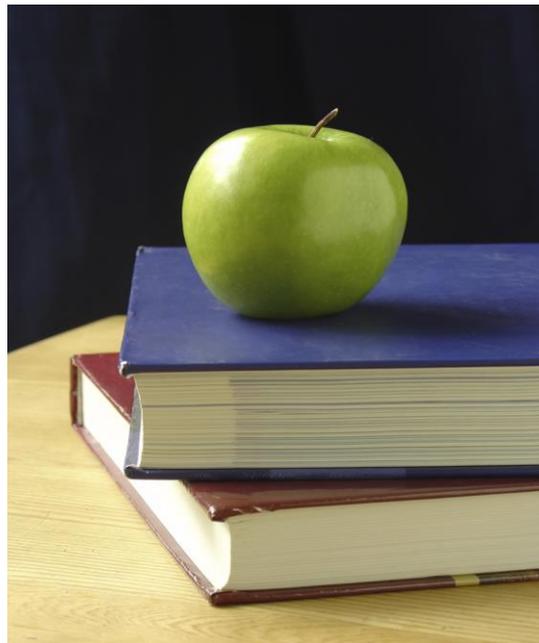




Wolcott Public Schools

**154 Center Street
Wolcott, Connecticut 06716
www.wolcottps.org – 203-879-8183**

**High School Curriculum
Concert 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

Concert Choir

Concert 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:

The choir is open to all students who would enjoy the experience of performing choral music at a high standard of excellence. Music of all periods and styles is utilized in concert. Attention is given to concert singing technique, including breath control, diction and tone production. The Concert Choir performs at school programs and concerts. Selected members also participate in All-Connecticut and Southern Region Music Festivals during the year.

Concert Choir

Creating

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:Cr1.1.1.E.8a: Compose and improvise ideas for melodies and rhythmic passages based on characteristics of music or text(s) studied in rehearsal</p>	<p>Incorporate a jazz vocal piece into concert repertoire and have students improvise on a section of the melody by scat singing.</p> <p>Break students into groups and, with specific guidelines that focus on problem areas in concert repertoire, have each group compose their own vocal warm up to be performed in the beginning of rehearsals with the entire ensemble.</p>	<ul style="list-style-type: none"> • Performance rubric • Informal student observation • Peer to peer assessment • Vocal warm-up compositions 	<p>www.jwpepper.com</p> <p>www.nafme.org</p> <p><i>SCAT Singing Method-</i> by Dr. Scott Fredrickson</p>

Concert Choir

Creating

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.8a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristics of music or texts studied in rehearsal</p> <p>MU:Cr2.1.E.8b: Preserve draft compositions and improvisations through standard notation and audio recording</p>	<p>Incorporate a jazz vocal piece into concert repertoire and have students improvise on a section of the melody by scat singing. Have students use the audio recording program “Audacity” to record their improvisation.</p> <p>Break students into groups and, with specific guidelines that focus on problem areas in concert repertoire, have each group compose their own vocal warm up to be performed in the beginning of rehearsals with the entire ensemble. Students should notate their composition using the online notation software “Noteflight.” Students would then be able to perform and record their warm up using “Audacity” to hand in for assessment before the class uses it in rehearsal.</p>	<ul style="list-style-type: none"> • Self- assessment performance rubric • Teacher used performance rubric • Informal student observation • Student compositions • Student recordings 	<p>www.jwpepper.com</p> <p>www.nafme.org</p> <p><i>SCAT Singing Method-</i> by Dr. Scott Fredrickson</p> <p>Audacity recording software</p> <p>Noteflight online notation software</p>

Concert 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.8a: Evaluate and refine draft compositions and improvisations based on knowledge skill and collaboratively-developed criteria</p>	<p>As an ensemble, the Concert Choir will student rounds and canons and develop criteria for what is needed in order to compose and perform a round. Once the criteria has been established, the Choir will break into groups and compose their own round. They will use “Noteflight” to notate the music, they will perform the round as a group and record it on “Audacity.” As a group, as individuals, and as a full ensemble, we will refine each other’s rounds to make sure they fit the criteria we set at the beginning of the project.</p>	<ul style="list-style-type: none"> • Class discussion & performance • Performance rubric • Student observation • Student compositions • Student recordings • Self- assessment rubrics 	<p>www.nafme.org</p> <p><i>150 Rounds for Singing and Teaching Kodaly-</i> by Edward Bokavec</p> <p>Noteflight Online Notation Software</p> <p>Audacity Recording Software</p>

