Office of Curriculum and Instruction

A Cappella Choir

Grade 10, 11, or 12

Prerequisite: None

Credit Value: 5

ABSTRACT

Students in A Cappella Choir learn strategies that aid them to sing advanced choral literature with a mature, rich, and balanced sound. Breathing, diction, expression, intonation, vowel unification, and sight-singing are cultivated to enhance sound in performance. Students learn soprano, alto, tenor, and baritone choral selections of various styles and cultures and are well prepared to audition for college-level vocal ensembles upon completion of this course. The application of movement, staging, visual effects, and personal assessment and goal setting are addressed as students progress in reading and singing advanced musical compositions. Digital tools aid students to rehearse, reflect on, and create personal and ensemble performances. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017
# A Cappella Choir

**Grade 10, 11, or 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October/November</th>
<th>December</th>
<th>January</th>
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**Essential Question:**
How can balance and blend be achieved in vocal performance? What elements contribute to a complex vocal performance? In what ways can an individual enhance the performance of the ensemble? How can a singer present a message using technology?

## Content:
- Organizing the Ensemble
- Concert Repertoire
- Winter Concert
- Themes and Technology

### Skills and Topics:
- Assess personal voice quality to assign part (e.g., soprano, alto, tenor, baritone)
- Conduct voice matching exercises
- Analyze voice matching results
- Collaborate to assign appropriate placement of peers in the ensemble
- Apply vowel alignment and tone quality in basic warm-up exercises
- Examine compositions to be used in performance
- Reflect on vocal progress in an electronic journal entry
- Access teacher website for assignments and practice exercises
- Analyze the advanced harmonies of winter concert repertoire
- Employ technology to improve aural skills
- Develop part independence
- Collaborate to apply ensemble skills (e.g., intonation, blend, balance)
- Assess cultural significance and foreign language demands of repertoire
- Incorporate appropriate visual effects in performance practice (e.g., movement, lighting, staging)
- Determine the positive effects of instrumental accompaniment
- Reflect on ensemble progress in an electronic journal entry
- Access teacher website for assignments and practice exercises
- Employ discipline-specific vocabulary to discuss and communicate composers’ intent
- Analyze repertoire for historical significance, craftsmanship, and originality
- Recall effective performance practices
- Apply performance practices in rehearsals and final performance
- Collaborate to create a performance rubric
- Analyze personal and ensemble performance using a scoring rubric
- Critique final performance in an electronic journal entry
- Access teacher website for assignments and practice exercises
- Research themes for personal performance
- Collaborate with a small group to determine the performance theme
- Create a vocal performance
- Apply the necessary performance practices
- Evaluate the need for visual effects to enhance the performance
- Employ technology to present the performance using digital tools
- Critique personal and peer performance using a scoring rubric
- Analyze the procedure necessary to create a small group performance in an electronic journal entry
- Access teacher website for assignments and practice exercises

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

**Writing:**
Open-ended responses, conclusions and analysis of exploratory activities, personal reflective journal
## A Cappella Choir
Grade 10, 11, or 12

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<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Singing tests, teacher observation, performance scoring rubric, benchmark assessments</td>
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<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, tests, writing prompts, benchmark assessments</td>
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<td><strong>Performance Assessments:</strong></td>
<td>Paired and group assignments, projects, public performances (e.g., Holiday Concert, Showcase of the Arts, Winter Concert)</td>
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<td><strong>21st Century Life/Careers:</strong></td>
<td>CRP 4, CRP5, CRP8, CRP 11, CRP12</td>
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<td><strong>21st Century Themes:</strong></td>
<td>☒ Global Awareness ☐ Civic Literacy ☐ Financial, Economic, Business, and Entrepreneurial Literacy ☒ Health Literacy</td>
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<td><strong>21st Century Skills:</strong></td>
<td>☒ Creativity and Innovation ☒ Media Literacy ☒ Critical Thinking and Problem Solving ☐ Life and Career Skills ☐ Information and Communication Technologies Literacy ☒ Communication and Collaboration ☒ Information Literacy</td>
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<td><strong>Resources:</strong></td>
<td>Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources, Internet, YouTube</td>
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<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>
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*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
# A Cappella Choir

**Grade 10, 11, or 12**

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**Essential Question:**

- How does physicality improve vocal production?
- In what ways does diversity contribute to the ensemble performance?
- What role can collaboration play in communicating the artist’s message?

