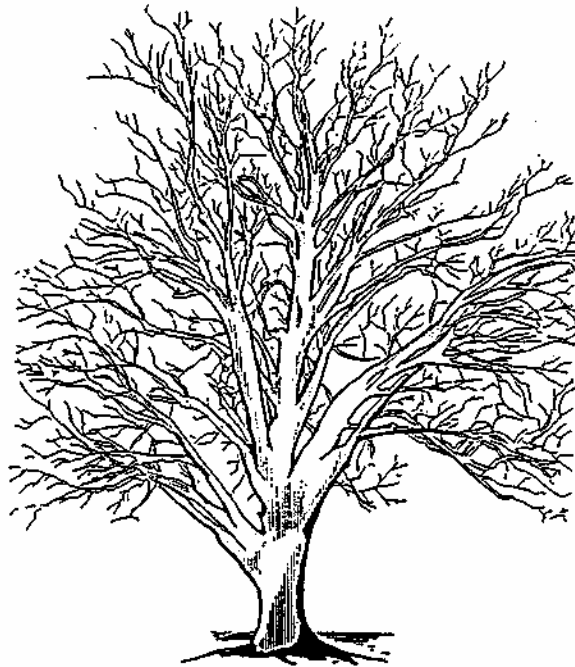


Monroe Township Schools



Curriculum Management System

Middle School Chorus

Grade 7 & 8

July 2001

Table of Contents

Monroe Township Schools Administration and Board of Education Members	Page 3
Acknowledgments	Page 4
District Mission Statement and Goals	Page 5
Introduction/Philosophy/Educational Goals	Page 6
National and State Standards	Page 7
Goals/Objectives/Instructional Tools/Activities	Pages 8 - 13
Benchmarks	Page 14

MONROE TOWNSHIP BOARD OF EDUCATION

MONROE TOWNSHIP ADMINISTRATION

**Dr. James Sheerin, Interim Superintendent
Dr. Gail D. Brooks, Assistant Superintendent**

BOARD OF EDUCATION

**Joseph Homoki, President
Carol Haring, Vice President
Marvin Braverman
Jay Ellis Brown
Susan Cohen
Lew Kaufman
Kathy Kolupanowich
Kathy Leonard
Amy Speizer**

JAMESBURG REPRESENTATIVE

Patrice Faraone

**Student Board Members
David Cohen
Thomas Bodall**

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers Names: Karen Swercheck
Amy Zalot

Supervisor Name: Robert Mele, Supervisor of Fine Arts

Technology Staff: Ernie Gunn
Al Pulsinelli
Reggie Washington
Bill Wetherill

Secretarial Staff: Debbie Gialanella
Geri Manfre
Gail Nemeth

Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township Schools is to provide quality education resulting in life-long learners who can succeed in a global society.

Goals

To create a learning environment built upon international, national, state and local educational standards.

To provide learners with an educational setting that promotes intellectual curiosity and a positive attitude toward life-long learning.

To develop learners who appreciate and respect the interdependency of people around the globe.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The purpose of the Middle School Choral Program is to develop musical understanding, skill, and sensitivity to song, as well as developing students' vocal technique. Middle School Chorus provides students the opportunity for aesthetic experiences. As musical understanding, skill, and sensitivity grow, aesthetic response increases. These aesthetic experiences combine the physical, intellectual, emotional, and spiritual responses of students providing them with a sense of completeness. Musical experiences can communicate in ways that cannot be expressed in language; they can continue throughout one's lifetime; they can be communally and individually creative and satisfying.

Education must make people aware that music can enrich human experience and alter the quality of their lives. Music serves as a means by which many other subjects may be enriched and supported. Advanced research in brain development shows that music trains the brain for critical thinking. Music improves spatial intelligence and the ability to visualize the world accurately, which translates into complex math and engineering skills. Music training can enhance a student's ability to reason.

Educational Goals

The Middle School Chorus program is offered once a week to seventh grade students and two or three times a week to eighth grade students, depending on scheduling. The Chorus also rehearses once a week after school for 1.5 hours. Through a variety of teaching techniques and instructional materials, students develop a variety of musical skills and experience music through activities such as singing, using body movements, listening and critiquing, and performing.

