# HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL MUSIC CURRICULUM HMS CHOIR AUGUST 2019

#### HMS Choir Grades 7 and 8 Course Overview

The choral program is offered to HMS students as a co-curricular course. The program is a full year course which meets bi-weekly for 34 weeks of instruction. The choral program is designed for the experience, developing and novice singer. Students who participate in the HMS Choral program will explore vocal technique, musicianship training, and choral performance. The program is stratified with three curricular choirs to provide for the spectrum of skill levels. Raider Choir is open to all students on a non-auditioned basis. Concert Choir is open to students who demonstrate a developing skill level and have choral or singing experience. Chorale is an advanced auditioned ensemble. Students in the Chorale ensemble demonstrate a high level of proficiency in vocal technique and musicianship skills. The Choral program is a performance-based music program that focuses on choral performances throughout the school year.

The study of choral music in middle school provides students with the unique experience in community vocal performance. Through participation in this program, students will develop a deeper sense of the human experience in emotion, compassion, understanding, beauty, creativity and communication. The middle school student especially is at a unique developmental stage. The opportunity to creatively explore their musical intelligence and develop self-confidence through choral music is vital in a healthy curriculum. The middle school child lives in a 'volatile emotional world." The choral experience can make them aware of the world and themselves. The singer grows not only in technique but in emotional and musical sophistication.

"For any human being to make beautiful sounds ...they must believe in their own inner beauty." (Jordan, 2009)

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Individual	10 days	1.3.8.B.1	How does	Abdominal/Diap	Use	Formative: Teacher	Literacy Integration:	.4.12.C.(4).7
Tone	per	Perform vocal	singing	hragmatic	abdominal/diaphrag	& students'	SL.8.2. Analyze the	Demonstrate a
Quality:	semester	compositions	require a	breathing is the	matic breathing for	observation;	purpose of information	varied repertoire
Techniques	then	using	different	only way to	singing;	singing	presented in diverse	of music
for Singing	revisited	complex	type of	control the		assessments;	media and formats (e.g.,	through vocal or
	throughout	standard and	breathing?	singing voice.	understand and	student recordings;	visually, quantitatively,	instrumental
	the year.	non-standard			apply the	discussion groups	orally) and evaluate the	performance,
		Western, non-	How do we	Altering the	fundamental		motives (e.g., social,	alone and with
		Western and	use our	breathing	principles of breath	Diagnostic: Pre-	commercial, political)	others, to show
		avant-garde	whole body	technique takes	control	test evaluation in	behind its presentation.	competence
		notation.	in singing?	repetition, time		singing exercises		with
				and practice to	demonstrate the	_	Health & Phys Ed	fundamental
		1.3.8.B.2		successfully	different types of	Demonstrative:	Integration:	elements used in
		Perform		adapt.	breathing	Posture check,	2.5.2.A.1 Explain and	the pathway.
		independently				breathing exercises,	perform movement skills	
		and in groups		The entire body	utilize proper	resonance exercises	with developmentally	
		with .		is used in	breathing to		appropriate control in	
		expressive		singing.	enhance their	Summative:	isolated settings (i.e., skill	
		qualities		D	artistry in	Concert	practice) and applied	
		appropriately		Posture plays a	performance	performance;	settings (i.e., games,	
		aligned with		vital role in	77 .1	student assessment	sports, dance, and	
		the stylistic		achieving the	Know the	rubric	recreational activities).	
		characteristics		optimal singing	fundamentals of		254425 1: 1	
		of the genre.		voice.	good posture and		2.5.4.A.3 Explain and	
					use proper posture		demonstrate movement	
					for singing		sequences, individually	
					Recognize poor		and with others, in response to various	
					posture and the		tempos, rhythms, and	
					effects it can have		musical styles.	
					on the voice		musicai styles.	
					on the voice		2.5.6.A.2 Explain	
					Understand the		concepts of force and	
					human larynx		motion and demonstrate	
					indition ion yilly		control while modifying	
							force, flow, time, space,	

