

# Paulsboro Public Schools



## Curriculum

**Choral Music- Concert Choir**

**Grade 9-12**

**2011-2012**

**\* For adoption by all regular education programs  
Board Approved: 11-2012  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy.**

# PAULSBORO SCHOOL DISTRICT

**Superintendent**  
**Dr. Frank Scambia**  
**BOARD OF EDUCATION**

**Curriculum writing team member:**  
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**\*Greenwich Township Board of Education Representative**

# Paulsboro Public Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND VISION

**Introduction:** Paulsboro Public Schools are committed to providing all students with the opportunity to foster personal, intellectual, and social growth by fostering creativity through musical performance beyond the limits of language.

**Philosophy of Arts in Education:** Creativity is a driving force in the 21<sup>st</sup> century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts is an essential component of the P-12 curriculum in the 21<sup>st</sup> century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21<sup>st</sup> century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission above and vision that follows.

**Vision: An education in the arts fosters a population that:**

- Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
- Possess essential technical skills and abilities significant to many aspects of life and work in the 21<sup>st</sup> century.
- Understands and impacts the increasingly complex technological environment.

## **EDUCATIONAL GOALS FOR FINE AND PERFORMING ARTS**

**By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines for their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:**

**1. Define and solve artistic problems with insight, reason, and technical proficiency.**

**2. Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.**

**3. Call upon their informed acquaintance with exemplary works of music from a variety of cultures and historical periods.**

**4. Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.**

# Concert Choir

## Scope and Sequence Map

By the end of grade 12, those students choosing MUSIC as their required area of specialization will demonstrate PROFICIENCY in the following content knowledge and skills.

Semester 1	
<p><b>Big Idea: The Creative Process</b></p> <p>All Students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</p>	<p><b>Big Idea: History of the Arts and Culture</b></p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>
<p><b>Big Idea: Performance</b></p> <p>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.</p>	<p><b>Big Idea: Aesthetic Responses and Critique Methodologies</b></p> <p>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.</p>

**Concert Choir**  
**Scope and Sequence Map, Page 2**

**Semester 2**

**Big Idea: The Creative Process**

All Students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

**Big Idea: History of the Arts and Culture**

All students will understand the role, development, and influence of the arts throughout history and across cultures.

**Big Idea: Performance**

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.

**Big Idea: Aesthetic Responses and Critique Methodologies**

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.

# Curriculum Management System – Big Idea 1

<b>Subject/ Grade level</b> <b>9-12</b>	<b>Suggested days of instruction: Infused throughout the year</b>	
<b>Semester 1</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b>  <b>The student will be able to:</b> <ol style="list-style-type: none"> <li>a. Demonstrate proper posture</li> <li>b. Demonstrate relaxed body and vocal tract</li> <li>c. Demonstrate appropriate breathing for sitting and standing</li> <li>d. Demonstrate proper vocal support</li> <li>e. Demonstrate appropriate voice placement and resonance</li> <li>f. Demonstrate register consistency and knowledge of appropriate vocal classification</li> </ol> <p>1.1.12.B.1 = Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 = Synthesize knowledge of elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	<b>Big Idea 1: The Creative Process</b>	
	<b>Topic: Vocal Techniques Necessary for Healthy Choral Singing</b>	
	<b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>- Define and solve artistic problems with insight, reason, and technical proficiency</li> <li>- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives</li> </ul>	
	<b>Goal 1: Relaxation of body and vocal tract</b> <b>Goal 2: Posture, breathing, support, resonance</b> <b>Goal 3: Register consistency, appropriate vocal classification</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>- How does relaxation of the body and vocal tract contribute to healthy choral singing?</li> <li>- How do posture, breathing, support, and resonance contribute?</li> <li>- How does knowledge of register consistency and appropriate vocal classification contribute?</li> </ul> <b>Enduring Understanding:</b> All of the aforementioned subjects effect sound production, tone quality, attacks, dynamics, and intonation.	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>- Individual, sectional, and full ensemble rehearsals</li> <li>- Board work</li> </ul> <b>Assessment Models:</b> <ul style="list-style-type: none"> <li>- Daily performance grade</li> <li>- Listening and observation by teacher</li> <li>- Public performances</li> </ul> <b>Additional resources:</b> Octavos, handouts, technology, small group lessons
<b>Conceptual Understanding:</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		