New Jersey Core Curriculum Content Standards

A note about Family and Consumer Science Standards And Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Visual and Performing Arts were established in 1996. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Career Education and Consumer, Family, and Life Skills may also be found at: <http://www.nj.gov/njded/cccs/visualandperforming.pdf>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 7/8 Chorus	<u>Goal 1:</u> The student will be able to understand and use proper vocal technique	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
	X				<p>1.1. Sing accurately with good breath control, throughout their singing ranges, alone and in small and large ensembles.(1.1.2, 1.2.2)</p> <p>1.2. Express the text with appropriate dynamics and tempo.(1.1.2, 1.2.2)</p> <p>1.3. Sing with expression and technical accuracy a repertoire of vocal literature that includes songs performed from memory, some in foreign languages, and some a capella.(1.1.2, 1.2.2)</p> <p>1.4. Sing music representing a variety of genres and cultures, with expression appropriate for the work being performed.(1.1.2, 1.2.2)</p> <p>1.5. Sing in two and three parts.(1.1.2, 1.2.2)</p> <p>1.6. Sing with correct intonation while maintaining their part. (1.1.2, 1.2.2)</p>	Choral Octavos, Tuned Piano	<p>Teacher Demonstration and Instruction</p> <p>Performing alone, and in small and large ensembles.</p> <p>Singing of warm-ups and vocal exercises.</p> <p>Breathing exercises.</p> <p>Sectional rehearsals.</p> <p>Students will stay on their part while standing between students singing different parts.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade <7/8/Chorus	Goal 2: The student will be able to understand music notation and terminology.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) By the end of eighth grade, the student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
	X				<p>2.1. Find exact locations in a three part choral octavo when given the page, system, line, measure, and beat.(1.2.2, 1.3.2)</p> <p>2.2. State the page, system, line, measure, and beat of a location in an octavo when asked a question about a particular passage.(1.2.2, 1.3.2)</p> <p>2.3. Read whole , half, quarter, and eighth notes and rests in a variety of meters.(1.2.2, 1.3.2)</p> <p>2.4. Read pitches in a major key accurately.(1.2.2, 1.3.2)</p> <p>2.5. Identify expressive symbols and markings and interpret them accurately while singing a choral piece. (1.2.2, 1.3.2)</p>	Choral octavos, Tuned Piano	<p>Sight Singing Exercises</p> <p>Clapping rhythm of pieces before singing.</p> <p>Teacher demonstration and instruction</p> <p>Rehearsal and Performance</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 7/8/Chorus	Goal 3: The student will be able to understand music in relation to history and culture.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) By the end of eighth grade the student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
	X				<p>3.1. Place their choral repertoire into periods or cultures and will discuss pertinent stylistic characteristics. (1.5.5, 1.5.6, 1.5.7)</p> <p>3.2. Use the elements of music to provide a structure for comparing, describing, and analyzing music of different styles and cultures. (1.5.5, 1.5.6, 1.5.7)</p> <p>3.3. Know the meaning of the texts they are singing and, when possible, something about the writer and the times in which s/he lived and why the lyrics were written. (1.5.5, 1.5.6, 1.5.7)</p> <p>3.4. Identify AB, ABA, and AABB forms when presented aurally and in music which they perform. (1.5.5, 1.5.6, 1.5.7, 1.6.3)</p> <p>3.5. Recognize songs that are being sung in foreign languages and correctly identify the language. (1.5.5, 1.5.6, 1.5.7)</p>	Vocal Octavos, Tuned Piano	<p>Teacher instruction and student discussion.</p> <p>Participation in rehearsals and performances.</p> <p>Guest speakers to help with interpretation.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 7/8/Chorus	Goal 4: The student will be able to demonstrate learned music skills through performance.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) By the end of eighth grade, the student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
	X				<p>4.1. Show the feeling or mood of the music being performed through appropriate body language. (1.1.2, 1.1.3, 1.2.3)</p> <p>4.2. Use interpretive mixed and /or coordinated stage movements during performances to enhance audience appeal. (1.1.2, 1.1.3, 1.2.3)</p> <p>4.3. Follow the cues, dynamics, beat patterns, and phrasing of the conductor. (1.1.2, 1.1.3, 1.2.3)</p>	Choral Octavos, Tuned piano, accompanist, microphones, choral risers	<p>Participation in concerts</p> <p>Oral analysis of music to add movements</p> <p>Creation of interpretive movements to accompany singing.</p> <p>Teacher instruction and discussion</p> <p>Marking expressive interpretation onto scores</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 7/8/ Chorus	Goal 5: The student will be able to demonstrate good citizenship through mutual effort and success.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) By the end of eighth grade the student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
	X				5.1. Work cooperatively in rehearsals and performances. (1.2.3) 5.2. Demonstrate responsibility in attending all required rehearsals and performances. (1.2.3) 5.3. Demonstrate specific behaviors that are appropriate when attending a concert. (1.2.3)	None	Participation in rehearsals and concerts. Discussion of concert etiquette.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 7/8Chorus	Goal 6: The student will be able to understand criteria for evaluating performances.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) By the end of eighth grade, the student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
	X				<p>6.1. Evaluate their own performances, performances of ensembles to which they belong, and performances by others. (1.1.3, 1.4.2)</p> <p>6.2. Use musical and technical terms when discussing and evaluating a musical performance. (1.1.3, 1.4.2)</p>	Paper, pencil, recording of performance.	<p>Discussion of good criteria</p> <p>Develop a rating sheet or rubric to use for evaluation.</p> <p>Write a brief critique.</p>

COURSE BENCHMARKS

At the completion of eighth grade, Chorus students shall be able to:

- 1. Understand and use proper vocal technique.**
- 2. Understand music notation and terminology.**
- 3. Understand music in relation to history and culture.**
- 4. Demonstrate learned music skills through performance.**
- 5. Demonstrate good citizenship through mutual effort and success.**
- 6. Understand criteria for evaluating performances.**