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			Know the names		and relationships in	
			and parts of the		interactive dynamic	
			singing mechanism		environments.	
			Articulators			
			Resonators		2.5.6.A.3 Create and	
			Vibrators		demonstrate planned	
					movement sequences,	
			Demonstrate pitch		individually and with	
			matching skills		others, based on tempo,	
			matering skins		beat, rhythm, and music	
			Change vocal tone		(creative, cultural, social,	
			through vocal		and fitness dance).	
					and fitness dance).	
			manipulation		250 A 4 Date - 1	
			T 1		2.5.8.A.4 Detect, analyze,	
			Learn how to create		and correct errors and	
			resonance in their		apply to refine movement	
			vocal sound		skills.	
			Sing with varying		2.5.12.A.2 Analyze	
			dynamic levels		application of force and	
					motion (weight transfer,	
					power, speed, agility,	
					range of motion) and	
					modify movement to	
					impact performance.	
					impact performance.	
					Science Integration:	
					5.2.P.C.1 Investigate	
					sound, heat, and light	
					energy (e.g., the pitch and	
					volume of sound made by	
					commercially made and	
					homemade instruments,	
					looking for shadows on	
					the playground over time	
					and under different	
					weather conditions)	
					through one or more of	
					the senses.	
					die beliees.	
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			World Language
			Integration:
			7.1.NM.A.2 Demonstrate
			comprehension of simple,
			oral and written
			directions, commands,
			and requests through
			appropriate physical
			response
			Technology Integration:
			8.1.P.C.1 Operate
			frequently used, high-
			quality, interactive games
			or activities in either
			screen or toy-based
			formats.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Expanding	15 days of	1.1 The Creative	How do all	While basic	Understand	Diagnostic:	Literacy	9.4.12.C.(4).7
Musical	the course,	Process: All	cultures use	vocal technique	and apply	Discussion and	Integration:	Demonstrate a
Perspectives:	then	students will	the voice for	always remains	vocal	analysis of musical	RL.8.4. Determine	varied
Singing	revisited	demonstrate an	expression?	constant, styles,	techniques to	experiences, Student	the meaning of	repertoire of
Diverse	in	understanding of	_	enhancements,	create	critique	words and phrases	music through
Repertoire	rehearsal	the elements and	How do	expression and	resonance in		as they are used in a	vocal or
	process	principles that	different	cultural affect	their singing	Formative: Critique,	text, including	instrumental
	throughout	govern the creation	genres of	will alter the	voice	Response/evaluation,	figurative and	performance,
	the course.	of works of art in	music require	way the vocal		discussion	connotative	alone and with
		dance, music,	varied	sound.	Use proper		meanings; analyze	others, to
		theatre, and visual	approaches to		vocal	Demonstrative:	the impact of	show
		arts.	vocal	Different	technique for	Expressive singing,	specific word	competence
			technique?	cultures strive	vocal	meaningful singing	choices on meaning	with
		1.2 History of the		for varied vocal	placement		and tone, including	fundamental
		Arts and Culture:	How do	sound to express		Summative: Choir	analogies or	elements used
		All students will	different	themselves.	Sing in	performance	allusions to other	in the
		understand the	genres of		various	assessment	texts.	pathway.
		role, development,	vocal music	The singer must	foreign			
		and influence of	reflect the era	strive for clear	languages		RL.8.9. Analyze	
		the arts throughout	they come	diction to relate			how a modern work	
		history and across	from?	the text and	Sing with		of fiction draws on	
		cultures.		intent of the	pure vowels		themes, patterns of	
			Have	composer.	and apply		events, or character	
		1.3 Performance:	composers		vowel		types from myths,	
		All students will	used specific	It is the singer's	modification		traditional stories,	
		synthesize those	sounds to	responsibility to			or religious works	
		skills, media,	evoke a	understand the	Listen to		such as the Bible,	
		methods, and	certain genre	musical	vocal		including describing	
		technologies	or cultural	composition to	examples for		how the material is	
		appropriate to	feel to their	the extent they	varied genres		rendered new.	
		creating,	music?	can interpret the	and cultures			
		performing, and/or		music with			SL.8.6. Adapt	
		presenting works	How do we	artistry.	Understand		speech to a variety	
		of art in dance,	sing with		and analyze		of contexts and	
		music, theatre, and	clear diction?		vocal timbre		tasks, demonstrating	
		visual art.					command of formal	

	English when
	indicated or
	appropriate.
	Health & Phys Ed
	Integration:
	2.5.2.A.2
	Demonstrate
	changes in time,
	force, and flow
	while moving in
	personal and general
	space at different
	levels, directions,
	ranges, and
	pathways.
	2.5.2.A.3 Respond
	in movement to
	changes in tempo,
	beat, rhythm, or
	musical style
	2.5.4.A.2 Use body
	management skills
	and demonstrate
	control when
	moving in relation
	space.
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	sequences,
	individually and
	with others, in
	response to various
	to others, objects, and boundaries in personal and general space.  2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in

