

Scope and Sequence

Unit #/Title	# of Days
Unit 1: Choir Guidelines / Procedures	4 Days
Unit 2: Vocal Literacy	10 Days
Unit 3: Music Literature Survey	9 Days
Unit 4: Public Performance –Part 1	10 Days
Unit 5: Learning to Critique	5 Days
Unit 6: American Musical Theatre-Part	6 Days
Unit 7: Review / Midterm Exam	5 Days
Unit 8: Multi-Cultural Music	6 Days
Unit 9: American Musical Theatre-Part 2	10 Days
Unit 10: Preparing for Competition	10 Days
Unit 11: Public Performance Part 2	10 Days
Unit 12: Review / Final Exam Semester	5 Days
Total Number of Days	90 Days

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit I: Choir Guidelines / Procedures

Essential Question: Why are guidelines / procedures necessary for a successful Choir class?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.4.12.A.1 1.3.12.B.1	<p>Lesson 1: Necessity/Structure of Choir Guidelines / Procedures</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> Understand the necessity and structure of Guidelines / Procedures and Syllabus by reading, discussing and completing a verbal quiz on the guidelines/procedures. 	<ul style="list-style-type: none"> Choir Guidelines / Procedures and Syllabus Student / Parent Contract 	<ul style="list-style-type: none"> Student Self - Assessment
2 days	1.4.12.A.1 1.3.12.B.1	<p>Lesson 2: Outcomes of Choir Guidelines / Procedures</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> Understand the outcomes of not following Choir Guidelines / Procedures and Syllabus by signing and returning the student/parent contract. 	<ul style="list-style-type: none"> Choir Guidelines / Procedures and Syllabus Student / Parent Contract Verbal Quiz 	<ul style="list-style-type: none"> Verbal Quiz on Guidelines/Procedure and Syllabus Signed Student/Parent Contract

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit II: Vocal Literacy

Essential Question: How do we improve our vocal sound?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.3	<p>Lesson 1: Correct Posture and Breath Support</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Sing with correct posture and breath support by listening to the teacher's lecture, observing and practicing posture/breath support. 	<ul style="list-style-type: none"> The Complete Choral Warm-Up Book Essential Elements for Choir- Books 2 and 3 Teacher Selected Choral Octavos Mirror 	<ul style="list-style-type: none"> Student Self Assessment: Self - Check Posture
4 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.3	<p>Lesson 2: Correct Vowel Sounds</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Sing with correct vowel sounds by listening to the teacher, observing and practicing vowel sounds. 	<ul style="list-style-type: none"> The Complete Choral Warm-Up Book Essential Elements for Choir- Books 2 and 3 Teacher Selected Choral Octavos 	<ul style="list-style-type: none"> Peer Assessment: Instant Feedback on Pronunciation of Vowels
4 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.3	<p>Lesson 3: Correct Diction and Articulation</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Sing with correct diction and articulation by listening to the teacher, observing and practicing consonant sounds. 	<ul style="list-style-type: none"> The Complete Choral Warm-Up Book Essential Elements for Choir- Books 2 and 3 Teacher Selected Choral Octavos 	<ul style="list-style-type: none"> Singing Quiz – posture, breath support, vowels and consonants with Music Performance Rubric.

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit III: Music Literature Survey

Essential Question: How can knowledge of historical context enhance musical performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.4.12.A.1 1.3.12.2.B 1.2.12.A.1 1.2.12.B.1	<p>Lesson 1: Listening to Music of Various Styles</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Recognize music of various styles by listening to music and by completing a Listening Survey, utilizing CDs /CD player, videos, DVDs, the Internet. 	<ul style="list-style-type: none"> World of Music Textbook/Materials CDs/ CD Player, DVDs / TV DVD Player; Videos, TV/VCR player; Internet Music Listening Survey. Teacher Selected Music Examples. 	<ul style="list-style-type: none"> Music Listening Survey
2 days	1.2.12.A.1 1.2.12.A.2	<p>Lesson 2: Understanding Historical Context of Various Styles</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Understand the historical context of various styles by reading/researching the style in the textbook, on the Internet and by completing the Journal and Note-Taking Worksheet. 	<ul style="list-style-type: none"> World of Music Textbook/Materials Computers, Internet Journal and Note-Taking Worksheet 	<ul style="list-style-type: none"> Journal and Note-Taking Worksheet
4 days	1.1.12.B.1 1.1.12.B.2 1.2.12B.1	<p>Lesson 3: Singing Music of Various Styles</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Sing music of various styles by practicing the styles. 	<ul style="list-style-type: none"> The Complete Choral Warm-Up Book Teacher Selected Choral Octavos Music Performance Rubric 	<ul style="list-style-type: none"> Singing Quiz – Music Performance Rubric

