



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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### **Curriculum Development Timeline**

**School:** Ocean Township High School

**Course:** Concert Choir

**Department:** Visual and Performing Art

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
August 2013	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Name Change/Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1	11	Units 1, 2, 3, 4 – Ongoing
2	Unit 1	12	Units 1, 2, 3, 4 – Ongoing
3	Unit 2	13	Units 1, 2, 3, 4 – Ongoing
4	Unit 2	14	Units 1, 2, 3, 4 – Ongoing
5	Unit 3	15	Units 1, 2, 3, 4 – Ongoing
Week	Marking Period 2	Week	Marking Period 4
6	Unit 3	16	Units 1, 2, 3, 4 – Ongoing
7	Unit 4	17	Units 1, 2, 3, 4 – Ongoing
8	Unit 4	18	Units 1, 2, 3, 4 – Ongoing
9	Units 1, 2, 3, 4 – Ongoing*	19	Units 1, 2, 3, 4 – Ongoing
10	Units 1, 2, 3, 4 – Ongoing	20	Units 1, 2, 3, 4 – Ongoing

\*Skills introduced in the beginning of the course are built upon and reinforced throughout the remainder of the term.

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### Core Instructional & Supplemental Materials Including Various Levels of Texts

Musictheory.net

Teoria.com

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

Time Frame	Weeks 1-2; Ongoing
<b>Topic</b>	
Unit 1: Music Theory	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Music is fundamental and accessible to everyone</li><li>• Music is an integral part of a culture and its population</li><li>• Music is a language that is spoken, read, and evaluated</li><li>• Music is a communication tool comprised of different elements that cohesively work together to create unique and sophisticated products</li><li>• Rhythmic and melodic notation provide the fundamentals to basic musicianship</li><li>• Knowledge and manipulation of these elements create different styles of music</li><li>• Music can be taught, learned, and performed through a variety of methodologies</li></ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How will the study of music theory enable the student to become a competent musician?</li><li>• How are the elements of music important in a musical work?</li><li>• What are the basic components of music notation and how do we follow along?</li><li>• How does notation express musical ideas?</li><li>• Where did the musical symbols we now study originate?</li></ul>	
<a href="#"><u>Alignment to Standards</u></a>	
VPA: 1.1.12.1, 1.1.12.2, 1.1.12.B.1, 1.3.12.2, 1.3.12.3, 1.3.12.4, 1.3.12.B.4	

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### **Key Concepts and Skills**

- Identify and read notes on the Grand staff from Treble and Bass clefs
- Identify and practice note and rest values of quarter, eighth, sixteenth, half, whole and dotted rhythmic notation
- Identify key signatures, melodic intervals, and pitch
- Identify time signatures, various musical symbols and terminology
- Study basic major and minor scales and chord structure (whole and half steps)
- Learn basic rhythmic and melodic dictation
- Learn basic sight reading using solfeggio syllables
- Introduce basic arranging skills

### **Learning Activities**

- Studying and identifying pitches on the Grand Staff
- Learning rhythmic notation through aural, visual, and kinesthetic activities
- Learning melodic notation and intervals through aural, visual, and kinesthetic activities
- Identifying and defining music symbols and terminology
- Studying scales and chord structure through listening examples, visual aids, and kinesthetic activities
- Notating and identifying major and minor key signatures
- Notating all major scales and chord structures
- Sight reading basic and intermediate melodies using solfeggio symbols
- Performing, notating, and composing melodic examples
- Performing, notating, and composing rhythm examples in different meters

### **Assessments**

#### **Formative:**

- Daily Warm-ups
- Class participation and discussion
- Writing prompts
- Written tests/quizzes
- Sight singing and dictation tests

#### **Alternative:**

- Observation of student demonstrations
- Participation

#### **Summative:**

- Arrangement or other projects

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### **Career Education**

CRP2. Apply appropriate academic and technical skills

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

### **21<sup>st</sup> Century Skills**

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

### **Technology Integration**

Students will use **music notation software** in order to **reinforce fundamental knowledge within the discipline and extend their learning.**

