning beginning harmony.
- Students will perform rhythmic exercises with the purpose of distinguishing notation in various meters.
- Students will perform vocal exercises to introduce them to the concept of vocal dynamics.
- Students will learn the how to interpret the visual cues of the conductor.

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| <b>Assessments</b>  |   |
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| <b>Performance Task(s)</b>  | <b>Other Evidence</b>   |
| <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p><b>Goal:</b> To perform a variety of age appropriate vocal repertoire with accuracy and expression.</p> <p><b>Role:</b> Grade4 Chorus</p> <p><b>Audience:</b> Peers, Family, Teachers and concert-goers</p> <p><b>Situation:</b> Students will prepare for a Winter Concerts.</p> <p><b>Product or Performance:</b><br/>Grade 4 Chorus Winter Concert</p> <p><b>Standards for Success:</b><br/>Students will work cooperatively with other 4th grade members as well as with the director, to display the skills they are learning in the areas of the vocal skills, performance techniques, and behavior. These skills are practiced in weekly rehearsals, lead to the presentation of a December Concert.</p>  | <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>• Students will be assessed aurally throughout the rehearsal process, both in small groups and as a whole.</li> <li>• Student performances will be aurally assessed.</li> <li>• Performance may be assessed through the use of recording technology, if possible.</li> </ul> |
| <b>Suggested Resources</b>  |   |
| <ul style="list-style-type: none"> <li>• <b>Alfred Music:</b> Resource for choral octavos, song collections and accompaniments: <a href="http://www.alfredmusic.com">www.alfredmusic.com</a> 1-800-292-6122</li> <li>• <b>J.W. Pepper:</b> Resource for choral octavos, song collections, and accompaniments: <a href="http://www.jwpepper.com">www.jwpepper.com</a> 1-800-345-6296</li> <li>• <b>K-8 Magazine:</b> Bi-monthly resource for elementary choral arrangements with CD: <a href="http://www.musick8.com">www.musick8.com</a> 1-262-790-5210</li> <li>• <b>Music Express Magazine:</b> Bi-monthly resource for elementary choral arrangements with CD. <a href="http://www.musicexpressmagazine.com">www.musicexpressmagazine.com</a> 1800-322-1127</li> <li>• <b>Successful Warm-ups. Book 1:</b> Nancy Telfer; Neil A. Kjos Music Co., publisher</li> <li>• <b>Pronunciation Guide for Choral Literature:</b> William V. May and Craig Tolin; Nafme publisher</li> </ul> |   |

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| Committee Member(s):<br>Gloria Capone<br>Unit Title: Unit 2:<br>Developing Choral Skills II | Course/Subject: Mixed Chorus<br>Grade Level: Grade 4<br># of Weeks: 14 |
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| <b>Identify Desired Results</b> |
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| <b>Common Core Standards</b> |
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- **MU:Pr.1.E.5a** Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- **MU:Pr.4.3.E.5a** Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- **MU:Pr5.3.E.5a** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- **MU: Pr6.1.E.5a** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of varied repertoire of music.
- **MU:Pr6.1.E.5b** Demonstrate an awareness of the context of the music through prepared and improvised performances.
- **MU:Re9.1.E.5a** Identify and describe the effect of interest, experience, analysis and context on the evaluation of music.
- **MU:Re7.1.E.5a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music
- **MU:Pr6.1.E.8a** Demonstrate attention to technical accuracy and expressive qualities in prepared performances of a varied repertoire of music representing diverse cultures and styles.
- **MU:Cn10.0.H.5a** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music

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| <b>Enduring Understandings</b><br>Generalizations of desired understanding via essential questions<br>(Students will understand that ...) | <b>Essential Questions</b><br>Inquiry used to explore generalizations |
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| <ul style="list-style-type: none"> <li>• Performing in a musical group develops teamwork, cooperation and respect.</li> <li>• A general understanding of the elements of music will improve the process of learning choral music.</li> <li>• The quality of a performance influences the audience response.</li> </ul> | <ul style="list-style-type: none"> <li>• What is appropriate ensemble awareness?</li> <li>• How does the manner in which a performance is presented influence the audience response?</li> <li>• How do singers improve the quality of their performance?</li> </ul> |
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- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Understand how the singer's posture effects the production of vocal sound.
- Use of proper breath in singing improves tone quality.
- The incorporation of proper vocal technique into singing improves the quality of the performance.
- Learning songs in a variety of genres and languages expands a singer's understanding of the music and makes connections to history and culture.
- The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

- How does understanding the structure and context of the music influence a response?
- What are the basics of good vocal production?
- What is the proper breathing for singing?
- What is the purpose of learning and performing music in a wide variety of genres and cultures?
- How do we judge the quality of musical works and performances?
- How do personal interests and ideas connect with the vocal experience?

