

Plainfield Public Schools

Music Department

Choral Program Curriculum

Overview/Introduction:

This curriculum has been modeled after the National Association for Music Educators (NAfME) “National Arts Standards” and The New Jersey Core Curriculum Content Standards (NJCCCS). As stated on the Department on New Jersey’s website: “The new National Arts Standards may impact future iterations of New Jersey Student Learning Standards for Visual & Performing Arts.” Therefore, the curriculum contains multiple components including “Creating, Performing, Responding, and Connecting” to align with these new standards.

Requirements:

- Students shall be ***scheduled*** in an appropriate section of Choir according to the outline of the various levels below to the **best of Guidance Department, Music Teacher’s and Administrator’s ability**. *For example, all “Level 1 Choir” students will be scheduled in a class together where they can focus as a cohesive entity working towards the concepts necessary to build adequate and vocally sound pedagogy.*
- The placement of each choral student will be determined by the choral director through audition or screening/placement process or recommendation by previous music teacher. All screening shall be completed by June 1 of the previous academic year. Teachers shall be given adequate time during their regular work day to hold auditions and to finalize the screening process.
- Each choir will meet regularly on a weekly basis and for the duration of an entire academic year (September - June)- according to this guideline:

Level 1- minimum meeting time-Once per week

Level 2- minimum meeting time-Once per week

Level 3- minimum meeting time- 5 days per week

Level 4- minimum meeting time- 5 days per week

Level 5- minimum meeting time- 5 days per week

- District/Building offers a budget for choral educators to purchase appropriate repertoire for the ensembles leveled. Throughout the year, teacher will be given time (during PD hours) to create, organize, and maintain a detailed choral library between all the schools.
- Access to appropriate performance spaces (ie: auditorium) prior to events to allow for appropriate rehearsal time and preparation
- One month, minimum, notice (at the discretion of the choral director) to prepare soloist/group for school and community related activities.
- Level 1 Choir should be implemented into the curriculum in all schools, no later than Grade 4.

- Level 2 Choir should be implemented into the curriculum, no later than Grade 7.
- Level 3 Choir should be implemented into the curriculum, no later than Grade 8.
- Level 4 Choir should be implemented into the curriculum no later than grade 10
- Level 5 Choir should be implemented into the curriculum no later than grade 12.

Resources:

- Access and subscription to “SmartMusic” - A cloud based, program with a suite of method books, sight singing, and repertoire used to develop and enhance the musicianship of the choral students and program in the district.
- “Wander the World with Warm-Ups” published by Shawnee Press (composed by Lynn Brinckmeyer)
- “Successful Sight-Singing” by Nancy Telfer
- “Music for Sight-Singing” by Robert W. Ottman
- “Jenson Sight-Singing Course”
- Promethean Board
- Access to 1:1 technology on a regular basis
- Equipment for Choral Classrooms including:
 - Speakers
 - Sound Mixer
 - Microphone/Wireless Mics
 - Microphone Stands
 - XLR Cables
 - Wenger Signature and/or Tourmaster Risers
(<https://www.wengercorp.com/risers/choral-risers.php>)

Level 1 Choir:

This class is a **novice** performance based vocal ensemble that encompasses apprentice level students interested in choral performance. This course will cover basic fundamentals of posture and breath support, tone quality and production, diction, vocal blend, and ear training; all taught through appropriate director chosen literature. Students will perform in at least two annual concerts and will have the opportunity to perform in adjudicated festivals. Students showing consistent development will have the opportunity to enroll in Intermediate Choir. This course is designed to cover NJ Core Curriculum Standards (1.1 The Creative Process, 1.2 History of Arts and Culture, 1.3 Performance, 1.4 Aesthetic Responses & Critique Methodologies) and The National Arts Standards for Ensembles.

Standards (NJCCCS)	Common Anchor Standards (NAfME)	Concepts	Level 1 Choir
1.3, 1.4	CA #4	Posture & Support	Introduce a consistent awareness of proper body alignment, and breath support while sitting and standing.

1.3, 1.4	CA #4	Resonance & Tone Quality	Introduce a forward, clear tone
1.3, 1.4	CA #4	Diction	Introduce and develop pure vowel sounds, and uniform consonant placement.
1.3, 1.4	CA #4	Blend/Balance & Register	Introduce and develop uniformity of vowels, blend of tone, and smooth transition between head and chest voice within the ensemble.
1.3, 1.4	CA #4	Range Extension	Develop the female head voice and register consistency with ease and vowel modification. Introduce the development of the male cambiata voice.
1.3	CA #6	Stage Presence	Demonstrate a physical awareness of body alignment during performance. Demonstrate an awareness of body energy and focus during performance while following the conductor and subtle conducting gestures.
1.1, 1.2, 1.3, 1.4	CA #7	Literature	Sing Unison/Two-Part/SAB music, various styles, time periods, and various languages.
1.1, 1.3, 1.4	CA #6	Dynamics & Phrasing	Introduce and develop the range of dynamics and length of phrasing through air speed and breath support.
1.3, 1.4	CA #2	Notation & Music Symbols	Introduce sight reading skills using simple notation such as quarter notes and the solfege Do, Re, and Mi (step-wise)
1.3, 1.4	CA #2	Tonal Memory/ Ear Training	Demonstrate the ability to sing back novice melodic intervals modeled by the teacher.

