



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent

Middle School Choral Music 6-8

Content Area: Music
Grade Span: Grades 6-8
Revised by: Matthew Worden
Presented by: Rebekah Sterlacci
Approval date: August 2023

Members of the Board of Education

Shantell Cherry, President
Dr. Tom Connors, Vice President
Nancy Corradino
Courtney King
Kimberly Lane
Sarah Rashid
Nancy Salgado-Cowan
Zoe Scotto
Brenda Smith

Piscataway Township Schools
1515 Stelton Road
Piscataway, NJ 08854-1332
732 572-2289, ext. 2561
Fax 732 572-1540
www.piscatawayschools.org

COURSE OVERVIEW

Description

Middle School Choral Music is a class that meets every other day for one hour. Students learn skills in musicianship, literacy, teamwork, performance practice, history, and culture. Students develop these skills through varied exercises and activities, but mostly through the exploration of diverse choral repertoire. Students present their progress through at least two performances per year.

Repertoire and learning materials contain examples, exposure, and knowledge about musicians from varied backgrounds, life experiences, and time periods. Repertoire and classroom materials seek to represent our students' experiences and draw connections from the classroom to historical and contemporary musical experiences.

Goals

Students will be able to:

- Analyze a melody for its pitch content
- Apply solfege to a given melody
- Identify the melody in a piece of music
- Utilize and identify key signatures
- Analyze a piece of music for its rhythm
- Interpret rhythmic notation
- Count rhythm
- Understand how rhythmic accuracy enhances a musical performance
- Interpret melodic notation
- Identify a I-IV-V chord progression both aurally and visually
- Use and identify key signatures
- Perform a round, canon, or part-song
- Interpret and respond to expressive notation
- Work as a group to successfully perform the elements of musical expression
- Use good vocal technique to energize a smooth melodic line and good ensemble blend
- Interpret and perform music from a variety of genres, cultures, and time periods
- Identify music from where it originated
- Perform music in the appropriate way according to where it comes from
- Sing in a variety of languages

Scope and Sequence

Unit	Topic	Length
Unit 1	Melodic Performance/Solfege	Full Year
Unit 2	Rhythmic Performance	Full Year
Unit 3	Harmonic Performance	Full Year
Unit 4	Musical Expression	Full Year

Unit 5	Culture and History	Full Year
Resources		
<p>Suggested Resources: Kodaly Rhythmic Units Garageband iPad compositional apps Rhythm Cat Curwen Handsigns Solfege syllables Pianos Classroom Instruments Music Tutor Recordings, Videos, and artistic examples of varied time periods and composers Youtube Personal Music Collection Concert Repertoire Sight-reading excerpts Rhythmic excerpts</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

Unit 1: Melodic Performance/Solfege

Topics Include:

- Major Scale Construction
- Moveable “do” Solfege Syllables
- Curwen Hand Signs
- Key Signatures (Major and Minor)
- Minor Scale Construction
- Note-reading in Treble/Bass Clefs
- Sight-Singing Various Examples and Excerpts from Repertoire

Unit 2: Rhythmic Performance

Topics Include:

- Rhythmic Reading Using Kodaly Syllables
- Rhythmic Composition
- Rhythmic Performance (Sight-reading/repertoire)
- Identification of Rhythmic Patterns in a Selection

Unit 3: Harmonic Performance

Topics Include:

- Identification of a I-IV-V Chord Progression Aurally and visually
- Harmonic Performance Using Solfege Syllables
- Ear Training
- Key Signatures
- Performance of Repertoire Sung in two or more parts
- Performance of Rounds, Canons, and Part Songs

Unit 4: Musical Expression

Topics Include:

- Performance and Understanding of Various Dynamics, Tempo, and Style Markings
- Performance of Repertoire with Expression
- Performance of Repertoire with a Deeper Understanding of meaning and Relation to performance

Unit 5: Culture and History

Topics Include:

- Performance of Repertoire from various Genres, Cultures, and Historical Periods
- Comparison of Music from Various Cultures and Time periods
- Performance of Repertoire in Various Languages
- The Linking of History and Cultural Awareness to the Performance and Understanding of Repertoire

State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas	
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal
1.3.C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal
Anchor Standard 2: Organizing and Developing Ideas	
1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Anchor Standard 3: Refining and Completing Products	
1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4a:	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.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12int.Pr5a	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.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3c.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate and understanding of the context of the music through prepared and improvised performances.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
Anchor Standard 7: Perceiving and Analyzing Products	
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
1.3C.12.adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decision inform the response to music.
Anchor Standard 8: Interpreting intent and meaning	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re8a	Identify and support interpretations of the expressive internet and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate)
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Anchor Standard 9: Applying criteria to evaluate products.	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis and context on the evaluation of music.
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	