# Curriculum Management System – Big Idea 1, pg 2

<b>Subject/ Grade level</b> <b>9-12</b>	<b>Suggested days of instruction: Infused throughout the year</b>	
<b>Semester 1&amp;2</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b>  <b>The student will be able to:</b> <ol style="list-style-type: none"> <li>a. Identify the names of the lines and spaces on the grand staff</li> <li>b. Sing melodic intervals</li> <li>c. Properly notate pitch</li> <li>d. Sing and identify major and minor triads</li> <li>e. Sing and identify diatonic and chromatic scales</li> </ol> <p>1.1.12.B.1 = Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 = Synthesize knowledge of elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	<b>Big Idea 1: The Creative Process</b>	
	<b>Topic: Differentiation of pitches in vocal, aural, and written form</b>	
	<b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>- Define and solve artistic problems with insight, reason, and technical proficiency</li> <li>- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives</li> </ul>	
	<b>Goal 1: Identify letter names of lines and spaces on the grand staff</b> <b>Goal 2: Identify melodic intervals and elements of pitch notation</b> <b>Goal 3: Demonstrate understanding of major and minor triads</b> <b>Goal 4: Demonstrate understanding of diatonic and chromatic scales</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>- How are the grand staff and letter names used to identify musical pitch?</li> <li>- What are melodic intervals, how do they sound, and how are they notated on the staff?</li> <li>- What are major and minor triads and how do they sound?</li> <li>- What are diatonic and chromatic scales and how do they sound?</li> </ul> <b>Enduring Understanding:</b> All of the aforementioned subjects are the building blocks of melody, harmony, and notation of same.	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>- Individual, sectional, and full ensemble rehearsals</li> <li>- Board work</li> </ul> <b>Assessment Models:</b> <ul style="list-style-type: none"> <li>- Daily performance grade</li> <li>- Listening and observation by teacher</li> <li>- Public performances</li> </ul> <b>Additional resources:</b> Octavos, handouts, technology, small group lessons
<b>Conceptual Understanding:</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		

# Curriculum Management System - Big Idea 1, pg 3

<b>Subject/ Grade level</b> <b>9-12</b>	<b>Suggested days of instruction: Infused throughout the year</b>	
<b>Semester 1&amp;2</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b>  <b>The student will be able to:</b> <ul style="list-style-type: none"> <li>a. Identify the relative values of rhythmic symbols</li> <li>b. Vocally demonstrate their understandings of metric change, syncopation, triplet figures, and dotted note patterns</li> <li>c. Perform examples of rhythms, including those mentioned above</li> <li>d. Properly notate rhythm</li> </ul> <p>1.1.12.B.1 = Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 = Synthesize knowledge of elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	<b>Big Idea 1: The Creative Process</b>	
	<b>Topic: Read and perform rhythmic patterns</b>	
	<b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>- Define and solve artistic problems with insight, reason, and technical proficiency</li> <li>- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives</li> </ul>	
	<b>Goal 1: Identify the relative values of rhythmic symbols</b> <b>Goal 2: Demonstrate understandings of metric change, syncopation, triplet figures, dotted note patterns</b> <b>Goal 3: Be able to perform examples of rhythms, including those above</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>- What are rhythmic symbols and how do they represent performable rhythms?</li> <li>- How do rhythmic symbols show metric change, syncopation, and other changes?</li> </ul> <b>Enduring Understanding:</b> Symbols are used to represent duration of sound in time.	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>- Individual, sectional, and full ensemble rehearsals</li> <li>- Board work</li> </ul> <b>Assessment Models:</b> <ul style="list-style-type: none"> <li>- Daily performance grade</li> <li>- Listening and observation by teacher</li> <li>- Public performances</li> </ul> <b>Additional resources:</b> Octavos, handouts, technology, small group lessons
<b>Conceptual Understanding:</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		

