

## Scope and Sequence

<b>Unit #/Title</b>	<b># of Days</b>
Unit I: Guidelines and Procedures	2 Days
Unit II: Vocal Technique and Production	20 days
Unit III: Reading Music	20 Days
Unit IV: Midterm Exam	4 Days
Unit V: Group Vocal Techniques	20 Days
Unit VI: Assessing Quality of Performance and Literature	20 Days
Unit VII: Final Exam	4 Days
<b>TOTAL # OF DAYS</b>	<b>90 DAYS</b>

BRIDGETON PUBLIC SCHOOLS

VOCAL MUSIC

PACING CHART/CURRICULUM MAP

Course: Mixed Chorus I, II, III, IV

Unit I: Guidelines and Procedures

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

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.12.A.1	<p>Lesson 1: Necessity and Structure of Mixed Chorus Guidelines/Procedures</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> <li>Understand the necessity and structure of Mixed Chorus Guidelines/Procedures by reading and discussing them and by completing a verbal quiz.</li> </ul>	<ul style="list-style-type: none"> <li>Mixed Chorus Guidelines/Procedures</li> <li>Teacher created verbal quiz</li> </ul>	<ul style="list-style-type: none"> <li>Verbal Quiz</li> <li>Peer assessment – verbal quiz</li> </ul>
1 day	1.4.12.A.1	<p>Lesson 2: Outcomes of Mixed Chorus Guidelines/Procedures</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> <li>Understand the outcomes of not following the Mixed Chorus Guidelines/Procedures by returning the signed student/parent contract for the first grade of the semester.</li> </ul>	<ul style="list-style-type: none"> <li>Mixed Chorus Guidelines/Procedures</li> <li>Student/Parent Contract</li> </ul>	<ul style="list-style-type: none"> <li>Verbal Quiz</li> <li>Signed Student/Parent Contract</li> </ul>

# BRIDGETON PUBLIC SCHOOLS

## VOCAL MUSIC

### PACING CHART/CURRICULUM MAP

Course: Mixed Chorus I, II, III, IV

Unit II: Vocal Technique and Production

Essential Question: What makes a good choral singer?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.3.12.B.2 1.4.12.B.1	<p><b>Lesson 1: Breathing Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Demonstrate proper breathing by viewing, hearing, and performing examples.</li> <li>● Determine how breathing is affected by musical notation by viewing, hearing, and performing examples.</li> </ul> <p><b>Lesson 2: Posture Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Demonstrate proper posture by viewing, hearing, and performing examples.</li> <li>● Understand how poor posture can impact performance by comparing and contrasting performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Essential Elements for Choir, Mixed Voices, Level 2 pp. 25, 70, 151, and 221.</li> <li>● Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>● Student self-assessment</li> <li>● Peer assessment</li> <li>● Aural assessment</li> </ul>
5 Days	1.3.12.B.2 1.4.12.B.1	<p><b>Lesson 3: Listening Skills Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Hear and adjust his/her own intonation by listening to the singers around him/her.</li> <li>● Hear and adjust his/her own diction by listening to the singers around him/her.</li> </ul> <p><b>Lesson 4: Singing in a Group Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Understand differences in vocal tone and style by hearing and performing examples.</li> <li>● Recognize differences in choral blend by hearing and performing examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Essential Elements for Choir, Mixed Voices, Level 2 pp. 12, 70, 111, 128, 142, 151, 169, and 179.</li> <li>● Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>● Student self-assessment</li> <li>● Peer assessment</li> <li>● Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.3.12.B.2 1.4.12.B.1	<p><b>Lesson 4: Singing in a Group Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>● Understand differences in vocal tone and style by hearing and performing examples.</li> <li>● Recognize differences in choral blend by hearing and performing examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Essential Elements for Choir, Mixed Voices, Level 2 pp. 12, 50, 101, and 111.</li> <li>● Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>● Student self-assessment</li> <li>● Peer assessment</li> <li>● Aural assessment</li> </ul>