Level 2 Choir:

This class is an **intermediate** performance vocal ensemble based upon the choral director's screening process. This course will further increase the knowledge and application of various musical elements including posture and breath support, tone quality and production, diction, vocal blend, and ear training; all taught through appropriate director chosen literature. Students will perform in at least two annual concerts and will have the opportunity to perform in adjudicated festivals. Students showing consistent development will have the opportunity to enroll in Proficient Choir. This course is designed to cover NJ Core Curriculum Standards (1.1 The Creative Process, 1.2 History of Arts and Culture, 1.3 Performance, 1.4 Aesthetic Responses & Critique Methodologies) and The National Arts Standards for Ensembles.

Standards	Common Anchor Standards (NAfME)	Concepts	Level 2 Choir
1.3, 1.4	CA #4	Posture & Support	Develop an awareness of proper body alignment, and breath support while sitting and standing.
1.3, 1.4	CA #4	Resonance & Tone Quality	Develop a forward, clear tone.
1.3, 1.4	CA #4	Diction	Develop pure vowel sounds, and uniform consonant placement.
1.3, 1.4	CA #4	Blend/Balance & Register	Develop uniformity of vowels, blend of tone, and smooth transition between head and chest voice within the ensemble.
1.3, 1.4	CA #4	Range Extension	Continue to develop the female head voice and register consistency with ease and vowel modification. Continue the development of cambiata voice (male adolescent voice). Introduce the female belt voice.
1.3	CA #6	Stage Presence	Develop a physical awareness of body alignment during performance. Demonstrate an awareness of body energy and focus during performance while following the conductor and subtle conducting gestures.
1.3, 1.4		Intonation / Pitch Awareness	Introduce and develop harmonies while focusing on intonation and blend.
1.1, 1.3, 1.4		Rhythm	Maintain the breath through longer note values. Develop rhythmic breathing within the repertoire. Chant/clap text rhythm within the repertoire.
1.1, 1.2, 1.3, 1.4		Literature	Sing Two-Part/SAB music, various styles, time periods, and various languages.
1.1, 1.3, 1.4		Dynamics & Phrasing	Continue to expand the range of dynamics and length of phrasing through air speed and breath support.
1.3,1.4		Notation & Music Symbols	Develop sight reading skills using rhythmic notation such as quarter notes, half notes, and

			whole notes, and the solfege Do, Re, Mi, Fa, and Sol.
1.3, 1.4		Tonal Memory/ Ear Training	Develop the ability to sing back melodic phrases modeled by the teacher.

Level 3 Choir:

This class is a **proficient** performance vocal ensemble based upon the choral director's screening process. During this course student will demonstrate elements of various musical elements including posture and breath support, tone quality and production, diction, vocal blend, and ear training; all taught through appropriate director chosen literature. Students will perform in at least two annual concerts and will have the opportunity to perform in adjudicated festivals. This course is designed to cover NJ Core Curriculum Standards (1.1 The Creative Process, 1.2 History of Arts and Culture, 1.3 Performance, 1.4 Aesthetic Responses & Critique Methodologies) and The National Arts Standards for Ensembles.

Standards	Common Anchor Standards (NAfME)	Concepts	Level 3 Choir
1.3, 1.4		Posture & Support	Demonstrate a consistent awareness of proper body alignment, and breath support while sitting and standing.
1.3, 1.4		Resonance & Tone Quality	Demonstrate a forward, clear tone.
1.3, 1.4		Diction	Demonstrate pure vowel sounds, and uniform consonant placement.
1.3, 1.4		Blend/Balance & Register	Refine uniformity of Vowels, blend of tone, and smooth transition between head and chest voice within the ensemble.
1.3, 1.4		Range Extension	Continue to develop the female head voice and register consistency with ease and vowel modification. Continue the development of cambiata voice and introduce the changed male voice (passagio). Develop the female belt voice.
1.3		Stage Presence	Demonstrate a physical awareness of body alignment during performance. Demonstrate an awareness of body energy and focus during

			performance while following the conductor and subtle conducting gestures.
1.3, 1.4		Intonation / Pitch Awareness	Develop and demonstrate harmonies while focusing on intonation and blend.
1.1, 1.3, 1.4		Rhythm	Maintain the breath through longer note values. Demonstrate rhythmic breathing within the repertoire. Chant/clap text rhythm within the repertoire.
1.1, 1.2, 1.3, 1.4		Literature	Sing SAB/SATB music, various styles, time periods, and various languages.
1.1, 1.3, 1.4		Dynamics & Phrasing	Continue to expand the range of dynamics and length of phrasing through air speed and breath support.
1.3, 1.4		Notation & Music Symbols	Develop sight reading skills using rhythmic notation such as quarter notes, half notes, and whole notes, and the solfege Do, Re, Mi, Fa, Sol, and La.
1.3, 1.4		Tonal Memory/ Ear Training	Demonstrate the ability to sing back melodic phrases modeled by the teacher.

