Curriculum and Instruction

**Chorale**

**Grade 10, 11, or 12**

**Prerequisite: None**

**Credit Value: 5**

**ABSTRACT**

Students in Chorale collaborate to sing three-part women’s musical literature while enhancing vocal production, ear training, and music reading. Breathing, intonation, vowel unification, diction, and sight-singing are the main elements of the curriculum. Singers continue to develop range and the ability to sustain their parts in a Soprano, Soprano, Alto (SSA) ensemble. Phrasing, expression, and movement are explored and applied in performances which reflect the study of diverse musical genres from a variety of cultural and linguistic sources. Upon completion of this course, students have a firm foundation in the basics of healthy vocal production and music notation and the benefits of participating in a cooperative environment. Benchmark assessments are employed to track individual student progress.

*Adopted by the Somerville Board of Education on July 25, 2017*
# Chorale

**Grade 10, 11, or 12**

**Month/Marking Period** | **September** | **October/November** | **December** | **January**
--- | --- | --- | --- | ---

**Essential Question:**
- What contributes to healthy female vocal production?
- In what ways does music reflect diversity?
- What enhances vocal performance?
- How can solo performance enrich the ensemble?

**Content:**
- Exercises for Female Voices
- Concert Repertoire
- Concert Performance
- Broadway in the Classroom

**Skills and Topics:**
- Recall the elements of music (e.g., meter, rhythm, pitch, harmony)
- Identify note names in bass and treble staffs
- Review basic music symbols
- Practice reading and writing music notation
- Demonstrate basic sight-reading in singing exercises
- Assimilate posture, breath control, and vocal placement in singing
- Produce a free, healthy, mature tone individually and in ensemble singing
- Create individual learning goals in an electronic journal entry
- Access teacher website for assignments and practice exercises
- Examine the application of the elements of music in diverse musical scores
- Expand discipline-specific vocabulary (e.g., dynamic markings in Italian) appearing in vocal scores
- Analyze the composers’ messages and cultural references in concert repertoire
- Demonstrate sight-singing ability
- Achieve vocal part independence
- Apply techniques to achieve effective phrasing, intonation, blend, and balance in vocal performance
- Reflect on progress in an electronic journal entry
- Access teacher website for assignments and practice exercises
- Assimilate knowledge of rhythms, pitches, and lyrics in vocal performance
- Synthesize composers’ intent in concert performance
- Extend techniques to achieve phrasing, intonation, blend, and balance in vocal performance
- Incorporate visual and movement effects in performance
- Collaborate with peers to develop a performance scoring rubric
- Critique personal and ensemble performance using a scoring rubric
- Reflect on personal performance and goal achievement in an electronic journal entry
- Access teacher website for assignments and practice exercises
- Research Broadway shows and music
- Determine a solo music choice
- Assess chosen character’s personality, motivation, and development
- Incorporate character’s traits in a solo performance
- Document research findings in a formal writing activity
- Perform a Broadway solo
- Employ a scoring rubric to conduct self- and peer assessments
- Analyze personal 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
## Chorale

**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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Singing tests, teacher observation, performance scoring rubric, benchmark assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, tests, writing prompts, benchmark assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Interdisciplinary Connections:** | *ELA: RI.10-12.1-10, W.10-12.1-10*  
Science: 5.1.12.C.1, 5.1.12.D.1  
Arts: 1.1.12.D.2  
Technology: 8.1.12.A.3  
World Language: 7.1.I.L.A.7  
CPR1, CRP2, CRP10, CRP11, CRP12 | *ELA: RI.10-12.1-10, W.10-12.1-10*  
Science: 5.1.12.C.1, 5.1.12.D.1  
Arts: 1.1.12.D.2  
Technology: 8.1.12.A.3  
World Language: 7.1.I.L.A.7  
CPR1, CRP2, CRP10, CRP11, CRP12 | *ELA: RI.10-12.1-10, W.10-12.1-10*  
Science: 5.1.12.C.1, 5.1.12.D.1  
Arts: 1.1.12.D.2  
Technology: 8.1.12.A.3  
World Language: 7.1.I.L.A.7  
CPR1, CRP2, CRP10, CRP11, CRP12 | *ELA: RI.10-12.1-10, W.10-12.1-10*  
Science: 5.1.12.C.1, 5.1.12.D.1  
Arts: 1.1.12.D.2  
Technology: 8.1.12.A.3  
World Language: 7.1.I.L.A.7  
CPR1, CRP2, CRP10, CRP11, CRP12 |

