Office of Curriculum and Instruction

Concert Choir

Grade 9

Prerequisite: None

Credit Value: 5

ABSTRACT

Students in Concert Choir focus on skill building, including sight-singing, breath control, posture, diction, and part independence. Preparation for performances includes a study of the historical and cultural significance of diverse musical genres. Students employ 21st century skills, such as collaboration and digital research, as they explore the development of music over time. Maintenance of a personal reflective journal reinforces writing skills and provides students with the opportunity to assess their performances, set goals, and engage in self-evaluation throughout the course. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017
## Concert Choir – Grade 9

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October/November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
</table>

**Essential Question:**
- What practices can inform and improve vocal performance?
- How are historical eras and cultural practices reflected in music?
- How can singers communicate the composer’s message to an audience?
- In what ways does technology enhance vocal performance?

**Content:**
- Music Elements and Vocal Fundamentals
- Concert Repertoire
- Concert Performance
- Technology in Singing

**Skills and Topics:**
- Demonstrate proper posture, breath control, and vowel formation
- Identify the elements of music (e.g., musical annotation, rhythm, harmony, pitch, timbre)
- Apply knowledge of notes, symbols, and rhythms in performance exercises
- Track personal progress in a reflective journal entry
- Examine sample musical compositions for the elements of music
- Discuss historical eras reflected in concert repertoire
- Sing exercises using solfeggio and Kodaly hand signals
- Synthesize text, pitch, rhythm, blend, balance, intonation, and tone quality in choral performance
- Collaborate to determine the components of quality vocal performances (e.g., enunciation, tone quality, vocal part memorization, independence)
- Track personal progress in a reflective journal entry
- Recall the components of a quality vocal performance
- Compare and contrast the composer’s message in concert repertoire
- Incorporate performance details in concert performance (e.g., movement, gestures, costuming, lighting)
- Critique personal and ensemble performances using a scoring rubric
- Track personal progress in a reflective journal entry
- Collaborate to determine a theme for Showcase of the Arts
- Utilize technology to research vocal performances from diverse cultural contexts
- Employ a scoring rubric to assess varied vocal performances
- Apply research finding to the creation of Showcase of the Arts repertoire
- Develop part independence in performance
- Assimilate parts in ensemble practice
- Track personal progress in a reflective journal entry

<table>
<thead>
<tr>
<th>Integration of Technology:</th>
<th>Internet, Web Quests, wireless laptop computers, SMART Boards, teacher webpage, YouTube, iPads, video streaming, podcasting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing:</td>
<td>Open-ended responses, conclusions and analysis of exploratory activities, personal reflective journal</td>
</tr>
<tr>
<td>Formative Assessments:</td>
<td>Teacher observation, singing tests, performance scoring rubric, benchmark assessments</td>
</tr>
<tr>
<td>Summative Assessments:</td>
<td>Quizzes, tests, writing prompts, benchmark assessments</td>
</tr>
</tbody>
</table>
# Concert Choir – Grade 9

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October/November</th>
<th>December</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interdisciplinary Connections:</strong></td>
<td>☑️ Global Awareness ☐ Civic Literacy ☑️ Financial, Economic, Business, and Entrepreneurial Literacy ☑️ Health Literacy</td>
<td>☑️ Creativity and Innovation ☑️ Media Literacy ☑️ Critical Thinking and Problem Solving ☑️ Life and Career Skills</td>
<td>☑️ Information and Communication Technologies Literacy ☐ Communication and Collaboration ☑️ Information Literacy</td>
<td>☑️ Information and Communication Technologies Literacy ☐ Communication and Collaboration ☑️ Information Literacy</td>
</tr>
<tr>
<td><strong>21st Century Themes:</strong></td>
<td>Resources: Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources, Internet, YouTube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Careers:</strong></td>
<td>Applicable career options are discussed as they arise throughout the performing arts program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*2016 NJSLS:
- RL: Reading Literature
- N: Real Number System
- RI: Reading Informational Text
- A: Algebra
- W: Writing
- F: Functions
- SL: Speaking and Listening
- G: Geometry
- L: Language
- S: Statistics and Probability
- MD: Measurement and Data
## Concert Choir – Grade 9

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February/March</th>
<th>April/May</th>
<th>June</th>
</tr>
</thead>
</table>

### Essential Question:
- In what ways does contemporary music reflect societal values and traditions?
- What performance practices are unique to composers, style, origin, or epoch?
- In what ways has music reflected human development over time?

