

Paulsboro Public Schools



Curriculum

Choral Music- Junior Choir

Grade 7-8

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

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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 21st 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 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st 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 21st century.
- Understands and impacts the increasingly complex technological environment.

EDUCATIONAL GOALS FOR FINE AND PERFORMING ARTS

By the end of grade 8, students are expected to communicate with competency 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.

Junior Choir

Scope and Sequence Map

By the end of grade 8, those students choosing MUSIC as their required area of specialization will demonstrate **COMPETENCY** in the following content knowledge and skills.

Semester 1	
<p>Big Idea: The Creative Process</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>Big Idea: History of the Arts and Culture</p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>
<p>Big Idea: Performance</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>Big Idea: Aesthetic Responses and Critique Methodologies</p> <p>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.</p>

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

Semester 2	
<p>Big Idea: The Creative Process</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>Big Idea: History of the Arts and Culture</p> <p>All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>
<p>Big Idea: Performance</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>Big Idea: Aesthetic Responses and Critique Methodologies</p> <p>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in music.</p>

Curriculum Management System – Big Idea 1

Subject/ Grade level 7-8	Suggested days of instruction: Infused throughout the year	
Semester 1 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: <ol style="list-style-type: none"> a. Demonstrate proper posture b. Demonstrate relaxed body and vocal tract c. Demonstrate appropriate breathing for sitting and standing d. Demonstrate proper vocal support e. Demonstrate appropriate voice placement and resonance f. Demonstrate register consistency and knowledge of appropriate vocal classification <p>1.1.8.B.1 = Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 = Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	Big Idea 1: The Creative Process	
	Topic: Vocal Techniques Necessary for Healthy Choral Singing	
	Overarching Goals: <ul style="list-style-type: none"> - Define and solve artistic problems with insight, reason, and technical proficiency - Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives 	
	Goal 1: Relaxation of body and vocal tract Goal 2: Posture, breathing, support, resonance Goal 3: Register consistency, appropriate vocal classification	
	Essential Questions: <ul style="list-style-type: none"> - How does relaxation of the body and vocal tract contribute to healthy choral singing? - How do posture, breathing, support, and resonance contribute? - How does knowledge of register consistency and appropriate vocal classification contribute? Enduring Understanding: All of the aforementioned subjects effect sound production, tone quality, attacks, dynamics, and intonation.	Learning Activities: <ul style="list-style-type: none"> - Individual, sectional, and full ensemble rehearsals - Board work Assessment Models: <ul style="list-style-type: none"> - Daily performance grade - Listening and observation by teacher - Public performances Additional resources: Octavos, handouts, technology, small group lessons
Conceptual Understanding: 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

Subject/ Grade level 7-8	Suggested days of instruction: Infused throughout the year	
Semester 1&2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: <ol style="list-style-type: none"> a. Identify the names of the lines and spaces on the grand staff b. Sing melodic intervals c. Properly notate pitch d. Sing and identify major and minor triads e. Sing and identify diatonic and chromatic scales <p>1.1.8.B.1 = Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 = Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	Big Idea 1: The Creative Process	
	Topic: Differentiation of pitches in vocal, aural, and written form	
	Overarching Goals: <ul style="list-style-type: none"> - Define and solve artistic problems with insight, reason, and technical proficiency - Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives 	
	Goal 1: Identify exact locations of page, system, line, measure, and beat in a choral octavo Goal 2: Identify and read whole, half, quarter, and eighth notes and rests in variety of meters Goal 3: Demonstrate understanding of singing in major and minor keys Goal 4: Identify expressive symbols and markings and interpret them accurately while singing	
	Essential Questions: <ul style="list-style-type: none"> - Where should I be looking when I sing? - What are the basic tools necessary to read rhythm? - What are major and minor keys and how do they sound? - What symbols are used to change how different songs sound in relation to expression? Enduring Understanding: All of the aforementioned subjects are the building blocks of melody, harmony, and notation of same.	Learning Activities: <ul style="list-style-type: none"> - Individual, sectional, and full ensemble rehearsals - Board work Assessment Models: <ul style="list-style-type: none"> - Daily performance grade - Listening and observation by teacher - Public performances Additional resources: Octavos, handouts, technology, small group lessons
Conceptual Understanding: 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

