

**Southern Regional School District  
Manahawkin, New Jersey**

**Course of Study**

**HS Chorus  
HS Concert  
HS Select Choir**

**NJ Core Curriculum Content Standards 2004**  
NJ Standards Clarification Project 2008

**Submitted by:**

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**Submitted for Board Approval:**

**July 9, 2008**

**Southern Regional High School District**  
**Course of Study**

**NJCCCS 2004**

**NJ Standards Clarification Project 2008**

**Department MUSIC**

**Course Title:**

**HS CHORUS**

**Essential Questions of the Course:**

- 1. How does one's musical understanding and fundamentals of music impact the performance?**
- 2. How does the study and performance of music contribute to one's positive character traits?**
- 3. How will a student's musical knowledge of singing, theory, sight-reading and musical history be demonstrated through performance?**

**Assessments:**

- 1. Performance: group and individual performance, classroom demonstrations, in-school shows, community programs, recitals and choral festivals.**
- 2. Musical Knowledge: written assessments, along with aural and singing exams.**
- 3. Participation: attend and participate in class through singing and discussion. Prepared for class daily and a positive, cooperative attitude.**

## **Content:**

- 1. Tone production: breathing warm-ups, vocal warm-ups**
- 2. Rhythmic comprehension**
- 3. Melodic comprehension**
- 4. Analyze and perform various musical pieces**
- 5. Aesthetic appreciation**

## **Skills:**

### **September:**

- 1. Student will describe and demonstrate posture, breathing, vowel placement and articulation necessary for good tone.**
- 2. The student will review basic notation.**
- 3. The student will read and sing rhythmic and melodic patterns.**
- 4. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **October:**

- 1. The student will continue developing breathing techniques emphasizing the open throat.**
- 2. The student will develop an understanding of the vocal mechanism.**
- 3. The student will develop an appreciation of the care needed for responsible use of the voice.**
- 4. The student will sing various melodic intervals.**
- 5. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **November:**

- 1. The student will sing with tall uniform vowels.**
- 2. The student will display the posture and breath control needed to support choral tone.**
- 3. The student will recognize harmonic intervals.**
- 4. The student will recognize and perform harmonic intervals in an ensemble.**
- 5. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **December:**

- 1. The student will develop posture and breath control needed to support choral tone.**
- 2. The student will read and sing melodic patterns.**
- 3. The student will use concert performance skills, techniques, etiquette and repertoire.**

## **Skills: (cont'd)**

### **January:**

1. The student will review the posture, breathing, vowel placement and articulation necessary for good choral tone.
2. The student will review the vocal mechanism.
3. The student will review intervals and chords.
4. The student will sight-read exercises which emphasize the tonic chord and “pick-up” notes.
5. The student will use concert performance skills, techniques, etiquette and repertoire.

### **February:**

1. The student will develop the posture and breath control needed to support choral tone.
2. The student will understand and practice the appropriate pronunciation of diphthongs.
3. The student will recognize and interpret the notation of dotted half notes.
4. The student will perform dotted half note notation.
5. The student will use concert performance skills, techniques, etiquette and repertoire.

### **March:**

1. The student will develop good diction through the articulation of consonants.
2. The student will recognize and apply eighth note rhythm notation.
3. The student will read and perform rhythm patterns of eighth notes and rests accurately.
4. The student will use concert performance skills, techniques, etiquette and repertoire.

### **April:**

1. The student will review diphthongs and articulation.
2. The student will review rhythmic values of eighth, quarter, half and whole notes and rests in 2/4, 3/4 and 4/4 meter.
3. The student will use concert performance skills, techniques, etiquette and repertoire.

### **May:**

1. The student will develop the posture and breath control needed to support choral tone.
2. The student will articulate the “r” consonant correctly,
3. The student will read and perform rhythm patterns in various meters.
4. The students will read and perform rhythms in changing meter.
5. The student will use concert performance skills, techniques, etiquette and repertoire.

### **June:**

1. The student will review aspects of breathing, posture, and vocal technique.
2. The student will describe and review elements of musical notation.
3. The student will apply music-reading skills in the performance of a choral piece.
4. The student will use concert performance skills, techniques, etiquette and repertoire.

