

# Black Horse Pike Regional School District

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

## VOCAL MUSIC IV

Revised by Mary-Alice Baratta, Chief Academic Officer

February 13, 2025

### **Grade level:** 9-12

**Course Overview:** Vocal Music 4 is designed as a continuation of Vocal Music 1, 2, and 3. The course will cover increasingly complex elements of music, vocal technique, performing and history of the arts and culture. Throughout the class, students will learn how to analyze and critique musical compositions and performances at a more advanced level. Proper vocal tone production will be emphasized on a daily basis through isolated vocal exercises and chosen repertoire. Students will study and sing a variety of vocal music styles including classical, jazz, pop, Broadway, and seasonal favorites. Students will perform selected vocal literature in various solo or ensemble settings as part of their class grade. In addition to performances, grading will also be based on written and oral assessments of class repertoire, critiques, music history, and music theory (rhythm and sight-singing).

### **General Course Objectives:**

- a. Students will demonstrate correct standing and sitting posture for singing.
- b. Students will demonstrate a characteristic tone by means of appropriate breath management.
- c. Students will demonstrate the ability to recognize and interpret pitches on a staff and apply that knowledge to the vocal repertoire.
- d. Students will demonstrate the ability to recognize and count duple and triple meters, and simple and compound rhythms, in selected literature.
- e. Students will demonstrate the ability to perform with appropriate awareness regarding blend and balance with accompaniment.
- f. Students will demonstrate appropriate musicality through articulations (diction), dynamics, and phrasing as it applies to selected literature.

## PART I: UNIT 1 RATIONALE

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

<b>UNIT 1: Elements of Music</b>  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>Unit Summary:</b>  This unit covers the essential elements of music including rhythm, pitch, timbre, dynamics, texture and form. The ability to read 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 sightreading skills. The understanding, application and evaluation of these skills are ongoing throughout the year.
<b>Grade Level(s): 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.

<b>LEARNING TARGETS</b>
<ol style="list-style-type: none"><li>1. Students will recognize rhythms at various tempos in duple, triple, simple and compound meters, and apply that knowledge in learning selected vocal literature.</li><li>2. Students will identify and differentiate pitches on a grand staff and apply that knowledge to the vocal repertoire.</li><li>3. Students will interpret various pitches and rhythms to sing a simple melody at first sight using solfeggio syllables.</li><li>4. Students will distinguish between melody and harmony and apply that knowledge in vocal performance regarding blend and balance.</li><li>5. 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.</li><li>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.</li></ol>

## 2020 New Jersey Student Learning Standards: Unit 1

Artistic Process	Description	Novice Standard	Intermediate Standard	Proficient Standard
Standard 2: Creating	Organizing and developing ideas	1.3C.12NOV.CR2A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	1.3C.12INT.CR2A Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	
Standard 3: Creating	Refining and completing products			1.3C.12ACC.CR3B Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
Standard 4: Performing	Developing and refining techniques and models or steps needed to create products	<p>1.3C.12NOV.PR4A Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>1.3C.12NOV.PR4B Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>1.3c.12NOVpr4C Identify expressive qualities in varied repertoire of music that can be demonstrated through prepared an improvised performances.</p>	<p>1.3C.12INT.PR4A Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p> <p>1.3D.12INT.PR4B Identify prominent and harmonic and structural characteristics and context (social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance including some based on reading standard notation.</p>	1.3C.12PROF.PR4A Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

<p><b>Standard 6: Performing</b></p>	<p><b>Conveying meaning through art</b></p>	<p>1.3C.12NOV.PR6A Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12NOV.PR6B Demonstrate an awareness of the context of the music through prepared and improvised performances</p> <p>1.4D.12NOV.PR6A Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments while demonstrating an understanding of the audience and the context context</p>	<p>1.3D.12INT.PR6A Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments while demonstrating sensitivity to the audience and an understanding of the context (e.g. social, cultural, historical)</p>	<p>1.3C.12PROF.PR6A Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>1.4D.12PROF.PR6A Perform with expression and technical accuracy individually and in small groups a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, finger picking patterns, while demonstrating sensitivity to the audience and an understanding of context (e.g. social, cultural, and historical)</p>
<p><b>Standard 10: Connecting</b></p>	<p><b>Synthesizing and relating knowledge and personal experiences to create products</b></p>	<p>1.3C.12NOV.CN10A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a</p>	<p>1.3C.12INT.CN10A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12Int.Cr2a, 1.3A.12Int.Cr3b, 1.3A.12Int.Pr5b, 1.3A.12Int.Re7a</p>	

