

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Concert Choir**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> <b>Vocal Tone Production</b>	<b>Unit Summary:</b> This unit covers the fundamental techniques required for proper vocal tone production. Proper care and technique are necessary in producing a strong and resilient voice for all genres of music. Students will continually build and apply these skills through various vocal exercises and selected choral literature, thus becoming more mature singers throughout the school year.
<b>Grade Level(s):</b> <b>9-12</b>	
<b>Essential Question(s):</b> <ol style="list-style-type: none"> <li>1. What are the essential components of the human anatomy that are necessary for quality singing?</li> <li>2. How does the performer manipulate the voice to produce an appropriate vocal tone?</li> <li>3. How do you care for and maintain a healthy voice?</li> </ol>	<b>Enduring Understanding(s):</b> <ol style="list-style-type: none"> <li>1. The mature singer understands how to care for a healthy vocal lifestyle.</li> <li>2. The mature singer understands how to phonate using proper breath support and placement.</li> <li>3. The mature singer understands how to sing various languages with proper diction and nuance.</li> </ol>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<b>1.</b> Students will recognize healthy vocal habits and demonstrate the correct posture for singing.	<b>1.</b> VPA.1.3.12.B.1
<b>2.</b> Students will match various pitches with increasingly better accuracy.	<b>2.</b> VPA.1.3.12.B.2
<b>3.</b> Students will produce increasingly more mature tone quality with proper breath control, placement and resonance.	<b>3.</b>
<b>4.</b> Students will use proper vowel placement and consonant articulation to sing in English and other world languages.	

5. Students will interpret and perform selected vocal literature with appropriate musicality including dynamic contrast, phrasing and stylistic nuance.

### **Inter-Disciplinary Connections:**

#### **Physical Education**

**HPE.2.1.12.A.1-** [*Cumulative Progress Indicator*] - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

**HPE.2.5.12.A.3** - [*Cumulative Progress Indicator*] - Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

**HPE.2.5.12.A.4** - [*Cumulative Progress Indicator*] - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

#### **Language Arts**

**LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1** - [*Anchor Standard*] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

#### **Mathematics**

**MA.9-12.CCSS.Math.Content.HSF-IF.B.4** - [*Standard*] - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

#### **Science**

**CI.HS-PS4-5** - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

#### **Social Studies**

**SOC.6.1.12** - [*Standard*] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### **Technology**

**TEC.9-12.8.1** - [*Standard*] - All students will use computer applications to gather and organize information and to solve problems.

#### **21<sup>st</sup> Century Life and Careers**

**WORK.9-12.9.1.12.B.3** - [*Cumulative Progress Indicator*] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

**WORK.9-12.9.1.12.C.5** - [*Cumulative Progress Indicator*] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**WORK.9-12.9.1.12.F.2** - [*Cumulative Progress Indicator*] - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**WORK.9-12.9.1.12.F.3** - [*Cumulative Progress Indicator*] - Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.

**WORK.9-12.9.3.12.1** - [*Content Statement*] - Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

**WORK.9-12.9.3.12.C.4** - [*Cumulative Progress Indicator*] - Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

**WORK.9-12.9.3.12.C.5** - [*Cumulative Progress Indicator*] - Identify transferable skills in career choices and design alternative career plans based on those skills.

**WORK.9-12.9.3.12.C.6** - [*Cumulative Progress Indicator*] - Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

**Students will engage with the following text:**

- [ Various vocal warm-ups that build diverse vocal techniques chosen by the instructor
- Vocal music scores of varying styles and genres selected by the instructor ]

**Students will write:**

- [ Definitions of essential vocal music terms
- Analysis and critique of live and recorded vocal music performances

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

##### **How will students uncover content and build skills.**

- Kinesthetic and aural exercises and examples - daily vocalization with teacher demonstration
- Brief teacher-lead class discussions with visual and aural examples
- Large and small group rehearsal and performance