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**Expected Performances**  
What students should know and be able to do

- Students will know the following:
- How to follow sheet music of their songs in unison and two parts as well as canons and partner songs.
  - How to sing in two-part harmony
  - How to control their voices in order to create a blended vocal sound.
  - How to take a proper breath for singing.
  - Proper posture for singing
  - The difference between long, short and sustained beats in their music.
  - Recognize the basic numeric beat value of notation
  - The basic vocabulary of dynamics and tempo
  - How to interpret and follow the visual cues of the conductor

- Students will be able to do the following:
- Sing in unison across a wide vocal range
  - Students will carry their posture and breathe properly for singing
  - Identify melodic steps, leaps and repeats both aurally and visually
  - Recognize strong and weak beats in a song
  - Hold their part in a partner song, a canon or a two-part song
  - Vocally express their repertoire through tempo and dynamics in a variety of genres.

**Character Attributes**

- Commitment
- Cooperation
- Integrity
- Perseverance
- Responsibility
- Honesty
- Self-control
- Loyalty
- Responsibility
- Respect



### Technology Competencies

- Students will view performances of choral groups in their age group and also of their own performances for the purpose of evaluating and developing their performance skills.
- Students will listen to recordings of other choral groups, and of their own performances as a means of self-assessment.

### Develop Teaching and Learning Plan

#### Teaching Strategies:

- Teacher will instruct students in how to follow the sheet music of their songs in unison and two parts as well as canons and partner songs.
- Teacher will instruct students in how to follow a vocal octavo for the purpose of reading and singing in two parts.
- Teacher will rehearse students in sections as they learn harmony parts for ear-training and performance.
- Teacher will model proper use their bodies through appropriate posture for singing.
- Teacher will model control of the voice in for the purpose of creating a blended vocal sound.
- Teacher will model how to take a proper breath for singing.
- Teacher will demonstrate the difference between long, short and sustained beats in their music as well as the numeric beat value of various notation.
- Teacher will instruct students on how to interpret visual choral conducting cues.

#### Learning Activities:

- Students will demonstrate their understanding of their voices as an instrument and become familiar with how the body allows that instrument to play.
- Students will do breathing exercises at each rehearsal to improve breath control.
- Students will perform a variety of vocal exercises weekly which are designed to improve resonance, tone quality and expand the vocal range.
- Students will perform canons and partner songs to develop their ears for harmony in anticipation of part-singing.
- Students will participate in sectional rehearsals, where possible, for the purpose of learning beginning harmony.
- Students will perform rhythmic exercises with the purpose of distinguishing notation in various meters.
- Students will perform vocal exercises to introduce them to the concept of vocal dynamics.
- Students will learn the how to interpret the visual cues of the conductor.