## **Inter-Disciplinary Connections**

### **Physical Education**

2.2.12.LF.1 Apply and share a movement and physical fitness vocabulary that is Intrinsic to motivate oneself, to impact family, and others in a community

2.2.2.LF.1 Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors

2.2.2.LF.3 Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.5.LF.3 Proactively engage in movement and physical activity for enjoyment individually or with others.

### **Language Arts**

L.KL.9-10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.KL.9-10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.VL.9-10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

### **Mathematics**

4.M.A.1 Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

### **Social Studies**

6.2.12.HICC.5.D Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

### **World Languages**

7.1.AL.IPRET.2 Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.6 Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.PRSNT.5 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.IL.IPERS.4 Use appropriate gestures, Intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

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

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

#### **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, solfege syllables, time signatures, dynamics, musical symbols and terms
- Individual or small group oral quizzes counting or clapping rhythms, singing a major scale on solfege 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.*

### **Summative Assessments:**

- Individual written tests 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 tests
- Individual or small group singing tests 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.*

### **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:**

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; 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.

## **PART I: UNIT 2 RATIONALE**

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

<b>UNIT 2: Vocal Technique</b>	<b>Unit Summary:</b>
<b>Grade Level(s): 9-12</b>	This unit covers the fundamental techniques necessary for proper vocal production, including posture, breath control, placement, resonance, diction, and musicality. Vocal health and tone quality will be emphasized in this unit, as students develop their unique vocal instrument. Students will continually build and apply these skills through various vocal exercises and selected vocal literature, thus becoming more mature singers throughout the school year. As students build vocal technique, they will continually critique live performances of themselves, their peers, and other recorded performances.

<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. How does creating and performing in the arts differ from viewing the arts?</li> <li>2. 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?</li> <li>3. When is art criticism vital and when is it beside the point?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>2. Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. The artistic process can lead to unforeseen or unpredictable outcomes.</li> <li>3. The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</li> </ol>
---	--

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

<p><b>LEARNING TARGETS</b></p> <ol style="list-style-type: none"> <li>1. Students will recognize healthy vocal habits and demonstrate the correct posture for singing.</li> <li>2. Students will match various pitches with increasingly better accuracy.</li> <li>3. Students will produce increasingly more mature tone quality with proper breath control, placement and resonance.</li> <li>4. Students will use proper vowel placement and consonant articulation to sing in English and other world languages.</li> <li>5. Students will interpret and perform selected vocal literature with appropriate musicality including dynamic contrast, phrasing and stylistic nuance.</li> </ol>
--

## 2020 New Jersey Student Learning Standards: Unit 2

Artistic Process	Description	Novice Standard	Intermediate Standard	Proficient Standard
Standard 1: Creating	Organizing and conceptualizing	<p>1.3C.12NOV.CR1A Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p> <p>1.3C.12NOV.CR3A Evaluate and</p>		

		refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.		
Standard 3: Creating	Refining and completing products			1.3B.12PROF.CR3B Share music through the use of notation, performance, or technology and demonstrate how the elements of music have been employed to realize expressive intent.
Standard 4: Performing	Developing and refining techniques and models or steps needed to create products	<b>1.3C.12NOV.PR4C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.		
Standard 5: Performing	Selecting, analyzing, and interpreting work		1.3C.12INT.PR5A Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	
Standard 6: Performing	Conveying meaning through art	1.3C.12NOV.PR6A Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.  1.3C.12NOV.PR6B Demonstrate an awareness of the context of the music through prepared and improvised performances	1.3C.12INT.PR6B Demonstrate an understanding of the context of the music through prepared and improvised performances.  1.3D.12INT.PR6A Perform with expressions and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments while demonstrating sensitivity to the audience and an understanding of the context (e.g. social, cultural, historical)	1.3C.12PROF.PR6A Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
Standard 7: Responding		1.3C.12NOV.RE7A Identify reasons for selecting music based on characteristics found in the music, connection to	1.3C.12INT.RE7A Explain the reasons for selecting music citing characteristics found in the music and connections to	