- **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

### **Interdisciplinary Connections**

Writing prompts: **LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

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Time Frame	Weeks 3-4; Ongoing
<b>Topic</b>	
Unit 2: Proper Vocal Production & Technique	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Knowledge of production fundamentals are necessary in learning to sing properly with full potential</li><li>• Increase awareness of good practicing techniques including warming up and good posture</li><li>• Examine the anatomy of the throat and the process of how sound is produced</li><li>• Understand the physiology of vocal sound production</li><li>• Understand how poor posture and inadequate breath support affect sound production</li><li>• Maintaining proper space in the mouth while clearly annunciating and articulating the words sung</li><li>• Encourage students to listen more and become a cohesive member of the ensemble</li></ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How can the student maximize their potential as a singer?</li><li>• How can a thorough understanding of music vocabulary be useful in singing?</li><li>• How can practice habits affect a student's performance?</li><li>• Why is it important to be aware of our entire body while singing?</li><li>• What parts of the body are necessary to create a good vocal sound?</li><li>• Why is strong breath support and open space essential?</li><li>• How does diction and articulation enhance a performance?</li><li>• How can we maintain good vocal health?</li><li>• How can we differentiate between good and bad vocal technique and production?</li><li>• How does an individual's vocal production affect other members of the ensemble?</li></ul>	
<u><a href="#">Alignment to Standards</a></u>	
<b>VPA</b> <i>1.1.12.2, 1.3.12.1, 1.3.12.2, 1.3.12.3</i>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>• Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)</li><li>• Create and instill proper and successful practice habits</li><li>• Develop a better understanding of theory and reading music while singing</li><li>• Display personal growth in their vocal production throughout the year</li><li>• Perform various songs and melodic examples appropriate to individual musical levels</li></ul>	

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- Demonstrate and evaluate good and bad posture through visual and kinesthetic examples
- Reinforce proper breath control and breathing techniques
- Practice articulating different vocal sounds and vowels properly
- Observe proper mannerisms of singers while they are performing
- Listen and adapt to other members and sections in the ensemble

### **Learning Activities**

- Increasing skill level through working individually and in groups
- Studying professional vocal techniques help to strengthen music awareness
- Learning to sight sing music in a variety of difficulties
- Learning to sing repertoire from a variety of time periods, styles, and languages
- Manipulating their bodies into the correct posture by using a variety of different exercises and methods
- Demonstrating proper breathing techniques by using a variety of different exercises and methods

### **Assessments**

#### **Formative:**

- Class participation and discussion  
Teacher evaluation using rubrics
- Tests and Quizzes (written or sight reading)
- Self and peer-assessment

#### **Alternative:**

- Observation of student demonstrations
- Written prompts

#### **Summative:**

Sight singing demonstration

### **Career Education**

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### **Technology Integration**

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Students will use **digital models of vocal anatomy** in order to **consider proper singing techniques**.

- **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

### Interdisciplinary Connections

Writing prompts for self- and peer-assessment: **LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Time Frame	Weeks 5-6; Ongoing
<b>Topic</b>	
Unit 3: Music Listening and Appreciation	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Music is a reflection of culture and the time period in which it was created</li> <li>• Aural and historical appreciation and acuity is important to musical understanding and competency</li> <li>• An individual's interpretation of music is based on their experience and knowledge</li> <li>• Elements of music are combined to create different styles and effects</li> <li>• The performance, style, and genre of music develops and differs throughout different cultures and time periods</li> <li>• Technology has changed the way in which we learn, practice, perform, and understand music</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How can I better appreciate other genres of music?</li> <li>• How can musical vocabulary help enable more effective listening techniques?</li> <li>• What kind of an emotional response does music instill in a listener and how does it differ from piece to piece?</li> <li>• How has technology advanced the production of sound?</li> <li>• How can we appreciate music as an art form and apply it to everyday life?</li> <li>• What are different characteristics that are associated with certain types of music and time periods?</li> </ul>	
<u><a href="#">Alignment to Standards</a></u>	
<b>VPA</b>	
<b>1.1.12.B.2, 1.2.12.A.1, 1.2.12.A.2, AR.912.1.3.12.1, 1.3.12.B.1, 1.3.12.B.2, 1.4.12.A.1, 1.4.12.3</b>	

