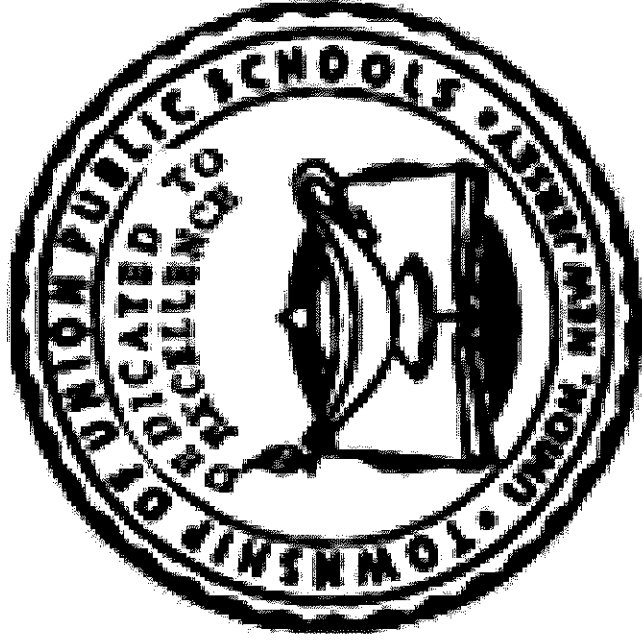


TOWNSHIP OF UNION PUBLIC SCHOOLS



Chorus/ Grade 5

Curriculum Guide 2015

Board Members

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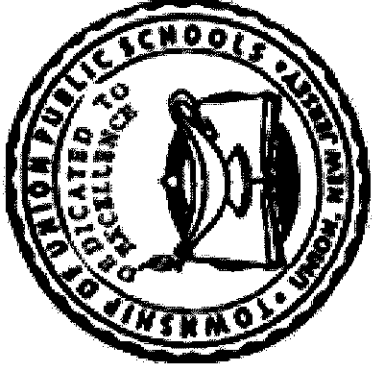
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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

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DEPARTMENT SUPERVISORS

Nicole Ahearn.....	School Counseling K-12
Sherry Gallanter.....	Special Services Pre-K-8
Joseph Seuglina.....	Special Services 9-12
Maureen Corbett.....	Pre K-2 English/Math/Science/S.S.
Libby Galante.....	Social Studies 6-12, Business 9-12
Robert Ghiretti.....	English 2-5, Social Studies 2-5
Maureen Guilfoyle.....	Science 6-12/NCLB
Yvonne Lorenzo.....	Career Ed., World Lang., ESL, Computers, G & T
Mary Malyska.....	English 6-12
Theresa Matthews.....	Mathematics 2-3, Science 2-5
Jason Mauriello.....	Mathematics 6-12
Ron Rago.....	Art, Music K-12

**Curriculum Committee
Academic Area**

Nancy Schoenberger/Julie Melchior

Grade 5 Chorus

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**

- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

Grade 5 Chorus is a full year course that meets once a week, and is designed to guide the young musician through a vocal training and literacy program. Chorus involves progressive course of study in fundamentals of music, singing technique and performance. Through choral repertoire, students will explore their vocal potential, as well as; develop their music vocabulary and general music theory.

The listed materials should be used as guidelines and are subject to the discretion of the individual teacher. This course is outlined according to the New Jersey Core Curriculum Standards for Visual and Performing Arts. Time frames are formatted to serve as a guide, but may be adjusted according to schedules.

Recommended Textbooks

1. Successful warm-ups: Book 1: Nancy Telfer.
2. Complete elementary choral music guide: Donald W. Roach

Course Proficiencies

Students will be able to...

1. Study a variety of styles and languages through classroom literature reinforced by listening to recordings and watching videos.
2. Develop performance etiquette (poise, presence, concert attire.)
3. Increase individual performance ability in relation to proper tone production and auditory perception.
4. Increase music reading and literacy skills.
5. Perform quality choral literature of various levels.
6. Develop and increase the skills of critique and evaluation in relation to their individual, as well as, the full ensemble performance.