# Curriculum Management System – Big Idea 1, pg 4

<b>Subject/ Grade level</b> <b>9-12</b>	<b>Suggested days of instruction: Infused throughout the year</b>	
<b>Semester 1&amp;2</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b>  <b>The student will be able to:</b> <ol style="list-style-type: none"> <li>a. Define and demonstrate symbols of expression</li> <li>b. Define and demonstrate changes of dynamics within the range of piano to forte</li> <li>c. Define and demonstrate markings showing change in tempo</li> <li>d. Define and demonstrate markings showing style</li> <li>e. Define and demonstrate syncopation</li> </ol> <p>1.1.12.B.1 = Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 = Synthesize knowledge of elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	<b>Big Idea 1: The Creative Process</b>	
	<b>Topic: Acquire an understanding of music notation and terminology</b>	
	<b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>- Define and solve artistic problems with insight, reason, and technical proficiency</li> <li>- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives</li> </ul>	
	<b>Goal 1: Interpret and perform music with commonly used markings and symbols of expression</b> <b>Goal 2: Learn terminology appropriate to dynamics, tempo, and style</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>- What are the symbols essential to perform music with expression?</li> <li>- How do I show dynamics, tempo, and style?</li> </ul> <b>Enduring Understanding:</b> In order to have music sound different from piece to piece and genre to genre, symbols are used to show changes in the music appropriate to performance practice.	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>- Individual, sectional, and full ensemble rehearsals</li> <li>- Board work</li> </ul> <b>Assessment Models:</b> <ul style="list-style-type: none"> <li>- Daily performance grade</li> <li>- Listening and observation by teacher</li> <li>- Public performances</li> </ul> <b>Additional resources:</b> Octavos, handouts, technology, small group lessons

# Curriculum Management System – Big Idea 2

<b>Subject/ Grade level</b> <b>9-12</b>	<b>Suggested days of instruction: Infused throughout the year</b>	
<b>Semester 1&amp;2</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b>  <b>The student will be able to:</b>  a. Perform choral music from different countries and in different languages, both in a group and individually b. Discuss the cultures and time periods of the music being performed c. Distinguish among artistic styles, trends, and movements in music within diverse cultures and historical eras.  1.2.12.A.1 = Determine how dance, music, theater, and visual art have influenced world cultures throughout history. 1.2.12.A.2 = Justify the impact of innovations in the arts (e.g., the availability of music online) on social norms and habits of mind in various historical eras.	<b>Big Idea 2: History of the arts and culture</b>	
	<b>Topic: Acquire an understanding of the history of the arts and culture through choral music.</b>	
	<b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>- Define and solve artistic problems with insight, reason, and technical proficiency</li> <li>- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives</li> <li>- Call upon their informed acquaintance with exemplary works of music from a variety of cultures and historical periods.</li> <li>- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<b>Goal 1: Perform choral music of many varied cultures and time periods.</b> <b>Goal 2: Learn about the countries, cultures, and time periods of the music performed.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>- Why do we perform music in different languages?</li> <li>- What was happening in the world when these pieces were originally written and performed?</li> <li>- How are other countries' cultures different from our own?</li> </ul> <b>Enduring Understanding:</b> There are many other countries in the world and music has come to us from these countries and spread out over the more than 2000 years of Western and Eastern Civilizations. We should experience and appreciate as many of them as possible.	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>- Individual, sectional, and full ensemble rehearsals</li> <li>- Board work</li> </ul> <b>Assessment Models:</b> <ul style="list-style-type: none"> <li>- Daily performance grade</li> <li>- Listening and observation by teacher</li> <li>- Public performances</li> </ul> <b>Additional resources:</b> Octavos, handouts, technology, small group lessons
<b>Conceptual Understanding:</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		