1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical context to deepen understanding	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

UNIT 1: Melodic Performance/Solfege

Summary and Rationale	
Topics Include: <ul style="list-style-type: none"> • Major Scale Construction • Moveable “do” Solfege Syllables • Curwen Hand Signs • Key Signatures (Major and Minor) • Minor Scale Construction • Note-reading in Treble/Bass Clefs • Sight-Singing Various Examples and Excerpts from Repertoire 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal
1.3.C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal
Anchor Standard 2: Organizing and Developing Ideas	
1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr2a	Select and develop draft melodic and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12int.Pr5a	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.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12int.Pr6b	Demonstrate and understanding of the context of the music through prepared and improvised performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

Instructional Focus

Unit Enduring Understandings

- Melodies are composed using a given set of inter-related notes.
- Melodies are made up of notes and rhythms.
- A melody is the main tune of a piece of music.
- Key signatures will determine the set of notes used in a melody.
- Solfege syllables and handsigns are an international language for the interpretation of melodies.

Unit Essential Questions

- What is a melody?
- What is solfege?
- How are melodies composed?
- What components make up a melody?
- How are key signatures and scales related?
- What are the Curwen handsigns?

Objectives

Students will know:

Unit Skills

- Identify a melody in a musical work by ear or by sight
- Sing major and minor scales on solfege using Curwen Handsigns
- Identify and analyze notes and rhythms in a melody
- Identify key signatures and identify the notes that are specific to that key signature.

Students will be able to:

- Analyze a melody for its pitch content
- Apply solfege to a given melody
- Identify the melody in a piece of music
- Utilize and identify key signatures

Resources

Suggested Resources:

Repertoire
Musical Examples
Music Tutor

Assessment Suggestions:

Repertoire Performance
Sight-Singing Example
Solfege Improvisation and Composition

UNIT 2: Rhythmic Performance

Summary and Rationale	
Topics Include: <ul style="list-style-type: none"> • Rhythmic Reading Using Kodaly Syllables • Rhythmic Composition • Rhythmic Performance (Sight-reading/repertoire) • Identification of Rhythmic Patterns in a Selection 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal
1.3.C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal
Anchor Standard 2: Organizing and Developing Ideas	
1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Anchor Standard 3: Refining and Completing Products	
1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12int.Pr5a	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.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12int.Pr6b	Demonstrate and understanding of the context of the music through prepared and improvised performances.

1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
------------------	--

Instructional Focus

Unit Enduring Understandings

- Rhythms are composed using a given set of note durations.
- Rhythms are determined by the given meter and time signature.
- Rhythms can be performed in many ways (text, neutral syllable, counting, Kodaly syllables)
- Rhythm combines with melody and harmony in choral repertoire.

Unit Essential Questions

- How are rhythms composed?
- What is a time signature?
- What is rhythm?
- How are rhythms performed?

Objectives

- Students will know:**
- Unit Skills**
- Identify rhythmic patterns in a piece of music.
 - Count and perform rhythms.
 - Create rhythms.
 - Perform rhythms with accuracy and precision.
- Students will be able to:**
- Analyze a piece of music for its rhythm.
 - Interpret rhythmic notation.
 - Count rhythm.
 - Understand how rhythmic accuracy enhances a musical performance.
 - Use knowledge of rhythm patterns to create short improvisations or compositions.

Resources

- Suggested Resources:**
 Curwen Handsigns
 Garageband
 iPad compositional apps
 Music Tutor
 Repertoire
 Examples
- Assessment Suggestions:**
 Repertoire Performance
 Sight-reading Example
 Rhythmic Improvisation and composition

UNIT 3: Harmonic Performance

Summary and Rationale	
Topics Include: <ul style="list-style-type: none"> • Identification of a I-IV-V Chord Progression aurally and visually • Harmonic Performance Using Solfege Syllables • Ear Training • Key Signatures • Performance of Repertoire Sung in two or more parts • Performance of Rounds, Canons, and Part Songs 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 1: Generating and Conceptualizing Ideas	
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal
Anchor Standard 2: Organizing and Developing Ideas	
1.3C.12int.Cr2a	Select and develop draft melodic and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Anchor Standard 4: Selecting, analyzing and interpreting work.	
1.3C.12nov.Pr4a:	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.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12int.Pr5a	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.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12int.Pr6b	Demonstrate and understanding of the context of the music through prepared and improvised performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
Anchor Standard 9: Applying criteria to evaluate products	

1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
-----------------	---

Instructional Focus

Unit Enduring Understandings

- Harmony occurs when two or more notes are sounded together.
- The melody of a piece may have harmonic accompaniment when two or more parts are singing.
- Key signatures determine the notes that will be used in harmonic compositions.
- Chord progressions are used to provide structure in a piece of music.
- Rounds or canons contain harmony through the performance of melodies that are complementary.

