



## **Grade 6-12 Show & Jazz Choir Curriculum**

*Last Updated December 2016 by Shannon Sunday and Julianne Maggio*

**Course Description:** Show Choir and Jazz Choir are auditioned groups that focus on the performance of vocal music in the popular idiom. Emphasis will be placed on developing appropriate vocal techniques and stage presence to create an effective overall performance. Culminating performances are a meaningful and mandatory component of this class.

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<a href="#"><u>2</u></a>	<i>Jazz Choir</i>

<b>Unit #/Title</b>	1/Show Choir	<b>Time Frame</b>	MS - 30 min., 1x/cycle HS- 40 min., 3x/cycle (+ after school rehearsal)
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## Stage 1 - Identify Desired Results

### Standards

#### 9.1.8

- A. Know and use the elements and principles of each art form to create works in the arts and humanities.
- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- C. Identify and use comprehensive vocabulary.
- D. Demonstrate knowledge of at least two styles within each art form through performance.
- E. Communicate a unifying theme or point of view through the production of works in the arts.
- G. Explain the function and benefits of rehearsal and practice sessions.
- H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces: Analyze the use of materials; Explain issues of cleanliness related to the arts; Explain the use of mechanical/electrical equipment; Demonstrate how to work in selected physical space/environment; Demonstrate the selection of safe props/stage equipment; Demonstrate methods for storing materials in the arts.
- I. Know where arts events, performances and exhibitions occur and how to gain admission.
- J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others; Explain and demonstrate traditional technologies; Explain and demonstrate contemporary technologies.

#### 9.2.8

- A. Explain the historical, cultural and social context of an individual work in the arts.
- B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- D. Analyze a work of art from its historical and cultural perspective.
- E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- G. Relate works in the arts to geographic regions: Africa; Asia; Australia; Central America; Europe; North America; South America.
- I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
- J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).
- K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories-poetry, work songs- blue grass).
- L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

#### 9.3.8

- A. Know and use the critical process of the examination of works in the arts and humanities: Compare and contrast; Analyze; Interpret; Form and test hypotheses; Evaluate/form judgments.
- B. Analyze and interpret specific characteristics of works in the arts within each art form
- C. Identify and classify styles, forms, types and genre within art forms
- D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.
- E. Interpret and use various types of critical analysis in the arts and humanities: Contextual criticism; Formal criticism; Intuitive criticism.
- F. Apply the process of criticism to identify characteristics among works in the arts.

### 9.4.8

- A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities.
- B. Compare and contrast informed individual opinions about the meaning of works in the arts to others.
- C. Describe how the attributes of the audience's environment influence aesthetic responses.
- D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.

Big Ideas	Essential Questions
<ul style="list-style-type: none"><li>• Vocal music combined with dance is reflective of specific cultures and historical events</li></ul>	<ul style="list-style-type: none"><li>• How has music and choreography changed over time?</li><li>• What is the effect of music on dance styles?</li><li>• What is the relationship between music and dance?</li></ul>
Content	Skills
<p><b>Middle</b></p> <ul style="list-style-type: none"><li>• <u>Rhythms:</u><ul style="list-style-type: none"><li>o Duration: sixteenth and dotted eighth notes and rests, syncopation,</li><li>o Meter: 6/8, 3/4, 4/4, 2/4, mixed meter</li></ul></li><li>• <u>Melody:</u><ul style="list-style-type: none"><li>o Pitch: Range (SSAA and SAB), register (E3-F5)</li><li>o Steps/Leaps: increase distance between leaps</li></ul></li><li>• <u>Harmony:</u> Chords - Adding more complex harmonies such as 7th and 9ths, blues</li><li>• <u>Tone Color:</u> Tone Production - explore additional vocal styles</li><li>• <u>Form:</u> Repetition/Contrast, ABA, theme and variations</li><li>• <u>Expressive Qualities:</u><ul style="list-style-type: none"><li>o Style: explore additional cultures</li><li>o Articulation: accents, staccato, legato, tenuto, S<sub>f</sub>z</li></ul></li></ul> <p><b>High</b></p> <ul style="list-style-type: none"><li>• <u>Rhythm:</u><ul style="list-style-type: none"><li>o Duration: adding 32 notes and triplets</li><li>o Meter: more complex mixed meter</li></ul></li><li>• <u>Melody:</u> Pitch - Range (SATB), register(G2-G5)</li><li>• <u>Harmony:</u><ul style="list-style-type: none"><li>o Texture: increased modulation</li><li>o Chords: Increase complexity of harmonic structure</li><li>o Additional melodies and counterpoint</li></ul></li><li>• <u>Tone Color:</u> Tone Production - Explore additional vocal styles</li><li>• <u>Form:</u> Rondo</li><li>• <u>Expressive Qualities:</u> Articulation - Marcato</li></ul> <ul style="list-style-type: none"><li>• Stylistically and Historically Appropriate Choreography and Vocal Cultures</li><li>• Proper Vocal Production, Ensemble Skills, Singing with Instrumental Accompaniment</li></ul>	<p>Use posture and breathing techniques to support appropriate tone production</p> <ul style="list-style-type: none"><li>• Produce a free, clear tone with accurate intonation.</li><li>• Perform in a way that uses expressive qualities of music using indicated dynamics, tempos, and articulations</li><li>• Perform music in unison and harmony</li><li>• Respond to various conducting patterns and interpretive gestures</li><li>• Demonstrate the ability to perform independently and with others</li><li>• Read musical notation</li><li>• Respond to music through movement</li><li>• Identify musical forms and textures</li><li>• Evaluate musical performances</li><li>• Study the relationship of music to the arts and disciplines outside of the arts</li><li>• Demonstrate cooperative behavior and leadership ability</li><li>• Perform selections representing historical periods, diverse styles, and cultures</li><li>• Sing with appropriate diction, vowel/consonants</li></ul> <ul style="list-style-type: none"><li>• Perform choreography and songs from different historical aspects of show music, pop, rock, and jazz</li><li>• Perform dance moves with accuracy</li><li>• Articulate connections and unique characteristics of choreography and music of different styles and time periods</li></ul>