### Content:
- Showcase of the Arts
- Spring Concert
- Impact of Music on World Cultures

### Skills and Topics:
- **Skills:**
  - analyze Showcase of the Arts repertoire for the elements of music
  - compare and contrast compositions from diverse world cultures and eras within the repertoire
  - assess the details necessary to communicate the composers’ intent in all compositions
  - apply appropriate techniques in ensemble performance, including gestures and choreography
  - evaluate personal and ensemble performances using established criteria
  - track personal progress in a reflective journal entry
  - examine music of Spring Concert repertoire
  - compare and contrast unique qualities of each composition vis à vis composer’s message and historical and cultural context
  - apply appropriate vocal performance practices in presentation of repertoire
  - collaborate to determine the criteria used in performance assessment
  - analyze personal and ensemble performances using a scoring rubric
  - track personal progress in a reflective journal entry
- **Topics:**
  - research the development of music through history (e.g., Medieval, Renaissance, Baroque, Classical, Romantic, 20th century)
  - utilize technology to research a musical epoch
  - synthesize research findings in a multimedia presentation
  - utilize a scoring rubric to conduct peer assessments
  - reflect on final impressions and goals for continued music study in a personal reflective journal entry

### Integration of Technology:
- Internet, Web Quests, wireless laptop computers, SMART Boards, teacher webpage, YouTube, iPods, video streaming, podcasting

### Writing:
- Open-ended responses, conclusions and analysis of exploratory activities, personal reflective journal

### Formative Assessments:
- Teacher observation, singing tests, performance scoring rubric, benchmark assessments

### Summative Assessments:
- Quizzes, tests, writing prompts, benchmark assessments

### Performance Assessments:
- Paired and group assignments, projects, public performances (e.g., Holiday Concert, Showcase of the Arts, Spring Concert)
# Concert Choir – Grade 9

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February/March</th>
<th>April/May</th>
<th>June</th>
</tr>
</thead>
</table>
| **Interdisciplinary Connections:** | *ELA: RI.9.1-10, W.9.1-10  
Science: 5.1.12.D.1  
Health/PE: 2.4.12.A.1  
Technology: 8.1.8.E.1  
World Language: 7.1.NM.A.3  
Science: 5.1.12.D.1  
Technology: 8.1.8.E.1  
World Language: 7.1.NM.A.3  
Science: 5.1.12.D.1  
Technology: 8.1.8.E.1  
World Language: 7.1.NM.A.3  
21st Century Life/Careers: CRP4, CRP 5, CRP8, 9.1.12.C.4-5, CRP 11, CRP 12* |

| 21st Century Themes: | ☒ Global Awareness  ☐ Civic Literacy  
☼ Financial, Economic, Business, and Entrepreneurial Literacy  ☒ Health Literacy |
|----------------------|-------------------------------------------------|
| 21st Century Skills: | ☒ Creativity and Innovation  ☒ Media Literacy  
☼ Critical Thinking and Problem Solving  ☒ Life and Career Skills  
☼ Information and Communication Technologies Literacy  ☐ Communication and Collaboration  ☒ Information Literacy |

**Resources:** Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher created resources, Internet, YouTube

**Careers:** Applicable career options are discussed as they arise throughout the performing arts program. Career options include, but are not limited to, the following career clusters: Arts, A/V Technology, and Communications Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster.

*2016 NJSLS:
- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
- SL: Speaking and Listening
- L: Language
- N: Real Number System
- A: Algebra
- F: Functions
- G: Geometry
- S: Statistics and Probability
- MD: Measurement and Data
Concert Choir
Course Requirements

Grade: 9  Prerequisite: None  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in Concert Choir focus on skill building, including sight-singing, breath control, posture, diction, and part independence. Preparation for performances includes a study of the historical and cultural significance of diverse musical genres. Students employ 21st century skills, such as collaboration and digital research, as they explore the development of music over time. Maintenance of a personal reflective journal reinforces writing skills and provides students with the opportunity to assess their performances, set goals, and engage in self-evaluation throughout the course. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:
- Music Elements and Vocal Fundamentals
- Concert Repertoire
- Concert Performance
- Technology in Singing
- Showcase of the Arts
- Spring Concert
- Impact of Music on World Cultures

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- What practices can inform and improve vocal performance?
- How are historical eras and cultural practices reflected in music?
- How can singers communicate the composer’s message to an audience?
- In what ways does technology enhance vocal performance?
- In what ways does contemporary music reflect societal values and traditions?
- What performance practices are unique to composers, style, origin, or epoch?
- In what ways has music reflected human development over time?
- What are the post-graduation and/or career options that apply to the course content?
Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
Concert Choir
Student Agreement

STUDENT NAME: ____________________________

Last Name                                First Name

GRADE: __________________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Concert Choir.

I acknowledge my responsibility to read and understand all of the information contained in the Concert Choir Course Requirements information and syllabus packet.

__________________________  _______________________
Student Signature           Date

Note: Please share the course requirements for Concert Choir with your parents.