Grades 3 Through 6 Chorus Class - May

Unit/Module Scope & Sequence

(Learning to occur with a specific topic/piece of text)

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| **Unit Title:** |
| Preparation for Spring Concert and potential Senior Center Patriotic Music Concert |

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| **Topic:** *(Brief Description of Title, what we want the kids to learn)* |
| Students will continue to develop their singing and vocal music, in preparation for Wake-Up Amagansett, The Spring Concert, and potential Senior Center Patriotic Music Concert |

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| **Month:** |
| May |

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| **Unit Focus Standards:** *(Common Core Learning Standards that are focus in the unit.)* |
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| **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:* Pre-K – 8
* High School
	+ HSI – Proficient
	+ HSII –

Accomplished* + HSIII – Advanced

•••••••**Music Only**General Music* Pre-K – 8

In additional strands:* Harmonizing Instruments, Traditional and Emerging Ensembles
	+ Novice – Gr 5
	+ Intermediate – Gr 8
* Composition & Theory, Technology
	+ HSI – Proficient
	+ HSII –

Accomplished* + HSIII – Advanced
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| 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**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 ALLIGNEMNT – MATH**

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| **Domain** | **Core Curriculum Standard** | **Music**  |
| Counting & Cardinality | Know number names & counting sequence | Know rhythmic value of notes and restsCount basic rhythms |
| Operations & Algebraic Thinking | Represent addition/subtract with objectsGenerate and analyze patterns | Performance of rhythmic/tonal patterns |
| Number & Operations-Fractions | Understand fractions as numbersUnderstand fraction equivalents | Rhythmic values of notes & restsMeasures |
| Measurement & Data | Classify objects & count number of objectsWork with timeMeasure lengthsDescribe & compare measurable attributesRepresent and interpret data | Organize sound over time (rhythmic aspect)Tempo |
| Geometry | Identify and describe shapesGraph points to solve real-world problemsMaking inferences and justifying conclusions from observation | Form |
| Ratio & Proportional Relationships | Ratio concepts and use reasoning to solve problems |  |

* **COMMON CORE ALLIGNMENT – ELA:**

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| **Strand** | **Core Curriculum standard** | **Music**  |
| Reading for Literature | Recount stories, fables, etc.Words/phrases describe rhythm & meaningOverall structure of storyDifferent points of view of charactersIdentify who is telling storyCompare/contrast 2 or more versions of storyDetermine theme and analyze it’s developmentCompare/contrast written work to media versionMake connections between written text and other perspectives | Folk songs Rhythms, patterns, repetition, formFormCultural connections to music  |
| Reading for Information | Questions re: details of textKnow/use text featuresMeaning of domain specific wordsDescribe overall structure of events, ideas, concepts or infoDistinguish own point of viewEngage in group reading w/purpose & understanding | Critical listeningExpressive markings in musicMusic specific vocabularyFormReact to music, improvisationSing and play with others |
| Reading Foundational Skills | Print conceptsPhonological awarenessPhonics & word recognitionFluency | Read music notation, follow own partLyrics, rhythm, note readingMusic reading, practice for fluency  |
| Writing | Write opinion supporting point of viewDraw evidence from text for analysisWrite information/explanatory textsProduction and distribution of writingShort research projectsWrite to support analysis of topics or textCreate text in response to literary work | Critical responses |
| Speaking & Listening | Ask/answer questions to clarify comprehensionCreate multimedia presentation of stories or poemsEngage in collaborative discussionsInitiate and participate effectively in collaborative workEvaluate speaker’s point of viewInclude multimedia components to clarify informationMake strategic use of digital media | Teacher questioningCollaborative discussionsMultimedia |
| Language | Identify connections between words & their useCorrect use for frequently confused wordsUse knowledge of language to write, speak, read, listenUse nuances in word meaningsDistinguish shades of meanings Acquire & use domain-specific words and phrasesDemonstrate command of conventions of standard English | Musical vocabularyClarify misused vocabulary (hi/low, soft/loud)Use music vocabulary to describe music |

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| **Overview/Objectives/I Can Statement associated with the Unit/Topic:** *(Description of Learning to Occur)* |
| I can sing selections from the repertoire for the Lighthouse Museum Opening Ceremony Performance and potential Senior Center Patriotic Music ConcertI 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. |

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| **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 cannons 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 |

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

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| **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**
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| **Suggested Resources:** |
| Recordings of all of the songs available on Miss Galvin’s i-tunesCopies of the music for each song for each student.Students individual chorus class folders |