

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concert Choir

Curriculum Writing Committee: Richard Horst

Grade Level: 9-12

Date of Board Approval: ____2021____

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Daily Performance & Participation (weekly)	50%
Classwork & Homework (2 to 4 per quarter)	25%
Performance (once per quarter)	25%

Curriculum Map

Overview: This course provides opportunities in creating, performing, listening and analyzing choral music while providing learning experiences designed to develop the ability to read music, make informed evaluations concerning music and understanding music and its practices in relation to History and culture, and other disciplines in the curriculum. The repertoire taught includes standard choral repertoire as well as music representing diverse genres and styles from various periods and cultures, including different languages.

This course is offered as a semester and/or full year curriculum. All units are considered ongoing because content of the units is addressed daily.

Goals:

Marking Period One - Understanding of:

- a. Breath support is the most important aspect of good, healthy singing.
- b. Students will sing with proper technique.
- c. Students will produce beautiful tone.
- d. Students will sing with correct posture.
- e. Students will interpret various musical signs and terms related to dynamics tempo and meter.
- f. Students will distinguish, understand and apply durations of notes and rests from whole to 16th.
- g. Sight-singing is the ability to interpret and aurally reproduce musical notation on sight.
- h. Distinguishing and demonstrating pure vowels vs. diphthong & triphthong, and voiced consonants vs. unvoiced consonants helps students succeed in singing with good diction.
- i. As students experience music of various cultures, pronunciation of foreign languages will be learned.

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Marking Period Two - Understanding of:

- a. Singing with correct technique in the context of repertoire.
- b. Applying musical concepts to repertoire to communicate most effectively.
- c. Analyzing text and determining how to best express the intended emotion.
- d. Working together in an ensemble setting to produce a unified result.
- e. Expressing in prose thoughts and observations of various performances.
- f. How various elements can be adjusted to communicate a different idea or emotion.

Marking Period Three - Understanding of:

- a. Breath support is the most important aspect of good, healthy singing.
- b. Students will sing with proper technique.
- c. Students will produce beautiful tone.
- d. Students will sing with correct posture.
- e. Students will interpret various musical signs and terms related to dynamics tempo and meter.
- f. Students will distinguish, understand and apply durations of notes and rests from whole to 16th.
- g. Sight-singing is the ability to interpret and aurally reproduce musical notation on sight.
- h. Distinguishing and demonstrating pure vowels vs. diphthong & triphthong, and voiced consonants vs. unvoiced consonants helps students succeed in singing with good diction.
- i. As students experience music of various cultures, pronunciation of foreign languages will be learned.

Marking Period Four – Understanding of:

- a. How to thoroughly prepare for performance.
- b. Being attuned to the characteristics that make a good performance great.
- c. The sensitivity necessary to make musical performance greater.
- d. Aspects of the culture from which the repertoire comes.

Big Ideas:

Big Idea # 1: Sing with natural Tone Production

Big Idea #2: Singing with Independence

Big Idea # 3: Good Choral singing requires us to communicate with clear diction.

Big Idea #4: Unified sound relies on diction and rhythm.

Big Idea # 5: Literate musicians understand the notes on a staff.

Big Idea #6: Literate musicians can interpret complex rhythms.

Big Idea # 7: Music is intended to be expressive communication.

Big Idea #8: Expression is the result of several elements of singing.

Big Idea #9: Cultural and Historical Understanding leads to greater expression

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Big Idea # 10: It is important to recognize the quality of various characteristic of performance.

Big Idea # 11: One must be prepared for a great performance.

Big Idea #12: Knowing the culture and intent of a work is necessary for a great performance.

Textbook and Supplemental Resources:

Melodic patterns, simple songs, choral repertoire, Exercises – Melodia Book, Hymn samples, Bach Chorales, Recordings, audio recording and playback device

IPA symbols,

On-line resources – www.teoria.com, www.musictheory.net, www.cpd.org, www.youtube.com

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Curriculum Plan

Unit 1: **Vocal Technique**

Time/Days: ongoing

Pennsylvania Academic Standards Addressed:

9.1.12.A, 9.1.12.B, 9.1.12.G, 9.1.12.H, 9.2.12.E, 9.3.12.A, 9.3.12.F

National Core Arts Anchors Addressed:

MU:Pr4.1.E.IIa, MU:Pr4.2.E.Ia, MU:Pr5.3.E.IIIa, MU:Pr6.1.E.8a, MU:Pr6.1.E.IIIb, MU:Re7.1.E.IIa, MU:Re9.1.E.IIIa, MU:Cn10.0.H.IIa,

Eligible Content:

- Independently performing music that has multiple parts.
- Singing with proper technique in order to create the best and most efficient sound.
- Singing a wide variety of repertoire.