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit IV: Public Performance - Part 1

Essential Question: What strategies/techniques can we employ to improve public performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.4.12.A.1 1.3.12.B.2 1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.3	Lesson 1: Discover Solo Performance Objective(s):SWBAT <ul style="list-style-type: none"> Discover the prerequisites for solo performance by viewing DVDs and listening to CDs of solo performers and by the Pros and Con Sheet. 	<ul style="list-style-type: none"> Music Performance Rubric Teacher Selected Videos, DVDs / CDs of Solo Performers 	<ul style="list-style-type: none"> Music Performance Rubric Pros and Cons Worksheet Journal and Note Taking Worksheet.
3 days	1.4.12.A.1 1.3.12.B.2 1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.3	Lesson 2: Examine Small Group Performance Objective(s):SWBAT <ul style="list-style-type: none"> Examine the pros and cons of small ensemble performance by listening to recordings of madrigal groups. 	<ul style="list-style-type: none"> Music Performance Rubric Teacher Selected Videos, DVDs / CDs of Madrigal Groups. 	<ul style="list-style-type: none"> Music Performance Rubric Pros and Cons Worksheet Self Assessment: Journal and Note Taking Sheet
4 days	1.4.12.A.1 1.3.12.B.2 1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.3	Lesson 3: Experience Successful Large Group Performance Objective(s):SWBAT <ul style="list-style-type: none"> Decide the most important aspects of a large group performance by viewing a large choir in concert on Video. 	<ul style="list-style-type: none"> Teacher Selected Videos, DVDs / CDs of Large Choral Groups. 	<ul style="list-style-type: none"> Music Performance Rubric Pros and Cons Worksheet Self Assessment: Journal and Note Taking Sheet.

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit V: Learning to Critique

Essential Question: How can constructive critique increase our musicianship?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 days	1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.3.12.B.1 1.3.12.B.2	<p>Lesson 1: Important Elements in Listening/Judging/Critiquing</p> <p>Students will be able to</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> Choose listening guidelines by participating in a group discussion. 	<ul style="list-style-type: none"> Music performance rubric Teacher's Selected Music Examples Vocabulary Worksheet 	<ul style="list-style-type: none"> Participation in Class Discussion
2 days	1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.3.12.B.1 1.3.12.B.2	<p>Lesson 2: Creating Rubrics</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> Assess the quality of musical performances by utilizing a rubric for critical listening. 	<ul style="list-style-type: none"> Music performance rubric Teacher's Selected Music Examples Vocabulary Worksheet 	<ul style="list-style-type: none"> Small Groups create a Music Assessment using Music Performance Rubric
2 days	1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 1.3.12.B.1 1.3.12.B.2	<p>Lesson 3: Practicing Constructive Critique</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> Communicate the assessment in a clear and non-judgmental manner by using language which is positive in nature. 	<ul style="list-style-type: none"> Music performance rubric Teacher's Selected Music Examples Vocabulary Worksheet 	<ul style="list-style-type: none"> Vocabulary Worksheet for Performance Quiz

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit VI: American Musical Theatre-Part 1

Essential Question: How has American Musical Theatre influenced entertainment in modern America?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.4.12.A.1 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4	Lesson 1: The History of American Musical Theatre Objective(s): SWBAT <ul style="list-style-type: none"> Review the history of American Musical Theatre by reading from the text and the Internet and by taking notes. 	<ul style="list-style-type: none"> Internet Research for History of American Musical Theatre. <u>World of Music</u> Textbook/Supplemental Materials Internet / Computer 	<ul style="list-style-type: none"> Journal and Note-Taking Worksheet Music Performance Rubric
2 days	1.4.12.A.1 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4	Lesson 2: Viewing Examples of American Musical Theatre Objective(s):SWBAT <ul style="list-style-type: none"> Experience the music of American Musical Theatre by viewing performances and by taking notes. 	<ul style="list-style-type: none"> TV/DVD Player Assorted Broadway Musicals Music Performance Rubric 	<ul style="list-style-type: none"> Journal and Note-Taking Worksheet Music Performance Rubric
2 days	1.4.12.A.1 1.2.12.A.1 1.3.12.B.1 1.3.12.B.2 1.3.12.B.4	Lesson 3: Singing Excerpts from American Musical Theatre Objective(s):SWBAT <ul style="list-style-type: none"> Perform/discuss the music of American Musical Theatre by participating in a <u>sing-a-long</u>. 	<ul style="list-style-type: none"> Assorted examples from Broadway Musical Shows. Music Performance Rubric 	<ul style="list-style-type: none"> Music Performance Rubric

