

Verona Public School District Curriculum Overview

Vocal Music – Grades 9–12



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Concert Choir

Concert Choir is a non-auditioned ensemble. This ensemble is ideal for students who have limited or no previous experience in a choral setting and want to learn about basic choral singing through performance. Students sing in unison, 2 part, and 3 part harmony with a focus on basic vocal technique including blend, balance, intonation, range, diction, and musicality. A variety of musical styles and periods are explored. Students are introduced to basic music theory, sight reading skills (rhythmic and tonal) and basic stage presence and performance skills. All choral students have several formative small group lessons within each marking period to help improve and evaluate individual skills and effort. These lessons are scheduled at the beginning of each semester as a collaborative effort between the teacher and student. All choir members are REQUIRED to perform at home concerts as an integral part of their learning experience. These performances are scheduled OUTSIDE of the regular school day and a full music calendar is provided at the start of each year for family planning. Additional performance opportunities are scheduled when possible based on the availability of the group members. The student's evaluation (grade) will be largely determined by his/her development of ensemble skills during daily rehearsals along with the completion of written theory assignments, attendance and improvement at lessons, and successful participation in required performances.

Chamber Choir

Chamber Choir is an auditioned based, advanced ensemble. This ensemble is ideal for students who want to explore advanced choral singing through performance. Students will sing in 3 part, 4 part, and 5 part harmony with focus on advanced vocal technique including blend, balance, intonation, range, diction, and musicality. A variety of musical styles and periods are explored. Students will continue to study advanced level music theory, sight reading skills (rhythmic and tonal) and stage presence and performance skills. In addition to required home performances, students have the opportunity to partake in various clinic/festival choral formats with other school choral departments and perform for community functions as available

Prerequisite(s):

Concert Choir

Open to all students grades 9-12.

Chamber Choir

Students in grades 9-12. Audition and teacher placement required.

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
x A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	x CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. x CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting	A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12)	x A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, AV Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
•	<ul style="list-style-type: none"> • Vocal Sheet Music • Vocal Solo and Ensemble texts • Sight Reading technology • Music Theory technology



9-12 Choral Curriculum

Unit Title / Topic: Large Ensemble Choral Music

Unit Duration: Year Long

Stage 1: Desired Results

Established Goals:

Basic Course Description:

Students will sing in unison, 2, 3, and 4 part harmony with a focus on basic vocal technique including blend, balance, intonation, range, diction, and musicality. A variety of musical styles and periods are explored. Students are introduced to basic music theory, sight reading skills (rhythmic and tonal) and basic stage presence and performance skills.

NJ Fine and Performing Arts Standards

By the end of the 12th grade, those students choosing music will demonstrate proficiency in the following content knowledge and skills.

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.

1.1.12.B.2- Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

2014 National Music Standards:

9-12 Choral Ensemble

MU:Cr3.2.E.IIa Share personally developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU:Cn10.0.H.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

Transfer Goal:

Students will be able to independently use their learning to create, perform, respond and connect music to their lives.

Students will understand that:

- Music is evident in all cultures expressing emotions and events
- Music is organized sound
- The sound of the choir is built on the blend and balance of the individual voices; an ensemble/team.
- Music is a lifelong skill and passion
- Music is a universal language
- Music broadens the understanding to that of a global community/world
- The creative ideas, and feelings that influence musicians' work emerge from a variety of sources
- Musicians judge performance based on criteria that vary across time, place, and cultures
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of those ideas and feedback.

Essential Questions:

- What role does my solo voice play in the multi voiced large ensemble?
- What do I do well as a singer/musician and what can I improve on?
- How does this piece of music relate to me?
- How do I want this piece of music to relate to my audience?
- How does understanding of context and structure in music translate to performance?
- How do singer/musicians interpret music?
- How do musicians improve the quality of their work?
- How do other arts and content areas relate to choral music?

Students will know:

- The biology of how the voice/ larynx works
- Techniques that serve the mind, body and voice
- How they hear themselves in a large group
- How their voice part works with the ensemble
- How to use their whole body as part of their whole instrument
- How to have correct posture
- How to find different parts of the voice (i.e. head voice, chest voice, falsetto)
- How to relax the articulators (ie lips, tongue, and jaw)
- How the breath works(diaphragmatic vs. clavicular breath)
- Breathing: support of the breath, duration of sound
- Vowels: pure vowels vs diphthongs
- Voiced and unvoiced consonants
- Range consistency and development
- Voice placement in the singer's mask/resonators (ie forward, brighter vs back, covered)
- To read music:rhythm, pitch, in both treble and bass clef utilizing solfeggio for pitch

Students will be able to:

- Recognize and perform musically correct:
 - o Blend and balance
 - o Tone
 - o Pitch and Rhythms
 - o Expression and Style
 - o Breath and phrasing support
- Perform appropriate posture
- Perform correct diction encapsulating consonants and vowels in Latin, German, Italian, French, and English.
- Sight read level I,II,III, and IV with correct rhythm and pitch
- Evaluate and refine creative work
- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to audience and context
- Rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others

Stage 2: Acceptable Evidence

Transfer Task

- Given their own knowledge and musical capabilities, students will learn choral music of various styles and levels of difficulty. They will perform for themselves and audiences and provide critiques of the overall quality of their performance as well as the performances of others through public concerts.
- Listen to, analyze, and provide feedback to recordings of themselves(solo work) and/or the large ensemble
- Formative Assessments
 - ◆ Pre-test
 - ◆ Students' questions
 - ◆ Daily checks for understanding
 - ◆ Peer assessments
 - ◆ Self-assessments
- Summative Assessments
 - ◆ Public Concerts
 - ◆ Post-test
 - ◆ Large Ensemble Critique of Concert Performance
 - ◆ Self Critique of Concert Performance
- Feedback from other music education staff and administrators
- Feedback from outside of district clinicians, collegiate music professors/other choral music educators, and guest musicians/speakers

This is an example of a specific piece broken down and studied in 9-12 choral music.