(The difference between HS and MS program is vocal and choreography difficulty levels.)	
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<b>Unit #/Title</b>	2/ Jazz Choir	<b>Time Frame</b>	MS - 15 minutes/day HS - 2x/week for an hour
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## Stage 1 - Identify Desired Results

### Standards

#### 9.1.8

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- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
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#### 9.2.8

- A. Explain the historical, cultural and social context of an individual work in the arts.
- B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
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- E. Interpret and use various types of critical analysis in the arts and humanities: Contextual criticism; Formal criticism; Intuitive criticism.
- F. Apply the process of criticism to identify characteristics among works in the arts.

#### 9.4.8

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- B. Compare and contrast informed individual opinions about the meaning of works in the arts to others.
- C. Describe how the attributes of the audience's environment influence aesthetic responses.
- D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.

<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Music styles throughout history are defined through analysis of texture, form, timbre, and expression. Through vocal jazz study, singers learn how these elements can be used to create the various jazz styles of swing, Latin, ballad, bebop, fusion, funk, and rock.</li> </ul>	<ul style="list-style-type: none"> <li>• How has jazz been defined through texture, form, timbre, and expression?</li> <li>• How are the various jazz styles related? How are they different?</li> <li>• What stylistic vocal techniques are used in swing/Latin/ballad/bebop/fusion/funk/rock?</li> </ul>
<b>Content</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Same Vocal Content as Chorus Curriculum but adding:</li> <li>• Technique: including jazz inflections, text delivery, and phrasing</li> <li>• Jazz History and Context</li> </ul>	<ul style="list-style-type: none"> <li>• Same Vocal skills as chorus curriculum but adding:               <ul style="list-style-type: none"> <li>○ demonstrate the use of proper jazz techniques (such as inflections, text delivery, and phrasing)</li> <li>○ explore vocal jazz improvisation</li> <li>○ identify different eras of jazz</li> </ul> </li> </ul>

<b>Unit #/Title</b>	3/	<b>Time Frame</b>	
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<b>Stage 1 - Identify Desired Results</b>
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<b>Standards</b>
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<b>Big Ideas</b>	<b>Essential Questions</b>
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<b>Content</b>	<b>Skills</b>
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<b>Stage 2 – Assessment Evidence</b>
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<b>Formative Assessment</b>	<b>Summative Assessments</b>
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### Stage 3 – Suggested Learning Plan

#### Suggested Materials/Technology/Resources

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#### Suggested Learning Activities/Strategies

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#### Differentiation

*Anticipated Difficulties/Misconceptions*

*Assessment to be Used to Determine*

*Strategies for Differentiation*



<b>Unit #/Title</b>	4/	<b>Time Frame</b>	
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<b>Stage 1 - Identify Desired Results</b>
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<b>Standards</b>
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<b>Big Ideas</b>	<b>Essential Questions</b>
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<b>Content</b>	<b>Skills</b>
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<b>Stage 2 – Assessment Evidence</b>
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<b>Formative Assessment</b>	<b>Summative Assessments</b>
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### Stage 3 – Suggested Learning Plan