### **PART IV: EVIDENCE OF LEARNING**

#### **IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

#### **IDENTIFY BLOOM'S LEVELS.**



##### **Formative Assessments:**

- Individual or small group skill checks recalling and demonstrating healthy vocal habits and correct singing posture; matching pitch with various vocal exercises
- Individual or small group singing assessments checking proper diction and characteristic vocal tone production
- Written and verbal analysis of live and recorded performances using technical vocal terms regarding breath support, placement, resonance, and diction

*\*These assessments will mostly require students to Remember, Understand, Apply, and Analyze. \**

##### **Accommodations/Modifications:**

Concepts will be learned through a variety of techniques that help the visual, aural, and kinesthetic learner. During assessment, consideration will be taken that each student's learning is individually based on natural ability and prior knowledge of music. The following accommodations and modifications are suggested to assist students from different developmental levels:

- Use visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students lecture outlines or diagrams.
- Provide examples of completed assignments to show students what they are to do.
- Break long assignments into parts, and set separate due dates for each part.
- Read directions aloud; reread or explain the directions of a test if necessary.
- Underline or highlight important words in directions or test items.
- Group questions so that similar kinds of items are together.
- Provide a list of words as answers for fill in the blank questions.
- Allow additional time for assignments, quizzes, and tests.

- Give the test to the student alone or in a small group.
- Allow the student take a test in another room where there are no distractions.
- Arrange preferential seating near area of instruction.
- Pair struggling students with more advanced students for peer mentorship.
- Provide extra, more advanced assignments for students who finish early.
- Offer extra help during individual or small-group lesson periods, during and after school.
- Provide alternate assignments for students who are unable to attend required performances if necessary.

### **Summative Assessments:**

- Skill checks demonstrating improvements in matching pitch
- Individual or small group singing assessments checking improved proper diction and characteristic vocal tone production
- Individual or small group vocal performances or dress rehearsals evaluating improved singing posture, vocal tone production, and stylistic nuance
- Written evaluations of live and recorded performances of themselves and others using technical vocal terms  
*\*These assessments will mostly require students to Understand, Apply, Analyze, and Evaluate.*

### **Accommodations/Modifications:**

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- Provide alternate assignments for students who are unable to attend required performances if necessary.

### **Performance Assessments:**

- Individual or small group class and/or concert performance demonstrating improved vocal tone quality through proper posture, breath control, placement, resonance, diction, and musicality
- Electronic portfolio submission of student vocal performance recording  
*\*These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.*

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**Course Name: Concert Choir**

**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> <b>Elements of Music</b>	<b>Unit Summary:</b> This unit covers the essential elements of music including rhythm, pitch, timbre, dynamics, texture and form. The ability of reading musical notation with increasingly complex pitches and rhythms will be developed. An emphasis on solfeggio in this unit will help to build both aural skills and sight-reading skills. The understanding, application and evaluation of these skills are ongoing throughout the year. An understanding of the elements and principles of art is essential to the creative process and artistic production. Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.
<b>Grade Level(s):</b> <b>9-12</b>	
<b>Essential Question(s):</b> 1. How do underlying structures unconsciously guide the creation of musical works? 2. Does music have boundaries?	<b>Enduring Understanding(s):</b> 1. Underlying structures in art can be found via analysis and inference. 2. Breaking accepted norms often gives rise to new forms of artistic expression.

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<b>1.</b> Students will recognize rhythms at various tempos in duple, triple, simple and compound meters, and apply that knowledge in learning selected vocal literature. 1.1.12.B.1, 1.1.12.B.2	<b>1.</b> [                    ]
<b>2.</b> Students will identify and differentiate pitches on a grand staff, and apply that knowledge to the vocal repertoire. 1.1.12.B.2	<b>2.</b> [                    ]
<b>3.</b> Students will interpret various pitches and rhythms to sing a simple melody at first sight using solfeggio syllables. 1.1.12.B.2	<b>3.</b> [                    ]
<b>4.</b> Students will distinguish between melody and harmony, and apply that knowledge in vocal performance with regard to blend and balance. 1.1.12.B.1, 1.1.12.B.2	
<b>5.</b> Students will aurally and visually analyze vocal music scores by identifying melodic and/or rhythmic motifs that are the same or different to determine form. 1.1.12.B.1, 1.3.12.B.2	