	town on wheethers
	tempos, rhythms,
	and musical styles
	World Language
	Integration:
	7.1.NM.A.2
	Demonstrate of
	simple, oral and
	written directions,
	commands, and
	requests through
	appropriate physical
	response
	Technology
	Integration:
	8.1.12.A.3
	Participate in online
	courses, learning
	communities, social
	networks, or virtual
	worlds and
	recognize them as
	resources for
	lifelong learning.
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Ensemble	10 days	1.1 The	How does	Comprehension	Sing choral	Diagnostic: Pre-	Literacy	9.4.12.C.(4).7
Technique:		Creative	harmony create	of the harmonic	literature in	test baseline	Integration:	Demonstrate
Singing	Throughout	Process: All	different sounds	devices used in	two/three-part	performance and	RL.8.4.	a varied
Two/Three	course as	students will	in music?	choral music	harmony	reflection	Determine the	repertoire of
Part Music	required in	demonstrate an		leads to a			meaning of words	music
- Harmony	rehearsals	understanding	Describe how	stronger vocal	Homophonic singing	Formative:	and phrases as	through vocal
	and	of the elements	varied vocal	performance.		Teacher	they are used in a	or
	performance	and principles	harmonies/chords		Acapella singing	feedback,	text, including	instrumental
	of literature	that govern the	create different	Harmonic context		discussion,	figurative and	performance,
	in	creation of	"feelings" in the	is the basis for	Blend and balance	ensemble	connotative	alone and
	two/three-	works of art in	music and create	choral singing.	of sound/voices	recording, Choir	meanings;	with others,
	part	dance, music,	soundscapes?			assessments,	analyze the	to show
	harmonies.	theatre, and		Listening across	Demonstrate pure	song maps	impact of specific	competence
		visual art.	How does a choir	the choir fosters	vowel sounds and		word choices on	with
			evoke emotion in	blended tones.	vowel modification	Demonstrative:	meaning and	fundamental
		1.2 History of	an audience?			Intonation check,	tone, including	elements
		the Arts and		Presentation of a	Demonstrate	posture check,	analogies or	used in the
		Culture: All	When is a choral	creative work is	phrasing and breath	diction exercises,	allusions to other	pathway.
		students will	work ready to be	the culmination	management	independent	texts.	
		understand the	performed?	of the process of		performance of		
		role,		creation and	Demonstrate	vocal lines,	RL.8.9. Analyze	
		development,		communication.	dynamics in the	focused	how a modern	
		and influence of			context of choral	ensemble	work of fiction	
		the arts		The synthesis of	sound	participation,	draws on themes,	
		throughout		listening skills		vowel charts	patterns of	
		history and		combined with	Develop critical	g	events, or	
		across cultures.		knowledge will	listening skills	Summative:	character types	
		1.2		lead the singer to	D 1 1 1	Choral	from myths,	
		1.3		a deeper	Develop and gain	Performance	traditional stories,	
		Performance:		understanding	understanding of		or religious	
		All students will		and appreciation	phrasing and flow in		works such as the	
		synthesize those		of the artistry of	choral sound		Bible, including	
		skills, media,		choral music.			describing how	
		methods, and					the material is	
		technologies					rendered new.	

one	propriate to	Throughout	
			CI O C A land
		history different	SL.8.6. Adapt
	<i>U</i> ,	harmonic devices	speech to a
		have had	variety of
		different	contexts and
		meanings.	tasks,
dar	nce, music,		demonstrating
the	eatre, and		command of
vis	sual art.		formal English
			when indicated or
			appropriate.
			Health & Phys
			Ed Integration:
			2.5.2.A.2
			Demonstrate
			changes in time,
			force, and flow
			while moving in
			personal and
			general space at
			different levels,
			directions,
			ranges, and
			pathways.
			2.5.2.A.3
			Respond in
			movement to
			changes in
			tempo, beat,
			rhythm, or
			musical style
			musical style
			2.5.4.A.2 Use
			body
			management
			skills and
			demonstrate
			control when
			moving in