Curriculum Units

Unit 1: Week # 1 – 4 Choral Fundamentals

1. Review General music terms and symbols.
2. Test all voices.
3. Introduce warm ups and repertoire.

Unit 2: Week # 5 – 8 Vocal Repertoire

1. Introduce “sofeggio”
2. Discuss tempo and dynamics
3. Continue teaching and rehearsing choral repertoire.

Unit 3: Week # 9 – 12 Vocal/ Theory Testing

1. Review music.
2. Test individual voices and small groups.
3. Test theory and vocal anatomy.

Unit 4: Week # 13 – 15 Concert Preparation

1. Finalize all music.
2. Combine groups
3. Review choreography and instruments
4. Rehearse concert logistics.

Unit 5: Week # 16 Critique and Evaluation

Unit 6: Week # 17- 36 Choral Fundamentals

- (Vocal Repertoire)
1. Watch concert performance.
 2. Critique both individual and full ensemble performance.
1. The second semester will be taught in the same format as weeks # 1 – 16.
 2. Different music will be taught and performed

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> Week # 1 – 4 Choral fundamentals	15 - 20
<u>Unit 2:</u> Week # 5 – 8 Vocal repertoire	15 - 20
<u>Unit 3:</u> Week # 9 – 12 Vocal repertoire/Testing	15 - 20
<u>Unit 4:</u> Week # 13 – 15 Concert preparation/Performance	15 - 20
<u>Unit 5:</u> Week #16 Critique and evaluation	5
<u>Unit 6:</u> Week # 17 – 36 (Same as week # 1 – 16)	2 marking periods

Unit 1: Week # 1-4 Choral Fundamentals (1.1., 1.2, 1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> • Review general music terms and symbols. • Discuss the physical techniques of the human voice. • Review proper breathing and posture. • Introduce warm up book and all exercises. • Test all students for voice placement. 	<ul style="list-style-type: none"> • Distribute a notebook to be used for music theory. • Place the terms: staff, bar lines, measure, treble clef, time signature, note and rest values, repeat signs. • Begin warm ups on open vowels focusing on relaxed jaw and rounded tones. • Begin "successful warm up. Each week, a new exercise will be included. • Test all student voices for soprano or alto. 	<ul style="list-style-type: none"> • Level 1: Students will be able to identify at least 5 music terms and symbols both in their notebooks and in the music. • Level 2: Students will be able to identify and define at least 5 – 10 music terms and symbols both in their notebooks and the music. • Level 3: Students will be able to identify and define all music terms and symbols both in their notebooks and on the

Essential Questions		<ul style="list-style-type: none"> Discuss and demonstrate: Head voice and falsetto. Introduce the choral repertoire in Weeks # 3-4. 	music.
Instructional Objectives/ Skills and Benchmarks (CPIs)		Activities	Assessments

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Unit 2: Weeks # 5 – 8 Vocal Repertoire (1.1, 1.2, 1.3,)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> Continue to develop proper vocal technique and music reading skills. Teach choral repertoire focusing on proper diction, placement of all vowel, consonant and consonant blends. If applicable, teach pronunciation and diction of any foreign language. 	<ul style="list-style-type: none"> Continue with “Successful warm ups.” Review note and rest values for rhythmic accuracy. Discuss the tempo and dynamic markings in each selection. Rehearse any music that is complete, from memory. Identify any sharps and flats and teach the 	<ul style="list-style-type: none"> Level 1: Students will perform the concert selections with all tempo and dynamic changes. Depending on the number of selections, at least one should be memorized in week # 8. Level 2: Students will perform the concert selections with all tempo and dynamic changes. Depending on the number of selections, at least 2 – 3 should be memorized in week # 8.

			concept of key signatures.
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Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> • Introduce any tempo and dynamic terms. • Point out sharps and flats, then introduce "key signatures." • Review proper phrasing: legato, staccato accents. 		<ul style="list-style-type: none"> • Level 3: Students will perform the concert selections with all tempo and dynamic changes, and identify the key signatures. At least 3 – 4 selections should be memorized in week # 8.

