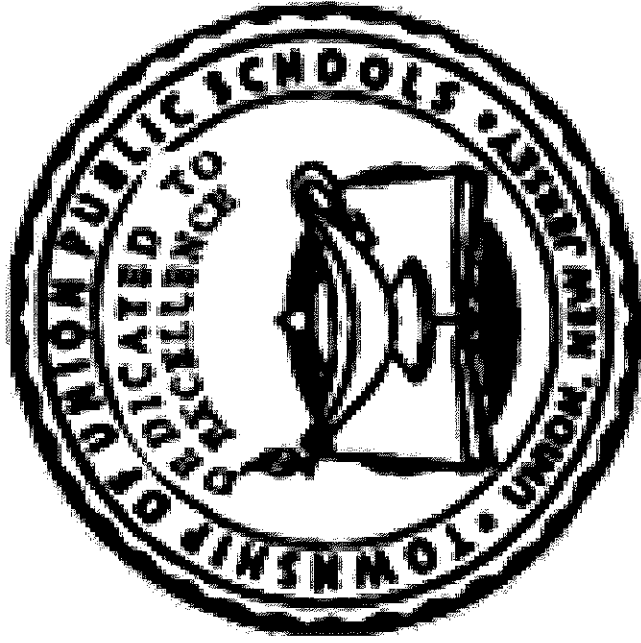
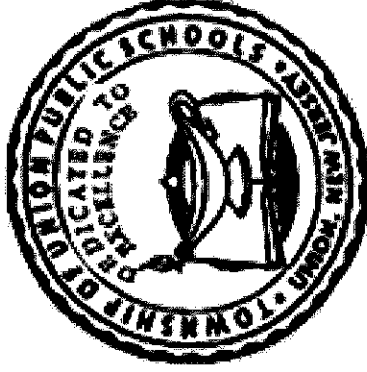


TOWNSHIP OF UNION PUBLIC SCHOOLS

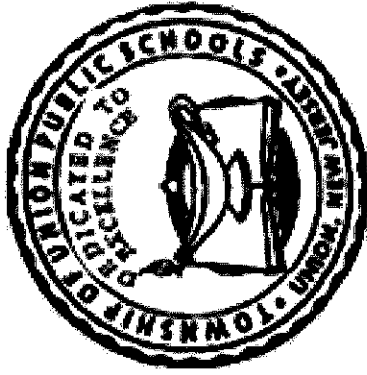


Third Grade Chorus  
**Curriculum Guide**  
**2015**



## **Board Members**

**Mr. David Arminio, President**  
**Mr. Vito Nufrio, Vice President**  
**Mr. Richard Galante**  
**Ms. Lois Jackson**  
**Mr. Thomas Layden**  
**Mr. Ron McDowel**  
**Mr. Guy Francis**  
**Mr. Angel Salcedo**  
**Ms. Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
Administration

**Chief School Administrator** .....Mr. Gregory A. Tatum

**Assistant Superintendent** .....Dr. Noreen Lishak

**Board Attorney/Secretary** .....James J. Damato

**Director of Student Information/Technology** ..... Ms. Ann M. Hart

**Director of Human Resources** .....Gerry Benaquista

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies K-8 .....	Mr. Robert Ghiretti
Mathematics/Science K-8 .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Bridget Jackson
Language Arts/Library Services 9-12 .....	Ms. Mary Malyska
Math/Science 9-12 .....	Ms. Maureen Guilfoyle
Social Studies/Business .....	Mrs. Libby Galante
World Language/ESL/Career Education .....	Ms. Yvonne Lorenzo
Career Education .....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago
Physical Education/Health .....	Ms. Linda Ionta

**Curriculum Committee  
Academic Area**

**Third Grade Chorus**

# Table of Contents

<b>Title Page</b>
<b>Board Members</b>
<b>Administration</b>
<b>Department Supervisors</b>
<b>Curriculum Committee</b>
<b>Table of Content</b>
<b>District Mission/Philosophy Statement</b>
<b>District Goals</b>
<b>Course Description</b>
<b>Recommended Texts</b>
<b>Course Proficiencies</b>
<b>Curriculum Units</b>
<b>Appendix: New Jersey Core Curriculum Content Standards</b>

## **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.

### **MISSION/PHILOSOPHY STATEMENT**

2015-2016

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential

## **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 Third Grade Chorus**

This full year course involves the basic fundamentals of music, singing technique and performance skills. Through the choral repertoire, students will explore their vocal potential as well as develop their musical vocabulary and knowledge of music theory.

### **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. Develop and reinforce correct posture, breath control, diction and phrasing through general choral warm ups.
2. Learn and perform correct notes, rhythms, dynamics blend, articulation and diction through the choral repertoire.
3. Acquire basic knowledge of music theory in relation to music elements, and terms.
4. Understand and perform with proper singing skills.