Subject/ Grade level 7-8	Suggested days of instruction: Infused throughout the year	
Semester 1&2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: <ul style="list-style-type: none"> a. Identify the relative values of rhythmic symbols b. Vocally demonstrate their understandings of metric change, syncopation, triplet figures, and dotted note patterns c. Perform examples of rhythms, including those mentioned above d. Properly notate rhythm <p>1.1.8.B.1 = Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 = Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	Big Idea 1: The Creative Process	
	Topic: Read and perform rhythmic patterns	
	Overarching Goals: <ul style="list-style-type: none"> - Define and solve artistic problems with insight, reason, and technical proficiency - Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives 	
	Goal 1: Identify the relative values of rhythmic symbols Goal 2: Demonstrate understandings of metric change, syncopation, triplet figures, dotted note patterns Goal 3: Be able to perform examples of rhythms, including those above	
	Essential Questions: <ul style="list-style-type: none"> - What are rhythmic symbols and how do they represent performable rhythms? - How do rhythmic symbols show metric change, syncopation, and other changes? Enduring Understanding: Symbols are used to represent duration of sound in time.	Learning Activities: <ul style="list-style-type: none"> - Individual, sectional, and full ensemble rehearsals - Board work Assessment Models: <ul style="list-style-type: none"> - Daily performance grade - Listening and observation by teacher - Public performances Additional resources: Octavos, handouts, technology, small group lessons
Conceptual Understanding: 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

Subject/ Grade level 7-8	Suggested days of instruction: Infused throughout the year	
Semester 1&2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: <ol style="list-style-type: none"> a. Define and demonstrate symbols of expression b. Define and demonstrate changes of dynamics within the range of piano to forte c. Define and demonstrate markings showing change in tempo d. Define and demonstrate markings showing style e. Define and demonstrate syncopation <p>1.1.8.B.1 = Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 = Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>	Big Idea 1: The Creative Process	
	Topic: Acquire an understanding of music notation and terminology	
	Overarching Goals: <ul style="list-style-type: none"> - Define and solve artistic problems with insight, reason, and technical proficiency - Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives 	
	Goal 1: Interpret and perform music with commonly used markings and symbols of expression Goal 2: Learn terminology appropriate to dynamics, tempo, and style	
	Essential Questions: <ul style="list-style-type: none"> - What are the symbols essential to perform music with expression? - How do I show dynamics, tempo, and style? Enduring Understanding: 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.	Learning Activities: <ul style="list-style-type: none"> - Individual, sectional, and full ensemble rehearsals - Board work Assessment Models: <ul style="list-style-type: none"> - Daily performance grade - Listening and observation by teacher - Public performances Additional resources: Octavos, handouts, technology, small group lessons

Curriculum Management System – Big Idea 2

Subject/ Grade level 7-8	Suggested days of instruction: Infused throughout the year	
Semester 1&2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: <ul style="list-style-type: none"> 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. <p>1.2.8.A.1 =Map historical innovations in dance, music, theater, and visual art that were caused by the creation of new technologies..</p> <p>1.2.8.A.2 = Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 = Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	Big Idea 2: History of the arts and culture	
	Topic: Acquire an understanding of the history of the arts and culture through choral music.	
	Overarching Goals: <ul style="list-style-type: none"> - Define and solve artistic problems with insight, reason, and technical proficiency - Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives - Call upon their informed acquaintance with exemplary works of music from a variety of cultures and historical periods. - 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. 	
	Goal 1: Perform choral music of many varied cultures and time periods. Goal 2: Learn about the countries, cultures, and time periods of the music performed.	
	Essential Questions: <ul style="list-style-type: none"> - Why do we perform music in different languages? - What was happening in the world when these pieces were originally written and performed? - How are other countries' cultures different from our own? Enduring Understanding: 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.	Learning Activities: <ul style="list-style-type: none"> - Individual, sectional, and full ensemble rehearsals - Board work Assessment Models: <ul style="list-style-type: none"> - Daily performance grade - Listening and observation by teacher - Public performances Additional resources: Octavos, handouts, technology, small group lessons
Conceptual Understanding: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		

Curriculum Management System - Big Idea 3

Subject/ Grade level 7-8	Suggested days of instruction: Infused throughout the year, culminating in two concerts (Winter and Spring)	
Semester 1 & 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: <ol style="list-style-type: none"> a. Perform choral music from different countries and in different languages, in a group setting b. Show proper stage deportment during concerts, both as performers and spectators c. Work cooperatively in rehearsals and performances d. Demonstrate responsibility in attending required rehearsals and performances <p>1.3.8.B.1 = Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 = Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 = Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.3.8.B.4 = Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p>	Big Idea 3: Performance	
	Topic: Perform music of varied cultures in a concert situation	
	Overarching Goals: <ul style="list-style-type: none"> • Define and solve artistic problems with insight, reason, and technical proficiency • Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives • Call upon their informed acquaintance with exemplary works of music from a variety of cultures and historical periods 	
	Goal 1: Perform choral music of many varied cultures and time periods in a formal concert setting Goal 2: Interpret and respond to conducting patterns Goal 3: Develop good citizenship through mutual efforts and success.	
	Essential Questions: <ul style="list-style-type: none"> - How do technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era? - How does the ability to read and interpret music impact musical fluency? - How is the manipulation of elements of music a contributing factor to musical artistry? Enduring Understanding: Music throughout the centuries has been written to convey ideas and emotions. In concert, we attempt to show these to our audience.	Learning Activities: <ul style="list-style-type: none"> - Individual, sectional, and full ensemble rehearsals - Board work Assessment Models: <ul style="list-style-type: none"> - Daily performance grade - Listening and observation by teacher - Public performances Additional resources: Octavos, handouts, technology, small group lessons