**Content:**

- Visual Effects in Performance
- Spring Concert
- Solo/Small Ensemble Performance

**Skills and Topics:**

- Discuss potential themes/musical genres to include in the Showcase of the Arts performance (e.g., Broadway, pop, jazz)
- Determine appropriate theme and suitable repertoire
- Analyze music for parts, harmonies, and stylistic nuances
- Develop part independence and ensemble harmonies
- Create visual effects and choreography
- Apply performance practices in Showcase of the Arts
- Collaborate to complete an assessment of the ensemble performance using a scoring rubric
- Critique personal performance in an electronic journal entry
- Access teacher website for assignment and practice exercises
- Examine spring concert repertoire for elements of music and harmonic structure
- Collaborate to determine historical and cultural context of spring concert
- Assess composers’ message and intent
- Employ appropriate translation and pronunciation of foreign language lyrics
- Develop part independence using digital tools
- Integrate parts and elements of vocal performance
- Incorporate staging, set decoration, and concert attire in performance
- Critique personal and ensemble performance using a scoring rubric
- Reflect on vocal progress in an electronic journal entry
- Access teacher website for assignments and practice exercises
- Research available literature, including historical and cultural context
- Establish a solo/small ensemble rehearsal schedule
- Develop part independence and integration of parts in the performance
- Determine the performance plan (e.g., costuming, movement, staging)
- Communicate the composer’s message in the solo/small ensemble performance
- Employ a scoring rubric to assess the solo/small ensemble performance
- Assess personal goals for continued growth in vocal music
- Reflect on vocal progress in an electronic journal entry
- Access teacher website for assignments and practice exercises

**Integration of Technology:**

- Internet, Web Quests, wireless laptop computers, SMART Boards, teacher webpage, YouTube, video streaming, podcasting

**Writing:**

- Open-ended responses, conclusions and analysis of exploratory activities, personal reflective journal
# A Cappella Choir

## Grade 10, 11, or 12

### Monthly Assessments:

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### Interdisciplinary Connections:

- **ELA:** RI.11-12.1-10, W.11-12.1-10
- **Science:** 5.1.12.D.1
- **Health/PE:** 2.5.12.A.4
- **Technology:** 8.1.12.A.3
- **World Language:** 7.1.NM.A.2
- **Social Studies:** 6.1.12.D.3.e
- **21st Century Life/Careers:** CRP 4, CRP5, CRP8, CRP 11, CRP12

### 21st Century Skills:

- Global Awareness
- Civic Literacy
- Critical Thinking and Problem Solving
- Life and Career Skills
- Creativity and Innovation
- Media Literacy
- Communication and Collaboration
- Information Literacy

### Resources:

- Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources, Internet, YouTube

### Career Cluster Options:

- 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

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**2016 NJSLS:**

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A Cappella Choir
Course Requirements

Grade: 10, 11, or 12  Prerequisite: None  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in A Cappella Choir learn strategies that aid them to sing advanced choral literature with a mature, rich, and balanced sound. Breathing, diction, expression, intonation, vowel unification, and sight-singing are cultivated to enhance sound in performance. Students learn soprano, alto, tenor, and baritone choral selections of various styles and cultures and are well prepared to audition for college-level vocal ensembles upon completion of this course. The application of movement, staging, visual effects, and personal assessment and goal setting are addressed as students progress in reading and singing advanced musical compositions. Digital tools aid students to rehearse, reflect on, and create personal and ensemble performances. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:

- Organizing the Ensemble
- Concert Repertoire
- Winter Concert
- Themes and Technology
- Visual Effects in Performance
- Spring Concert
- Solo/Small Ensemble Performance

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- How can balance and blend be achieved in vocal performance?
- What elements contribute to a complex vocal performance?
- In what ways can an individual enhance the performance of the ensemble?
- How can a singer present a message using technology?
- How does physicality improve vocal production?
- In what ways does diversity contribute to the ensemble performance?
- What role can collaboration play in communicating the artist’s message?
- 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.
A Cappella 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 A Cappella Choir.

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

__________________________________________________________

Student Signature

Date

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