WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

6th and 7th GRADE VOCAL MUSIC

Schools ............... Edison/Roosevelt Intermediate Schools
Department .............................................. Visual & Performing Arts
Length of Course ..................... Full Year (4 days per week)
Grade Level ............................................. 6th & 7th
Date...................................................... February 17, 2015

I. RATIONALE, DESCRIPTION, AND PURPOSE
Sixth and seventh-grade Vocal Music is a full-year course that affords the student an educational opportunity to participate in performances and explore music and its role in our world. Every sixth- and seventh-grade student is required to take Vocal Music, Band or String Orchestra. Therefore, students may enter this course at the seventh-grade level with a music background, but not necessarily in the same discipline.

The sixth-grade Vocal Music experience promotes musical learning by emphasizing proper vocal technique and regular practice of the application of these skills. Music appreciation and theory skills, along with basic ensemble skills, are included. Humanities includes the social, historical and cultural contributions of song. Listening skills are enhanced using various styles of music for comparison.

The seventh-grade Vocal Music experience gives students the opportunity to continue the development of aesthetic sensitivity and ear training through performance. Emphasis is placed upon diction, tone quality, rhythmic precision, intonation, dynamics, and balance. Vocal fundamentals address choral literature for the changing voice as well as the health and care of the voice. Various music styles and periods are explored through the singing of choral literature. The social, historical, and cultural contributions of song are emphasized, and continue from the humanities lessons in the sixth grade.

The union of fine choral techniques and structural components evokes an aesthetic experience that extends beyond the composition that is performed and becomes a basis for further aesthetic response. It is intended that the study of vocal music in Grade 6 and 7 provides over-all musical experiences that develops an appreciation of the subject area as well as providing opportunities and tools for further musical exploration and development. A minimum of two performances are required (Winter & Spring concerts).
II. OBJECTIVES
The district objectives are aligned with the Common Core State Standards For English Language Arts, the Common Core State Standards For Mathematics, the NJ Core Curriculum Content Standards for Science, Social Studies, Visual and Performing Arts, World Languages, Technology, and 21st Century Life and Careers. They are developed sequentially throughout the course. Students:

A. Generate further interest and understanding of music by acquiring a basic knowledge of theory such as following a musical line on the treble clef and recognizing and performing rhythmic patterns, intervals, and melodies
   NJ Core Curriculum Content Standards for Visual and Performing Arts 1.1.8.B.1
   Common Core State Standards for Mathematical Practice SMP6, SMP7

B. Prepare fundamentals of voice training including breath control, tone production, proper diction, and interpretation
   NJ Core Curriculum Content Standards for Visual and Performing Arts 1.1.8.B.1; 1.2.8.A.1,3; 1.3.8.B.2
   NJ Core Curriculum Content Standards for Science 5.10

C. Demonstrate 2 and 3 part singing skills
   NJ Core Curriculum Content Standards for Visual and Performing Arts 1.1.8.B.1; 1.2.8.A.2; 1.3.8.B.1,2,3;

D. Distinguish varied tone qualities of the human voice, the basis of voice classifications, etc.
   NJ Core Curriculum Content Standards for Visual and Performing Arts 1.1.8.B.1,2; 1.2.8.A.2; 1.4.8.A.1,2,3,7
   NJ Core Curriculum Content Standards for Science 5.10
   NJ 21st Century Life Skills Standards 9.1.8.C.1,2,3; 9.3.8.B.3,4,5,6

E. Demonstrate choral skills such as following a conductor, blending one’s voice within a group, understanding and following interpretive markings, performing with confidence and stage presence and memorizing all concert repertoire
   NJ Core Curriculum Content Standards for Visual and Performing Arts 1.1.8.B.1,2; 1.2.8.A.1; 1.3.8.B.1,2,3,4;
   1.4.8.A.1,2,3,7
   NJ 21st Century Life Skills Standards 9.1.8.C.1,2,3

F. Examine historical, social and cultural influences of the Medieval/Renaissance, Baroque, Classical and Contemporary periods
   NJ Core Curriculum Content Standards for Visual and Performing Arts 1.1.8.B.1,2; 1.2.8.A.1,2,3; 1.3.8.B.2,4;
   1.4.8.A.1,2,3,4,5,6,7
   Common Core Content Standards for English Language Arts SL1; L 1,3,6
   NJ Core Curriculum Content Standards for Social Studies 6.2.8.D.4.a
   NJ Core Curriculum Content Standards for World Languages7.1
   NJ 21st Century Life Skills Standards 9.3.8.B.8