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				relation to others,	
				objects, and	
				boundaries in	
				personal and	
				general space.	
				2.5.4.A.3 Explain	
				and demonstrate	
				movement	
				sequences,	
				individually and	
				with others, in	
				response to	
				various tempos,	
				rhythms, and	
				musical styles.	
				Technology	
				Integration:	
				8.1.12.A.3	
				Participate in	
				online courses,	
				learning	
				communities,	
				social networks,	
				or virtual worlds	
				and recognize	
				them as resources	
				for lifelong	
				learning.	
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Music Literacy: Music Reading and Notation - Rhythmic	Reinforced through literature study throughout course.	1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	What is the beat in music?  How do different time signatures evoke different feelings?  How do varied rhythmic patterns affect the music?  How do performers interpret musical works?  How does understanding the structure of a musical selection impact performance?	The artist/performer must deeply understand the language of music for optimal performance.  The elements of music are present to create soundscapes against which the listener can experience emotions.  Composers uses the elements of music to convey specific ideas.  Music literacy requires the performer to decode musical notation and make appropriate interpretive decisions.  Music literacy provides the performer with independence to create music for artistic expression.	Sing music in varied time signatures  Analyze and define time signatures  Identify, interpret and apply rhythmic notation  Understand and follow basic conducting patterns in Duple, Triple and Quadruple meters  Subdivide rhythms from macro to micro beats  use rhythmic notation from basics through dotted rhythmic patterns to include ties, triplets, and syncopation	Diagnostic: Pre-test in rhythmic patterns, Aural recitations of rhythmic patterns  Formative: Teacher feedback, critique, self- evaluation, singing assessments  Demonstrative: Rhythm mix- up, rhythmic analysis, choral music performance  Summative: Choir performance, Choir performance assessment	Mathematics Integration: .NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers.1  7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.  Health & Phys Ed Integration: 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.

understand	and 2.5.8.A.3 Create,	
apply temp		
markings	demonstrate, as a	
	small group, a	
Students re	1	
whole, hal	sequence that	
quarter, eig	thth, includes changes in	
sixteenth,	nnd rhythm, tempo, and	
dotted note		
rests in 2/4		
4/4, 6/8, 3/8	and social, and fitness	
other varie	d dance).	
complex ti	me	
signatures	Technology	
	Integration:	
	8.1.8.E.1 Gather	
	and analyze	
	findings using data	
	collection	
	technology to	
	produce a possible	
	solution for a	
	content-related or	
	real-world problem.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Music	15 days	1.1 The Creative	How do	The application	Sing solfege	Diagnostic:	Health & Phys	9.4.12.C.(4).5
Literacy:		Process: All students	performers	of the	with movable	Pre-test melodic	Ed Integration:	Demonstrate
Music	Reinforced	will demonstrate an	interpret	knowledge of	DO	singing and	2.5.2.A.1 Explain	knowledge of
Reading and	throughout	understanding of the	musical works?	music theory		tonal memory	and perform	music theory to
Notation –	literature	elements and		requires	Scales to	,	movement skills	convey an
Melodic	study all	principles that govern	How does	practice, focus	include major,	Formative:	with	understanding
	year.	the creation of works	understanding	and repetition.	minor,	Teacher	developmentally	of fundamental
		of art in dance, music,	the structure of		chromatic	feedback,	appropriate	themes and
		theatre, and visual art.	a musical	The		critique, self-	control in isolated	patterns
			selection	understanding of	Interval	evaluation,	settings (i.e., skill	
		1.3 Performance: All	impact	how notes are	training	singing	practice) and	
		students will	performance?	related provides	Analyze choral	assessment	applied settings	
		synthesize those skills,		a clear map for	repertoire		(i.e., games,	
		media, methods, and	How do	the singer to		Demonstrative:	sports, dance, and	
		technologies	musicians make	navigate choral	Aural	Melody Mix-	recreational	
		appropriate to	creative	music.	perception and	up, solfege	activities).	
		creating, performing,	decisions?		discrimination	analysis, major,		
		and/or presenting		Musicians learn		minor and	2.5.8.A.3 Create,	
		works of art in dance,	What is the	the discipline	Understand and	chromatic	explain, and	
		music, theatre, and	advantage of	specific	interpret	scales and	demonstrate, as a	
		visual art.	understanding	language of	melodic	patterns	small group, a	
			the musical	music through	notation		planned	
			staff?	application and	through solfege	Summative:	movement	
				synthesis of		Performance of	sequence that	
			How does sight	technique and	Students will	choral	includes changes	
			singing make	artistry.	read at sight	literature,	in rhythm, tempo,	
			you a stronger		simple	Singing	and musical style	
			singer?	To express	melodies in	assessment	(creative,	
				musical ideas,	both treble and		cultural, social,	
			How does the	musicians	bass clefs.		and fitness	
			language of	analyze,			dance).	
			music compare	evaluate and				
			to learning a	refine their			Technology	
			foreign	work.			Integration:	
			language?				8.1.8.E.1 Gather	
							and analyze	