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| <b>Assessments</b>   |   |
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| <b>Performance Task(s)</b>   | <b>Other Evidence</b>   |
| <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p><b>Goal:</b> To perform a variety of age appropriate vocal repertoire with accuracy and expression.</p> <p><b>Role:</b> Grade4 Chorus</p> <p><b>Audience:</b> Peers, Family, Teachers and concert-goers</p> <p><b>Situation:</b> Students will prepare for a Spring Concert.</p> <p><b>Product or Performance:</b><br/>Grade 4 Spring Concert</p> <p><b>Standards for Success:</b><br/>Students will work cooperatively with other 4th grade members as well as with the director, to display the skills they are learning in the areas of the vocal skills, performance techniques, and behavior. These skills are practiced in weekly rehearsals which lead to the presentation of a May Concert.</p>   | <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <ul style="list-style-type: none"> <li>• Students will be assessed aurally throughout the rehearsal process, both in small groups and as a whole.</li> <li>• Student performances will be aurally assessed.</li> <li>• Performance may be assessed through the use of recording technology, if possible.</li> </ul> |
| <b>Suggested Resources</b>   |   |
| <ul style="list-style-type: none"> <li>• <b>Alfred Music:</b> Resource for choral octavos, song collections and accompaniments: <a href="http://www.alfredmusic.com">www.alfredmusic.com</a> 1-800-292-6122</li> <li>• <b>J.W. Pepper:</b> Resource for choral octavos, song collections, and accompaniments: <a href="http://www.jwpepper.com">www.jwpepper.com</a> 1-800-345-6296</li> <li>• <b>K-8 Magazine:</b> Bi-monthly resource for elementary choral arrangements with CD: <a href="http://www.musick8.com">www.musick8.com</a> 1-262-790-5210</li> <li>• <b>Music Express Magazine:</b> Bi-monthly resource for elementary choral arrangements with CD. <a href="http://www.musicexpressmagazine.com">www.musicexpressmagazine.com</a> 1800-322-1127</li> <li>• <b>Successful Warm-ups. Book 1:</b> Nancy Telfer; Neil A. Kjos Music Co., publisher</li> <li>• <b>Pronunciation Guide for Choral Literature:</b> William V. May and Craig Tolin; Nafme publisher.</li> </ul> |   |



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| Committee Member:<br>Gloria Capone<br>Unit Title:<br>Introduction to Choral Skills III | Course/Subject: Mixed Chorus<br>Grade Level: Grade 5<br># of Weeks: 13 |
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| <b>Identify Desired Results</b> |
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| <b>Common Core Standards</b> |
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- **MU:Pr4.1.E.8a** Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in music, context, and the technical skill of the individual ensemble.
- **MU:Pr4.2.E.5a** 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:Pr4.2.E.8a** Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
- **MU:Pr5.3E.8a** 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:Pr6.1.E.8a** 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:Pr6.1.E.5b** Demonstrate and understanding of the context of the music through prepared and improvised performances.
- **MU:Re7.1.8a** Explain reasons for selecting music citing characteristics found in music and connections to interest, purpose and context.
- **MU:Re9.1.E.5a** Identify and describe the effect of experience, analysis, and context on the evaluation of music.
- **MU:Cn10.0.H.5a** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

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| <b>Enduring Understandings</b><br>Generalizations of desired understanding via essential questions<br>(Students will understand that ...) | <b>Essential Questions</b><br>Inquiry used to explore generalizations |
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| <ul style="list-style-type: none"> <li>• Performing in a musical group develops teamwork, cooperation and respect.</li> <li>• A general understanding of the elements of music will improve the process of learning choral music.</li> <li>• The quality of a performance influences the audience response.</li> </ul> | <ul style="list-style-type: none"> <li>• What is appropriate ensemble awareness?</li> <li>• How does the manner in which a performance is presented influence the audience response?</li> <li>• How do singers improve the quality of their performance?</li> </ul> |
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- Musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Understand how the singer's posture effects the production of vocal sound.
- Use of proper breath in singing improves tone quality.
- The incorporation of proper vocal technique into singing improves the quality of the performance.
- Learning songs in a variety of genres and languages expands a singer's understanding of the music and makes connections to history and culture.
- The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

- How does understanding the structure and context of the music influence a response?
- What are the basics of good vocal production?
- What is the proper breathing for singing?
- What is the purpose of learning and performing music in a wide variety of genres and cultures?
- How do we judge the quality of musical works and performances?
- How do personal interests and ideas connect with the vocal experience?

### Expected Performances

What students should know and be able to do

Students will know the following:

- How to follow a vocal octavo of their songs in two parts as well as unison songs, canons and partner songs.
- How to sing in two-part harmony
- How to control their voices in order to create a blended vocal sound.
- How to take a proper breath for singing.
- Proper posture for singing
- How to read notation and differentiate between various intervals and note values
- The vocabulary of tempo and dynamics in music
- How to express the intention of the composer
- How to interpret and follow the visual cues of the conductor

Students will be able to do the following:

- Sing in unison across a wide vocal range
- Students will develop good posture for singing.
- Students will develop the breath control adequate for performing melismas, crescendos, and supporting phrases.
- Identify melodic steps, leaps and repeats both aurally and visually
- Recognize strong and weak beats in a song.
- Read a vocal octavo as well as unison songs, partner songs and canons
- Vocally carry their part harmonically in a partner song, a canon or a two-part song
- Vocally express their repertoire through tempo and dynamics in a variety of genres.
- Follow the conductor's visual cues