## Curriculum Units

Unit 1: Marking Period # 1

- Students will learn and apply fundamentals of music.
- Students will discuss and study the

Unit 2: Marking Period # 2

- Continue development of both theory and vocal skills.
- Students will apply proper diction in English and Spanish.
- Perform 2 part music (SA)

physical techniques of the voice.

Unit 3: Marking Period # 3

- Continue to apply new theory, diction And breath control.
- Understand conducting patterns and gestures.

Unit 5: Special Week # 15 – 16

- In these two weeks, in preparation for the concerts students will:
- Learn and demonstrate proper choral logistics: entrance, exit to and from risers.
- Discuss choral attire, arrival and concert attendance policies.
- Rehearse all musical selections.
- Critique their concert performance.

and modality.

Unit 4: Marking Period # 4

- Students will continue to develop tone production .
- Follow a conductor.
- Understand blend, balance, and expression.

Unit 6: Special Week # 34,35

## Guide- Course

Content

Unit 1: Marking Period # 1.

**Number of Days**

9 Weeks

7 Weeks

**Unit 2:** Marking Period # 2.

9 Weeks

**Unit 3:** Marking Period # 3.

7 Weeks

**Unit 4:** Marking Period # 4.

2 Weeks

**Unit 5:** Special Week # 15 - 16

2 Weeks

**Unit 6:** Special Week # 34 - 35

**Unit 1:** Marking Period # 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"><li>How does creating and performing in the arts differ from</li></ul>	<ul style="list-style-type: none"><li>Students will understand the fundamentals of</li></ul>	<ul style="list-style-type: none"><li>Students will use theory workbooks to learn about basic music theory terms: Staff, bar lines, accents,</li></ul>	Students will be given a written quiz to check for understanding of theory and vocal anatomy.

<p>viewing the arts?</p> <ul style="list-style-type: none"> <li>• What is the difference between a thoughtful and a thoughtless artistic judgement?</li> </ul>	<p>music. (1.1,1.2,1.3)</p> <ul style="list-style-type: none"> <li>• Students will discuss and study the physical techniques of the human voice (1.1,1.2,1.3)</li> <li>• Students will learn proper English and Spanish diction. (1.5)</li> <li>• Students will begin singing in 2 parts (S.A) (1.1,1.2,1.3)</li> </ul>	<p>repeat signs, treble and bass clefs, time signature, note and rest values, key signatures and dynamic markings.</p> <ul style="list-style-type: none"> <li>• Distribute the musical selections and have the students identify all music symbols.</li> <li>• Experiment with the voice to learn the mechanics.</li> <li>• Breathing techniques will be taught</li> <li>• Tone production will be reinforced.</li> </ul>	<p><b>Tier 1:</b> Students will begin to grasp the concept of basic music theory and the overall production of vocal sounds.</p> <p><b>Tier 2:</b> Students will learn how to apply the concepts of music theory, and vocal production in relation to the choral repertoire.</p> <p><b>Tier 3:</b> Students will continue to develop practical skills of music theory and proper vocal production in relation to the choral repertoire.</p>
<b>Unit 2: Marking Period # 2</b>			
<p>Essential Questions</p> <ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the arts?</li> </ul>	<p>Instructional Objectives/ Skills and Benchmarks (CPIs)</p> <ul style="list-style-type: none"> <li>• Students will continue to develop theory and vocal skills, voice, shape and position of</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>• Introduce "Solfege" Do to Do. Discuss the major scale intonation. Warm up with 5 note descending patterns moving up in half</li> </ul>	<p>Assessments</p> <p>Students will take a written quiz to check for understanding of theory and dynamics.</p> <p><b>Tier 1:</b> Students will continue to</p>

<ul style="list-style-type: none"> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• What's the difference between a thoughtful and a thoughtless artistic judgement?</li> <li>• Does art define culture or does culture define art?</li> </ul>	<p>vowels. (1.1,1.2,1.3)</p> <ul style="list-style-type: none"> <li>• Students will learn proper English and Spanish diction. (1.5)</li> <li>• Students will begin singing in 2 parts (S.A) (1.1,1.2,1.3)</li> </ul>	<p>step intervals.</p> <ul style="list-style-type: none"> <li>• Reinforce proper diction in each octavo selection.</li> <li>• Begin rehearsing all voice parts and focus on notes and rhythms.</li> <li>• Drill the harmony parts then add the melody.</li> <li>• Review dynamics that have been identified in the music.</li> <li>• Add dynamics to the musical selections.</li> </ul>	<p>develop proper vocal technique and breath control and begin to understand the different levels of dynamics.</p> <p><b>Tier 2:</b> Students will continue to learn and apply vocal technique, breath control, diction and the general dynamic markings.</p> <p><b>Tier 3:</b> Students will be able to identify proper diction, breath marks and all dynamic markings in the musical selections.</p>
--	--	---	--

