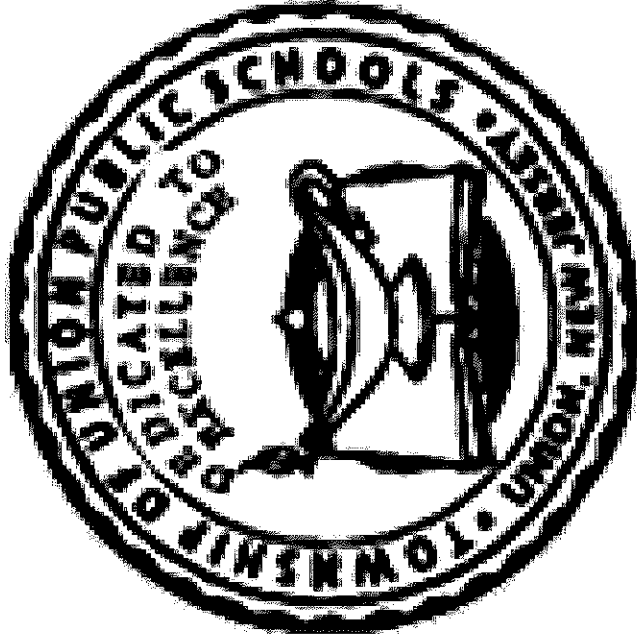
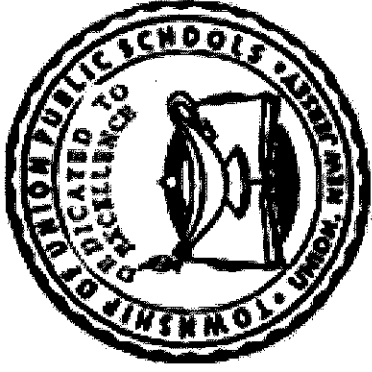


TOWNSHIP OF UNION PUBLIC SCHOOLS



Fourth Grade Chorus

Curriculum Guide 2015



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**Curriculum Committee
Academic Area**

Fourth Grade 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.

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

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

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

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

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

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

<ul style="list-style-type: none"> • How do underlying structures unconsciously guide the creation of art works? • What is the difference between a thoughtful and thoughtless artistic judgement? • Does art define culture or culture define art? 	<p>(1.1, 1.2, 1.3)</p> <ul style="list-style-type: none"> • Students will continue to follow the conductor. (1.1, 1.2, 1.3) • Students will understand the concepts of blend, balance and musical expression. (1.1, 1.2, 1.3, 1.5) • Students will be recorded then they will listen and evaluate and critique the rehearsal. (1.4) 	<ul style="list-style-type: none"> • Octavos will be performed from memory. • Riser choreography will be taught. • Students will use the recorded rehearsals to critique and make improvements before the concert. 	<p>Tier 1: 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>Tier 2: Students will continue to apply the concepts of blend, balance and expression. They will perform with proper dynamics.</p> <p>Tier 3: Students will continue to develop accurate and proper tone production, blend, balance, expression, proper diction, use of dynamics and choreography.</p>
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Unit 5: Weeks 15 - 16

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

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

<i>Vocal Qualities</i>					
<i>Pitch</i>	Consistently sings notes with accuracy	Occasional distortion of true musical tones/notes	Inconsistent use of correct vocal frequencies	Lack of understanding of tonality	No effort to perform task or follow direction
<i>Volume</i>	Student can be heard	Generally able to be	Rarely able to	Lack of ability to	

	consistently throughout the audience	heard	project vocally	project voice
<i>Rate</i>	Student consistently vocalizes articulately in an under-standable tempo-rhythm	Occasional articulation errors impacted by speed	Limited ability to express vocal variety via tempo change	Speech pattern indecipherable due to inappropriate speed / diction
<i>Breath support</i>	Consistent, controlled diaphragmatic breathing	Fluctuation in control of supporting breath	Incomplete understanding of breathing in vocalizing	Strident vocal quality due to insufficient breath control
<i>Inflection</i>	The student expresses themselves vocally using a range of tonality ranging in high to low pitch	Vocal range is apparent but not used consistently	Vocal range is extremely limited and expresses little emotion	The student's vocal delivery is flat, void of expressivity
<i>Phonation</i>	Student consistently articulates sounds with a relaxed, open throated voice	There is occasional audible vocal tension in the throat	There is considerable vocal tension	The student lacks vocal control and sings with practically no resonance or vocal power
Physicality				
<i>Coordination</i>	Highly developed ability to perform synchronized tasks	Fairly agile. Occasional dysfunction	Limited bodily kinesthetic awareness	Lack of bodily kinesthetic awareness
<i>Direction of Focus</i>	Consistently controls point of attention	Generally able to steer attention of audience	Limited ability to orient audiences point of attention	Totally diffused focus
<i>Use of</i>	Fluency in use of	Mostly effective	Little accuracy or	No understanding of

<i>Weight</i>	weight distribution as function of character development	display of believable weight distribution	inconsistent use of weight	physical weight centering	
<i>Use of Space</i>	Complete understanding of ramifications of near, middle & far reach	Moderate understanding of spatial awareness	Inaccurate perception of spatial relationships	Vague idea of personal kinesphere and action space zones	
<i>Movement Quality</i>	Highly refined capability to utilize a wide array of physical effort actions	Fundament-ally sound ability to move with different energies	Rudimentary knowledge of stylization of movement	Stilted in their ability to express themselves physically	

Movement Skills			
<i>Technical Proficiency</i>	High degree of rhythmic acuity and ability to move accurately within the musical phrase alone or in a group	Frequently demonstrates accuracy in movement	Mistaken perception of movement tasks
<i>Rhythmic Acuity</i>	Innate ability to accurately and consistently fulfill the musical phrase	Somewhat consistent physicalized musical phrase	Inconsistent execution of movement in relation to music
<i>Musicality</i>	Extraordinary ability to sequence phrases with a consistency of style corresponding to music	Fair ability to perform movements correlating to the music	Absence of clear ability to respond accurately to the music
<i>Ensemble skill / spatial awareness</i>	Sophisticated sensitivity to group interactions in space	Occasional deviation from choral movement	Mistaken physical awareness of members of core group
<i>Consistency of style</i>	Persistent appearance of cohesiveness in performance	Generally coherent presentation of choreography	Dubious ability to perform a codified sequence
<i>Sequencing ability</i>	Absolute ability to process movement information	Skillful replication of movement motifs	Meager ability to retain and perform movements
<i>Dynamic range</i>	Extraordinary ability to express emotional context in movement	Sufficient understanding of connection between movement & emotion	Insufficient demonstration of qualitative variety in movement
			No understanding of movement fundamentals
			False perception of musicality and beat
			Haphazard physical response to music
			Erratic movement behavior out of sync with group
			No apparent grounding in technique
			Indeterminate ability to connect movement phrases
			Oblique understanding of movement possibility