### Character Attributes

- Commitment
- Cooperation
- Integrity
- Perseverance
- Responsibility
- Honesty
- Self-control
- Loyalty
- Responsibility
- Respect

**Technology Competencies**

- Students will view performances of choral groups in their age group and also of their own performances for the purpose of evaluating and developing their performance skills.
- Students will listen to recordings of other choral groups, and of their own performances as a means of self-assessment

**Develop Teaching and Learning Plan**

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|---|---|
| <ul style="list-style-type: none"><li>• Teacher will instruct students in how to follow the sheet music of their songs in unison and two parts as well as canons and partner songs.</li><li>• Teacher will instruct students in how to follow a vocal octavo for the purpose of reading and singing in two parts.</li><li>• Teacher will rehearse students in sections as they learn harmony parts for ear-training and performance.</li><li>• Teacher will model proper use their bodies through appropriate posture for singing.</li><li>• Teacher will model control of the voice in for the purpose of creating a blended vocal sound.</li><li>• Teacher will model how to take a proper breath for singing.</li><li>• Teacher will demonstrate the difference between long, short and sustained beats in their music as well as the numeric beat value of various notation.<br/>Teacher will instruct students on how to interpret visual choral cues.</li></ul> | <ul style="list-style-type: none"><li>• Students will demonstrate their understanding of their voices as an instrument and become familiar with how the body allows that instrument to play.</li><li>• Students will do breathing exercises at each rehearsal to improve breath control.</li><li>• Students will perform a variety of vocal exercises weekly which are designed to improve resonance, tone quality and expand the vocal range.</li><li>• Students will perform canons and partner songs to develop their ears for harmony in anticipation of part-singing.</li><li>• Students will participate in sectional rehearsals, where possible, for the purpose of learning beginning harmony.</li><li>• Students will perform rhythmic exercises with the purpose of distinguishing notation in various meters.</li><li>• Students will perform vocal exercises to introduce them to the concept of vocal dynamics.</li><li>• Students will learn the how to interpret the visual cues of the conductor.</li></ul> |
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| <b>Assessments</b>   |   |
|--|---|
| <b>Performance Task(s)</b>   | <b>Other Evidence</b>   |
| <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>  | <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>   |
| <p><b>Goal:</b> To perform a variety of age appropriate vocal repertoire with accuracy and expression.</p> <p><b>Role:</b> Grade 5 Chorus</p> <p><b>Audience:</b> Peers, Family, Teachers and concert-goers</p> <p><b>Situation:</b> Students will prepare for a Winter Concert.</p> <p><b>Product or Performance:</b><br/>Grade 5 Chorus Winter Concert</p> <p><b>Standards for Success:</b><br/>Students will work cooperatively with other 5th grade members as well as with the director, to display the skills they are learning in the areas of the vocal skills, performance techniques, and behavior. These skills are practiced in weekly rehearsals which lead to the presentation of a December Concert.</p>  | <ul style="list-style-type: none"> <li>• Students will be assessed aurally throughout the rehearsal process, both in small groups and as a whole.</li> <li>• Student performances will be aurally assessed.</li> <li>• Performance may be assessed through the use of recording technology, if possible.</li> </ul> |
| <b>Suggested Resources</b>   |   |
| <ul style="list-style-type: none"> <li>• <b>Alfred Music:</b> Resource for choral octavos, song collections and accompaniments: <a href="http://www.alfredmusic.com">www.alfredmusic.com</a> 1-800-292-6122</li> <li>• <b>J.W. Pepper:</b> Resource for choral octavos, song collections, and accompaniments: <a href="http://www.jwpepper.com">www.jwpepper.com</a> 1-800-345-6296</li> <li>• <b>K-8 Magazine:</b> Bi-monthly resource for elementary choral arrangements with CD: <a href="http://www.musick8.com">www.musick8.com</a> 1-262-790-5210</li> <li>• <b>Music Express Magazine:</b> Bi-monthly resource for elementary choral arrangements with CD. <a href="http://www.musicexpressmagazine.com">www.musicexpressmagazine.com</a> 1800-322-1127</li> <li>• <b>Successful Warm-ups. Book 1:</b> Nancy Telfer; Neil A. Kjos Music Co., publisher</li> <li>• <b>Pronunciation Guide for Choral Literature:</b> William V. May and Craig Tolin; Nafme publisher.</li> </ul> |   |