# Curriculum Management System - Big Idea 3

<b>Subject/ Grade level</b> <b>9-12</b>	<b>Suggested days of instruction: Infused throughout the year, culminating in two concerts (Winter and Spring)</b>	
<b>Semester 1 &amp; 2</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b>  <b>The student will be able to:</b> <ol style="list-style-type: none"> <li>a. Perform choral music from different countries and in different languages, in a group setting</li> <li>b. Show proper stage deportment during concerts, both as performers and spectators</li> <li>c. Work cooperatively in rehearsals and performances</li> <li>d. Demonstrate responsibility in attending required rehearsals and performances</li> </ol> <p>1.3.12.B.1 = Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 = Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	<b>Big Idea 3: Performance</b>	
	<b>Topic: Perform music of varied cultures in a concert situation</b>	
	<b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>• Define and solve artistic problems with insight, reason, and technical proficiency</li> <li>• Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives</li> <li>• Call upon their informed acquaintance with exemplary works of music from a variety of cultures and historical periods</li> </ul>	
	<b>Goal 1: Perform choral music of many varied cultures and time periods in a formal concert setting</b> <b>Goal 2: Interpret and respond to conducting patterns</b> <b>Goal 3: Develop good citizenship through mutual efforts and success.</b>	
	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>- How do technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era?</li> <li>- How does the ability to read and interpret music impact musical fluency?</li> <li>- How is the manipulation of elements of music a contributing factor to musical artistry?</li> </ul> <b>Enduring Understanding:</b> Music throughout the centuries has been written to convey ideas and emotions. In concert, we attempt to show these to our audience.	<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>- Individual, sectional, and full ensemble rehearsals</li> <li>- Board work</li> </ul> <b>Assessment Models:</b> <ul style="list-style-type: none"> <li>- Daily performance grade</li> <li>- Listening and observation by teacher</li> <li>- Public performances</li> </ul> <b>Additional resources:</b> Octavos, handouts, technology, small group lessons
<b>Conceptual Understanding:</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		

# Curriculum Management System Big Idea 4

<p><b>Subject/ Grade level</b> <b>9-12</b></p>	<p><b>Suggested days of instruction: Infused throughout the year.</b></p>	
<p><b>Semester 1 &amp; 2</b></p> <p><b>Objective/ Cluster</b></p> <p><b>Concept/ Cumulative</b></p> <p><b>Progress Indicators</b></p> <p><b>The student will be able to:</b></p> <p>a. Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of music.</p> <p>b. Speculate on musician's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis</p> <p>c. Develop informed personal responses to an assortment of music using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to music</p> <p>d. Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to music</p> <p>1.4.12.A.1 = Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.</p> <p>1.4.12.A.2 = Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.</p> <p>1.4.12.A.3 = Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>1.4.12.A.4 = Criteria for assessing the historical significance, craftsmanship, cultural context, and originality or art are often expressed in qualitative, discipline-specific arts terminology.</p>	<p><b>Big Idea 4: <u>Aesthetic Responses</u> and Critique Methodologies</b></p>	
	<p><b>Topic: Develop an awareness of the different responses to music through the composer's intent, historical and cultural context, and originality.</b></p>	
	<p><b>Overarching Goals:</b></p> <ul style="list-style-type: none"> <li>- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives</li> <li>- Call upon their informed acquaintance with exemplary works of music from a variety of cultures and historical periods.</li> <li>- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<p><b>Goal 1: Use contextual clues to determine cultural implications and artistic intent.</b></p> <p><b>Goal 2: Develop personal responses to art in order to assign value to art</b></p> <p><b>Goal 3. Evaluate how exposure to cultures influences responses to art</b></p>	
	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- What is the traditional subject matter of the pieces of music performed and has the composer delivered the message?</li> <li>- Has the performer appropriately delivered the message of the composer?</li> <li>- How are modern technologies affecting how we learn, use, and appreciate music?</li> <li>- How does the music make me feel?</li> <li>- Do my feelings affect how valuable I feel art is?</li> </ul> <p><b>Enduring Understanding:</b></p> <p>Music over the centuries has been used to convey ideas and emotions. This will continue, even if technologies change how it happens.</p> <p><b>Conceptual Understanding:</b></p> <p>Appreciate music's history, present and future.</p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>- Individual, sectional, and full ensemble rehearsals</li> <li>- Board work</li> </ul> <p><b>Assessment Models:</b></p> <ul style="list-style-type: none"> <li>- Daily performance grade</li> <li>- Listening and observation by teacher</li> <li>- Public performances</li> </ul> <p><b>Additional resources:</b></p> <p>Octavos, handouts, technology, small group lessons</p>