Lesson Plan
Large Ensemble Performance Class
March 2016

Mrs. Claire Ma
Choral Music
Verona High School
Large Group Assessment

Title	Due pupille amabili
Composer	Mozart
Publisher	CPDL
Voicing	SAB
Other	3 clarinet trio accompaniment

Teaching Objectives:

1. Students will understand and perform homophonic music
2. Students will learn this piece of music by dissecting their parts on solfeggio.
3. Students will be asked what is happening in the music melodically and rhythmically as they discover this new music.
4. Students will be able to identify this music as an example of Classical Italian chamber music written by Mozart
5. Students will perform this music with correct articulations, dynamics and phrasing for the Classical time period.
6. Students will be accompanied by 3 modern day clarinets. Students will understand that this accompaniment was written this way for a specific purpose by the composer
7. Students will demonstrate correct pronunciation of the Italian language; with correct phrasing and word stress.
8. Students will understand how this piece is an important example of Chamber music during the 1700s.

Background Information

Vocal Chamber music was developed in the 1700s to be performed in palace chambers. Contributors to this rich musical literature, in addition to Mozart, included Haydn, Schubert, Beethoven, Mendelssohn, Schumann, and Brahms. These vocal chamber music pieces, or Notturmi, for 2 sopranos and bass were compositions resulting from Mozart's friendship with the family of the famous botanist Nicolaus Joseph Von Jacquin. Notturmi were originally instrumental compositions played for an evening's entertainment and written for small groups of instrumentalists with or without singers. These Notturmi were accompanied by three corni di bassetto (alto clarinets) or by two clarinets and basset horn. We will be performing this piece with 2 clarinets and 1 bass clarinet from our instrumental program.

National Core Arts Standards Addressed

Anchor Standard #4, 5, 6, 7, 8, 9

Introducing the Piece

Students will be given the piece of music with the title, composer and words whited out. Students will explore the music by looking at the rhythms and solfeggio first. Students will be asked questions about what is happening in the music melodically and rhythmically. Students will be challenged in their music literacy skills as they learn the piece without the piano giving them their pitches.

Daily Lessons

Day 1: Students will sight sing in F major to acclimate themselves to the key signature and tonality of the piece. Students will then label their solfeggio syllables beginning to measure 9. Students will say their solfeggio in rhythm; separate and then together to check their understanding of their own voice part and how it fits into the group as a whole. Students will then sing their part on solfeggio without the assistance of the piano.

Day 2: Students will review their sight singing from Day 1's class. Students will self evaluate if they have "learned" this section of music. Along with the guidance of the instructor, students will be asked questions to help them determine whether they are ready to learn more material. Students will demonstrate that they have learned the beginning - measure 9 by accurately singing notes and rhythms.

Day 3: Students will sight sing measure 10-- 16 using the solfeggio syllables to help them determine different intervocalic relationships. Students will evaluate the rhythmic and melodic structures as they learn this new section of music

Day 4: Students will sing through measure 10-16 and determine what they have learned and what still needs to be corrected. They will ask questions about their own voice part and how it relates to the other voice parts in the music. Students will solidify their knowledge of measures 10-16 before singing it with the previously learned section of music (beginning- measure 9).

Day 4: Students will review pickup to measure 9- 12. Then they will determine the similarities and differences of those measures compared to pick up to measure 17- 20. They will be asked to describe the rhythmic and melodic structures and how they are similar to the previously performed measures. They will discover that these measures are ones that they have already learned.

Day 5: Students will demonstrate that they have learned the melodic and rhythmic structure to the piece by performing the beginning- measure 20 without the assistance of the piano or metronome.

Day 6: Students will demonstrate their level of knowledge by performing this piece from beginning to measure 20. They will self evaluate and ask clarification questions to deepen their level of performance. Students will sight read measure 21- end to finalize their learning of the melodic and rhythmic structures with this piece.

Day 7: Students will start learning the Italian for this piece. They will start by saying the Italian phrase by phrase, in rhythm. Students will learn the Italian in the same phrase by phrase structure that they learned the melodic and rhythmic structures. Students will start with the beginning - measure 9. Students will be challenged to sing the correct rhythmic and melodic structures also while saying the Italian words.

Day 8: Students will demonstrate their learning of the Italian words by performing the correct rhythmic and melodic structures and singing the correct Italian for the beginning - measure 9. Students will be introduced and perform the Italian for measure 10-16.

Day 9: Students will demonstrate their current level of knowledge by performing the music from the beginning- measure 16. They will correct and ask questions of the parts that they don't understand. They will know when they understand the music when they can perform it accurately. Students will continue learning the rest of the Italian from measure 20- end. Students will be challenged to perform the correct rhythms, melodies and Italian all at the same time.

Day 10: Students will be asked what they think the music is about. They will discuss it with a partner and then as smaller sections before coming into a larger group. After a classroom discussion, students will be told the Italian and English translation. They will be asked, "How does this piece, written in the 1700s, relate to our modern day

society? Or does it?" They will record their responses on a google document.

Assessment of Student Knowledge

1. Students will be formatively assessed daily. This will happen with self and teacher evaluations in the form of performance, discussion and questioning.
2. Students will be summatively assessed during their public performance of this music. They will present the meaning of the piece to the audience and its importance to the study of choral music. Students will also use the opportunity to share with the audience how this piece of performance art can be applicable to their 21st century lives.