Concert Choir

Creating

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.8a: Share personally developed melodies and rhythmic passages- individually or as an ensemble- that demonstrate understanding of characteristics of music or texts studied in rehearsal</p>	<p>As an ensemble, the Concert Choir will student rounds and canons and develop criteria for what is needed in order to compose and perform a round. Once the criteria has been established, the Choir will break into groups and compose their own round. They will use “Noteflight” to notate the music, they will perform the round as a group and record it on “Audacity.” As a group, as individuals, and as a full ensemble, we will refine each other’s rounds to make sure they fit the criteria we set at the beginning of the project. Once all rounds have been completed and approved, the rounds will be performed, in class, by the entire ensemble.</p> <p>Given the theme of the semester’s concert music, students will be given a composition assignment to complete. Students will be welcome to share their individual compositions in class with their peers, or can audition to perform their composition at the annual concert.</p>	<ul style="list-style-type: none"> • Class discussion & performance • Performance rubric • Student observation • Student compositions • Student recordings • Self- assessment rubrics • Student reflection 	<p>www.nafme.org</p> <p><i>150 Rounds for Singing and Teaching Kodaly-</i> by Edward Bokavec</p> <p>Noteflight Online Notation Software</p> <p>Audacity Recording Software</p>

Concert Choir

Performing

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.8a: Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble</p>	<p>For the winter concert there will be a repertoire piece for each topic:</p> <ul style="list-style-type: none"> - Traditional Holiday Piece - Piece set in a specific musical era or by a famous musical composer - Holiday Jazz - Multi-cultural - Hanukkah - Secular - Based on a piece of literature - Based on a piece of American culture <p>The spring concert will be thematic. Possible themes include and have included:</p> <ul style="list-style-type: none"> - World Music - American History - Music by the Decades - Pop Culture - Theater - Music of War - Regions of America - Disney 	<ul style="list-style-type: none"> • Student performance • Performance rubrics • Student self- assessment • Student self-reflection • Teacher observation • Class discussion 	<p>www.jwpepper.com www.youtube.com</p> <p>Resources will vary depending on the repertoire that is chosen</p>

Concert Choir

Content Standard: Analyze- 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 the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</p>	<p>Introduce the musical element of “Form” to students through a listening lesson of a popular song and identifying the different sections of the song. (i.e. verse, chorus, bridge, etc.) Go through the song a second time and rename the sections using letters (A, B, etc.) to categorize the sections. Once this has been established, have the students look to their <i>24 Italian Arias</i> book during preparation for the CMEA Regional festival. Have the students listen to their audition song and identify the different sections of the piece and find the form. Once they see that there is a familiar pattern, they will feel more comfortable in learning the piece.</p>	<ul style="list-style-type: none"> • Class discussion • Class participation • Teacher observation 	<p><i>24 Italian Songs and Arias</i>- published by G. Schirmer</p>

Concert 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>
<p>MU: Pr4.3.E.8a: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p>	<p>After students have learned the rhythm and pitches to a piece of repertoire, we will hold rehearsals to add in elements of expression. Through class discussion and application of the elements, we will add in elements for the following:</p> <ul style="list-style-type: none"> - Dynamics - Articulation - Tempo - Emotional connection 	<ul style="list-style-type: none"> • Class discussion • Class participation • Student self-reflection • Teacher observation • Performance rubric 	<p>Resources will vary depending on the repertoire the Choir is working on.</p> <p>Repertoire will derive from: www.jwpepper.com</p>

