

# Black Horse Pike Regional School District Curriculum Template

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

**Course Name: Vocal Music Technology**

**Course Number: 075110**

## PART I: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> <b>Elements of Music</b></p>	<p><b>Unit Summary:</b> This unit covers the essential elements of music including rhythm, pitch, timbre, dynamics, texture and form. An understanding of the elements and principles of art is essential to the creative process and artistic production. The ability of reading musical notation with increasingly complex pitches and rhythms will be developed through written exercises, music technology software, and online music theory programs. 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.</p>
<p><b>Grade Level(s):</b> <b>9-12</b></p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. How do underlying structures unconsciously guide the creation of musical works?</li> <li>2. Does music have boundaries? How do I choose which technological tools to use and when it is appropriate to use them?</li> <li>3. How do I choose which technological tools to use and when it is appropriate to use them?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. Underlying structures in art can be found via analysis and inference.</li> <li>2. Breaking accepted norms often gives rise to new forms of artistic expression.</li> <li>3. Selection of technology should be based on personal and/or career needs assessment.</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>
1. Students will identify and interpret rhythms at various tempos in duple, triple, simple and compound meters, and apply that knowledge in learning selected vocal literature.	1. VPA.9-12.1.1.12.B.1, VPA.9-12.1.1.12.B.2
2. Students will identify and interpret pitches on a grand staff using solfeggio in various keys, and apply that knowledge to the vocal repertoire.	2. VPA.9-12.1.1.12.B.2
3. Students will distinguish between melody and harmony, and apply that knowledge in vocal performance with regard to blend and balance.	3. VPA.9-12.1.1.12.B.1, VPA.9-12.1.1.12.B.2
4. Students will aurally and visually analyze changes in time signature, key signature, tempo, rhythm, melody, harmony, form, dynamics, and timbre in selected vocal music.	4. VPA.9-12.1.1.12.B.1, VPA.9-12.1.3.12.B.2
5. Students will recognize and operate technology that enhances the study and application of music theory concepts.	5. TEC.9-12.8.1.A

### 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.

## 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:

- 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
- Hands-on activities using technology such as the SmartBoard, SmartMusic, musictheory.net, Finale, and/or Sibelius
- Kinesthetic exercises – Solfeggio and Kodály/Curwen hand signs
- Group and individual analysis of musical scores – visually and aurally
- Large and small group practice
- Daily 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 using technology programs like musictheory.net or Smart Music
- 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.

- 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.

### **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 using technology programs like musictheory.net or Smart Music
  - Individual or small group singing quizzes using technology programs Smart Music or recording programs
  - 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:**

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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- Provide extra, more advanced assignments for students who finish early.
- Offer extra help during individual or small-group lesson periods, during and after school.

### **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 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:

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**Course Name: Vocal Music Technology**

**Course Number: 075110**

## PART I: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> <b>Vocal Technique</b></p>	<p><b>Unit Summary:</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>
<p><b>Grade Level(s):</b> <b>9-12</b></p>	
<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.

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 recognize healthy vocal habits and analyze both live and recorded vocal performances of themselves and others.	1. VPA.9-12.1.3.12.B.1, TEC.9-12.8.1.12.B
2. Students will match various pitches with increasingly better accuracy.	2. VPA.9-12.1.3.12.B.1
3. Students will produce increasingly more mature tone quality with proper singing posture, breath control, placement and resonance.	3. VPA.9-12.1.3.12.B.1
4. Students will use proper vowel placement and consonant articulation to sing in English and other world languages.	4. VPA.9-12.1.3.12.B.1
5. Students will interpret and perform selected vocal literature with appropriate musicality including dynamic contrast, phrasing and stylistic nuance.	5. VPA.9-12.1.3.12.B.1, VPA.9-12.1.3.12.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.