		Interest, and purpose or context.  3C.12NOV.RE7B Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.	Interest, purpose and context.  1.3C.12INT.RE7B Describe how understanding context and the way the elements of music are manipulated inform the response to music.	
Standard 8: Responding		1.3C.12NOV.RE8A Identify Interpretations of the expressive Intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate)	1.3C.12INT.RE8A Identify and support Interpretations of the expressive Intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).	
Standard 9: Responding	Interpreting intent and meaning			1.3B.12PROF.RE9B Describe the ways in which critiquing other's work and receiving feedback from others can be applied in the personal creative process.
Standard 11: Connecting	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	1.3C.12NOV.CN11A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	1.3C.12INT.CN11A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12Int.Cr2a, 1.3A.12Int.Cr3b, 1.3A.12Int.Pr5b, 1.3A.12Int.Re7a	

**Inter-Disciplinary Connections:**

**Physical Education**

2.2.12.LF.1 Apply and share a movement and physical fitness vocabulary that is Intrinsic to motivate oneself, to impact family, and others in a community

2.2.2.LF.1 Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors

2.2.2.LF.3 Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.5.LF.3 Proactively engage in movement and physical activity for enjoyment individually or with others.

### **Language Arts**

L.KL.9-10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.KL.9-10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.VL.9-10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

### **Mathematics**

4.M.A.1 Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

### **Social Studies**

6.2.12.HICC.5.D Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

### **World Languages**

7.1.AL.IPRET.2 Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.6 Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.PRSNT.5 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.IL.IPERS.4 Use appropriate gestures, Intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

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

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

### **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.*

### **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.*

### **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.*

### **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.

## **PART I: UNIT 3 RATIONALE**

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

<p><b>Course: VOCAL MUSIC 4</b> <b>UNIT 3: Performing</b></p>	<p><b>Unit Summary:</b> This unit prepares students to successfully perform a variety of musical genres. It highlights the importance of blend and balance during performance in a range of vocal ensembles – from vocal solos with accompaniment to large vocal ensembles with or without accompaniment. Students will also learn proper performance etiquette and stage presence. This unit will be emphasized primarily during times of concert and/or class performance.</p>
<p><b>Grade Level(s): 9-12</b></p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Why should I care about the arts?</li> <li>2. How does creating and performing in the arts differ from viewing the arts?</li> <li>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?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>2. The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>3. Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> </ol>

## **PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

### **DESCRIBE THE LEARNING TARGETS.**

<p><b>LEARNING TARGETS</b></p>
--------------------------------

1. Students will recall knowledge of proper performance etiquette and apply that knowledge in class and/or concert performances.
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.
3. Students will demonstrate the ability to perform with appropriate ensemble awareness regarding blend and balance.

### 2020 New Jersey Student Learning Standards: Unit 3

Artistic Process	Description	Novice Standard	Intermediate Standard	Proficient Standard
Standard 2: Creating	Organizing and developing ideas	1.3C.12NOV.CR2A Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	1.3C.12INT.CR2A Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	
Standard 3: Creating	Refining and completing products			1.3C.12ACC.CR3B Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
Standard 4: Performing	Developing and refining techniques and models or steps needed to create products	1.3C.12NOV.PR4A Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.  1.3C.12NOV.PR4B Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.	1.3C.12INT.PR4A Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.  1.3D.12INT.PR4B Identify prominent and harmonic and structural characteristics and context (social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, and chordal	1.3C.12PROF.PR4A Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