## Curriculum Management System Big Idea 4, pg 2

<p><b>Subject/ Grade level</b> <b>9-12</b></p>	<p><b>Suggested days of instruction: Infused throughout the year.</b></p>	
<p><b>Semester 1 &amp; 2</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b> <b>Progress Indicators</b></p> <p><b>The student will be able to:</b></p> <ol style="list-style-type: none"> <li>a. Formulate criteria for arts evaluation using the principles of positive critique and use the criteria to evaluate works of music from diverse cultural contexts and historical eras.</li> <li>b. Evaluate how an artist's technical proficiency and the context in which a work of music is performed may impact perceptions of its significance/meaning.</li> <li>c. Determine the role of music in a global society by analyzing the influence of technology on the performing arts and performers around the world.</li> </ol> <p>1.4.12.B.1 = Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art. 1.4.12.B.2 = The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed. 1.4.12.B.3 = Art and art-making reflect and affect the role of technology in a global society</p>	<p><b>Big Idea 4: Aesthetic Responses and <u>Critique Methodologies</u></b></p>	
	<p><b>Topic: Critique individual and group performances using appropriate judgement and analysis techniques.</b></p>	
	<p><b>Overarching Goals:</b></p> <ul style="list-style-type: none"> <li>- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives</li> <li>- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.</li> </ul>	
	<p><b>Goal 1: Create appropriate analysis criteria and use it to positively critique student performances</b></p> <p><b>Goal 2: Evaluate technical proficiencies in performances</b></p> <p><b>Goal 3: Use current technologies to determine relevance of the arts</b></p>	
	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- What is the traditional subject matter of the pieces of music performed and has the composer delivered the message?</li> <li>- Has the performer appropriately delivered the message of the composer?</li> <li>- How are modern technologies affecting how we learn, use, and appreciate music?</li> </ul> <p><b>Enduring Understanding:</b> Music over the centuries has been used to convey ideas and emotions. This will continue, even if technologies change how it happens.</p> <p><b>Conceptual Understanding:</b> Appreciate music's history, present and future.</p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>- Individual, sectional, and full ensemble rehearsals</li> <li>- Board work</li> <li>-</li> </ul> <p><b>Assessment Models:</b></p> <ul style="list-style-type: none"> <li>- Daily performance grade</li> <li>- Listening and observation by teacher</li> <li>- Public performances</li> </ul> <p><b>Additional resources:</b> Octavos, handouts, technology, small group lessons</p>

# Course Benchmarks

**By the end of this course, students shall:**

1. Utilize healthy vocal techniques while developing musical skills through singing.
2. Be able to identify the letter names of the lines and spaces of the grand staff.
3. Learn to read and perform rhythmic patterns.
4. Develop and understanding of harmony through performance.
5. Acquire an understanding of music notation and terminology.
6. Understand and recognize musical form and structure.
7. Perform choral music of many varied cultures and time periods.
8. Be able to interpret and respond to conducting patterns.
9. Develop good citizenship through mutual efforts and success.
10. Become aware of opportunities available for a career in music.
11. Become aware of different technologies available to 21<sup>st</sup> century learners.
12. Successfully demonstrate competency of the above in the two end-of-semester concerts.