# New Milford Public Schools

## Curriculum Template

(template can be found in the Curriculum tab on our school website)

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| Committee Member: Gloria Capone<br>Unit Title:<br>Developing Choral Skills III   | Course/Subject: Mixed chorus<br>Grade Level: Grade 5<br># of Weeks: 14 |
| <b>Identify Desired Results</b>  |  |
| <b>Common Core Standards</b>   |  |
| <ul style="list-style-type: none"> <li>• <b>MU:Pr4.1.E.8a</b> Select a varied repertoire to study based on music reading skills(where appropriate), an understanding of formal design in music, context, and the technical skill of the individual ensemble.</li> <li>• <b>MU:Pr4.2.E.5a</b> 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.</li> <li>• <b>MU:Pr4.2.E.8a</b> Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</li> <li>• <b>MU:Pr5.3E.8a</b> 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.</li> <li>• <b>MU:Pr6.1.E.8a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• <b>MU:Pr6.1.E.5b</b> Demonstrate and understanding of the context of the music through prepared and improvised performances.</li> <li>• <b>MU:Re7.1.8a</b> Explain reasons for selecting music citing characteristics found in music and connections to interest, purpose and context.</li> <li>• <b>MU:Cn10.0.H.5a</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music</li> <li>• <b>MU:Re7.2.E.8a</b> Describe how understanding context and the way the elements of music are manipulated inform the response.</li> <li>• <b>MU:Re8.1.E.8a</b> 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 (when appropriate) the setting of the text.</li> <li>• <b>MU:Re9.1.E.5a</b> Identify and describe the effect of experience, analysis, and context on the evaluation of music.</li> </ul> |  |

| <p align="center"><b>Enduring Understandings</b><br/> Generalizations of desired understanding via essential questions<br/> (Students will understand that ...)</p>   | <p align="center"><b>Essential Questions</b><br/> Inquiry used to explore generalizations</p>  |
|---|--|
| <ul style="list-style-type: none"> <li>• Performing in a musical group develops teamwork, cooperation and respect.</li> <li>• A general understanding of the elements of music will improve the process of learning choral music.</li> <li>• The quality of a performance influences the audience response.</li> <li>• Musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</li> <li>• Understand how the singer's posture effects the production of vocal sound.</li> <li>• Use of proper breath in singing improves tone quality.</li> <li>• The incorporation of proper vocal technique into singing improves the quality of the performance.</li> <li>• Learning songs in a variety of genres and languages expands a singer's understanding of the music and makes connections to history and culture.</li> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.</li> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</li> </ul> | <ul style="list-style-type: none"> <li>• What is appropriate ensemble awareness?</li> <li>• How does the manner in which a performance is presented influence the audience response?</li> <li>• How do singers improve the quality of their performance?</li> <li>• How does understanding the structure and context of the music influence a response?</li> <li>• What are the basics of good vocal production?</li> <li>• What is the proper breathing for singing?</li> <li>• What is the purpose of learning and performing music in a wide variety of genres and cultures?</li> <li>• How do we judge the quality of musical works and performances?</li> <li>• How do personal interests and ideas connect with the vocal experience?</li> </ul> |

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| <b>Expected Performances</b><br>What students should know and be able to do   |  |
| <p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• How to follow a vocal octavo of their songs in two parts as well as unison songs, canons and partner songs.</li> <li>• How to sing in two-part harmony</li> <li>• How to control their voices in order to create a blended vocal sound.</li> <li>• How to take a proper breath for singing.</li> <li>• Proper posture for singing</li> <li>• How to read notation and differentiate between various intervals and note values</li> <li>• How to express the intention of the composer</li> <li>• How to interpret and follow the visual cues of the conductor</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Sing in unison across a wide vocal range</li> <li>• Students will carry their posture and breathe properly for singing</li> <li>• Identify melodic steps, leaps and repeats both aurally and visually</li> <li>• Recognize strong and weak beats in a song.</li> <li>• Read a vocal octavo as well as unison songs, partner songs and canons</li> <li>• Vocally carry their part harmonically in a partner song, a canon or a two-part song</li> <li>• Vocally express their repertoire through tempo and dynamics in a variety of genres.</li> <li>• Follow the conductor's visual cues</li> </ul> |  |
| <b>Character Attributes</b>   |  |
| <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Cooperation</li> <li>• Integrity</li> <li>• Perseverance</li> <li>• Responsibility</li> <li>• Honesty</li> <li>• Self-control</li> <li>• Loyalty</li> <li>• Responsibility</li> <li>• Respect</li> </ul>   |  |
| <b>Technology Competencies</b>  |  |
| <ul style="list-style-type: none"> <li>• Students will view performances of choral groups in their age group and also of their own performances for the purpose of evaluating and developing their performance skills.</li> <li>• Students will listen to recordings of other choral groups, and of their own performances as a means of self-assessment</li> </ul>   |  |



