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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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**  |  |  |  | | --- | --- | --- | | **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** | | 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  Determine theme and analyze it’s development  Compare/contrast written work to media version  Make connections between written text and other perspectives | Folk songs  Rhythms, patterns, repetition, form  Form  Cultural connections to music | | 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 | |

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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 Concert  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. |

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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-tunes  Copies of the music for each song for each student.  Students individual chorus class folders |