Curriculum Management System Big Idea 4

Subject/ Grade level 7-8	Suggested days of instruction: Infused throughout the year.	
Semester 1 & 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to: <ul style="list-style-type: none"> a. Generate observational and emotional responses to diverse culturally and historically specific works of music b. Identify works of music that are used for utilitarian and non-utilitarian purposes. c. Distinguish among artistic styles, trends, and movements in music within diverse cultures and historical eras. d. Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. e. Interpret symbolism and metaphors embedded in works of music. f. Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas. g. Analyze the form, function, craftsmanship, and originality of representative works of music. <p>1.4.8.A.1 = Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts..</p> <p>1.4.8.A.2 = Art may be used for utilitarian and non-utilitarian purposes.</p> <p>1.4.8.A.3 = Performance technique in music varies according to historical era and genre..</p> <p>1.4.8.A.4 = Abstract ideas may be expressed in works of music using a genre's stylistic traits</p> <p>1.4.8.A.5 = Symbolism and metaphor are characteristics of art and art-making.</p> <p>1.4.8.A.6 = Awareness of basic elements of style and design in music inform the creation of criteria for judging originality.</p> <p>1.4.8.A.7 = Artwork may be both utilitarian and non-utilitarian. Relative merits of works or art can be assessed through analysis of form, function, craftsmanship, and originality.</p>	Big Idea 4: <u>Aesthetic Responses</u> and Critique Methodologies	
	Topic: Develop an awareness of the different responses to music through the composer's intent, historical and cultural context, and originality.	
	Overarching Goals: <ul style="list-style-type: none"> - Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives - Call upon their informed acquaintance with exemplary works of music from a variety of cultures and historical periods. - 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. 	
	Goal 1: Use contextual clues to determine cultural implications and artistic intent. Goal 2: Develop personal responses to art in order to assign value to art Goal 3. Evaluate how exposure to cultures influences responses to art	
Essential Questions: <ul style="list-style-type: none"> - What is the traditional subject matter of the pieces of music performed and has the composer delivered the message? - Has the performer appropriately delivered the message of the composer? - How are modern technologies affecting how we learn, use, and appreciate music? - How does the music make me feel? - Do my feelings affect how valuable I feel art is? Enduring Understanding: Music over the centuries has been used to convey ideas and emotions. This will continue, even if technologies change how it happens.		Learning Activities: <ul style="list-style-type: none"> - Individual, sectional, and full ensemble rehearsals - Board work Assessment Models: <ul style="list-style-type: none"> - Daily performance grade - Listening and observation by teacher - Public performances Additional resources: Octavos, handouts, technology, small group lessons

Curriculum Management System Big Idea 4, pg 2

<p>Subject/ Grade level 7-8</p>	<p>Suggested days of instruction: Infused throughout the year.</p>	
<p>Semester 1 & 2 Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> a. Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. b. Differentiate among basic forma structures and technical proficiency of artists in works of music. c. Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. <p>1.4.8.B.1 = Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form..</p> <p>1.4.8.B.2 = Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p> <p>1.4.8.B.3 = Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p>	<p>Big Idea 4: Aesthetic Responses and <u>Critique Methodologies</u></p>	
	<p>Topic: Critique individual and group performances using appropriate judgement and analysis techniques.</p>	
	<p>Overarching Goals:</p> <ul style="list-style-type: none"> - Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives - 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. 	
	<p>Goal 1: Create appropriate analysis criteria and use it to positively critique student performances</p> <p>Goal 2: Evaluate technical proficiencies in performances</p> <p>Goal 3: Use current technologies to determine relevance of the arts</p>	
	<p>Essential Questions:</p> <ul style="list-style-type: none"> - What is the traditional subject matter of the pieces of music performed and has the composer delivered the message? - Has the performer appropriately delivered the message of the composer? - How are modern technologies affecting how we learn, use, and appreciate music? <p>Enduring Understanding: Music over the centuries has been used to convey ideas and emotions. This will continue, even if technologies change how it happens.</p> <p>Conceptual Understanding: Appreciate music's history, present and future.</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> - Individual, sectional, and full ensemble rehearsals - Board work <p>Assessment Models:</p> <ul style="list-style-type: none"> - Daily performance grade - Listening and observation by teacher - Public performances <p>Additional resources: 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 21st century learners.
12. Successfully demonstrate competency of the above in the two end-of-semester concerts.