

Grades 3 Through 6 Chorus Class - February
 Unit/Module Scope & Sequence
 (Learning to occur with a specific topic/piece of text)

Unit Title:

Preparation for Spring Concert

Topic: *(Brief Description of Title, what we want the kids to learn)*

Students will continue to develop their singing and vocal music, beginning where they left off last year. We will focus on learning all of the material for this year's Spring Concert.

Month:

February

Unit Focus Standards: *(Common Core Learning Standards that are focus in the unit.)*

New York State Learning Standards for the Arts Conceptual Framework				
Shared by All Arts Disciplines			Discipline-Specific Performance Indicators	
Artistic Processes		Anchor Standards		
Cr Creating Conceiving and developing new artistic ideas and work.		1.	Generate and conceptualize artistic ideas and work.	
		2.	Organize and develop artistic ideas and work.	
		3.	Refine and complete artistic work	
Pr	Performing Music Dance Theater	Realizing artistic ideas and work through interpretation and presentation.	4.	Select, analyze, and interpret artistic work for presentation.
			5.	Develop and refine artistic techniques and work for presentation.
			6.	Convey meaning through the presentation of artistic work.
Re Responding		7.	Perceive and analyze artistic work.	
		8.	Interpret meaning in artistic	

All Arts Disciplines
 Performance Indicators are written for each grade level, within each arts discipline:

- Pre-K – 8
- High School
- HSI – Proficient
 - HSII – Accomplished
 - HSIII – Advanced
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Music Only
 General Music

- Pre-K – 8

In additional strands:

- Harmonizing Instruments, Traditional and

<p>Understanding and evaluating how the arts convey meaning.</p>		work.	<p>Emerging Ensembles</p> <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient <ul style="list-style-type: none"> ○ HSII – Accomplished ○ HSIII – Advanced
	9.	Apply criteria to evaluate artistic work.	
	10.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	
<p>Cn Connecting Relating artistic ideas and work with personal meaning and external context.</p>	11.	Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	

• **COMMON CORE ALLIGNMENT – MATH**

Domain	Core Curriculum Standard	Music
Counting & Cardinality	Know number names & counting sequence	Know rhythmic value of notes and rests Count basic rhythms
Operations & Algebraic Thinking	Represent addition/subtract with objects Generate and analyze patterns	Performance of rhythmic/tonal patterns
Number & Operations-Fractions	Understand fractions as numbers Understand fraction equivalents	Rhythmic values of notes & rests Measures
Measurement & Data	Classify objects & count number of objects Work with time Measure lengths Describe & compare measurable attributes Represent and interpret data	Organize sound over time (rhythmic aspect) Tempo
Geometry	Identify and describe shapes Graph points to solve real-world problems Making inferences and justifying conclusions from observation	Form
Ratio & Proportional Relationships	Ratio concepts and use reasoning to solve problems	

• **COMMON CORE ALIGNMENT – ELA:**

Strand	Core Curriculum standard	Music
Reading for Literature	Recount stories, fables, etc. Words/phrases describe rhythm & meaning Overall structure of story Different points of view of characters Identify who is telling story Compare/contrast 2 or more versions of story	Folk songs Rhythms, patterns, repetition, form Form Cultural connections to music

	Determine theme and analyze it's development Compare/contrast written work to media version Make connections between written text and other perspectives	
Reading for Information	Questions re: details of text Know/use text features Meaning of domain specific words Describe overall structure of events, ideas, concepts or info Distinguish own point of view Engage in group reading w/purpose & understanding	Critical listening Expressive markings in music Music specific vocabulary Form React to music, improvisation Sing and play with others
Reading Foundational Skills	Print concepts Phonological awareness Phonics & word recognition Fluency	Read music notation, follow own part Lyrics, rhythm, note reading Music reading, practice for fluency
Writing	Write opinion supporting point of view Draw evidence from text for analysis Write information/explanatory texts Production and distribution of writing Short research projects Write to support analysis of topics or text Create text in response to literary work	Critical responses
Speaking & Listening	Ask/answer questions to clarify comprehension Create multimedia presentation of stories or poems Engage in collaborative discussions Initiate and participate effectively in collaborative work Evaluate speaker's point of view Include multimedia components to clarify information Make strategic use of digital media	Teacher questioning Collaborative discussions Multimedia
Language	Identify connections between words & their use Correct use for frequently confused words Use knowledge of language to write, speak, read, listen Use nuances in word meanings Distinguish shades of meanings Acquire & use domain-specific words and phrases Demonstrate command of conventions of standard English	Musical vocabulary Clarify misused vocabulary (hi/low, soft/loud) Use music vocabulary to describe music

Overview/Objectives/I Can Statement associated with the Unit/Topic: *(Description of Learning to Occur)*

I can sing selections from this year's Spring Concert
I can use my singing voice and work with a variety of rhythmic and melodic patterns to develop good singing skills.
I can read my part in the music, follow along and stay with the group when we're singing.
I can develop good singing posture.
I can practice good rehearsal etiquette.

Lessons for the Unit: *Summary of lessons that correlate to the unit*

The members of the Third through Sixth Grade Chorus will continue focusing on building strong basic vocal singing technique including work with:

- Vocal care and maintenance
- Vowel formation and pronunciation
- Clear consonant diction
- Proper tone production
- Proper singing posture
- Note reading skills
- Rhythm reading skills
- Singing in two or more parts to create canons and harmony
- Balanced ensemble singing
- Teamwork and patience 😊
- Putting on a performance.....musical theatre...adding speaking, memorizing lines, hand moves and choreography to our singing.
- Working on the stage (stage presence, projection, microphone use, blocking, etc.)
- Auditioning (for speaking parts, solos and duets)

Repertoire for our Spring Concert

Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.*

Content Vocabulary: *(Vocabulary consistent with content/topics learned)*

Chorus, accompaniment, accompanist, acapella, conductor, performer, composer, section, solo, duet, ensemble, repertoire, treble staff, treble clef, measure, bar line, double bar line, phrase, breath mark, quarter note, quarter rest, half note, half rest, whole note, harmony, beat, melody, meter, time signature, key signature, major scale, arpeggio, rehearsal, etiquette, unison, pitch, "in tune", rhythm, beat, posture, practice, crescendo, decrescendo, dynamic levels (piano, forte, mezzo), canon (round), call and response

Assessments: *(i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.)* Assessments for this unit

Through teacher observation:

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to follow along in the music and sing their part with the group**

Suggested Resources:

Recordings of all of the songs available on Miss Galvin's i-tunes
Copies of the music for each song for each student.
Students individual chorus class folders