Objectives:

- Students will synthesize elements of natural, healthy vocal production. (DOK Level 4)
- Students will identify the main characteristics of healthy vocal production. (DOK Level 1)
- Students will assess examples of impediments to natural and healthy vocal production. (DOK Level 3)
- Students will apply these concepts to performance of a varied repertoire of music. (DOK Level 4)
- Students will apply these concepts to printed music, whether an exercise or part of the repertoire. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Through demonstration, lecture, and/or recorded example, Introduce concepts of natural, healthy singing. Interacting with students for each of the following ideas:
 - Elements of natural, healthy breath.
 - Explanation of openness of sound production.
- Upon hearing students sing simple melodies and/or patterns, the teacher will identify what students are doing well, and address areas to be corrected.
- Apply proper singing technique in the context of choral repertoire.

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Assessments:

Diagnostic:

- Teacher observation at the start of the year, and each time we begin a new set of repertoire.

Formative:

- Teacher or student questioning of the contrast of sensation between singing correctly vs. incorrectly.

Summative:

- Concert performance.

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Unit 2: **Diction**

Time Range in Days: ongoing

Pennsylvania Academic Standards Addressed:

9.1.12.A, 9.1.12.G, 9.3.12.A.

National Core Arts Anchors Addressed:

MU:Pr4.1.E.IIa, MU:Pr5.3.E.IIa, MU:Pr6.1.E.IIa

Eligible Content:

- Engaging the audience through all aspects of their performance of the repertoire.
- Understanding voiced and unvoiced consonants.
- Understanding pure vowel sounds vs. diphthongs and triphthongs.

Objectives:

- Students will synthesize concepts of pronunciation of vowels, and pronunciation of consonants into choral repertoire. (DOK Level 4)
- Hearers of students' singing will be able to identify the words of the texts that they sing. (DOK Level 1)

Core Activities and Corresponding Instructional Methods:

- After a brief explanation, students will experience, identify and compare voiced and non-voiced consonants.
- Students will be introduced, through demonstration, to the concept of diphthongs and triphthongs.
- Students practice identifying pure vowel sounds, and how to phonetically spell words that have pure vowels, diphthongs and triphthongs.
- Apply this knowledge to music in foreign languages

Assessments:

Diagnostic:

- Teacher observation at the start of the year, and each time we begin a new set of repertoire.

Formative:

- Observation of student performance.

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Summative:

- Concert performance.

Unit 3: **Literacy skills**

Time Range in Days: ongoing

Pennsylvania Academic Standards Addressed:

9.1.12A, 9.1.12.C, 9.1.12.G

National Core Arts Anchors Addressed:

MU:Cr2.1.E.IIa, MU:Pr4.1.E.IIa, MU:Pr4.2.E.IIa, MU:Pr5.3.E.IIIa, MU:Re7.1.E.IIIa

Eligible Content:

- Communicate emotion independently and accurately from a printed source.

Objectives:

- Students will synthesize the various types of notes found on the staff to sing melodic ideas with accuracy. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Introduce the concept of Key Signatures and scales.
 - The last Flat is FA.
 - The last Sharp is TI.
- Sing through scales, tonal patterns, and exercises in solfege, on sight.
- Review Meter Signatures, Note Values, and counting.
- On neutral pitch read and count rhythmic patterns.
- Add pitches to the simple rhythms to count-sing and sing on solfege.
- Advance the difficulty of the exercises.
- Apply these skills to repertoire.

Assessments:

Diagnostic:

- Sight-signing assessment.

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Formative:

- Listen for the accuracy of what students are singing verses what is in the score.

Summative:

- Students record excerpts of their work.
- Concert performance

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Unit 4: Elements of Expression

Time Range in Days: ongoing

Standards Addressed:

9.1.12A, 9.1.12.B, 9.1.12.C, 9.1.12.D, 9.1.12.E, 9.1.12.F, 9.1.12.K, 9.2.12.A, 9.2.12.B, 9.2.12.C, 9.2.12.D, 9.2.12.E, 9.2.12.F, 9.2.12.G, 9.2.12.I, 9.2.12.J, 9.2.12.K, 9.2.12.L, 9.3.12.A, 9.4.12.A, 9.4.12.B,

Anchor(s):

MU:Pr4.1.E.IIIa, MU:Pr4.2.E.IIIa, MU:Pr4.3.E.IIIa, MU:Pr5.3.E.IIIa, MU:Pr6.1.E.IIa, MU:Pr6.1.E.IIb, MU:Re7.1.E.IIIa, MU:Re7.2.E.Ia, MU:Re8.1.E.IIa, MU:Cn10.0.H.IIIa, MU:Cn11.0.T.IIIa

Eligible Content:

- Students manipulate musical elements so that they are expressive.
- Develop the tools to find and share the greatest amount of expression and meaning in various pieces of choral music.