	Performers gain	findings using
	insight into the	data collection
	composer intent	technology to
	through analysis	produce a
	of musical	possible solution
	elements.	for a content-
		related or real-
		world problem.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Music	6 days	1.1 The Creative	How do	The application	Identify and	Diagnostic:	Literacy	9.4.12.C.(4).6
Literacy:		Process: All students	dynamics	of varied	apply dynamic	Pre-test	Integration:	Analyze aural
Dynamics and	Reinforced	will demonstrate an	enhance the	dynamics to	markings to	Formative:	Adapt speech to a	examples of
Expression	through	understanding of the	performance?	music	include but not	Teacher	variety of contexts	musical
_	rehearsals	elements and	•	performance	limited to:	feedback,	and tasks,	compositions
	and	principles that	How do you	enables the	piano, mezzo-	discussion,	demonstrating	representing
	performance	govern the creation	sing dynamics?	musician to	piano,	critique, self-	command of formal	diverse styles,
	as dictated	of works of art in		express	pianissimo,	evaluation	English when	cultures, and
	by choral	dance, music,	What methods	themselves.	subito piano,		indicated or	historical
	literature.	theatre, and visual	can be used to		forte, mezzo-	Demonstrative:	appropriate.	periods to build
		art.	achieve	The vocal	forte,	Choral Score		a broad
			expression in	technique for	fortissimo.	analysis,	SL.8.2. Analyze the	understanding
		1.3 Performance: All	vocal	singing varied		dynamic	purpose of	of the styles in
		students will	performance?	volumes is	Identify and	identification,	information	the pathway.
		synthesize those		always	apply	expressive	presented in diverse	
		skills, media,	How do	consistent.	expressive	performance	media and formats	
		methods, and	performers		markings to		(e.g., visually,	
		technologies	make creative	A synthesis of	include	Summative:	quantitatively,	
		appropriate to	decisions?	technique,	crescendo,	Performance	orally) and evaluate	
		creating, performing,		expression and	decrescendo,	of choral	the motives (e.g.,	
		and/or presenting	How do	compositional	marcato,	literature in	social, commercial,	
		works of art in	performers	understanding	ritardando,	concert, Choir	political) behind its	
		dance, music,	interpret	will lead the	accelerando	Performance	presentation.	
		theatre, and visual	musical works?	singer to a		Assessment		
		art.		deeper level of	Identify and		SL.8.1. Engage	
				musical	apply fermata,		effectively in a	
				expression.	accents,		range of	
					phrasing		collaborative	
				Composers use			discussions (one-on-	
				the elements of	Students		one, in groups, and	
				music to convey	define and		teacher-led) with	
				specific ideas	apply symbols		diverse partners on	
				and evoke	for dynamics,		grade 8 topics, texts,	
				emotions from	articulation		and issues, building	
				listeners.	and .		on others' ideas and	
					expression.			

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				Music literacy		expressing their	
				requires the		own clearly	
				performer to			
				decode musical		L.8.1. Demonstrate	
				notation and		command of the	
				make		conventions of	
				appropriate		standard English	
				interpretive		grammar and usage	
				decisions.		when writing or	
				decisions.			
						speaking.	
						1.02 D	
						L.8.2. Demonstrate	
						command of the	
						conventions of	
						standard English	
						capitalization,	
						punctuation, and	
						spelling when	
						writing	
						L.8.3. Use	
						knowledge of	
						language and its	
						conventions when	
						writing, speaking,	
						reading, or listening	
						reading, or instending	
						L.8.4. Determine or	
						clarify the meaning	
						of unknown and	
						multiple-meaning	
						words or phrases	
						based on grade 8	
						reading and	
						content, choosing	
						flexibly from a	
						range of strategies.	
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						L.8.5. Demonstrate	
						understanding of	
						figurative language,	
						rigurative language,	

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	word relationships,	
	and nuances in word	
	meanings.	
	L.8.6. Acquire and	
	use accurately	
	grade-appropriate	
	general academic	
	and domain-specific	
	words and phrases;	
	gather vocabulary	
	knowledge when	
	considering a word	
	or phrase important	
	to comprehension or	
	expression.	
	Health & Phys Ed	
	Integration:	
	2.2.8.C.1 Analyze	
	strategies to	
	enhance character	
	development in	
	individual, group,	
	and team activities.	
	2.1.8.E.2 Determine	
	the effectiveness of	
	existing home,	
	school, and	
	community efforts	
	to address social	
	and emotional	
	health and prevent	
	conflict.	
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	2.2.8.A.1 Compare	
	and contrast verbal	
	and nonverbal	
	interpersonal	
	communication	