**BRIDGETON PUBLIC SCHOOLS**  
**VOCAL MUSIC**

**PACING CHART/CURRICULUM MAP**

Course: Mixed Chorus I, II, III, IV

Unit III: Reading Music

Essential Question: How does learning to read music contribute to becoming a successful choral singer?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.4.12.A.1 1.4.12.B.1	<p><b>Lesson 1: Rhythm</b> <b>Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>Utilize rhythmic notation by viewing, hearing, and performing examples.</li> </ul>	<ul style="list-style-type: none"> <li>Essential Elements for Choir, Mixed Voices, Level 2 pp. 2, 31, 57, 111, 151, 169, 179, and 191.</li> <li>Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>Student self-assessment</li> <li>Peer assessment</li> <li>Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.4.12.B.1	<p><b>Lesson 2: Pitch</b> <b>Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>Utilize melodic notation by viewing, hearing, and performing examples.</li> </ul>	<ul style="list-style-type: none"> <li>Essential Elements for Choir, Mixed Voices, Level 2, selected songs.</li> <li>Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>Student self-assessment</li> <li>Peer assessment</li> <li>Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.3.12.B.2 1.4.12.B.1	<p><b>Lesson 3: Dynamics</b> <b>Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>Utilize dynamic notation by viewing, hearing, and performing examples.</li> <li>Perform dynamics as a group by using proper vocal technique.</li> </ul>	<ul style="list-style-type: none"> <li>Essential Elements for Choir, Mixed Voices, Level 2 pp. 25, 70, 88, 120, 128, 142, 160, and 200.</li> <li>Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>Student self-assessment</li> <li>Peer assessment</li> <li>Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.3.12.B.2 1.4.12.B.1	<p><b>Lesson 4: Articulation</b> <b>Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>Correctly perform articulation by viewing, hearing, and performing examples.</li> <li>Understand the effects of correct and incorrect articulation by comparing and contrasting examples.</li> </ul>	<ul style="list-style-type: none"> <li>Essential Elements for Choir Mixed Voices, Level 2 pp. 12, 41, 70, 88, 111, 120, 128, 142, 151, 169, 179, and 221.</li> <li>Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>Student self-assessment</li> <li>Peer assessment</li> <li>Aural assessment</li> </ul>

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VOCAL MUSIC

PACING CHART/CURRICULUM MAP

Course: Mixed Chorus I, II, III, IV

Unit IV: Midterm Exam

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

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.3.12.B.2 1.4.12.B.1 1.4.12.A.1	Lesson 1: Review Material Objectives: SWBAT ● Recall material from Units I – II by reading the book, completing review worksheets and/or participating in teacher-designed review activities.	● Essential Elements for Choir, Mixed Chorus Level 2 ● Teacher created review sheets ● Teacher created activities	● Student self-assessment ● Peer assessment – small group verbal quiz ● Midterm exam review sheet
1 Day	1.3.12.B.2	Lesson 2: Perform the Literature Objectives: SWBAT ● Demonstrate mastery of material in Units I – II by completing the singing portion of the Midterm Exam.	● Teacher selected choral literature	● Singing portion of Midterm Exam
1 Day	1.4.12.A.1 1.3.12.B.2 1.4.12.B.1 1.2.12.A.1 1.2.12.A.2	Lesson 3: Completing Exam Objectives: SWBAT ● Demonstrate mastery of material in Units I – II by completing the written portion of the Midterm Exam	● Teacher created written Midterm Exam	● Written portion of Midterm Exam

**BRIDGETON PUBLIC SCHOOLS**  
**VOCAL MUSIC**  
**PACING CHART/CURRICULUM MAP**

Course: Mixed Chorus I, II, III, IV

Unit V: Group Vocal Techniques

Essential Question: What are the qualities of strong group singing?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
5 Days	1.4.12.A.1 1.4.12.B.1 1.4.12.A.3 1.2.12.A.1 1.2.12.A.2	<b>Lesson 1: Vocal Tone</b> <b>Objectives: SWBAT</b> <ul style="list-style-type: none"> <li>● Hear the different types of vocal tones in a group setting by comparing and contrasting examples.</li> <li>● Understand the need for differing vocal tones in varying genres of music by hearing and performing examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Essential Elements for Choir Mixed Voices, Level 4, pp. 70 and 120.</li> <li>● Teacher-selected scores and examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Student self-assessment</li> <li>● Peer assessment</li> <li>● Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.4.12.B.1 1.4.12.A.3	<b>Lesson 2: Choral Blend</b> <b>Objectives: SWBAT</b> <ul style="list-style-type: none"> <li>● Understand the fundamentals of choral blend by hearing and performing examples.</li> <li>● Understand the impact of vowel shapes and vocal color on choral blend by hearing and performing examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Essential Elements for Choir, Mixed Voices, Level 4, pp. 12, 101, 142, and 221.</li> <li>● Teacher-selected scores and examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Student self-assessment</li> <li>● Peer assessment</li> <li>● Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.4.12.B.1 1.4.12.A.3	<b>Lesson 3: Intonation</b> <b>Objectives: SWBAT</b> <ul style="list-style-type: none"> <li>● Hear his/her own intonation and that of the group by performing examples.</li> <li>● Understand the impact of individual intonation on group performance by comparing and contrasting examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Essential Elements for Choir, Mixed Voices, Level 4, pp. 41, 128, 142, and 151.</li> <li>● Teacher-selected scores and examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Student self-assessment</li> <li>● Peer assessment</li> <li>● Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.4.12.B.1 1.4.12.A.3	<b>Lesson 4: Precision and Accuracy</b> <b>Objectives: SWBAT</b> <ul style="list-style-type: none"> <li>● Understand the elements of precision by hearing and performing examples.</li> <li>● Improve his/her own level of accuracy by critiquing his/her own performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Essential Elements for Choir, Mixed Voices, Level 4, pp. 2, 31, 50, 57, 88, 160, 169, 179, and 200.</li> <li>● Teacher-selected scores and examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Student self-assessment</li> <li>● Peer assessment</li> <li>● Aural assessment</li> </ul>