## Develop Teaching and Learning Plan

### Teaching Strategies:

- Teacher will instruct students in how to follow the sheet music of their songs in unison and two parts as well as canons and partner songs.
- Teacher will instruct students in how to follow a vocal octavo for the purpose of reading and singing in two parts.
- Teacher will rehearse students in sections as they learn harmony parts for ear-training and performance.
- Teacher will model proper use their bodies through appropriate posture for singing.
- Teacher will model control of the voice in for the purpose of creating a blended vocal sound.
- Teacher will model how to take a proper breath for singing.
- Teacher will demonstrate the difference between long, short and sustained beats in their music as well as the numeric beat value of various notation.
- Teacher will instruct students on how to interpret visual choral cues.

### Learning Activities:

- Students will demonstrate their understanding of their voices as an instrument and become familiar with how the body allows that instrument to play.
- Students will do breathing exercises at each rehearsal to improve breath control.
- Students will perform a variety of vocal exercises weekly which are designed to improve resonance, tone quality and expand the vocal range.
- Students will perform canons and partner songs to develop their ears for harmony in anticipation of part-singing.
- Students will participate in sectional rehearsals, where possible, for the purpose of learning beginning harmony.
- Students will perform rhythmic exercises with the purpose of distinguishing notation in various meters.
- Students will perform vocal exercises to introduce them to the concept of vocal dynamics.
- Students will learn the how to interpret and respond to the visual cues of the conductor.

## Assessments

| Performance Task(s)   | Other Evidence  |
|---|---|
| <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>   | <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>   |
| <p><b>Goal:</b> To perform a variety of age appropriate vocal repertoire with accuracy and expression.</p> <p><b>Role:</b> Grade 5 Chorus</p> <p><b>Audience:</b> Peers, Family, Teachers and concert-goers</p> <p><b>Situation:</b> Students will prepare for a Spring Concert.</p> <p><b>Product or Performance:</b><br/>Grade 5 Chorus Spring Concert</p> <p><b>Standards for Success:</b><br/>Students will work cooperatively with other 5th grade members as well as with the director, to display the skills they are learning in the areas of the vocal skills, performance techniques, and behavior. These skills are practiced in weekly rehearsals which lead to the presentation of Concert in May.</p> | <ul style="list-style-type: none"> <li>• Students will be assessed aurally throughout the rehearsal process, both in small groups and as a whole.</li> <li>• Student performances will be aurally assessed.</li> <li>• Performance may be assessed through the use of recording technology, if possible.</li> </ul> |

## Suggested Resources

- **Alfred Music:** Resource for choral octavos, song collections and accompaniments: [www.alfredmusic.com](http://www.alfredmusic.com) 1-800-292-6122
- **J.W. Pepper:** Resource for choral octavos, song collections, and accompaniments: [www.jwpepper.com](http://www.jwpepper.com) 1-800-345-6296
- **K-8 Magazine:** Bi-monthly resource for elementary choral arrangements with CD: [www.musick8.com](http://www.musick8.com) 1-262-790-5210
- **Music Express Magazine:** Bi-monthly resource for elementary choral arrangements with CD. [www.musicexpressmagazine.com](http://www.musicexpressmagazine.com) 1800-322-1127
- **Successful Warm-ups. Book 1:** Nancy Telfer; Neil A. Kjos Music Co., publisher
- **Pronunciation Guide for Choral Literature:** William V. May and Craig Tolin; Nafme publisher.