Concert Choir

***Content Standard: Rehearse, Evaluate, and Refine-** Evaluate and refine personal and 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.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</p>	<p>In a piece of music, the soprano section is having difficulty reaching the highest note in the piece. Therefore, without music in hand, in the beginning of class, we would work together as an ensemble to become physically relaxed and warm up to the note and then above it. Then, before the music is handed out, we will rehearse the melody line as a full class together using good technique and peer support.</p> <p>In a piece of music, if a rhythmic motive in the piece is challenging for the ensemble, we would take the section and break it down into even smaller sections and perform the rhythms as slow as possible. Little by little, we would piece the section back together.</p>	<ul style="list-style-type: none"> • Class discussion • Class participation • Student self-reflection • Teacher observation • Performance rubric 	<p>Resources will vary depending on the repertoire the Choir is working on.</p> <p>Repertoire will derive from: www.jwpepper.com</p>

Concert 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: Pr.6.1.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</p> <p>MU:Pr6.1.E.5b: Demonstrate an understanding of the context of the music through prepared and improvised performances</p>	<p>During a thematic concert season for world music, students will study a piece of music from Korea. The Korean style of singing will require a much brighter sound than the students are used to performing with, so we will work on vowel placement and mask techniques during warm ups and rehearsals in order to represent the Korean culture properly.</p> <p>During a thematic concert season for world music, students will study a piece of music from France. The students will perform the music in the French language. They will study the correct pronunciation of the French words and will research the translation of the piece. They will be responsible for putting the translation into the concert program and explaining the meaning of the piece to the audience at the concert.</p>	<ul style="list-style-type: none"> • Class discussion • Class participation • Student self-reflection • Teacher observation • Performance rubric • Concert Assessment • Culture study 	<p>Resources will vary depending on the repertoire the Choir is working on.</p> <p>Repertoire will derive from: www.jwpepper.com</p>

Concert Choir

Respond

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.8a: Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context</p>	<p>While working on “Sleigh Ride” by Leroy Anderson for the annual Holiday concert, the Concert Choir will do a unit studying the unique music of Leroy Anderson. Leroy Anderson was famous for using everyday objects in his compositions, such as the whip in “Sleigh Ride.” Therefore, we will listen to several of his other pieces and identify the everyday objects being used as musical instruments. For example, we will listen a video of a performance of “The Typewriter” in which a typewriter was used as a featured percussion solo instrument.</p>	<ul style="list-style-type: none"> • Music journal reflection • Leroy Anderson worksheet • Class discussion • Teacher observation 	<p>www.youtube.com</p> <p>Leroy Anderson worksheet (teacher created)</p>

Concert Choir

Content Standard: Analyze- Analyze how the structure and content of varied musical works inform the same response

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Re.7.2.E.8a: Describe how understanding context and the way the elements of music are manipulated inform the response to music</p>	<p>In the beginning of the year, the students will do a listening unit based upon the elements of music. They will learn what the elements of music are (melody, rhythm, harmony, texture, form, expression) and how to find them in a song. The students will then be assigned a song and have to describe each element of music in their music journals. Students will then share their responses with the class.</p>	<ul style="list-style-type: none"> • Music journal reflections • Class discussion • Class participation • Teacher observation 	<p>Itunes</p> <p>Teacher created musical elements hand out</p>

Concert 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.8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text</p>	<p>During a unit in which the students are studying word painting, the choir will listen to a series of madrigals and reflect in their music journals how the text was acted out through the music.</p> <p>Students will listen to three different pieces of music, all displaying various emotional content. Students will reflect in their music journals how each of the pieces made them feel as they listened and if the mood of the piece changed as throughout. Students will compare and contrast responses.</p> <p>Students will listen to pieces from four contrasting musical eras. They will compare and contrast the expressiveness of each piece and reflect on each piece in their music journals. Then, they will try to put the pieces in chronological order. They will learn about the expressive qualities of the different musical eras in the process.</p>	<ul style="list-style-type: none"> • Music journal reflections • Class participation • Class discussion • Teacher observation • Peer-to-peer sharing 	<p>www.youtube.com</p> <p>iTunes</p> <p>Norton Anthology</p>