#### Suggested Materials/Technology/Resources

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#### Suggested Learning Activities/Strategies

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#### Differentiation

*Anticipated Difficulties/Misconceptions*

*Assessment to be Used to Determine*

*Strategies for Differentiation*

<b>Unit #/Title</b>	5/	<b>Time Frame</b>	
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<b>Stage 1 - Identify Desired Results</b>
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<b>Standards</b>
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<b>Big Ideas</b>	<b>Essential Questions</b>
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<b>Content</b>	<b>Skills</b>
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<b>Stage 2 – Assessment Evidence</b>
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<b>Formative Assessment</b>	<b>Summative Assessments</b>
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### Stage 3 – Suggested Learning Plan

#### Suggested Materials/Technology/Resources

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#### Suggested Learning Activities/Strategies

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#### Differentiation

*Anticipated Difficulties/Misconceptions*

*Assessment to be Used to Determine*

*Strategies for Differentiation*

<b>Unit #/Title</b>	6/	<b>Time Frame</b>	
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<b>Stage 1 - Identify Desired Results</b>
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<b>Standards</b>
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<b>Big Ideas</b>	<b>Essential Questions</b>
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<b>Content</b>	<b>Skills</b>
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<b>Stage 2 – Assessment Evidence</b>
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<b>Formative Assessment</b>	<b>Summative Assessments</b>
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### Stage 3 – Suggested Learning Plan

#### Suggested Materials/Technology/Resources

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#### Suggested Learning Activities/Strategies

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#### Differentiation

*Anticipated Difficulties/Misconceptions*

*Assessment to be Used to Determine*

*Strategies for Differentiation*

<b>Unit #/Title</b>	7/	<b>Time Frame</b>	
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<b>Stage 1 - Identify Desired Results</b>
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<b>Standards</b>
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<b>Big Ideas</b>	<b>Essential Questions</b>
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<b>Content</b>	<b>Skills</b>
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<b>Stage 2 – Assessment Evidence</b>
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<b>Formative Assessment</b>	<b>Summative Assessments</b>
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### Stage 3 – Suggested Learning Plan

#### Suggested Materials/Technology/Resources

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#### Suggested Learning Activities/Strategies

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#### Differentiation

*Anticipated Difficulties/Misconceptions*

*Assessment to be Used to Determine*

*Strategies for Differentiation*



<b>Unit #/Title</b>	8/	<b>Time Frame</b>	
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<b>Stage 1 - Identify Desired Results</b>
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<b>Standards</b>
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<b>Big Ideas</b>	<b>Essential Questions</b>
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<b>Content</b>	<b>Skills</b>
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<b>Stage 2 – Assessment Evidence</b>
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<b>Formative Assessment</b>	<b>Summative Assessments</b>
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## Stage 3 – Suggested Learning Plan

### Suggested Materials/Technology/Resources

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### Suggested Learning Activities/Strategies

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### Differentiation

*Anticipated Difficulties/Misconceptions*

*Assessment to be Used to Determine*

*Strategies for Differentiation*

<b>Unit #/Title</b>	9/	<b>Time Frame</b>	
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<b>Stage 1 - Identify Desired Results</b>
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<b>Standards</b>
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<b>Big Ideas</b>	<b>Essential Questions</b>
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<b>Content</b>	<b>Skills</b>
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<b>Stage 2 – Assessment Evidence</b>
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<b>Formative Assessment</b>	<b>Summative Assessments</b>
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### Stage 3 – Suggested Learning Plan

#### Suggested Materials/Technology/Resources

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#### Suggested Learning Activities/Strategies

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#### Differentiation

*Anticipated Difficulties/Misconceptions*

*Assessment to be Used to Determine*

*Strategies for Differentiation*

<b>Unit #/Title</b>	10/	<b>Time Frame</b>	
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<b>Stage 1 - Identify Desired Results</b>
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<b>Standards</b>
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<b>Big Ideas</b>	<b>Essential Questions</b>
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<b>Content</b>	<b>Skills</b>
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<b>Stage 2 – Assessment Evidence</b>
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<b>Formative Assessment</b>	<b>Summative Assessments</b>
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### Stage 3 – Suggested Learning Plan

#### Suggested Materials/Technology/Resources

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#### Suggested Learning Activities/Strategies

- 

#### Differentiation

*Anticipated Difficulties/Misconceptions*

*Assessment to be Used to Determine*

*Strategies for Differentiation*