

Week	Marking Period 1	Week	Marking Period 3
1	Administer beginning of year benchmark	21	Reinforce proper breath control and breathing techniques Practice articulating different vocal sounds and vowels properly
2	Learning rhythmic notation through aural, visual, and kinesthetic activities	22	Video-tape / audio tape recording rehearsals and performances will enable students to evaluate their product
3	Create and instill proper and successful practice habits	23	Develop critiquing skills in order to rightly evaluate self, peer, or other performances
4	Manipulate their bodies into the correct posture by using a variety of different exercises and methods	24	Discuss the changes in how music is currently produced, stored and transmitted through current technology and listening media
5	Demonstrate proper breathing techniques by using a variety of different exercises and methods	25	Discuss the changes in how music is currently produced, stored and transmitted through current technology and listening media
6	Study basic major and minor scales and chord structure (whole and half steps)	26	Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)
7	Learn basic sight reading using solfeggio syllables	27	Listen to and describing the many characteristics among genres of music
8	Identify time signatures, various musical symbols and terminology	28	Listen to and describing the many characteristics among genres of music
9	Identify and practice note and rest values of quarter, eighth, sixteenth, half, whole and dotted rhythmic notation	29	Introduce basic arranging skills
10	Study and identify pitches on the Grand Staff	30	Video-tape / audio record rehearsals and performances will enable students to evaluate their product
Week	Marking Period 2	Week	Marking Period 4
11	Examine the anatomy of the throat and the process of how sound is produced	31	Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)
12	Examine the physiology of vocal sound production	32	Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)
13	Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)	33	Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)
14	Concert preparation	34	Work individually and in small groups to develop and improve stage presentation, musical elements, and ensembleship
15	Concert rehearsal and performance	35	Learn effective techniques and strategies to better prepare for the performance
16	Perform, note, and compose melodic examples	36	Concert rehearsal and performance
17	Observe proper mannerisms of singers while they are performing	37	Listening to various recordings of artists performing different styles and genres of music
18	Learn to sight sing music in a variety of difficulties	38	Study professional vocal techniques help to strengthen music awareness
19	Prepare for Mid-term exam	39	Prepare for Final exam/benchmark
20	Exams	40	Exam

<b>Chorus</b>	
<b>Music Theory</b>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Music is fundamental and accessible to everyone</li> <li>• Music is an integral part of a culture and its population</li> <li>• Music is a language that is spoken, read, and evaluated</li> <li>• Music is a communication tool comprised of different elements that cohesively work together to create unique and sophisticated products</li> <li>• Rhythmic and melodic notation provide the fundamentals to basic musicianship</li> <li>• Knowledge and manipulation of these elements create different styles of music</li> <li>• Music can be taught, learned, and performed through a variety of methodologies</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How will the study of music theory enable the student to become a competent musician?</li> <li>• How are the elements of music important in a musical work?</li> <li>• What are the basic components of music notation and how do we follow along?</li> <li>• How does notation express musical ideas?</li> <li>• Where did the musical symbols we now study originate?</li> </ul>	
<b>NJCCCS</b>	<i>AR.9-12.1.1.12.1, AR.9-12.1.1.12.2, AR.9-12.1.1.12.B.1, AR.9-12.1.3.12.2, AR.9-12.1.3.12.3, AR.9-12.1.3.12.4, AR.9-12.1.3.12.B.4</i>
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Identify and read notes on the Grand staff from Treble and Bass clefs</li> <li>• Identify and practice note and rest values of quarter, eighth, sixteenth , half, whole and dotted rhythmic notation</li> <li>• Identify key signatures, melodic intervals, and pitch</li> <li>• Identify time signatures, various musical symbols and terminology</li> <li>• Study basic major and minor scales and chord structure (whole and half steps)</li> <li>• Learn basic rhythmic and melodic dictation</li> <li>• Learn basic sight reading using solfeggio syllables</li> <li>• Introduce basic arranging skills</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Studying and identifying pitches on the Grand Staff</li> <li>• Learning rhythmic notation through aural, visual, and kinesthetic activities</li> <li>• Learning melodic notation and intervals through aural, visual , and kinesthetic activities</li> <li>• Identifying and defining music symbols and terminology</li> <li>• Studying scales and chord structure through listening examples, visual aids, and kinesthetic activities</li> <li>• Notating and identifying major and minor key signatures</li> <li>• Notating all major scales and chord structures</li> <li>• Sight reading basic and intermediate melodies using solfeggio symbols</li> <li>• Performing, notating, and composing melodic examples</li> <li>• Performing, notating, and composing rhythm examples in different meters</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Daily Warm-ups</li> <li>• Class participation and discussion</li> <li>• Writing prompts</li> <li>• Written tests/quizzes</li> <li>• Sight singing and dictation tests</li> <li>• Student and teacher demonstrations</li> <li>• Participation</li> </ul>	