Unit Essential Questions

- What is harmony?
- How do key signatures determine the notes that will be used?
- What is a round or canon?
- What is a chord progression?

Objectives

<p>Students will know:</p> <p>Unit Skills</p> <ul style="list-style-type: none"> • Interpret musical notation. • Identify a I-IV-V chord progression by ear and by sight. • Perform harmonies on solfege. • Determine the difference between major and minor aurally and visually. • Determine the key signature of a piece of music. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Interpret melodic notation. • Identify a I-IV-V chord progression both aurally and visually. • Use and identify key signatures. • Perform a round, canon, or part-song.

Resources

<p>Suggested Resources:</p> <p>Repertoire Teacher Examples Garageband</p> <p>Assessment Suggestions:</p> <p>Repertoire Performance Round, Canon, or Ostinato Performance I-IV-V Chord Progression Assessment</p>
--

UNIT 4: Musical Expression

Summary and Rationale	
Topics Include: <ul style="list-style-type: none"> • Performance and understanding of various dynamics, tempo, and style markings • Performance of repertoire with expression • Performance of repertoire with a deeper understanding of meaning and relation to performance 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3c.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.

Anchor Standard 7: Perceiving and Analyzing Products	
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
1.3C.12.adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decision inform the response to music.
Anchor Standard 8: Interpreting intent and meaning	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re8a	Identify and support interpretations of the expressive internet and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate)
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Choral music does not rely solely on notes and rhythms, it needs to be expressive to convey meaning and purpose. Expression consists of dynamics, tempo, style, melodic line, and blend. Musical expression can be indicated in the music or interpreted by the conductor or performer. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What is musical expression? What are dynamics? What is tempo? What is style? What is melodic line? What is blend? How does the expression of a piece of music affect the listener? 	
Objectives	
<p>Students will know:</p> <p>Unit Skills</p> <ul style="list-style-type: none"> Perform and understand various dynamic, tempo, and style markings. Identify expression markings in musical works. Perform repertoire with an understanding of expression. Sing with an energized tone to provide a smooth melodic line. Listen to the ensemble to produce a blended sound within a section and the entire group. 	

Students will be able to:

- Interpret and respond to expressive notation
- Work as a group to successfully perform the elements of musical expression
- Use good vocal technique to energize a smooth melodic line and good ensemble blend.

Resources

Suggested Resources:

Repertoire

Musical Examples

Recordings/peer Performance

Assessment Suggestions:

Comparative Listening Assignment

Performer Self-Assessment

Repertoire Performance

UNIT 5: Culture and History

Summary and Rationale	
Topics Include: <ul style="list-style-type: none"> • Performance of Repertoire from various Genres, Cultures, and Historical Periods • Comparison of Music from Various Cultures and Time periods • Performance of Repertoire in Various Languages • The Linking of History and Cultural Awareness to the Performance and Understanding of Repertoire 	
Recommended Pacing	
Full Year	
State Standards	
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
Anchor Standard 9: Applying criteria to evaluate products.	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis and context on the evaluation of music.
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.

1.3B.12prof.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical context to deepen understanding	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Music is a universal language that is spoken all over the world. • Music has grown and evolved over time. • The music from other cultures and time periods gives us great insight in to the human experience past, present, near, and far. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How is music used in different cultures? • What elements make certain music specific to a part of the world or a time period? • How is modern music similar or different from other types of music? • How can music from different cultures and time periods share similar characteristics? 	
Objectives	
<p>Students will know:</p> <p>Unit Skills</p> <ul style="list-style-type: none"> • Perform music from various genres, cultures, and historical periods. • Compare and contrast music from different cultures and time periods. • Identify the origins of certain choral works. • Perform music in a variety of languages. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Interpret and perform music from a variety of genres, cultures, and time periods. • Identify music from where it originated. • Perform music in the appropriate way according to where it comes from. • Sing in a variety of languages. 	

Resources

Suggested Resources:

Recordings, Videos, artistic examples
Musical instruments – keyboard and percussion
iPad apps and access to youtube
Repertoire
Musical Examples

Assessment Suggestions:

Origin and background Assignment
Text Translation and Interpretation Assignment
Comparative Listening Assignment