		1.3c.12NOVpr4C Identify expressive qualities in varied repertoire of music that can be demonstrated through prepared an improvised performances.	accompaniments selected for performance including some based on reading standard notation.	
Standard 6: Performing	Conveying meaning through art	<p>1.3C.12NOV.PR6A Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12NOV.PR6B Demonstrate an awareness of the context of the music through prepared and improvised performances</p> <p>1.4D.12NOV.PR6A Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments while demonstrating an understanding of the audience and the context context</p>	1.3D.12INT.PR6A Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments while demonstrating sensitivity to the audience and an understanding of the context (e.g. social, cultural, historical)	<p>1.3C.12PROF.PR6A Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>1.4D.12PROF.PR6A Perform with expression and technical accuracy individually and in small groups a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, finger picking patterns, while demonstrating sensitivity to the audience and an understanding of context (e.g. social, cultural, and historical)</p>
Standard 10: Connecting	Synthesizing and relating knowledge and personal experiences to create products	<p>1.3C.12NOV.CN10A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b,</p>	1.3C.12INT.CN10A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12Int.Cr2a, 1.3A.12Int.Cr3b, 1.3A.12Int.Pr5b, 1.3A.12Int.Re7a	

		1.3A.12nov.Pr5b, 1.3A.12nov.Re7a		
Standard 11: Connecting	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding			

**Inter-Disciplinary Connections:**

**Physical Education**

- 2.2.12.LF.1 Apply and share a movement and physical fitness vocabulary that is Intrinsic to motivate oneself, to impact family, and others in a community
- 2.2.2.LF.1 Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors
- 2.2.2.LF.3 Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.5.LF.3 Proactively engage in movement and physical activity for enjoyment individually or with others.

**Language Arts**

- L.KL.9-10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.KL.9-10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- L.VL.9-10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**Mathematics**

- 4.M.A.1 Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

**Social Studies**

6.2.12.HICC.5.D Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

### **World Languages**

7.1.AL.IPRET.2 Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.6 Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.PRSNT.5 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.IL.IPERS.4 Use appropriate gestures, Intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

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

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

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

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

### **Students will write:**

- 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.**

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

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

### **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 vocal 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  
*\*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:

- 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.

## **PART I: UNIT 4 RATIONALE**

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

<b>Course: VOCAL MUSIC 4</b> <b>UNIT 4: History of the Arts and Culture</b>	<b>Unit Summary:</b> The creation of music is influenced by cultural and historical events. Music has distinguishable stylistic characteristics depending on cultural and historical background. Students will learn how to appropriately critique music in regards to culture and time period. This unit is ongoing throughout the school year as students learn and perform various selected vocal literature.
<b>Grade Level(s): 9-12</b>	
<b>Essential Question(s):</b> <ol style="list-style-type: none"> <li>1. Does art define culture or does culture define art?</li> <li>2. What is old and what is new in any work of art?</li> <li>3. How important is "new" in art?</li> </ol>	<b>Enduring Understanding(s):</b> <ol style="list-style-type: none"> <li>1. Culture affects self-expression, whether we realize it or not.</li> <li>2. Every artist has a style; every artistic period has a style.</li> <li>3. The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</li> </ol>

## **PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

### **DESCRIBE THE LEARNING TARGETS.**

## LEARNING TARGETS

1. Students will recognize stylistic differences in music from different eras of music history.
2. Students will explain and analyze how historical and cultural events influenced the content and style of various music compositions.
3. Students will demonstrate the ability to sing with appropriate musicality regarding the historical and cultural context of selected vocal literature.
4. Students will discuss the impact of innovations, especially technology, on music in society, and evaluate the historical/cultural impacts on responses to music.

## 2020 New Jersey Student Learning Standards: Unit 4

Artistic Process	Description	Novice Standard	Intermediate Standard	Proficient Standard
Standard 1: Creating	Organizing and conceptualizing	.	1.3C.12INT.CR1A Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12INT.CR3A Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.	
Standard 3: Creating	Refining and completing products			1.3B.12PROF.CR3B Share music through the use of notation, performance, or technology and demonstrate how the elements of music have been employed to realize expressive intent.
Standard 4: Performing	Developing and refining techniques and models or steps needed to create products	<b>1.3C.12NOV.PR4C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.		