## **Purpose / Rationale of the unit:**

To develop an appreciation for the arts. To develop positive character traits through the study and performance of music. To develop musical knowledge and skills through sustained effort.

## **New Jersey Core Curriculum Content Standards:**

**1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.**

**1.1.A.1**

**1.1.A.2**

**1.1.A.3**

**1.1.B.1**

**1.1.B.2**

**1.1.B.3**

**1.1.B.4**

**1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.**

**1.2.B.1**

**1.2.B.2**

**1.2.B.3**

**1.2.B.4**

**1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.**

**1.3.B.1**

**1.3.B.2**

**1.3.B.3**

**1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.**

**1.4.A.1**

**1.4.A.2**

**1.4.B.1**

**1.4.B.2**

**1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.**

**1.5.A.1**

**1.5.A.2**

**1.5.B.1**

**1.5.B.2**

**The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.**

## **Time Frame of Unit:**

**September through June**

## **Instructional Activities:**

- 1. Physical warm-up**
- 2. Breathing warm-up**
- 3. Vocal warm-up**
- 4. Rhythmic exercise**
- 5. Melodic exercise**
- 6. Rehearsal and performance of literature**

## **Materials and Resources:**

- 1. Selected copies of music and choral repertoire**
- 2. Teacher-made materials**
- 3. Various music books and/or resources**

# **Southern Regional High School District Course of Study**

**Department**            **MUSIC**

**Course Title:**

**HS CONCERT CHOIR**

## **Essential Questions of the Course:**

- 1. How does one's musical understanding and fundamentals of music impact the performance?**
- 2. How does the study and performance of music contribute to one's positive character traits?**
- 3. How will a student's musical knowledge of singing, theory, sight-reading and musical history be demonstrated through performance?**

## **Assessments:**

- 1. Performance: group and individual performance, classroom demonstrations, in-school shows, community programs, recitals and choral festivals.**
- 2. Musical Knowledge: written assessments, along with aural and singing exams.**
- 3. Participation: attend and participate in class through singing and discussion. Prepared for class daily and a positive, cooperative attitude.**

## **Content:**

- 1. Tone production: breathing warm-ups, vocal warm-ups**
- 2. Rhythmic comprehension**
- 3. Melodic comprehension**
- 4. Analyze and perform various musical pieces**
- 5. Aesthetic appreciation**

## **Skills:**

### **September:**

- 1. The student will develop the posture and breath control needed to support choral tone.**
- 2. The student will sing with tall, uniform vowels.**
- 3. The student will understand beat and rhythm and be able to read and perform quarter, half, and whole notes accurately.**
- 4. The student will compose rhythm exercises of quarter, half, whole note patterns.**
- 5. The student will become familiar with the grand staff, pitch names and clefs, as they relate to the piano keyboard.**
- 6. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **October:**

- 1. The student will develop the posture and diaphragmatic breathing needed to support choral tone.**
- 2. The student will sing tall, uniform vowels while practicing the posture and breath control needed to support choral tone.**
- 3. The student will understand the concepts of measure**
- 4. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **November:**

- 1. The student will develop the posture and breath control needed to support choral tone.**
- 2. The student will sing with tall, uniform vowels.**
- 3. The student will describe and review elements of musical notation.**
- 4. The student will sing and recognize whole steps and half steps of a C major scale.**
- 5. The student will notate the C major scale.**
- 6. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **December:**

- 1. The student will develop the posture and breath control needed to support choral tone.**
- 2. The student will articulate consonants precisely.**
- 3. The student will describe and demonstrate posture, breathing, vowel placement, and articulation necessary for a good tone.**
- 4. The student will correctly interpret the notation of symbols of sharp and flat.**
- 5. The student will use concert performance skills, techniques, etiquette and repertoire.**

## **Skills: (cont'd)**

### **January:**

1. The student will articulate consonants precisely.
2. The student will develop posture and breath control needed to support choral tone.
3. The student will continue to build a repertoire of effective vocalizes.
4. The student will sing and recognize melodic intervals.
5. The student will recognize harmonic intervals.
6. The student will use concert performance skills, techniques, etiquette and repertoire.