Chorus

- Arrangement or other projects

**21 Century Skills**

**Creativity, Critical Thinking, Communication, Collaboration**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
	Life & Career Skills		Information Literacy		Media Literacy		

**Technology Integration**

- Music notation software
- Solfeggio aural exercises
- Theory applications
- Music composition software
- Digital projector
- ELMO display projector
- Playback sound system
- Digital / Acoustic Pianos

<b>Chorus</b>	
<b>Proper Vocal Production &amp; Technique</b>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Knowledge of production fundamentals are necessary in learning to sing properly with full potential</li> <li>• Increase awareness of good practicing techniques including warming up and good posture</li> <li>• Examine the anatomy of the throat and the process of how sound is produced</li> <li>• Understand the physiology of vocal sound production</li> <li>• Understand how poor posture and inadequate breath support affect sound production</li> <li>• Maintaining proper space in the mouth while clearly annunciating and articulating the words sung</li> <li>• Encourage students to listen more and become a cohesive member of the ensemble</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How can the student maximize their potential as a singer?</li> <li>• How can a thorough understanding of music vocabulary be useful in singing?</li> <li>• How can practice habits affect a student's performance?</li> <li>• Why is it important to be aware of our entire body while singing?</li> <li>• What parts of the body are necessary to create a good vocal sound?</li> <li>• Why is strong breath support and open space essential?</li> <li>• How does diction and articulation enhance a performance?</li> <li>• How can we maintain good vocal health?</li> <li>• How can we differentiate between good and bad vocal technique and production?</li> <li>• How does an individual's vocal production affect other members of the ensemble?</li> </ul>	
<b>NJCCCS</b>	<ul style="list-style-type: none"> <li>• <i>AR.9-12.1.1.12.2, AR.9-12.1.3.12.1, AR.9-12.1.3.12.2, AR.9-12.1.3.12.3</i></li> <li>• <i>HE.9-12.2.5.12</i></li> </ul>
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)</li> <li>• Create and instill proper and successful practice habits</li> <li>• Develop a better understanding of theory and reading music while singing</li> <li>• Display personal growth in their vocal production throughout the year</li> <li>• Perform various songs and melodic examples appropriate to individual musical levels</li> <li>• Demonstrate and evaluate good and bad posture through visual and kinesthetic examples</li> <li>• Reinforce proper breath control and breathing techniques</li> <li>• Practice articulating different vocal sounds and vowels properly</li> <li>• Observe proper mannerisms of singers while they are performing</li> <li>• Listen and adapt to other members and sections in the ensemble</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Increasing skill level through working individually and in groups</li> <li>• Studying professional vocal techniques help to strengthen music awareness</li> <li>• Learning to sight sing music in a variety of difficulties</li> <li>• Learning to sing repertoire from a variety of time periods, styles, and languages</li> <li>• Manipulating their bodies into the correct posture by using a variety of different exercises and methods</li> <li>• Demonstrating proper breathing techniques by using a variety of different exercises and methods</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Class participation and discussion Teacher evaluation using rubrics</li> <li>• Tests and Quizzes (written or sight reading)</li> <li>• Self and peer-assessment</li> </ul>	

Chorus

- Teach and student demonstration and observation
- Written prompts

**21 Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills		Information Literacy		Media Literacy		

**Technology Integration**

- Vocal pedagogy demonstrations / documentaries
- Media performances of performers
- Interactive models of vocal anatomy
- Recording equipment
- Digital projector
- Elmo display projector
- Playback sound system