Concert 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:Re.9.1.E.8a: Explain the influence of experiences, analysis, and context on interest in and evaluation of music</p>	<p>After the annual concert, students will complete a self- evaluation based on a recording of the concert. They will evaluate their own performance and the performance of the choir as a whole. They will evaluate the following criteria:</p> <ul style="list-style-type: none"> - Blend - Vowel Placement - Dynamics & Expression - Watching the conductor - Rhythmic accuracy - Cultural accuracy 	<ul style="list-style-type: none"> • Self- evaluation rubric • Music journal reflection 	<p>Recording of concert</p>

Concert Choir

Connecting

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

Content Standard: Connect- Relate musical ideas and works with varied context to deepen understanding

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>MU:Cn10.0.H.8a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p>	<p>Students that are involved in the Wolcott High School Capstone program relate can relate their capstone project to music either through a career path or experiment.</p>	<ul style="list-style-type: none"> • Capstone assessment 	<p>Resources will vary depending on students' interest</p>
<p>MU: Cn11.0.T.8a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Each day, choir students are required to research a musical vocabulary word to tie music into literature. Each day, choir students are required to solve a music math problem to tie music into math.</p>	<ul style="list-style-type: none"> • Music journal assessment 	<p>Teacher created resources</p>

Concert Choir

Pacing Guide

SEPTEMBER: *Week 1: Choral Bonding Exercises*

- **Week 2:** Warm ups: Physical & Vocal
- **Week 3:** Rounds and Canons (End with Composition Project)
- **Week 4:** Repertoire Music

OCTOBER: *Week 1: Repertoire Music*

- **Week 2:** Musical Elements Project
- **Week 3:** Holiday Concert Rehearsal
- **Week 4:** Holiday Concert Rehearsal

NOVEMBER: *Week 1: Holiday Concert Rehearsal*

- **Week 2:** Holiday Concert Rehearsal
- **Week 3:** CMEA Southern Region Audition Review
- **Week 4:** Holiday Concert Rehearsal

DECEMBER: *Week 1: Holiday Concert Review*

- **Week 2:** Holiday Concert Review
- **Week 3:** Holiday Concert & Reflection
- **Week 4:** Winter Break

JANUARY: *Week 1: Concert Follow Up Lessons*

- **Week 2:** CMEA Regional Preparations/Midterm review
- **Week 3:** Midterm
- **Week 4:** Choose Spring Music Repertoire

FEBRUARY: *Week 1: Sight Singing Unit*

- **Week 2:** Sight Singing Unit
- **Week 3:** Spring Concert Rehearsals
- **Week 4:** Spring Concert Rehearsals

MARCH: *Week 1: Spring Concert Rehearsals*

- **Week 2:** Spring Concert Rehearsals
- **Week 3:** Spring Concert Rehearsals
- **Week 4:** Spring Project

Concert Choir

APRIL: *Week 1: Spring Project*

- **Week 2:** Spring Break
- **Week 3:** Spring Concert Rehearsals
- **Week 4:** Spring Concert Rehearsals

MAY: *Week 1: Spring Concert Review*

- **Week 2:** Spring Concert Review
- **Week 3:** Spring Concert
- **Week 4:** Spring Concert Reflection

JUNE: *Week 1: Spring Concert Follow Up Lessons*

- **Week 2:** Final Exam Review
- **Week 3:** Final Exams

Concert Choir

Essential Questions

1. How can musical study in Concert Choir make me a better musician?
2. How can musical study in Concert Choir enhance and reinforce my musical intuition?
3. Why is it important to combine creativity with a thorough knowledge of music for the best guarantee for a successful career in music?
4. If I am not looking to be a career musician, how can my participation in Concert Choir enhance my high school career?
5. How can singing in an ensemble help with my team work skills?
6. Why is the study of music important in my high school career?
7. How can singing in Concert Choir help my confidence?
8. What musical skills besides singing will I gain in Concert Choir?

Concert Choir

Skills Objectives

Students will be able to:

1. Perform in two concerts during the school year and daily rehearsals
2. Improve and perfect proper singing posture
3. Improve and perfect proper breathing techniques for singing
4. Improve and perfect proper vowel placement, diction, and blend in a choir setting
5. Read basic musical melodies
6. Identify the musical elements
7. Listen to and critique musical performances
8. Work within an positive ensemble atmosphere

Concert 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.]