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Course: Mixed Chorus I, II, III, IV

Unit VI: Assessing Quality of Performance and Literature

**Essential Question:** How do we judge the quality of choral music performance and literature?

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/ CONTENT OBJECTIVES:</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
5 Days	1.4.12.A.1 1.3.12.B.2 1.4.2.B.1	<b>Lesson 1: Interpretation</b> <b>Objectives: SWBAT</b> <ul style="list-style-type: none"> <li>Recognize the impact of different musical interpretations by hearing and performing examples.</li> <li>Understand the responsibility of the individual singer to the collective outcome by performing in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Essential Elements for Choir, Mixed Voices, Level 2 pp. 12, 25, 101, 111, 128, and 142.</li> <li>Teacher selected scores and examples.</li> </ul>	<ul style="list-style-type: none"> <li>Student self-assessment</li> <li>Peer assessment</li> <li>Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.3.12.B.2 1.4.12.A.3 1.4.12.B.1 1.2.12.A.1 1.2.12.A.2	<b>Lesson 2: Sensitivity</b> <b>Objectives: SWBAT</b> <ul style="list-style-type: none"> <li>Recognize the importance of text in choral music by identifying compositional techniques including dynamics, tempo changes, and others.</li> <li>Display sensitivity to cultural and stylistic nuance by performing examples.</li> </ul>	<ul style="list-style-type: none"> <li>Essential Elements for Choir, Mixed Voices, Level 2 pp. 3, 25, 41, 50, 88, 111, 120, 128, 142, and 151.</li> <li>Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>Student self-assessment</li> <li>Peer assessment</li> <li>Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.3.12.B.2	<b>Lesson 3: The Conductor</b> <b>Objectives: SWBAT</b> <ul style="list-style-type: none"> <li>Understand the role and importance of the conductor by watching difference examples of choral conducting.</li> <li>Respond to a conductor's gestures by rehearsing and performing examples.</li> </ul>	<ul style="list-style-type: none"> <li>Essential Elements for Choir, Mixed Voices, Level 2 pp. 57, 120, 151, 169, 191, and 210.</li> <li>Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>Student self-assessment</li> <li>Peer assessment</li> <li>Aural assessment</li> </ul>
5 Days	1.4.12.A.1 1.3.12.B.2 1.4.12.B.1 1.4.12.A.3 1.2.12.A.1 1.2.12.A.2	<b>Lesson 4: Planning and Programming</b> <b>Objectives: SWBAT</b> <ul style="list-style-type: none"> <li>Understand the variables considered when planning and programming a concert by researching programming styles and ideas.</li> <li>Program an imaginary concert by choosing and explaining styles and placement of each piece.</li> </ul>	<ul style="list-style-type: none"> <li>Essential Elements for Choir, Mixed Voices, Level 2, selected examples.</li> <li>Teacher selected scores and examples</li> </ul>	<ul style="list-style-type: none"> <li>Student self-assessment</li> <li>Peer assessment</li> <li>Aural assessment</li> </ul>

BRIDGETON PUBLIC SCHOOLS

VOCAL MUSIC

PACING CHART/CURRICULUM MAP

Course: Mixed Chorus I, II, III, IV

Unit VII: Final Review and Exam

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

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.3.12.B.2 1.4.12.B.1 1.4.12.A.1	Lesson 1: Review Material Objectives: SWBAT ● Recall material from Units I – VI by reading the book, completing review worksheets and participating in teacher-designed review activities Lesson 2: Perform the Literature Objectives: SWBAT ● Demonstrate mastery of material in Units I – VI by completing the singing portion of the Final Exam. Lesson 3: Completing Exam Objectives: SWBAT ● Demonstrate mastery of material in Units I – VI by completing the written portion of the Final Exam	● Essential Elements for Choir, Mixed Voices, Level 2 ● Teacher created review sheet ● Teacher designed activities	● Student self-assessment ● Peer assessment – small group verbal quiz ● Final exam review sheet
1 Day	1.3.12.B.2		● Teacher selected choral/vocal literature	● Playing portion of Final Exam
1 Day	1.4.12.A.1 1.4.12.B.1 1.2.12.A.1 1.2.12.A.2		● Teacher created written Final Exam	● Written portion of Final Exam