Standard 5: Performing	Selecting, analyzing, and interpreting work		1.3C.12INT.PR5A Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	
Standard 6: Performing	Conveying meaning through art	<p>1.3C.12NOV.PR6A Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12NOV.PR6B Demonstrate an awareness of the context of the music through prepared and improvised performances</p>	<p>1.3C.12INT.PR6B Demonstrate an understanding of the context of the music through prepared and improvised performances.</p> <p>1.3D.12INT.PR6A Perform with expressions and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments while demonstrating sensitivity to the audience and an understanding of the context (e.g. social, cultural, historical)</p>	1.3C.12PROF.PR6A Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
Standard 7: Responding				<p>1.3C.12PROF.RE7A Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to Interest, purpose and context.</p> <p>1.3C.12PROF.RE7B Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.</p>
Standard 8: Responding				1.3C.12PROF.RE8A Explain and support Interpretations of the expressive Intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal

				research.
Standard 9: Responding	Interpreting intent and meaning			1.3B.12PROF.RE9B Describe the ways in which critiquing other's work and receiving feedback from others can be applied in the personal creative process.
Standard 10: Connecting	Synthesizing and relating knowledge and personal experiences to create products			1.3B.12PROF.CN10A Demonstrate how Interests, knowledge and skills relate to personal choices and Intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a
Standard 11: Connecting	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding			1.3B.12PROF.CN11A Demonstrate how Interests, knowledge, and skills relate to personal choices and Intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

**Inter-Disciplinary Connections:**

**Physical Education**

2.2.12.LF.1 Apply and share a movement and physical fitness vocabulary that is Intrinsic to motivate oneself, to impact family, and others in a community

2.2.2.LF.1 Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors

2.2.2.LF.3 Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.5.LF.3 Proactively engage in movement and physical activity for enjoyment individually or with others.

## **Language Arts**

L.KL.9-10.2.C Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.KL.9-10.2.B Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

SL.PI.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

L.VL.9-10.3.D Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

## **Mathematics**

4.M.A.1 Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

## **Social Studies**

6.2.12.HICC.5.D Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

## **World Languages**

7.1.AL.IPRET.2 Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.6 Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.PRSNT.5 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.IL.IPERS.4 Use appropriate gestures, Intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

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

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

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

Selected vocal music scores of varying styles and genres

**Students will write:**

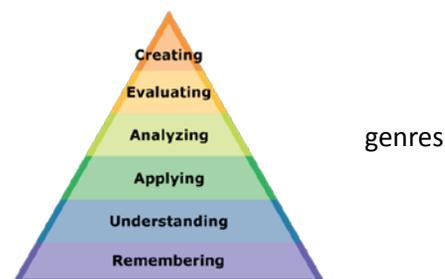
- Stylistic characteristics of music from different cultural and historical backgrounds
- Analysis and critique of live and recorded vocal music performances, with regard to stylistic interpretation

**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
- Rehearsal and guided listening of music from a variety of eras and



**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:**

- Verbal knowledge check recalling stylistic differences in music from various cultures and eras of music history
- Individual or small group singing assessments interpreting vocal music with fairly appropriate musicality as it relates to the cultural and historical background
- Group verbal analysis of vocal music performances from various cultural and historical backgrounds *\*These assessments will mostly require students to Remember, Understand, Apply, and Analyze.*

**Summative Assessments:**

- 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 vocal music performances from various cultural and historical backgrounds  
*\*These assessments will mostly require students to Understand, Apply, Analyze, and Evaluate.*

### **Performance Assessments:**

- Individual or small group class and/or concert performance tests demonstrating improved interpretation and stylistic nuance of vocal 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:

- 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 filling 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 to take a test in another room where there are no distractions.
- Arrange preferential seating near the 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.

