



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Elementary Chorus

Grades 4 - 6

Prepared by:
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*Approved by the Midland Park Board of Education on
September 16, 2014*

Elementary Chorus 4-6

Course Description:

Elementary Chorus 4-6 will implement the students' knowledge base and skill levels developed in Elementary General Music K-3. This course is designed to help students develop a basic understanding of musical notation, singing technique and choral performance practice. Students will participate in a variety of in-class and out-of-class learning experiences designed to develop musical knowledge, appreciation and respect for different musical cultures and styles, and an ability to incorporate this learning into public performances.

Suggested Course Sequence:

Unit 1: *Basics of Rhythm and Intonation*: 8 weeks
Unit 2: *Winter Concert Performance Practice*: 8 weeks
Unit 3: *Basics of Rhythm and Intonation II*: 8 weeks
Unit 4: *Spring Concert Performance Practice*: 8 weeks
Unit 5: *Unique Performance Experiences*: 8 weeks

Pre-Requisite: Elementary Music K-3.

Unit Overview		
Content Area:	Music	
Unit Title:	Basics of Rhythm and Intonation-Unit 1	
Target Course/Grade Level:	4-6	
Unit Summary: In this unit, students use their developing knowledge of musical notation to learn repertoire for the winter concert performance.		
21 st century themes: Critical Thinking and Problem Solving, Collaboration, Teamwork and Leadership Accountability, Productivity and Ethics		
Learning Targets		
Standards: NJ World Class Standards		
1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		
1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
CPI#	Cumulative Progress Indicator (CPI)	
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none">Why do singers focus on proper enunciation of words in a chorus?		<ul style="list-style-type: none">A chorus tells stories through song, one needs to understand the story in order to clearly tell it.
Unit Learning Targets		
Students will...		
<ul style="list-style-type: none">Learn and identify key rhythms in concert repertoire.Discover meaning behind phrases in song lyrics.Gain an understanding of influences on a song. i.e.: time period, composer, and/or cultureIdentify areas for growth based on rehearsal recording.Demonstrate a basic understanding of different components needed to create a clear, projected singing voice.		

Evidence of Learning

Summative Assessment

- Run-through with piano accompaniment
- Music Reading Test

Equipment Needed: classroom piano, projector, ELMO, Interwrite Board, Music laptop/classroom computer, iPad

Teacher Resources: concert sheet music, websites pertinent to the subject, Silver Burnett Making Music: Grade 4

Formative Assessments

- Exit Ticket
- Rehearsal Recording Critiques

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Rehearsal Procedures in a Choral Classroom	1 Class Period
2	Identifying Key Rhythms in Concert Repertoire	2 Class Periods
3	The Story Behind the Lyrics	1 Class Period
4	Strategies for Better Breathing	1 Class Period
5	Enunciation and Pronunciation	1 Class Period
6	Qualities of an Engaging Performer	1 Class Period
7	Rehearsal Recording #1	1 Class Period

Teacher Notes:

All lessons are a combination of warm-ups, instruction and rehearsal, with an overall theme for the week's lesson. Since 4th Grade students are not responsible for a winter concert performance, they rehearse with selections from, but not limited to, Silver Burnett Making Music: Grade 4.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com
Westmusic.com
ACDA.org
NAFME.org

Unit Overview			
Content Area:	Music		
Unit Title:	Winter Concert Performance Practice- Unit 2		
Target Course/Grade Level:	4-6		
Unit Summary: In this unit, students will continue learning concert repertoire, focusing on memorization and performance skills.			
21st century themes: Critical Thinking and Problem Solving Collaboration, Teamwork and Leadership Accountability, Productivity and Ethics			
Learning Targets			
Standards: NJ World Class Standards			
1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.			
1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.		
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.		
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> What are the characteristics of an engaging performer? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> A personal understanding of the song text is always reflected in an engaging performance. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> What are the characteristics of an engaging performer? 	Unit Enduring Understandings <ul style="list-style-type: none"> A personal understanding of the song text is always reflected in an engaging performance.
Unit Essential Questions <ul style="list-style-type: none"> What are the characteristics of an engaging performer? 	Unit Enduring Understandings <ul style="list-style-type: none"> A personal understanding of the song text is always reflected in an engaging performance. 		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Discover effect of posture on proper breathing. Draw comparisons between their initial rehearsal recording and latter recording. Identify areas of growth based on rehearsal recording. Demonstrate a basic understanding of different components needed to create a clear, projected singing voice. 			
Evidence of Learning			
Summative Assessment <ul style="list-style-type: none"> Concert Performance Song Lyrics Test Post-Concert Reflection 			
Equipment Needed: classroom piano, projector, ELMO, Interwrite Board, Music laptop/classroom computer, iPad			
Teacher Resources: concert sheet music, websites pertinent to the subject, Silver Burnett Making Music: Grade 4			

Formative Assessments

- Exit Ticket
- Rehearsal Recording Critique

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Rehearsal Recording Critique #1	1 Class Period
2	Strategies for Successful Memorization	2 Class Periods
3	Rehearsal Recording #2	1 Class Period
4	Rehearsal Recording Critique #2	1 Class Period
5	Entrances, Exits, and the Finishing Touches	1 Class Period
6	Concert Performance	1 Class Period
7	Post-Concert Reflection	1 Class Period

Teacher Notes: none.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com
Westmusic.com
ACDA.org
NAFME.org