6. Students will aurally and visually analyze the changes in time signature, tempo, rhythm, melody, harmony, form, dynamics and timbre, and apply that knowledge to performance of selected vocal music. 1.1.12.B.1, 1.3.12.B.2

### **Inter-Disciplinary Connections:**

#### Physical Education

HPE.2.1.12.A.1- [Cumulative Progress Indicator] - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

HPE.2.5.12.A.3 - [Cumulative Progress Indicator] - Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

HPE.2.5.12.A.4 - [Cumulative Progress Indicator] - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

#### Language Arts

LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

#### Mathematics

MA.9-12.CCSS.Math.Content.HSF-IF.B.4 - [Standard] - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.

#### Science

CI.HS-PS4-5 - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

#### Social Studies

SOC.6.1.12 - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### Technology



TEC.9-12.8.1 - [Standard] - All students will use computer applications to gather and organize information and to solve problems.

#### 21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

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WORK.9-12.9.3.12.1 - [Content Statement] - Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

WORK.9-12.9.3.12.C.4 - [Cumulative Progress Indicator] - Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

WORK.9-12.9.3.12.C.5 - [Cumulative Progress Indicator] - Identify transferable skills in career choices and design alternative career plans based on those skills.

WORK.9-12.9.3.12.C.6 - [Cumulative Progress Indicator] - Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

#### **Students will engage with the following text:**

- Rhythm reading methods selected by the instructor such as *Rhythm Reader* by Audrey Snyder
- Sight-singing methods selected by the instructor such as *Sing at First Sight* by Andy Beck, Karen Farnum Surmani, and Brian Lewis
- Theory methods selected by the instructor such as *Essentials of Music Theory* by Andrew Surmani, Karen Farnum Surmani & Morton Manus and *One-Minute Theory* by Ronald Slabbinck and Holly Shaw-Slabbinck
- Vocal music scores of varying styles and genres selected by the instructor

#### **Students will write:**

- Definitions of essential music theory terms
- Musical notation on various written assignments
- Analysis and critique of vocal music scores, as well as live and recorded performances

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

##### **How will students uncover content and build skills.**

- Teacher demonstration, lecture and teacher-lead class discussion with visual and aural examples
- Kinesthetic exercises – Solfeggio and Kodály/Curwen hand signs
- Group and individual analysis of musical scores – visually and aurally
- Large and small group practice
- Written practice

### **PART IV: EVIDENCE OF LEARNING**

#### **IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

##### **IDENTIFY BLOOM'S LEVELS.**



##### **Formative Assessments:**

- Individual written assignments identifying, defining, and explaining: rhythmic values, note names on a musical staff, solfeggio syllables, time signatures, dynamics, musical symbols and terms
- Individual or small group oral quizzes counting or clapping rhythms, singing a major scale on solfeggio syllables
- Skill check comparing and contrasting melodies, harmonies, rhythms, dynamics
- Analysis of live and recorded performances of themselves and others regarding pitch, rhythm, and dynamics  
*\*These assessments will mostly require students to Remember, Understand, Apply, and Analyze.*

##### **Accommodations/Modifications:**

Concepts will be learned through a variety of techniques that help the visual, aural, and kinesthetic learner. During assessment, consideration will be taken that each student's learning is individually based on natural ability and prior knowledge of music. The following accommodations and modifications are suggested to assist students from different developmental levels:

- Use visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
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- Give the test to the student alone or in a small group.
- Allow the student take a test in another room where there are no distractions.
- Arrange preferential seating near area of instruction.
- Pair struggling students with more advanced students for peer mentorship.
- Provide extra, more advanced assignments for students who finish early.
- Offer extra help during individual or small-group lesson periods, during and after school.
- Provide alternate assignments for students who are unable to attend required performances if necessary.