G. Formulate music within other subject areas through interdisciplinary lessons
   NJ Core Curriculum Content Standards for Visual and Performing Arts 1.1.8.B.1,2; 1.2.8.A.2,3;
   1.4.8.A.1,2,3,4,5,6,7
   NJ 21st Century Life Skills Standards 9.3.8.B.8

III. CONTENT, SCOPE, AND SEQUENCE
The Westfield Visual and Performing Arts Department recognizes the diversity of students and makes a strong commitment to integrating the education of all students into the total music program. 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.

All learning experiences address the issue of diversity present in our multicultural world. Students’ backgrounds and cultural experiences are embraced and actively related to classroom activities and performances.

Study and exposure of the following areas is the basis for Grade 6 and 7 Vocal Music:

A. Music Theory
   How does my understanding of music theory enable me to become a more confident performer?
   1. Musical Symbols
      a. Reinforcement of music symbols K-5
      b. Review of terminology K-5
      c. Read octavo music in two, three, and four parts
   2. Introduction of additional clef signs, dynamic markings, music symbols, and interpretive markings

B. Vocal Technique
   How does the practice and mastery of vocal technique as outlined below protect my vocal instrument and improve my vocal sound?
   1. Diction
   2. Vowel placement
   3. Breath control
   4. Tone production
   5. Balance and Blend
   6. Stylistic Interpretation

C. Music Appreciation
   How does the history of the development of Western musical styles affect both contemporary art music and popular music?
   1. Introduction of Music periods:
      a. Medieval/Renaissance
      b. Baroque
      c. Classical
      d. Romantic
      e. 20th Century
   2. Introduction of Music styles:
      a. Opera
      b. Oratorio
      c. Cantata
      d. Broadway Musical
      e. Symphony
      f. Jazz
      g. Popular styles
D. Music as it relates to various cultures
   How has/does the music of the world affect and enhance the music with which I am most familiar?
   1. American (United States)
      a. African-American
      b. Native American
      c. Influences from Immigrants
   2. Other Cultures
      a. African
      b. Asian
      c. European
      d. South American

E. Music and other disciplines
   Which other educational disciplines are involved in or affect the study of Vocal Music?
   1. Fine Art
   2. Technology
   3. Language Arts
   4. World Languages
   5. Mathematics
   6. Practical Arts
   7. Physical Education
   8. Science
   9. Social Studies

F. Music Literature
   What is the difference between various vocal music forms, arrangements, methods of notation, and voicings?
   1. Two, three and four part (Soprano, Alto, Tenor, Baritone)
   2. Rounds and partner songs used as teaching tools

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 individual ability level and learning style. The needs of the diverse learners are met through:

A. Presentation of music concepts:
   1. Visual examples
   2. Ear training exercises
   3. Writing exercises
   4. Demonstration
   5. Lecture
   6. Listening examples
   7. Performance and critique
B. Presentation of vocal concepts:
   1. Vocal and breathing exercises
   2. Pitch matching exercises
   3. Solfeggio drills
   4. Modeling

C. Analysis and discussions of individual voice problems
   1. Tone quality
   2. Cambiata (the changing voice)
   3. Vocal range
   4. Environmental factors as influences on the voice

V. EVALUATION
   Evaluation is based on:
   A. Teacher observation of:
      1. Student participation in musical performances and assemblies
      2. Active participation in class activities
      3. Successful identification of the musical elements: rhythm, melody, harmony and form
      4. Student understanding of composers, time periods and styles of music
   B. Assessment with the use of rubrics
   C. Student-kept notebook
   D. Tests and quizzes
      1. Written evaluations
      2. Part singing evaluations

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 SPEAKING AND LISTENING

CCR.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The entire standards document may be viewed at http://www.state.nj.us/education/ccs

Appendix III

Common Core State Standards for Mathematical Practice

STANDARD SMP6 - Attend to precision.
STANDARD SMP7 - Look for and make use of structure.
The entire standards document may be viewed at http://www.state.nj.us/education/ccs

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Appendix IV

New Jersey Core Curriculum Content Standards for Science

Standard 5.10 (Environmental Studies) All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

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

Appendix V

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 VI

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 VII

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.
STANDARD 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

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