### 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 NJSLA:

| RL:  | Reading Literature |
| RI:  | Reading Informational Text |
| W:   | Writing |
| L:   | Language |
| SL:  | Speaking and Listening |
| A:   | Algebra |
| F:   | Functions |
| N:   | Real Number System |
| G:   | Geometry |
| S:   | Statistics and Probability |
| MD:  | Measurement and Data |
### Chorale
**Grade 10, 11, or 12**

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

**Essential Question:**
- What visual effects help to communicate a vocalist’s message?
- How are culture and language challenges to address in performance preparation?
- What technology applications may provide opportunities for performers?

**Content:**
- Movement in Performance
- Spring Concert Repertoire
- Technology in Performance

**Skills and Topics:**
- compare and contrast diverse music genres (e.g., classical, pop, jazz)
- interpret performance practices associated with varied musical genres
- analyze cultural references and composers’ motivation in chosen repertoire
- incorporate appropriate movement in performance
- create visual effects to enhance performance (e.g., lightning, costumes, staging)
- assimilate advanced performance techniques in the Showcase of the Arts repertoire
- critique personal and ensemble performances using a scoring rubric
- reflect on achievement of learning goals and performance in an electronic journal entry
- access teacher website for assignments and practice exercises
- research composers’ intent and cultural context of chosen repertoire
- compare and contrast time periods and composers’ intent
- present findings in a multimedia presentation
- analyze compositions for the elements of music (e.g., harmonic structure, rhythm, dynamics)
- apply appropriate practices in vocal performance
- investigate visual effects to enhance performance (e.g., lighting, stage decoration, movement)
- incorporate elements of music in a final vocal performance
- assess personal and ensemble success using a scoring rubric
- reflect on goals achievement in an electronic journal entry
- access teacher website for assignments and practice exercises
- collaborate to research a technology application used in a music career
- differentiate between applications for vocal and instrumental music
- create a technology-based presentation of the chosen application
- assess peer, partner, and personal presentations using a scoring rubric
- reflect on goals attainment during course work
- set goals for future vocal music learning 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

**Formative Assessments:**
- Singing tests, teacher observation, performance scoring rubric, benchmark assessments
## Chorale
### Grade 10, 11, or 12

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>February/March</th>
<th>April/May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative Assessments:</strong></td>
<td>Quizzes, tests, writing prompts, benchmark assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Assessments:</strong></td>
<td>Paired and group assignments, projects, public performances (e.g., Holiday Concert, Showcase of the Arts, Spring Concert)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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
Chorale
Course Requirements

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

Course Description

Students in Chorale collaborate to sing three-part women’s musical literature while enhancing vocal production, ear training, and music reading. Breathing, intonation, vowel unification, diction, and sight-singing are the main elements of the curriculum. Singers continue to develop range and the ability to sustain their parts in a Soprano, Soprano, Alto (SSA) ensemble. Phrasing, expression, and movement are explored and applied in performances which reflect the study of diverse musical genres from a variety of cultural and linguistic sources. Upon completion of this course, students have a firm foundation in the basics of healthy vocal production and music notation and the benefits of participating in a cooperative environment. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:
- Exercises for Female Voices
- Concert Repertoire
- Concert Performance
- Broadway in the Classroom
- Movement in Performance
- Spring Concert Repertoire
- Technology in Performance

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- What contributes to healthy female vocal production?
- In what ways does music reflect diversity?
- What enhances vocal performance?
- How can solo performance enrich the ensemble?
- What visual effects help to communicate a vocalist’s message?
- How are culture and language challenges to address in performance preparation?
- What technology applications may provide opportunities for performers?
- 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.
Chorale
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 Chorale.

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

_________________________________________    ______________________________
Student Signature                           Date

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