### **Summative Assessments:**

- Individual written quizzes identifying, defining, and explaining: rhythmic values, note names on a musical staff, solfege syllables, time signatures, dynamics, musical symbols and terms
  - Individual or small group oral tests counting or clapping rhythms, singing a major scale on solfege syllables
  - Individual or small group sight-singing quizzes
  - Individual or small group singing quizzes of selected vocal literature
  - Written and oral assessments to critique live and recorded performances of themselves and others
- \*These assessments will mostly require students to Understand, Apply, Analyze, and Evaluate.*

### **Accommodations/Modifications:**

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- Provide alternate assignments for students who are unable to attend required performances if

necessary.

### **Performance Assessments:**

- Individual or small group class and/or concert performance tests of selected vocal literature, creating appropriate vocal tone and musical interpretation
- Individual written tests on rhythmic values, note names on a musical staff, solfege syllables, time signatures, dynamics, musical symbols and terms
- Individual or small group sight-singing tests
- Individual written and oral assessments to critique live and recorded performances of themselves and others  
*\*These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.*

### **Accommodations/Modifications:**

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**Course Number:**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> <b>Creative Process</b>	<b>Unit Summary:</b> This unit prepares students to successfully perform a variety of musical genres. Music has distinguishable stylistic characteristics depending on cultural and historical background. Students will learn how to appropriately critique and perform music in regards to culture and time period. Students will also learn proper performance etiquette and stage presence. This unit is ongoing throughout the school year as students learn and perform various selected vocal literature.
<b>Grade Level(s):</b> <b>9-12</b>	
<b>Essential Question(s):</b> 1. Why should I care about the arts? 2. How does creating and performing in the arts differ from viewing the arts? 3. To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? 4. Does art define culture or does culture define art? 5. What is old and what is new in any work of art? 6. How important is "new" in art?	<b>Enduring Understanding(s):</b> 1. Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. 2. The arts serve multiple functions: enlightenment, education, and entertainment. 3. Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. 4. Culture affects self-expression, whether we realize it or not. 5. Every artist has a style; every artistic period has a style. 6. The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks. 7. The creation of music is influenced by cultural and historical events.

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Students will recall knowledge of proper performance etiquette and apply that to performances. 1.3.12.B.1	1. [ ]
2. Students will recognize and perform with characteristics of great stage presence, including confidence, body language and facial expressions as it applies to the text and emotion of selected vocal literature. 1.3.12.B.1, 1.4.12.B.1, 1.4.12.B.2	2. [ ]
3. Students will demonstrate the ability to perform with appropriate ensemble	3. [ ]

awareness regarding blend and balance. 1.3.12.B.1

4. Students will recognize stylistic differences in music from different eras of music history. 1.3.12.B.1, 1.4.12.A.1

5. Students will explain and analyze how historical and cultural events influenced the content and style of various music compositions. 1.2.12.A.1, 1.4.12.A.2, 1.4.12.A.3

6. Students will demonstrate the ability to sing with appropriate musicality regarding the historical and cultural context of selected choral literature. 1.2.12.A.1, 1.3.12.B.1

7. Students will discuss the impact of innovations, especially technology, on music in society, and evaluate the historical/cultural impacts on responses to choral music.

1.2.12.A.2, 1.4.12.A.4, 1.4.12.B.3

### **Inter-Disciplinary Connections:**

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TEC.9-12.8.1 - [Standard] - All students will use computer applications to gather and organize information and to solve problems.

#### 21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

WORK.9-12.9.1.12.F.2 - [Cumulative Progress Indicator] - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

WORK.9-12.9.1.12.F.3 - [Cumulative Progress Indicator] - Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.

WORK.9-12.9.3.12.1 - [Content Statement] - Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

WORK.9-12.9.3.12.C.4 - [Cumulative Progress Indicator] - Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

WORK.9-12.9.3.12.C.5 - [Cumulative Progress Indicator] - Identify transferable skills in career choices and design alternative career plans based on those skills.