### **February:**

1. The student will understand and describe the breathing mechanism.
2. The student will understand and describe the concepts of triad and tonic chord.
3. The student will describe and demonstrate understanding of whole, half and quarter rests.
4. The student will read and sing melodic patterns using the tonic chord.
5. The student will read and perform quarter, half, and whole note and rest rhythms accurately.
6. The student will use concert performance skills, techniques, etiquette and repertoire.

### **March:**

1. The student will sing with tall uniform vowels.
2. The student will display the posture and breath control needed to support choral tone.
3. The student will develop an understanding of the parts and the functions of the vocal mechanism.
4. The student will understand and perform 2/4, 3/4, and 4/4 meters, demonstrating the concepts of downbeat and stressed and unstressed beats.
5. The students will understand and demonstrate the concept of dotted notes.
6. The students will read and perform rhythm in changing meter.
7. The student will use concert performance skills, techniques, etiquette and repertoire.

### **April:**

1. The student will sing with tall uniform vowels.
2. The student will demonstrate the posture and breath control needed to support choral tone.
3. The student will read and perform rhythm patterns of eighth notes and rests accurately.
4. The student will use concert performance skills, techniques, etiquette and repertoire.

### **May:**

1. The student will develop posture and breath control necessary to support choral tone.
2. The student will understand and practice the neutral vowel (schwa).
3. The student will understand and be able to identify the dominant (V) chord.
4. The student will understand the concept of chord progression and cadence.
5. The student will use concert performance skills, techniques, etiquette and repertoire.

### **June:**

1. The student will describe and demonstrate posture, breathing, vowel placement and articulation necessary for a good tone.
2. The student will review basic notation.
3. The student will use concert performance skills, techniques, etiquette and repertoire.

## **Purpose / Rationale of the unit:**

To develop an appreciation for the arts. To develop positive character traits through the study and performance of music. To develop musical knowledge and skills through sustained effort.

## **New Jersey Core Curriculum Content Standards:**

**1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual art.**

**1.1.A.1**

**1.1.A.2**

**1.1.A.3**

**1.1.B.1**

**1.1.B.2**

**1.1.B.3**

**1.1.B.4**

**1.2 (Creation and performance) All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.**

**1.2.B.1**

**1.2.B.2**

**1.2.B.3**

**1.2.B.4**

**1.3 (Elements and principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.**

**1.3.B.1**

**1.3.B.2**

**1.3.B.3**

**1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.**

**1.4.A.1**

**1.4.A.2**

**1.4.B.1**

**1.4.B.2**

**1.5 (History/Culture) all students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society.**

**1.5.A.1**

**1.5.A.2**

**1.5.B.1**

**1.5.B.2**

**The curriculum will be adapted to meet the inclusion needs of classified students as determined by the students' IEPs.**

## **Time Frame of Unit:**

**September through June**

## **Instructional Activities:**

- 1. Physical warm-up**
- 2. Breathing warm-up**
- 3. Vocal warm-up**
- 4. Rhythmic exercise**
- 5. Melodic exercise**
- 6. Rehearsal and performance of literature**

## **Materials and Resources:**

- 1. Selected copies of music and choral repertoire**
- 2. Teacher-made materials**
- 3. Various music books and/or resources**

# **Southern Regional High School District Course of Study**

**Department MUSIC**

**Course Title:**

**HS SELECT CHOIR**

**Essential Questions of the Course:**

- 1. How does one's musical understanding and fundamentals of music impact the performance?**
- 2. How does the study and performance of music contribute to one's positive character traits?**
- 3. How will a student's musical knowledge of singing, theory, sight-reading and musical history be demonstrated through performance?**

**Assessments:**

- 1. Performance: group and individual performance, classroom demonstrations, in-school shows, community programs, recitals and choral festivals.**
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- 3. Participation: attend and participate in class through singing and discussion. Prepared for class daily and a positive, cooperative attitude.**

