WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

FIFTH GRADE CHORUS

Schools..........................................................Elementary
Department...............................................Visual & Performing Arts
Length of Course.........................Full Year (1 hour per week)
Grade Level.........................................................Fifth
Date ..........................................................February 17, 2015

I. RATIONALE, DESCRIPTION AND PURPOSE
Chorus is an additional experience in the K-5 music curriculum for fifth graders. The purpose of the ensemble is to help children develop their fullest singing potential. Chorus assists in the refinement of vocal skills that are introduced in general music classes and allows for additional practice of the rudiments of using the singing voice.

The experience of using one’s voice in a choral ensemble is a valuable one. Participants in chorus learn discipline, how to work with others, and elements of good singing while studying quality choral literature. A positive early experience in a choral ensemble helps to build proper singing habits as well as self-confidence and esteem.

The students develop self-discipline, an awareness of group dynamics and the necessity for individual dedication to group goals through music instruction.

II. OBJECTIVES
The district objectives are aligned with the Common Core State Standards For English Language Arts, the NJ Core Curriculum Content Standards for Social Studies, Visual and Performing Arts, World Languages, and 21st Century Life and Careers. They are developed sequentially throughout the course. Students in the Fifth Grade Chorus:

A. Develop a means of aesthetic expression and appreciation
   Visual and Performing Arts Core Curriculum Content Standards 1.3.5.B.4
   Visual and Performing Arts Core Curriculum Content Standards 1.4.5.A.2

B. Develop a varied repertoire of vocal literature including folk songs, art songs, sacred songs, songs of other cultures and songs of the current genre
   Visual and Performing Arts Core Curriculum Content Standards 1.2.5.A.2
   Visual and Performing Arts Core Curriculum Content Standards 1.4.5.A.1
   Visual and Performing Arts Core Curriculum Content Standards 1.4.5.A.2
   Visual and Performing Arts Core Curriculum Content Standards 1.4.5.A.3
   Common Core State Standards English Language Arts CCR.R.1
   NJ Core Curriculum Content Standards for Social Studies 6.2
   NJ Core Curriculum Content Standards for World Languages 7.1
   NJ Core Curriculum Content Standards for 21st-Century Life and Careers 9.1
C. Recognize the importance of contributing to an ensemble as well as achieving personal success
   Visual and Performing Arts Core Curriculum Content Standards 1.4.5.A.1
   Visual and Performing Arts Core Curriculum Content Standards 1.4.5.A.2
   Visual and Performing Arts Core Curriculum Content Standards 1.4.5.A.3
   NJ Core Curriculum Content Standards for 21st-Century Life and Careers 9.1

D. Experience the joy and satisfaction of performing well for themselves and others
   Visual and Performing Arts Core Curriculum Content Standards 1.3.5.B.2
   NJ Core Curriculum Content Standards for 21st-Century Life and Careers 9.1

E. Experience skills and attitudes that encourage them to use their singing voices as lifelong musical instruments
   Visual and Performing Arts Core Curriculum Content Standards 1.4.5.A.3
   NJ Core Curriculum Content Standards for 21st-Century Life and Careers 9.1

III. CONTENT, SCOPE AND SEQUENCE
The Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a commitment to integrating music into the education of our students. The teachers’ knowledge of cognitive styles and levels enables the flexibility for each student to be provided with challenging work based on his or her individual readiness level and learning style.

In exploring choral music, the students are given the opportunity to apply skills learned in the K-5 music curriculum to a higher level of music. Musical concepts and learning expectations include:

A. Integrating the elements of singing during rehearsal and performance:
   1. Demonstrate proper posture, breathing, vowel formation, diction (consonant formation and clarity) and pleasing tone quality
   2. Develop part reading skills, choral blend and use of head voice versus chest voice

B. Music literacy concepts during rehearsal and performance:
   1. Demonstrate an ability to watch and react appropriately to changes in conducting
   2. Develop the ability to read and follow his or her part in the musical score
   3. Recognize and incorporate the details of musical score (i.e. dynamic markings)

C. Expression and style:
   1. Engaging in expressive singing that reflects the mood and style of the individual piece of music (i.e. dynamics, phrasing, tempo changes, style markings, ethnic or cultural details)
   2. Demonstrating an awareness of proper stage presence and concert etiquette
   3. Reflecting on performance of self and the group and suggest ways to improve

IV. INSTRUCTIONAL TECHNIQUES
The instructor uses any or all of the following methods and techniques to best accomplish the objectives thus allowing flexibility for each student to be provided with challenging work based on his or her own ability level and learning style. Methods of instruction and types of learning activities include:

A. Physical warm-ups

B. Vocal Warm-ups including vocalises and exercises to improve and expand range and singing skills, and to introduce difficult sections in the music
C. Rhythm reading and practice
D. Score reading
E. Listening
F. Echo singing and clapping

V. EVALUATION
Evaluation is based on:

A. Teacher observation and assessment
B. Student participation and self-reflection
C. Successful preparation of concert repertoire

VI. PROFESSIONAL DEVELOPMENT
Opportunities are provided that appropriately support this curriculum including:

A. Access to in-house, in-service or professional training in the content area.
B. Access to books and professional journals to enhance development.
C. Time to confer with other department members to coordinate curriculum ideas and develop units of study.
D. Professional conferences, workshops and college courses that enhance specific instructional skills and strategies.
E. Private study with an individual artist or studio to further develop skills.
Appendix I

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

STANDARD 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/

Appendix II

Common Core State Standards English Language Arts

The Common Core anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations - the former providing broad standards, the later providing additional specificity.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

CCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.
Appendix III

New Jersey Core Curriculum Content Standards for
Social Studies

STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

Appendix IV

New Jersey Core Curriculum Content Standards for
World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

Appendix V

New Jersey Core Curriculum Content Standards for
21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.