WORK.9-12.9.3.12.C.6 - [Cumulative Progress Indicator] - Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

#### **Students will engage with the following text:**

- Choral music scores of varying styles and genres selected by the instructor



**Students will write:**

- Stylistic characteristics of choral music from different cultural and historical backgrounds
- Analysis and critique of live and recorded choral music performances, with regard to stylistic interpretation, stage presence, and concert etiquette

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

- Brief teacher-lead class discussions with visual and aural examples
- Daily practice
- Class and/or concert performance

### **PART IV: EVIDENCE OF LEARNING**

#### **IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.**

#### **IDENTIFY BLOOM'S LEVELS.**



#### **Formative Assessments:**

- Skill check identifying and demonstrating proper performance etiquette
- Individual or small group singing quizzes in which students interpret vocal music with adequate blend, balance, and visual expression
- Written or verbal critique of live and recorded performances of themselves and others in regards to stage presence, blend and balance
- Verbal comprehension check recalling stylistic differences in music from various cultural and historical backgrounds
- Individual or small group singing assessments interpreting vocal music with fairly appropriate musicality as it relates to the cultural and historical background

*\*These assessments will mostly require students to Remember, Understand, Apply, and Analyze.*

#### **Accommodations/Modifications:**

Concepts will be learned through a variety of techniques that help the visual, aural, and kinesthetic learner. During assessment, consideration will be taken that each student's learning is individually based on natural ability and prior knowledge of music. The following accommodations and modifications are suggested to assist students from different developmental levels:

- Use visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students lecture outlines or diagrams.
- Provide examples of completed assignments to show students what they are to do.
- Break long assignments into parts, and set separate due dates for each part.
- Read directions aloud; reread or explain the directions of a test if necessary.
- Underline or highlight important words in directions or test items.
- Group questions so that similar kinds of items are together.

- Provide a list of words as answers for fill in the blank questions.
- Allow additional time for assignments, quizzes, and tests.
- Give the test to the student alone or in a small group.
- Allow the student take a test in another room where there are no distractions.
- Arrange preferential seating near area of instruction.
- Pair struggling students with more advanced students for peer mentorship.
- Provide extra, more advanced assignments for students who finish early.
- Offer extra help during individual or small-group lesson periods, during and after school.
- Provide alternate assignments for students who are unable to attend required performances if necessary.

### **Summative Assessments:**

- Skill check distinguishing and demonstrating proper performance etiquette
- Individual or small group singing tests in which students demonstrate improved interpretation of vocal music with appropriate blend, balance, and visual expression
- Written critique of live and recorded performances of themselves and others in regards to stage presence, blend and balance
- Verbal or written assignments identifying and explaining stylistic differences in music from various cultures and eras of music history
- Individual or small group singing assessments demonstrating improved interpretation and stylistic nuance of vocal music as it relates to the cultural and historical background
- Verbal or written assignments evaluating the interpretation of choral music performances from various cultural and historical backgrounds

*\*These assessments will mostly require students to Understand, Apply, Analyze, and Evaluate.*

### **Accommodations/Modifications:**

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- Group questions so that similar kinds of items are together.
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- Allow additional time for assignments, quizzes, and tests.
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- Allow the student take a test in another room where there are no distractions.
- Arrange preferential seating near area of instruction.
- Pair struggling students with more advanced students for peer mentorship.
- Provide extra, more advanced assignments for students who finish early.
- Offer extra help during individual or small-group lesson periods, during and after school.
- Provide alternate assignments for students who are unable to attend required performances if necessary.

### **Performance Assessments:**

- Individual or small group singing tests demonstrating proper performance etiquette, creating an entertaining performance
  - Individual or small group singing tests demonstrating appropriate interpretation of choral music, regarding blend, balance, and visual expression
  - Written assessments that evaluate stage presence, blend and balance of live and recorded performances of themselves and others
  - Electronic portfolio submission of student vocal performances
  - Individual or small group class and/or concert performance tests demonstrating improved interpretation and stylistic nuance of choral music as it relates to the cultural and historical background
  - Written and oral assessments critiquing stylistic interpretation of themselves and others
  - Group project creating a new arrangement of a song in a style different than its original intent
- \*These assessments will mostly require students to Apply, Analyze, Evaluate, and Create.*

### **Accommodations/Modifications:**

Concepts will be learned through a variety of techniques that help the visual, aural, and kinesthetic learner. During assessment, consideration will be taken that each student's learning is individually based on natural ability and prior knowledge of music. The following accommodations and modifications are suggested to assist students from different developmental levels:

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