

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

Unit Title:

Concert and Class Critique whole 6th Graders use the period for Graduation Ceremony Preparation

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

Students will take time to critically analyze their experience in chorus class this year. Time will be spent watching the concert video and critiquing their performance as well as self – evaluating their growth as singers and musicians this year through the form of written papers.

Sixth Graders will take this time to prepare their song and dance routine for their graduation ceremony as well as to master the National Anthem, also for performance at the Graduation Ceremony.

Month:

June

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.	All Arts Disciplines Performance Indicators are written for each grade level, within each arts discipline: <ul style="list-style-type: none"> • Pre-K – 8 • High School <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced <p style="text-align: center;">.....</p>	
		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.	Music Only General Music <ul style="list-style-type: none"> • Pre-K – 8 In additional strands: <ul style="list-style-type: none"> • Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> ○ Novice – Gr 5 ○ Intermediate – Gr 8 • Composition & Theory, Technology <ul style="list-style-type: none"> ○ HSI – Proficient ○ HSII – Accomplished ○ HSIII – Advanced
Re Responding Understanding and evaluating how the arts convey meaning.			7.	Perceive and analyze artistic work.	
			8.	Interpret meaning in artistic work.	
			9.	Apply criteria to evaluate artistic work.	
Cn Connecting Relating artistic ideas and work with personal meaning and external context.			10.	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	
			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 ALLIGNMENT – ELA:**

Strand	Core Curriculum standard	Music
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Reading for Literature	<p>Recount stories, fables, etc.</p> <p>Words/phrases describe rhythm & meaning</p> <p>Overall structure of story</p> <p>Different points of view of characters</p> <p>Identify who is telling story</p> <p>Compare/contrast 2 or more versions of story</p> <p>Determine theme and analyze it's development</p> <p>Compare/contrast written work to media version</p> <p>Make connections between written text and other perspectives</p>	<p>Folk songs</p> <p>Rhythms, patterns, repetition, form</p> <p>Form</p> <p>Cultural connections to music</p>
Reading for Information	<p>Questions re: details of text</p> <p>Know/use text features</p> <p>Meaning of domain specific words</p> <p>Describe overall structure of events, ideas, concepts or info</p> <p>Distinguish own point of view</p> <p>Engage in group reading w/purpose & understanding</p>	<p>Critical listening</p> <p>Expressive markings in music</p> <p>Music specific vocabulary</p> <p>Form</p> <p>React to music, improvisation</p> <p>Sing and play with others</p>
Reading Foundational Skills	<p>Print concepts</p> <p>Phonological awareness</p> <p>Phonics & word recognition</p> <p>Fluency</p>	<p>Read music notation, follow own part</p> <p>Lyrics, rhythm, note reading</p> <p>Music reading, practice for fluency</p>
Writing	<p>Write opinion supporting point of view</p> <p>Draw evidence from text for analysis</p> <p>Write information/explanatory texts</p> <p>Production and distribution of writing</p> <p>Short research projects</p> <p>Write to support analysis of topics or text</p> <p>Create text in response to literary work</p>	<p>Critical responses</p>
Speaking & Listening	<p>Ask/answer questions to clarify comprehension</p> <p>Create multimedia presentation of stories or poems</p> <p>Engage in collaborative discussions</p> <p>Initiate and participate effectively in collaborative work</p> <p>Evaluate speaker's point of view</p> <p>Include multimedia components to clarify information</p> <p>Make strategic use of digital media</p>	<p>Teacher questioning</p> <p>Collaborative discussions</p> <p>Multimedia</p>
Language	<p>Identify connections between words & their use</p> <p>Correct use for frequently confused words</p> <p>Use knowledge of language to write, speak, read, listen</p> <p>Use nuances in word meanings</p> <p>Distinguish shades of meanings</p> <p>Acquire & use domain-specific words and phrases</p> <p>Demonstrate command of conventions of standard English</p>	<p>Musical vocabulary</p> <p>Clarify misused vocabulary (hi/low, soft/loud)</p> <p>Use music vocabulary to describe music</p>

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

- I can use my singing voice and work with a variety or 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.
- I can write critically and expressively about musical performances.
- I can assess my own growth as a musician.

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:

- Written concert critique of spring concert
- Written self-evaluation of growth as a musician

Sixth Graders will take this time to prepare their song and dance routine for their graduation ceremony as well as to master the National Anthem, also for performance at the Graduation Ceremony.

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), cannon (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