Level 4 Choir:

This class is an **accomplished** performance vocal ensemble based upon the choral director's screening process. During this course student will demonstrate and refine concepts of various musical elements including posture and breath support, tone quality and production, diction, vocal blend, and ear training; all taught through appropriate director chosen literature. Students will perform in at least two annual concerts and will have the opportunity to perform in adjudicated festivals. This course is designed to cover NJ Core Curriculum Standards (1.1 The Creative Process, 1.2 History of Arts and Culture, 1.3 Performance, 1.4 Aesthetic Responses & Critique Methodologies) and The National Arts Standards for Ensembles.

Standards	Common Anchor Standards (NAfME)	Concepts	Level 4 Choir
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1.3, 1.4		Posture & Support	Demonstrate and refine a consistent awareness of proper body alignment, and breath support while sitting and standing.
1.3, 1.4		Resonance & Tone Quality	Demonstrate and refine a forward, clear tone.
1.3, 1.4		Diction	Demonstrate and refine pure vowel sounds, and uniform consonant placement.
1.3, 1.4		Blend/Balance & Register	Refine uniformity of Vowels, blend of tone, and smooth transition between head and chest voice within the ensemble.
1.3, 1.4		Range Extension	Refine the female head voice and register consistency with chest /belt voice with ease and vowel modification. Demonstrate ability to move between passagios with male voices..
1.3		Stage Presence	Demonstrate and refine a physical awareness of body alignment during performance. Demonstrate and refine an awareness of body energy and focus during performance while following the conductor and subtle conducting gestures.
1.3, 1.4		Intonation / Pitch Awareness	Demonstrate complex harmonies while focusing on intonation and blend.
1.1, 1.3, 1.4		Rhythm	Maintain the breath through longer note values. Demonstrate rhythmic breathing within the repertoire. Chant/clap text rhythm within the repertoire.
1.1, 1.3, 1.4		Literature	Sing SAB/SATB and “other” music, various styles, time periods, form, meters, and various languages.
1.1, 1.3, 1.4		Dynamics & Phrasing	Continue to expand the range of dynamics and length of phrasing through air speed and breath support.
1.3, 1.4		Notation & Music Symbols	Polish sight reading skills using rhythmic notation such as quarter notes, half notes, and whole notes, and eighth notes and the solfege (Do - Do) and introduce “minor” solfege. Introduce sight-singing using neutral syllables.

1.3, 1.4		Tonal Memory/ Ear Training	Refine the ability to sing back melodic phrases modeled by the teacher and other instruments.
1.2, 1.3		Improvisation	Begin to develop the ability to improvise melodies over a 12 bar blues progression.

Level 5 Choir:

This class is an **advanced** performance vocal ensemble based upon the choral director's screening process. During this course student will master concepts of various musical elements including posture and breath support, tone quality and production, diction, vocal blend, and ear training; all taught through appropriate director chosen literature. Students will participate in three musical performances including the two main concerts of the year. In addition, students will have the opportunity to perform in adjudicated festivals. This course is designed to cover NJ Core Curriculum Standards (1.1 The Creative Process, 1.2 History of Arts and Culture, 1.3 Performance, 1.4 Aesthetic Responses & Critique Methodologies) and The National Arts Standards for Ensembles.

Standards	Common Anchor Standards (NAfME)	Concepts	Level 5 Choir
1.3, 1.4		Posture & Support	Master a consistent awareness of proper body alignment, and breath support while sitting and standing.
1.3, 1.4		Resonance & Tone Quality	Master a forward, clear tone.
1.3, 1.4		Diction	Master pure vowel sounds, and uniform consonant placement.
1.3, 1.4		Blend/Balance & Register	Master uniformity of Vowels, blend of tone, and smooth transition between head and chest voice within the ensemble.
1.3, 1.4		Range Extension	Demonstrate mastery over the female head voice and register consistency with belt/chest voice with ease and vowel modification. Males will demonstrate mastery of moving between passaggios.
1.3		Stage Presence	Master a physical awareness of body alignment during performance. Master an awareness of body energy and focus during performance while

			following the conductor and subtle conducting gestures.
1.3, 1.4		Intonation / Pitch Awareness	Master demonstration of complex harmonies while focusing on intonation and blend.
1.1, 1.3, 1.4		Rhythm	Master breath support using longer note values. Master rhythmic breathing within the repertoire. Chant/clap text rhythm within the repertoire.
1.1, 1.3, 1.4		Literature	Sing SAB/SATB and “other” music, various styles, time periods, form, meters, and various languages.
1.1, 1.3, 1.4		Dynamics & Phrasing	Master the range of dynamics and length of phrasing through air speed and breath support.
1.3, 1.4		Notation & Music Symbols	Master sight reading skills using rhythmic notation in various meters and major and minor scales.
1.3, 1.4		Tonal Memory/ Ear Training	Master sight-reading skills using solfege and neutral vowels in warm ups and repertoire.
1.2, 1.3		Improvisation	Master the ability to improvise melodies over a 12 bar blues progression.