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit VII: Midterm Review

Essential Question: How can an exam help to assess musical strengths and weaknesses?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.4.12.A.1	Lesson 1: Review Material Objective(s):SWBAT <ul style="list-style-type: none"> Review material by reading lyrics and notes and by discussing review material in small groups. 	<ul style="list-style-type: none"> Review Sheet for Midterm Exam- Teacher Selected Choral Octavos 	<ul style="list-style-type: none"> Verbal Quiz on Midterm Review Vocabulary
2 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.4.12.A.1	Lesson 2: Perform Literature Objective(s):SWBAT <ul style="list-style-type: none"> Demonstrate mastery of material by performing the singing portion of Midterm Exam. 	<ul style="list-style-type: none"> Music for Singing Portion of Midterm Exam 	<ul style="list-style-type: none"> Performance Section of Midterm Exam Music Performance Rubric
1 days	1.4.12A	Lesson 3: Complete Exam Objective(s):SWBAT <ul style="list-style-type: none"> Demonstrate mastery of material by completing written portion of Midterm Exam. 	<ul style="list-style-type: none"> Written Midterm Exam 	<ul style="list-style-type: none"> Written Portion of Midterm Exam Answer Key

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit VIII: Multi-Cultural Music

Essential Question: How can studying/performing music from various cultures promote tolerance and respect for others?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.2	Lesson 1: Cultures and Music Objective(s):SWBAT <ul style="list-style-type: none"> Examine music from various cultures by reading, discussing and taking notes on the selected portions of <u>World of Music</u> and Internet articles. 	<ul style="list-style-type: none"> <u>World of Music</u> text and Supplemental Material. Journal and Note-Taking Worksheet 	<ul style="list-style-type: none"> Journal and Note-Taking Worksheet
2 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.2	Lesson 2: Musical Characteristics Objective(s):SWBAT <ul style="list-style-type: none"> Experience music from various cultures by listening to examples and by completing Journal and Note-Taking Worksheets. 	<ul style="list-style-type: none"> CDs, CD player TV, DVDs, DVD Player Teacher Selected Choral Octavos <u>World of Music</u> text and Supplemental Material. 	<ul style="list-style-type: none"> Journal and Note-Taking Worksheet
2 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.2	Lesson 3: Perform Music Objective(s):SWBAT <ul style="list-style-type: none"> Perform/discuss music from various cultures by practicing and performing music from various cultures. 	<ul style="list-style-type: none"> The Complete Choral Warm-up Book <u>World of Music</u> text and Supplemental Material. Teacher Selected Choral Octavos 	<ul style="list-style-type: none"> Music Performance Rubric

UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit IX: American Musical Theatre-Part 2

Essential Question: How can we improve musical performance and interpretation?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.4.12.A.1 1.4.12.A.2	<p>Lesson 1: Background and History</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Study the music/dance of the high school musical by researching the background material about the musical on the Internet. 	<ul style="list-style-type: none"> Computer with Internet access Score for Current High School Musical Journal and Note-Taking Worksheet Vocabulary Worksheet 	<ul style="list-style-type: none"> Journal and Note-Taking Worksheet Vocabulary Worksheet
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.4.12.A.1 1.4.12.A.2	<p>Lesson 2: Musical Challenges</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Perfect the music/dance of the high school musical by isolating and practicing difficult songs and dances. 	<ul style="list-style-type: none"> The Complete Choral Warm-Up Book Score for Current High School Musical Dance Routines for Current High School Musical 	<ul style="list-style-type: none"> Dance Choreography from "The Dance Teacher" magazine.
4 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.4.12.A.1 1.4.12.A.2	<p>Lesson 3: The Final Product</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Perform the music/dance of the high school musical by working with the class as a group. 	<ul style="list-style-type: none"> The Complete Choral Warm-Up Book Score for Current High School Musical Dance Routines for Current High School Musical 	<ul style="list-style-type: none"> Music Performance Assessment Rubric Dance Performance Assessment Rubric

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit X: Preparing for Competition