### Unit 3: Marking Period # 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to learn vocal parts, proper tone production,</li> </ul>	<ul style="list-style-type: none"> <li>• Warm up will include arpeggios by half step intervals on different</li> </ul>	<p>Students will be quizzed on new theory, vocabulary, and vocal exercises.</p>

<p>arts?</p> <ul style="list-style-type: none"> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• What is the difference between a thoughtful and a thoughtless artistic judgment?</li> <li>• Does art define culture or does culture define art?</li> </ul>	<p>breathing exercises, catch breaths, and correct diction. (1.1,1.2,1.3)</p> <ul style="list-style-type: none"> <li>• Students will continue to review and learn new theory and vocabulary. (1.1,1.2,1.3)</li> <li>• Students will understand conducting patterns and gestures. (1.1,1.2,1.3)</li> </ul>	<p>syllables.</p> <ul style="list-style-type: none"> <li>• Continue to work on choral repertoire adding focus to attacks and end phrases.</li> <li>• Introduce basic conducting patterns in 2/4, 2/3, 4/4 meter signatures.</li> <li>• Conducting games will be played so the students get accustomed to following the conductor.</li> <li>• Conducting will be arm-ups</li> </ul>	<p><b>Tier 1:</b> Students will begin to grasp the concept of the use of catch breaths and how to recognize conducting patterns in 2/4, 3/4, 4/4, meter signatures.  <b>Tier 2:</b> Students will continue to develop further use of dynamics and expression. They will learn basic conducting patterns in 2/4, 3/4, 4/4 meter signatures.  <b>Tier 3:</b> Students will incorporate the concepts of conducting, proper breath control and all levels of dynamics and expression.</p>
---	---	--	---

### Unit 4: Marking Period # 4

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the arts?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to develop proper tone production, perform three selections from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• During warm-ups dynamics and conducting will be implemented.</li> </ul>	<p>Students will be quizzed on all theory and vocabulary terms.</p>



<ul style="list-style-type: none"> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• What is the difference between a thoughtful and thoughtless artistic judgement?</li> <li>• Does art define culture or culture define art?</li> </ul>	<p>(1.1, 1.2, 1.3)</p> <ul style="list-style-type: none"> <li>• Students will continue to follow the conductor. (1.1, 1.2, 1.3)</li> <li>• Students will understand the concepts of blend, balance and musical expression. (1.1, 1.2, 1.3, 1.5)</li> <li>• Students will be recorded then they will listen and evaluate and critique the rehearsal. (1.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Octavos will be performed from memory.</li> <li>• Riser choreography will be taught.</li> <li>• Students will use the recorded rehearsals to critique and make improvements before the concert.</li> </ul>	<p><b>Tier 1:</b> Students will begin to grasp the concept of blend, balance and expression of the choral repertoire. The use of dynamics and choreography will be applied.</p> <p><b>Tier 2:</b> Students will continue to apply the concepts of blend, balance and expression. They will perform with proper dynamics.</p> <p><b>Tier 3:</b> Students will continue to develop accurate and proper tone production, blend, balance, expression, proper diction, use of dynamics and choreography.</p>
--	--	---	---

### Unit 5: Weeks 15 - 16

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be guided through concert rehearsals over the next</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn the logistics of entering and exiting the auditorium and risers.</li> </ul>	<p><b>Tier 1:</b> Students will perform with the appropriate level of blend, balance, expression, diction, and</p>

<p>arts?</p> <ul style="list-style-type: none"> <li>• How do underlying structures guide the creation of art works?</li> <li>• When is art criticism vital and when is it beside the point?</li> </ul>	<p>week. (1.1, 1.2, 1.3)</p>	<ul style="list-style-type: none"> <li>• All musical selections will be rehearsed with attention placed on blend, balance, expression, tone production, dynamics, choreography, and attention to the conductor.</li> <li>• Students will be reminded of all "concert" arrival, attire, and attendance policies.</li> <li>• The following week, students will watch the concert and critique their performance. They will discuss both the positive and negative aspects of the performance.</li> </ul>	<p>dynamics.</p> <p><b>Tier 2:</b> Students will perform with the appropriate level blend, balance, expression, diction, dynamics and choreography.</p> <p><b>Tier 3:</b> Students will perform with a high degree of understanding of all levels of performing and critique.</p>
--	------------------------------	--	---

New Jersey Core Curriculum Content Standards  
Academic Area

**Standard 1.1**

**"Aesthetics"**

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 utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual arts.

**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**

**“Critique”**

all students will develop, apply and reflect upon knowledge of the process of critique.

**Standard 1.5**

**“World Culture, History, and Society”**

All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.

**New Jersey Scoring Rubric**