<b>Chorus</b>							
<b>Music Listening and Appreciation</b>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Music is a reflection of culture and the time period in which it was created</li> <li>• Aural and historical appreciation and acuity is important to musical understanding and competency</li> <li>• An individual’s interpretation of music is based on their experience and knowledge</li> <li>• Elements of music are combined to create different styles and effects</li> <li>• The performance, style, and genre of music develops and differs throughout different cultures and time periods</li> <li>• Technology has changed the way in which we learn, practice, perform, and understand music</li> </ul>							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• How can I better appreciate other genres of music?</li> <li>• How can musical vocabulary help enable more effective listening techniques?</li> <li>• What kind of an emotional response does music instill in a listener and how does it differ from piece to piece?</li> <li>• How has technology advanced the production of sound?</li> <li>• How can we appreciate music as an art form and apply it to everyday life?</li> <li>• What are different characteristics that are associated with certain types of music and time periods?</li> </ul>							
<b>NJCCCS</b>		<i>AR.9-12.1.1.12.B.2, AR.9-12.1.2.12.A.1, AR.9-12.1.2.12.A.2, AR.9-12.1.3.12.1, AR.9-12.1.3.12.B.1, AR.9-12.1.3.12.B.2, AR.9-12.1.4.12.A.1, AR.9-12.1.4.12.3 LA.9-10.CCSS.ELA-Literacy.W.9-10.2, LA.9-10.CCSS.ELA-Literacy.W.9-10.1</i>					
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Describe the characteristics associated with different time periods and genres of music</li> <li>• Identify individual characteristics of specific performers from listening examples</li> <li>• Discuss individual preferences to the music studied and discussed in class</li> <li>• Discuss the development of music and how it has led to music today</li> <li>• Relate studied characteristics of time periods and styles to music learning in repertoire</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Listening to various recordings of artists performing different styles and genres of music</li> <li>• Listening to and describing the many characteristics among genres of music</li> <li>• Discussing the changes in how music is currently produced, stored and transmitted through current technology and listening media</li> <li>• Discussing and describing music preference through individual listening techniques</li> <li>• Implement characteristics of musical styles and time periods into music learning in repertoire</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• Class participation and discussion</li> <li>• Tests and Quizzes</li> <li>• Listening assignments and projects</li> <li>• Written critiques</li> <li>• Self, peer, and Teacher evaluation</li> </ul>							
<b>21 Century Skills</b>							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills		Information Literacy	X	Media Literacy		
<b>Technology Integration</b>							
<ul style="list-style-type: none"> <li>• Cultural documentaries</li> <li>• Music composition software</li> <li>• Interactive blog / discussion forums</li> </ul>				<ul style="list-style-type: none"> <li>• Digital projector</li> <li>• Elmo display projector</li> <li>• Playback sound system</li> </ul>			

<b>Chorus</b>	
<b>Performance Etiquette, Critique, and Growth</b>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• It is important to maintain professional demeanor before, during, and after any performance</li> <li>• Good performances require optimal control over your body and projection of your voice</li> <li>• Good performers understand and utilize the fundamentals of music in each performance</li> <li>• The professionalism of your presentation leaves a lasting impression on the audience</li> <li>• Preparing sufficiently will enhance your overall performance</li> <li>• It is imperative to attend rehearsals and performances in a timely fashion and participate fully</li> <li>• The ability to critique and describe a performance is a fundamental part of a musician's maturation</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do I build and maintain confidence in myself?</li> <li>• Have I shown growth?</li> <li>• What skills are needed to recognize the quality of a performance?</li> <li>• How does proper etiquette enhance the overall musical experience – for the performer <b>and</b> the audience?</li> <li>• How will concepts discussed and practiced in rehearsal help me to become a better musician?</li> <li>• What vocabulary is used to critique a performance?</li> <li>• How can we accept and learn from negative and positive critiques?</li> <li>• Does respect play a role in a critique of a performance?</li> </ul>	
<b>NJCCCS</b>	<b><i>AR.9-12.1.4.12.B.1, AR.9-12.1.4.12.B.2</i></b>
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Demonstrate proper etiquette and respect while observing others during rehearsals and throughout performances</li> <li>• Show personal growth in performances</li> <li>• Learn to develop evaluation tools so they can continue to assess their personal growth in the future</li> <li>• Fully participating during rehearsals and performances</li> <li>• Building confidence through different performance and presentation opportunities</li> <li>• Learn vocabulary to evaluate and discuss principles and elements of a performance</li> <li>• Develop critiquing skills in order to rightly evaluate self, peer, or other performances</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Working individually and in small groups to develop and improve stage presentation, musical elements, and ensembleship</li> <li>• Learning effective techniques and strategies to better prepare for the performance</li> <li>• Performing for others on stage helps to become more comfortable in a performance setting</li> <li>• Video-taping / audio recording rehearsals and performances will enable students to evaluate their product</li> <li>• Holding discussions of musical interpretation and critique</li> <li>• Implementing cooperative learning and group participation</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Demonstrations – group and individual</li> <li>• Class participation</li> <li>• Class discussion</li> <li>• Self, peer, and teacher evaluation</li> <li>• Written prompts</li> <li>• Audience response</li> </ul>	

21 Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills		Information Literacy		Media Literacy		
Technology Integration							
<ul style="list-style-type: none"><li>• Video camera</li><li>• Interactive blog / discussion forums</li><li>• Recording equipment</li><li>• Digital projector</li><li>• Elmo display projector</li><li>• Playback sound system</li></ul>							