Unit Overview			
Content Area:	Music		
Unit Title:	Basics of Rhythm and Intonation II- Unit 3		
Target Course/Grade Level:	4-6		
Unit Summary: In this unit, students use their developing knowledge of musical notation to learn repertoire for the spring concert performance.			
21st century themes: Critical Thinking and Problem Solving Collaboration, Teamwork, and Leadership Accountability, Productivity and Ethics			
Learning Targets			
Standards: NJ World Class Standards			
1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.			
1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.		
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.		
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> Why does “Sing your best” not necessarily mean “sing your loudest?” </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> If you can only hear your own voice in a rehearsal, it is difficult to be aware of the overall sound of the choir. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> Why does “Sing your best” not necessarily mean “sing your loudest?” 	Unit Enduring Understandings <ul style="list-style-type: none"> If you can only hear your own voice in a rehearsal, it is difficult to be aware of the overall sound of the choir.
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Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Learn and identify key rhythms in concert repertoire. Discover meaning behind phrases in song lyrics. Gain an understanding of influences on a song. i.e.: time period, composer, and/or culture Identify areas for growth based on rehearsal recording. Demonstrate a basic understanding of different components needed to create a clear, projected singing voice. 			
Evidence of Learning			
Summative Assessment <ul style="list-style-type: none"> Complete performance with piano accompaniment Music Reading Test 			
Equipment Needed: classroom piano, projector, ELMO, Interwrite Board, Music laptop/classroom iPad			
Teacher Resources: concert sheet music, websites pertinent to the subject,			

Formative Assessments

- Exit Ticket
- Rehearsal Recording Critiques

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Identifying Key Rhythms in Concert Repertoire	2 Class Periods
2	The Story Behind the Lyrics	1 Class Period
3	Strategies for Better Breathing and Posture	2 Class Periods
4	Sing Less, Listen More: Establishing Harmony and Balance	2 Class Periods
5	Rehearsal Recording #1	1 Class Period

Teacher Notes: none.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com
Westmusic.com
ACDA.org
NAFME.org

Unit Overview		
Content Area: Music		
Unit Title: Spring Concert Performance Practice- Unit 4		
Target Course/Grade Level: 4-6		
Unit Summary: In this unit, students will continue learning concert repertoire, focusing on memorization and performance skills.		
21st century themes: Critical Thinking and Problem Solving Collaboration, Teamwork and Leadership Accountability, Productivity and Ethics		
Learning Targets		
Standards: NJ World Class Standards		
1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.		
1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.		
CPI#	Cumulative Progress Indicator (CPI)	
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	
Unit Essential Questions <ul style="list-style-type: none"> What personal strategies do students come up with to learn difficult passages of music? 		Unit Enduring Understandings <ul style="list-style-type: none"> What works for one person may not work for everyone in a choir, embrace different ways of looking at the same song.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Discover effect of posture on proper breathing. Draw comparisons between their initial rehearsal recording and latter recording. Identify areas of growth based on rehearsal recording. Demonstrate a basic understanding of different components needed to create a clear, projected singing voice. 		
Evidence of Learning		
Summative Assessment <ul style="list-style-type: none"> Concert Performance Song Lyrics Test Post-Concert Reflection 		
Equipment Needed: classroom piano, projector, ELMO, Interwrite Board, Music laptop/classroom computer, iPad		
Teacher Resources: concert sheet music, websites pertinent to the subject, other sheet music		

Formative Assessments

- Exit Ticket
- Rehearsal Recording Critique

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Rehearsal Recording Critique #1	1 Class Period
2	Strategies for Successful Memorization	1 Class Periods
3	Sing Less, Listen More: Establishing Harmony and Balance	2 Class Periods
4	Displaying Emotions in Performance	1 Class Period
6	Rehearsal Recording #2	1 Class Period
7	Rehearsal Recording Critique #2	1 Class Period

Teacher Notes:

With performances occurring in close proximity, it is important to note that new music for unique performances may be introduced in early April. As students continue to refine their concert music, they welcome the introduction of fresh music into their classroom rehearsals.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com
Westmusic.com
ACDA.org
NAFME.org

Unit Overview			
Content Area:	Music		
Unit Title:	Unique Performance Experiences- Unit 5		
Target Course/Grade Level:	4-6		
Unit Summary: In this unit, students will explore unique performance experiences outside of the school concert setting.			
21st century themes: Critical Thinking and Problem Solving Collaboration, Teamwork and Leadership Accountability, Productivity and Ethics			
Learning Targets			
Standards: NJ World Class Standards			
1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.			
1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.		
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.		
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.		
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Unit Essential Questions <ul style="list-style-type: none"> What personal strategies do students come up with to learn difficult passages of music? 	Unit Enduring Understandings <ul style="list-style-type: none"> What works for one person may not work for everyone in a choir, embrace different ways of looking at the same song. 		
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Apply their musical and performance knowledge to novel performance situations. 			
Evidence of Learning			
Summative Assessment <ul style="list-style-type: none"> Performance Music Reading Test 			
Equipment Needed: classroom piano, projector, ELMO, Interwrite Board, Music laptop/classroom computer, iPad			
Teacher Resources: “Forever Free” by Roger Emerson, websites pertinent to the subject, other sheet music			
Formative Assessments <ul style="list-style-type: none"> Song lyric quiz Exit Ticket 			

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Entrances, Exits, and the Finishing Touches	1 Class Periods
2	Concert Performance	1 Class Period
3	Post-Concert Reflection	1 Class Period
4	Rehearsal and Preparation	2 Class Periods
5	Group Performance	1 Class Period
6	Group Activity: What Went Wrong?	1 Class Period
7	Wrap Up	1 Class Period

Teacher Notes: none.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Jwpepper.com
Westmusic.com
ACDA.org
NAFME.org