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				strategies in a
				variety of settings
				and cultures in
				different situations.
				2.4.8.A.4
				Differentiate
				between affection,
				love, commitment,
				and sexual
				attraction.
				Social Studies
				Integration:
				6.2.8.D.1.b Relate
				the development of
				language and forms
				of writing to the
				of writing to the
				expression of ideas,
				creation of cultural
				identity, and
				development of
				more complex
				social structures.
				6.1.8.D.2.a Analyze
				the power struggle
				among European
				countries, and
				determine its impact
				on people living in
				Europe and the
				Americas.
				World Language
				Integration:
				7.1.NM.B.4 Ask
				and respond to
				simple questions,
				make requests, and
				express preferences
<u> </u>				express preferences

		using memorized words and phrases.
		7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
		Technology Integration: 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Expanding	20	1.1 The Creative	How are the	While music is	Analyze vocal	Diagnostic:	Literacy	.4.12.C.(4).6
Musical	days in	Process: All	basic elements of	an universal	scores while	Discussion of past	Integration:	Analyze aural
<b>Perspectives:</b>	small	students will	music used in	language,	listening to	musical experiences	SL.8.1. Engage	examples of
Listening,	lesson	demonstrate an	different	specific cultures	recorded	and how the past	effectively in a	musical
Analysis, and	groups	understanding of	cultures?	utilized certain	examples and	shapes their	range of	compositions
Description		the elements and		basic elements	identify vocal	perceptions about	collaborative	representing
of Vocal		principles that	How does the	to convey their	parts	singing	discussions (one-	diverse styles,
Music		govern the	music reflect the	cultural			on-one, in groups,	cultures, and
		creation of works	time period of the	traditions.	Analyze vocal	Formative:	and teacher-led)	historical
		of art in dance,	composer?		score for	Discussion groups,	with diverse	periods to
		music, theatre,		History plays a	instrumentation	Response/evaluation,	partners on grade 8	build a broad
		and visual art.	How does the	vital part in the	and	critique, written/oral	topics, texts, and	understanding
			instrumentation,	style of musical	accompaniment	analysis of the	issues, building on	of the styles in
		1.2 History of the	accompaniment	compositions.		application of the	others' ideas and	the pathway.
		Arts and Culture:	or lack of interact		Identify SATB	elements of music in	expressing their	
		All students will	with the vocal	Composers will	vocal types	diverse vocal works	own clearly	9.4.12.C.(4).17
		understand the	line of the	strive to reflect				Demonstrate
		role,	composition?	their times	Identify and use	Demonstrative:	SL.8.2. Analyze the	how
		development, and		through the	structural	Expressive singing	purpose of	technology
		influence of the	How do historical	instrumentation	elements		information	may be used to
		arts throughout	elements/wording	and methods	including but	Summative:	presented in diverse	reinforce,
		history and across	enhance the	available to	not limited to	Performance of	media and formats	enhance, or
		culture	feeling and	them.	dal segno,	music from varied	(e.g., visually,	alter
			expression of the		repeated	periods, genres,	quantitatively,	performances
		1.4 Aesthetic	composition?	Performance	endings, coda,	styles in concert	orally) and evaluate	to convey a
		Responses &		value can be	phrasing,	performance, Choir	the motives (e.g.,	broad
		Critique		found in both	motives	Performance	social, commercial,	understanding
		Methodologies:		the presenter		Assessment	political) behind its	of the role of
		All students will		and consumer of	Identify, listen		presentation.	technical
		demonstrate and		the artistic	to and sing			design in arts
		apply an		performance.	music from the		Social Studies	productions.
		understanding of		History and	genres/historical		Integration:	
		arts philosophies,		technology	eras: Medieval,		6.2.8.D.1.b Relate	
		judgment, and		together play a	Renaissance,		the development of	
		analysis to works		vital role in	Baroque,		language and forms	
		of art in dance,			Classical,		of writing to the	

music theater	i1	Domontio	
music, theatre,	musical	Romantic,	expression of ideas,
and visual art.	compositions.	Twentieth	creation of cultural
	Music builds a	Century,	identity, and
	sense of	Musical	development of
	community.	Theatre, Pop,	more complex
		Art Songs, Folk	social structures.
		music, Sacred,	
		secular	6.1.8.D.2.a Analyze
			the power struggle
		Describe	among European
		specific music	countries and
		events using	determine its impact
		appropriate	on people living in
		terminology	Europe and the
		through aural	Americas.
		examples	
		representing	World Language
		diverse genres	Integration:
		and cultures.	7.1.NM.A.3
			Recognize a few
		Develop	common gestures
		specific criteria	and cultural
		to evaluate their	practices associated
		personal	with the target
		performances	culture(s).
		and the	
		performance of	Technology
		others.	Integration:
			8.1.8.A.5 Select and
		Describe	use appropriate
		emotions and	tools and digital
		feelings about	resources to
		music and relate	accomplish a
		these emotions	variety of tasks and
		to themselves or	to solve problems.
		a personal	<u> </u>
		experience.	8.1.2.C.1 Engage in
			a variety of
			developmentally
			appropriate learning
			activities with
<u> </u>	1	1	