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Unit 3: Weeks # 9 – 12 Vocal Repertoire and Testing (1.1., 1.2, 1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> Continue vocal warm ups and concert music. Begin to add in any choreography and instruments. Review music terms and symbols for testing. 	<ul style="list-style-type: none"> Complete all concert music and begin to add in any movement and instruments. During weeks # 11 – 12 all chorus students will be tested. Students will be tested individually or in small groups. Test for pitch and rhythmic accuracy, blend, balance and proper execution of phrasing, 	<ul style="list-style-type: none"> Level 1: Students will be able to sing through concert selections and in combination with the written theory test, should achieve a grade of at least 2 (70 – 79%) Level 2: Students will be able to sing through concert selections and in combination with the written theory test, should achieve a grade of at least 2 – 3 (70 – 89%)

			tempo and dynamic markings.	
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Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<ul style="list-style-type: none"> Students will also be tested on music theory and general choral terms and application. 	<ul style="list-style-type: none"> Level 3: Students will be able to sing through concert selections and in combination with the written theory test, should achieve a grade of at least 3 – 4 (85 – 100%)

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Unit 4: Week # 13 – 15 Concert Preparation and Performance (1.1, 1.2, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> • Proper performance skills. • Concert logistics. • Finalize all concert repertoire. 	<ul style="list-style-type: none"> • During these final rehearsals, review proper posture, etiquette attire. • Combine all students and place in order on the risers. • Rehearse both the entrances and exits to and from the risers. 	<ul style="list-style-type: none"> • Since all students perform together, each level 1, 2, and 3 will be equally responsible for their performances. • Tiered level assessments will be determined through the previous weeks of testing.

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Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<ul style="list-style-type: none"> • Finalize all lighting and sound (if applicable.) • Warm up and rehearse all concert selections. • Review concert attire, arrival time and place, and attendance policy. 	

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Unit 5: Week # 16 Critique and Evaluation (1.1, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> Listen to or review the concert performance. Discuss criteria of critique and evaluation. Point out positive and negative aspects of the concert. 	<ul style="list-style-type: none"> All chorus classes will listen to or view the concert performance. In their notebooks, they will chart the topics to be evaluated: pitch and rhythmic accuracy, tempo, dynamics, phrasing, overall timbre, choreography and stage presence. 	<ul style="list-style-type: none"> Level 1: Students will rate at least 4 – 5 topics. Level 2: Students will rate at least 5 – 7 topics. Level 3: Students will rate all the topics.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<ul style="list-style-type: none"> • Students will rate each of the criteria both on their individual performance and the full ensemble. • Discuss, as a class, the positive qualities and areas in need of improvement. 	

Weeks # 17 – 36 Choral Fundamentals Repertoire, Performance and Critique
Unit 6: (1.1, 1.2, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> Introduction of new choral repertoire, warm ups, basic sight singing and ear training skills. 	<ul style="list-style-type: none"> All chorus classes will follow the same format as designated in weeks # 1 – 16. Students will continue music theory and all proper vocal technique. Students will be tested during week # 24 – 25. 	<ul style="list-style-type: none"> All levels of assessment will be formatted according to week # 1 – 16.

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Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
		<ul style="list-style-type: none"> Review all concert procedures in preparation for the spring concert. Following the same format for critique and evaluation from week # 16. Discuss the positive qualities and improvements made. 	

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New Jersey Core Curriculum Content Standards
Academic Area

Standard 1.1 "The Creative Process." All students will use aesthetic knowledge in the creation of and in response to dance music, theater and visual arts.

Standard 1.2 "Creating and Performing" All students will understand and analyze the development and continuing influence of the arts in relation to world cultures, history and society.

Standard 1.3 "Elements and Principles Of The Arts." All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual arts.

Standard 1.4 "Aesthetic Responses and Critique Methodologies." All students will develop, apply and reflect upon knowledge of the process of critique.