Objectives:

- Students will interpret how various characteristics of music can be manipulated to gain the greatest level of expression. (DOK Level 2)
- Students will Analyze the Historical and Cultural roots of music order to exhibit the appropriate performance practice. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Upon introduction of a piece, discuss the characteristics that are found on the printed score
- Sing through the piece with specific attention to the printed details.
- Discuss the background of the song, including composer, time period, ethnicity, etc.
- Study through research and/or listening samples what appropriate musical interpretations should be applied, given the background information.
- Sing through the piece implementing the characteristics identified through the background information.
- Work to create a unified interpretation across the ensemble, based on what is printed on the score and what is not (background information).

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Assessments:

Diagnostic:

- Initial observation of skills.

Formative:

- Question and answer as to the intent as we work through repertoire.

Summative:

- Concert Performance

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Unit 5: **Analysis**

Time Range in Days: ongoing

Pennsylvania Academic Standards Addressed:

9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.E, 9.1.12.G, 9.1.12.I, 9.2.12.A, 9.2.12.B, 9.2.12.C, 9.2.12.D, 9.2.12.E, 9.2.12.G, 9.2.12.H, 9.2.12.I, 9.2.12.J, 9.2.12.K, 9.2.12.L, 9.3.12.A, 9.3.12.B, 9.3.12.C, 9.3.12.D, 9.4.12.B,

National Core Arts Anchors Addressed:

MU:Pr4.2.E.IIa, MU:Pr6.1.E.IIa, MU:Re7.2.E.IIa, MU:Re8.1.E.IIa, MU:Re9.1.E.IIa,

Eligible Content:

- Analyzing the fundamental characteristics of performances.
- Develop the ability to make adjustments to one's own performance based on that analysis.

Objectives:

- Students will synthesize the various fundamental characteristics of a musical performance so to give a clear and accurate analysis. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Given specific criteria for which students are familiar, they will identify and qualify what they notice about the specified criteria in given examples.
- Students will expand on the above procedure by looking into additional characteristics.
- Students will give response about multiple characteristics of a performance in comparison with their understanding of each characteristic.
- Students will compare their own performance with the exemplified example, as well as additional examples of which they know.
- Students will communicate by both writing and verbalizing their responses.

Assessments:

Diagnostic:

- Teacher questions students' knowledge of fundamental characteristics of musical performance

Formative:

- Students describe how to apply knowledge of skills to analysis of performances.

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Summative: Write a formal analysis of recorded pieces of music.

Unit 6: **Performance**

Time Range in Days: 20 Days

Pennsylvania Academic Standards Addressed:

9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.E, 9.1.12.F, 9.1.12.G, 9.1.12.H, 9.1.12.I, 9.1.12.J, 9.2.12.A, 9.2.12.B, 9.2.12.C, 9.2.12.D, 9.2.12.E, 9.2.12.G, 9.2.12.I, 9.2.12.J, 9.2.12.K, 9.2.12.L, 9.3.12.A, 9.3.12.B, 9.3.12.C, 9.3.12.D, 9.3.12.E, 9.3.12.G, 9.4.12.A, 9.4.12.B

National Core Arts Anchors Addressed:

MU:Cr3.1.E.IIIa, MU:Cr3.2.E.IIIa, MU:Pr4.2.E.IIa, MU:Pr5.3.E.IIIa, MU:Pr6.1.E.IIa, MU:Pry.1.E.IIb, MU:Re8.1.E.IIa, MU:Re9.1.E.IIa, MU:Cn10.0.H.IIa

Eligible Content:

- Understanding the depth and level of preparation necessary for a piece of music to truly be performance-ready.

Objectives:

- Students will apply their knowledge of the various characteristics of good choral singing to share a public performance. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Students will work through learning their repertoire on a daily basis.
- Students will analyze their work as they are learning; improving as many characteristics of the work as they can.
- Students will exemplify, alone, in small groups, and in larger groups, their own level of preparedness on parts of their repertoire. Following their examples, students will again analyze where they are personally.
- Students will listen to and watch recorded examples of well-prepared ensembles.
- Students will discuss what they need to do to be more performance-ready.

Assessments:

Diagnostic:

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- Students and teacher will discuss, prior to performance, expectations, where to go and how to get there, how to respond to unfamiliar acoustics, audience, etc.

Formative:

- Teacher observes students' adjustments made as a result of being in various locations with different stimuli, which will display their understanding of these challenges.

Summative:

- Students will perform their repertoire in a public concert.