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### **Key Concepts and Skills**

- Describe the characteristics associated with different time periods and genres of music
- Identify individual characteristics of specific performers from listening examples
- Discuss individual preferences to the music studied and discussed in class
- Discuss the development of music and how it has led to music today
- Relate studied characteristics of time periods and styles to music learning in repertoire

### **Learning Activities**

- Listening to various recordings of artists performing different styles and genres of music
- Listening to and describing the many characteristics among genres of music
- Discussing the changes in how music is currently produced, stored and transmitted through current technology and listening media
- Discussing and describing music preference through individual listening techniques
- Implement characteristics of musical styles and time periods into music learning in repertoire

### **Assessments**

#### **Formative:**

- Class participation and discussion
- Tests and Quizzes
- Listening assignments and projects

#### **Alternative:**

- Observation of class and online discussions
- Observation of student demonstrations

#### **Summative:**

- Written critiques
- Self, peer, and Teacher evaluation

### **Career Education**

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### **21<sup>st</sup> Century Skills**

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### **Technology Integration**

Students will use **music composition software** in order to **compose and arrange an original piece**.

- **TECH.8.1.12.A.CS2** Select and use applications effectively and productively.

### **Interdisciplinary Connections**

Written critiques: **LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Time Frame	Weeks 7-8; Ongoing
<b>Topic</b>	
Performance Etiquette, Critique, and Growth	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• It is important to maintain professional demeanor before, during, and after any performance</li><li>• Good performances require optimal control over your body and projection of your voice</li><li>• Good performers understand and utilize the fundamentals of music in each performance</li><li>• The professionalism of your presentation leaves a lasting impression on the audience</li><li>• Preparing sufficiently will enhance your overall performance</li><li>• It is imperative to attend rehearsals and performances in a timely fashion and participate fully</li><li>• The ability to critique and describe a performance is a fundamental part of a musician's maturation</li></ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How do I build and maintain confidence in myself?</li><li>• Have I shown growth?</li><li>• What skills are needed to recognize the quality of a performance?</li><li>• How does proper etiquette enhance the overall musical experience – for the performer and the audience?</li><li>• How will concepts discussed and practiced in rehearsal help me to become a better musician?</li><li>• What vocabulary is used to critique a performance?</li><li>• How can we accept and learn from negative and positive critiques?</li><li>• Does respect play a role in a critique of a performance?</li></ul>	
<b><u><a href="#">Alignment to Standards</a></u></b>	
VPA 1.4.12.B.1, 1.4.12.B.2	

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### **Key Concepts and Skills**

- Demonstrate proper etiquette and respect while observing others during rehearsals and throughout performances
- Show personal growth in performances
- Learn to develop evaluation tools so they can continue to assess their personal growth in the future
- Fully participating during rehearsals and performances
- Building confidence through different performance and presentation opportunities
- Learn vocabulary to evaluate and discuss principles and elements of a performance
- Develop critiquing skills in order to rightly evaluate self, peer, or other performances

### **Learning Activities**

- Working individually and in small groups to develop and improve stage presentation, musical elements, and ensembleship
- Learning effective techniques and strategies to better prepare for the performance
- Performing for others on stage helps to become more comfortable in a performance setting
- Video-taping / audio recording rehearsals and performances will enable students to evaluate their product
- Holding discussions of musical interpretation and critique
- Implementing cooperative learning and group participation

### **Assessments**

#### **Formative:**

- Demonstrations – group and individual
- Class participation
- Class discussion

#### **Summative:**

- Self, peer, and teacher evaluation
- Written prompts
- Audience response

#### **Alternative:**

- Observation of class and online discussions
- Observation of student demonstrations

#### **Benchmark:**

- Written critique and performance demonstration

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### **Technology Integration**

- Class reflection discussions facilitated through Google Classroom: Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **TECH.8.1.12.C.CS1** Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

### **Interdisciplinary Connections**

Written reflections (Self- and peer-assessment): **LA.9-10.W.9-10.10** *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

### **Modifications (At-Risk, ELL, Special Education, Gifted and Talented, and 504 Plans)**

#### **At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

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- Provide students with English Learner leveled readers.

### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### **Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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