## **Content:**

1. **Tone production: breathing warm-ups, vocal warm-ups**
2. **Rhythmic comprehension**
3. **Melodic comprehension**
4. **Analyze and perform various musical pieces**
5. **Aesthetic appreciation**

## **Skills:**

### **September:**

1. **The student will describe and demonstrate posture, breathing, vowel placement, and articulation necessary for a good tone.**
2. **The student will review basic notation.**
3. **The student will apply music reading skills to a short song in the Key of C and G.**
4. **The student will use concert performance skills, techniques, etiquette and repertoire.**

### **October:**

1. **The student will display the posture and breath control needed to support choral tone.**
2. **The student will develop an understanding of the vocal mechanism.**
3. **The student will discuss and demonstrate head and chest voice.**
4. **The student will understand and apply the concept of key signatures in the key of F major.**
5. **The student will use concert performance skills, techniques, etiquette and repertoire.**

### **November:**

1. **The student will develop good diction through the articulation of consonants.**
2. **The student will understand and be able to identify the subdominant chord.**
3. **The student will understand the concept of chord progression and cadence.**
4. **The student will use concert performance skills, techniques, etiquette and repertoire.**

### **December:**

1. **The student will develop posture and breath control needed to support choral tone.**
2. **The student will learn how to make the voice more resonant by lifting the soft palate.**
3. **The student will understand and practice articulation.**
4. **The student will understand and apply the concept of key signatures in the Key of D.**
5. **The student will use concert performance skills, techniques, etiquette and repertoire.**

### **January:**

1. **The student will display the posture and breath control needed to support choral tone.**
2. **The student will develop good diction through the articulation of consonants.**
3. **The student will recognize and demonstrate sixteenth note rhythm patterns.**
4. **The student will use concert performance skills, techniques, etiquette and repertoire.**

## **Skills: (cont'd)**

### **February:**

- 1. The student will describe and demonstrate posture, breathing, vowel placement, articulation, and resonance necessary for good tone.**
- 2. The student will review key signatures, tonic, subdominant, and dominant chords.**
- 3. The student will describe the relationships among the tonic, subdominant, and dominant chords.**
- 4. The student will review rhythmic values of sixteenth, eighth, quarter, half, and whole notes.**
- 5. The student will review the concepts of beat, division, and subdivision.**
- 6. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **March:**

- 1. The student will develop proper breath support through the practice of diaphragmatic breathing.**
- 2. The student will continue developing vocal tone through exercises exploring the chest, middle, and head voice.**
- 3. The student will work on blending with other ensemble voices utilizing tone quality and intonation.**
- 4. The student will understand and apply the concept of key signatures in the key of B-flat major.**
- 5. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **April:**

- 1. The student will display the posture and breath control needed to support choral tone.**
- 2. The student will understand and practice the appropriate pronunciation of diphthongs.**
- 3. The student will recognize and describe minor keys and scales.**
- 4. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **May:**

- 1. The student will demonstrate the posture, breathing, vowel placement, articulation, and resonance necessary for good singing tone.**
- 2. The student will develop breath control adequate for performing melismas, crescendos, and supporting sustained phrases.**
- 3. The student will develop intonation skills in singing major and minor tonalities.**
- 4. The student will demonstrate good diction through the precise articulation of consonants.**
- 5. The student will recognize and distinguish between slurs and ties.**
- 6. The student will read and understand the rhythmic relationship in dotted note patterns.**
- 7. The student will use concert performance skills, techniques, etiquette and repertoire.**

### **June:**

- 1. The student will review aspects of breathing, posture and vocal technique.**
- 2. The student will describe and review elements of musical notation.**
- 3. The student will use concert performance skills, techniques, etiquette and repertoire.**

## **Purpose / Rationale of the unit:**

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**1.5.A.2**

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**September through June**

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- 2. Breathing warm-up**
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- 4. Rhythmic exercise**
- 5. Melodic exercise**
- 6. Rehearsal and performance of literature**

## **Materials and Resources:**

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- 2. Teacher-made materials**
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