	students in other
	classes, schools, or
	countries using
	electronic tools.
	8.2.4.C.3 Examine
	ethical
	considerations in
	the development
	and production of a
	product from its
	inception through
	production,
	marketing, use,
	maintenance, and
	eventual disposal by
	consumers.
	8.2.8.C.1 Explain
	the need for patents
	and the process of
	registering one.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinar y Connections	21st Century Life & Career Standards
Expanding	6 days	1.4 Aesthetic	How do we	Every	Develop basic	Diagnostic:	Literacy	.4.12.C.(4).6
Musical		Responses &	critique music	performance	criteria for	Discussion of past	Integration:	Analyze aural
Perspectives:	Reinforced	Critique	and	(music, dance,	evaluation of	musical experiences	SL.8.1. Engage	examples of
Evaluating	through	Methodologies:	performances?	theatrical) will	musical	and how they shape	effectively in a	musical
Music and	rehearsal	All students		be evaluated on	performances	current interests in	range of	compositions
Choral/Vocal	and	will	Is critique a	a set of personal	based on technical	music	collaborative	representing
Performance	performanc	demonstrate	valuable tool?	criteria.	and artistic skills		discussions (one-	diverse styles,
	e	and apply an				Formative: Recorded	on-one, in	cultures, and
	preparation	understanding	How do	Performance	Criteria for vocal	rehearsals for	groups, and	historical
		of arts	musicians use	value can be	critique	critique, Discussion	teacher-led) with	periods to
		philosophies,	constructive	found in both	Intonation	groups, self-	diverse partners	build a broad
		judgment, and	criticism?	the provider and	Posture	evaluation/monitorin	on grade 8 topics,	understanding
		analysis to		receiver of the	Articulation	g of skills and	texts, and issues,	of the styles in
		works of art in	What is the	artistic	Blend	performance	building on	the pathway.
		dance, music,	difference	performance.	Balance		others' ideas and	
		theatre, and	between a good		Accuracy	Demonstrative:	expressing their	9.4.12.C.(4).1
		visual art.	performance	Analysis of		Expressive Singing,	own clearly.	7 Demonstrate
			and an	music is a	Expression/Dyna	constructive criticism		how
			outstanding	synthesis of	mics		SL.8.2. Analyze	technology
			performance?	objective and		Summative: Critique	the purpose of	may be used to
				subjective	Compare/Contrast	Rubric, Singing	information	reinforce,
			What are	criteria.	music	assessment	presented in	enhance, or
			traditions	Music is	performances		diverse media	alter
			associated with	a vital			and formats (e.g.,	performances
			music?	component of	Explain the		visually,	to convey a
				cultural identity.	process of critique		quantitatively,	broad
			How do people		through analysis,		orally) and	understanding
			appreciate and	Composers can	interpretation,		evaluate the	of the role of
			use music?	strive to reflect	description and		motives (e.g.,	technical
				their historical	evaluation		social,	design in arts
				period through	D 1		commercial,	productions.
				the available	Develop criteria		political) behind	0.4.10.07(4).0
				technology.	for evaluating the		its presentation.	9.4.12.C.(4).9
				Consumers	quality and		ar o a B ii	Compare and
				choose musical	effectiveness of		SL.8.3. Delineate	contrast the
				experiences fo	music		a speaker's	roles of

			ra wide variety of purposes.	performances and compositions and apply the criteria to their personal listening and performance.		argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.
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F				T	
				W.8.1. Write	
				arguments to	
				support claims	
				with clear	
				reasons and	
				relevant	
				evidence.	
				evidence.	
				Health & Phys	
				Ed Integration:	
				2.1.8.E.3 Explain	
				how culture	
				influences the	
				ways families	
				and groups cope	
				with crisis and	
				change.	
				2.2.8.A.1	
				Compare and	
				contrast verbal	
				and nonverbal	
				interpersonal	
				communication	
				strategies in a	
				variety of settings	
				and cultures in	
				different	
				situations.	
				Situations.	
				World Language	
				Integration:	
				7.1.NM.A.3	
				Pagagniza a favo	
				Recognize a few	
				common gestures	
				and cultural	
				practices	
				associated with	
				the target	
				culture(s).	