### **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.

### **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:**

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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- 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 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:

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**Course Number: 075110**

## PART I: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> <b>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 live or recorded accompaniment. Students will discover when, why, and how to properly use sound reinforcement technology in performance. 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):</b> <b>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> <li>4. How does technology extend human capabilities? What are the positive and negative consequences of technology? Should technologies that produce negative impact continue to be used?</li> <li>5. When are the most sophisticated tools required and when are the simplest tools best?</li> <li>6. Can a system continue to operate with a missing or malfunctioning component?</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> <li>4. Technological outcomes have the potential for anticipated and unanticipated positive and negative results.</li> <li>5. The design process is fundamental to technology and engineering.</li> <li>6. A system has interrelated components designed to collectively achieve a desired goal.</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>
1. Students will recall knowledge of proper performance etiquette and apply that knowledge in class and/or concert performances.	1. VPA.9-12.1.3.12.B.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.	2. VPA.9-12.1.3.12.B.1, VPA.9-12.1.4.12.B.1, VPA.9-12.1.4.12.B.2
3. Students will demonstrate the ability to perform with appropriate ensemble awareness regarding blend and balance.	3. VPA.9-12.1.3.12.B.1
4. Students will evaluate the function and effectiveness of music technology in various performance settings.	4. TEC. 9-12.8.2.12 B, TEC.9-12.8.2.12 C
5. Students will demonstrate the ability to properly operate music technology to enhance sound in a performance, and develop methods for creating solutions to possible sound system problems.	5. TEC. 9-12.8.2.12 B, TEC.9-12.8.2.12 C

### 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.

### **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 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
- Class rehearsals and dress rehearsals using sound reinforcement technology
- 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 and effectiveness of sound reinforcement technology
- 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, balance, and use of sound technology

*\*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.

### **Summative Assessments:**

- Skill check distinguishing and demonstrating proper performance etiquette and use of sound technology
- 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, balance, and use of sound technology

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

### **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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- 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.

### **Performance Assessments:**

- Individual or small group singing tests and/or concert performances demonstrating proper performance etiquette, emotional interpretation, blend, balance, visual expression, and use of sound equipment, creating an entertaining performance
- 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:

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- 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.

# Black Horse Pike Regional School District Curriculum Template

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

**Course Name: Vocal Music Technology**

**Course Number: 075110**

## PART I: UNIT RATIONALE

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

<p><b>Course/Unit Title:</b> <b>History of the Arts and Culture</b></p>	<p><b>Unit Summary:</b> In this unit, students will learn that the creation of music is influenced by cultural and historical events, giving music distinguishable stylistic characteristics. Students will discover how to appreciate, critique, and interpret various styles of music with regard to cultural and historical background. This unit will highlight the effect of music technology on the education, creation, and performance of music in the ever-changing digital 21<sup>st</sup> century. This unit is ongoing throughout the school year as students learn and perform various selected vocal literature.</p>
<p><b>Grade Level(s):</b> <b>9-12</b></p>	
<p><b>Essential Question(s):</b></p> <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> <li>4. In a world of constant technological change, what skills should we learn?</li> <li>5. Can we control the pace at which technology is created? Should we, even if we can?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <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> <li>4. Technology is constantly changing and requires continuous learning of new skills.</li> <li>5. Technology evolves at an accelerating pace based on the needs/wants of society and is influenced by cultural, political and environmental values and constraints.</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>
1. Students will recognize stylistic differences in music from different eras of music history.	1. VPA.9-12.1.3.12.B.1, VPA.9-12.1.4.12.A.1
2. Students will explain and analyze how historical and cultural events influenced the content and style of various music compositions.	2. VPA.9-12.1.2.12.A.1, VPA.9-12.1.4.12.A.2, VPA.9-12.1.4.12.A.3
3. Students will demonstrate the ability to sing with appropriate musicality regarding the historical and cultural context of selected vocal literature.	3. VPA.9-12.1.2.12.A.1, VPA.9-12.1.3.12.B.1
4. Students will discuss the impact of innovations, especially technology, on music in society, and evaluate the historical/cultural impacts on responses to music.	4. VPA.9-12.1.2.12.A.2, VPA.9-12.1.4.12.A.4, VPA.9-12.1.4.12.B.3, TEC.K-12.8.1, TEC.K-12.8.2

### Inter-Disciplinary Connections:

#### **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.

### **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.

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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:**

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 genres

### **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.*

#### **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.
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- 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.

### **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.*

### **Accommodations/Modifications:**

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- 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 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
- Individual or small group music technology project

*\*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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