Essential Question: How can competition promote performance growth?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.2.12B 1.3.12B	<p>Lesson 1: Learn Competition Music</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> Learn competition music by listening to the music and practicing the music in sections (SATB). 	<ul style="list-style-type: none"> The Complete Choral Warm-up Book Teacher Selected Competition Music. 	<ul style="list-style-type: none"> Memorization of Music: Lyrics and Notes.
3 days	1.2.12B 1.3.12B	<p>Lesson 2: Student Created Choreography</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> Create competition movement by reading about and viewing and exploring choreography movements to pair with the music. 	<ul style="list-style-type: none"> The Complete Choral Warm-up Book Choreography Chart from www.dance-teacher.com Teacher Selected Competition Music. 	<ul style="list-style-type: none"> Choreography Chart from www.dance-teacher.com
3 days	1.2.12B 1.3.12B	<p>Lesson 3: Music and Movement Combined</p> <p>Objective(s): SWBAT</p> <ul style="list-style-type: none"> Perform with combination of music and movement by practicing and performing music and movement. 	<ul style="list-style-type: none"> The Complete Choral Warm-up Book Choreography Chart from www.dance-teacher.com Teacher Selected Competition Music. 	<ul style="list-style-type: none"> Music Performance Rubric Dance Performance Rubric

BRIDGETON PUBLIC SCHOOLS

VOCAL MUSIC

UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit XI: Public Performance - Part 2

Essential Question: What strategies/techniques can we employ to further improve public performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12A 1.1.12B 1.2.12A 1.2.12B 1.4.12A 1.4.12B	<p>Lesson 1: Review Solo Performance</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Review the prerequisites for solo performance by viewing videos of solo performers. 	<ul style="list-style-type: none"> Teacher Selected Choral Octavos Teacher Selected DVDs / CDs of Solo Performers Vocabulary Review Sheet 	<ul style="list-style-type: none"> Participation in Class Discussion Vocabulary Review Sheet
2 days	1.1.12A 1.1.12B 1.2.12A 1.2.12B 1.4.12A 1.4.12B	<p>Lesson 2: Review Small Ensemble Performance</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Review the important facets of small ensemble performance by listening to / viewing performances of madrigal groups and show choirs. 	<ul style="list-style-type: none"> Teacher Selected Choral Octavos Teacher Selected DVDs / CDs of Small Ensemble Groups. Vocabulary Review Sheet 	<ul style="list-style-type: none"> Listening Survey Vocabulary Review Sheet
3 days	1.1.12A 1.1.12B 1.2.12A 1.2.12B 1.4.12A 1.4.12B	<p>Lesson 3: Review Large Group Performance</p> <p>Objective(s):SWBAT</p> <ul style="list-style-type: none"> Review the most important facets of a large group performance by viewing a large choir in concert using a video or DVD and listing Pros and Cons of the Large Group performance. 	<ul style="list-style-type: none"> Teacher Selected Choral Octavos Teacher Selected DVDs / CDs of Large Ensemble Groups. Pros and Cons Worksheet 	<ul style="list-style-type: none"> Pros and Cons Worksheet

BRIDGETON PUBLIC SCHOOLS
VOCAL MUSIC
UNIT/LESSON PACING CHART

Course: Choir I, II, III, IV

Unit XII: Final Review and Exam

Essential Question: How can an exam help to assess musical strengths and weaknesses?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.4.12.A.1 1.4.12.A.2 1.1.12.B.2 1.1.12.B.1 1.1.12.B.2 1.4.12.B.3	Lesson 1: Review Material Objective(s): <ul style="list-style-type: none"> Review material by completing worksheets and participating in verbal review quiz. 	<ul style="list-style-type: none"> Review Sheet for Final Exam 	<ul style="list-style-type: none"> Vocabulary Review Sheet for Final Exam Verbal Quiz Review
2 days	1.4.12.A.1 1.4.12.A.2 1.1.12.B.2 1.1.12.B.1 1.1.12.B.2 1.4.12.B.3	Lesson 2: Perform Literature Objective(s): <ul style="list-style-type: none"> Demonstrate Complete singing portion of Final Exam in a double quartet setting. 	<ul style="list-style-type: none"> Music for Singing Portion of Final Exam 	<ul style="list-style-type: none"> Singing Portion- Music Performance Rubric
1 day	1.4.12.A.1 1.4.12.A.2 1.1.12.B.2 1.1.12.B.1 1.1.12.B.2 1.4.12.B.3	Lesson 3: Complete Exam Objective(s): <ul style="list-style-type: none"> Complete written portion of Final Exam by completing the multiple choice and essay portions of the exam. 	<ul style="list-style-type: none"> Written Final Exam 	<ul style="list-style-type: none"> Final Exam Written Portion - Exam Key