			7.1.NM.A.4	
			Identify familiar	
			people, places,	
			and objects based	
			on simple oral	
			and/or written	
			description.	
			description.	
			Technology	
			Integration:	
			8.1.8.A.5 Select	
			and use	
			appropriate tools	
			and digital	
			resources to	
			accomplish a	
			variety of tasks	
			and to solve	
			problems.	
			8.1.8.F.1 Use an	
			electronic	
			authoring tool in	
			collaboration	
			with learners	
			from other	
			countries to	
			evaluate and	
			summarize the	
			perspectives of	
			other cultures	
			about a current	
			event or	
			contemporary	
			figure.	

Musical Musical Perspectives Reinforces (Culture: All students will understanding of through in the Arts and Culture: A flat reflect in music of you understanding of arts will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.  Musical Music Perspectives (Cilture: All students will understanding of arts philosophies, judgment, and analysis to the arts through arts). The control of the control of the arts through in the Arts and Cultures and apply an understanding of arts philosophies, judgment, and analysis to the arts through in the Arts and the control of the arts through in the Arts and Cultures (Community and across cultures.  Music volus using development, and an influence of the arts through history and across cultures.  All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to the arter and visual art.  Music volus using diverse viewpoints through history with both technological advances and natural events.  All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to the arter and visual art.  Music volus using diverse viewpoints through history with both technological advances and natural events.  All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to to works of art in dance, music, theatre, and visual art.  All students will demonstrate and apply an understanding of arts philosophies, plant reflect their historical periods or events in history through the available technology.  Apply principles of music relates to an influences and influences and influences and influences and an influences and an influences and an influence and apply an understanding of arts philosophies, plant reflect their historical periods to build a broad understanding of varied experiments and apply an understanding of arts philosophies, plant reflect price with repertoire which reflects grade and it	Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
	Expanding Musical Perspectives : Global Relevance of	Reinforce d through study of choral	1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.  1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and	How are traditions tied to music?  What songs have you sung that reflect other school subject areas?  What type of music do you associate with specific life events/holiday	Music is a vital part of cultural identity.  Music builds a sense of community.  Music evolves through history with both technological advances and natural events.  Composers often reflect their historical periods or events in history through the available	Analysis of connections made to other areas/disciplines  Examine ideas from multiple and diverse viewpoints  Interdisciplinary repertoire which reflects grade level curriculum  Analyze how music is used in other art forms  Sing music in foreign language  Apply principles of music to other disciplines  Discover how music relates to and influences non-musical events and	Diagnostic: Discussion groups  Formative: response/evalu ation, critique, Foreign Language Articulation  Demonstrative: Analysis of music from varied cultures  Summative: Performance of varied	Literacy Integration: L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening  L.8.4. Determine or clarify the meaning of unknown and multiple- meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies  L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  L.8.6. Acquire and use accurately grade-	9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.  9.4.12.C.(4).13 Analyze and explain how artistic processes, organizational structure, and business principles are interrelated in the creation of arts productions to build an understanding of various

1	,	
		vocabulary knowledge
		when considering a
		word or phrase
		important to
		comprehension or
		expression.
		expression.
		Health & Phys Ed
		Integration:
		2.1.8.E.2 Determine the
		effectiveness of existing
		home, school, and
		community efforts to
		address social and
		emotional health and
		prevent conflict.
		<u> </u>
		2.1.8.E.3 Explain how
		culture influences the
		ways families and
		groups cope with crisis
		and change.
		and change.
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		2.1.8.A.4 Determine the
		impact of marketing
		techniques on the use of
		personal hygiene
		products, practices, and
		services.
		Social Studies
		Integration:
		6.2.8.D.1.b Relate the
		development of
		language and forms of
		writing to the expression
		of ideas, creation of
		cultural identity, and
		development of more
		complex social
		structures.

	6.1.8.D.2.a Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
	World Language Integration: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
	7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).  7.1.NM.A.4 Identify familiar people, places, and objects based on
	simple oral and/or written descriptions.  Technology Integration: 8.1.8.D.3 Demonstrate how information on a controversial issue may be biased.
	8.2.8.G.1 Explain why human-designed systems, products, and

			environments need to be	
			constantly monitored,	
			maintained, and	
			improved.	

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	WEBLIC	OGRAPHY	
None listed.			

#### ASSOCIATED JOBS LIST BY UNIT

The following jobs will be related across all units:

Professional Singer/Musician
Music Teacher
Educator
Conductor
College Professor
Public Relations
Disc Jockey
Film/Television Music Producer
Theatrical Musician
Dancer
Artistic Director
Theatrical Director
Stage Manager
Orchestrator

Music Therapist Arts Critic/Writer