

# Choir - Unit 1 - Vocal Ensemble Procedures

Content Area: **Fine Arts**  
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV**  
Time Period: **Marking Period 1**  
Length: **2 weeks - September**  
Status: **Published**

## Standards

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The purpose of this unit is to give students a formal understanding of the daily goals each member of the ensemble should work towards achieving each day. These ten goals will be introduced the first week of school, and then become the basis of each lesson throughout the year.

## Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

## Visual and Performing Arts Standards

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MU.K-12.1.3C.12nov.Cr2	Organizing and developing ideas.
MU.K-12.1.3C.12nov.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. Rehearse, Evaluate, Refine

## Transfer Goals

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Students will be able to independently use their learning to...

- Articulate the 10 daily class goals.

## Transfer Goals

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Students will

have an opportunity to learn and explore the daily expectations of the choir class. these expectations include

- Sing on a daily basis with good posture.
- Sing on a daily basis with controlled deep breathing.
- Sing on a daily basis with correct articulation of vowels.
- Sing on a daily basis with correct articulation of consonants.
- Sing on a daily basis with an understanding of vocal resonance.
- Sing on a daily basis with energy.
- Sing on a daily basis with focus.
- Sing on a daily basis with an understanding of vocal health.
- Sing on a daily basis with dynamic balance.
- Sing on a daily basis with an understanding of the text.

## Concepts

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## Essential Questions

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- What does good singing posture look like?
- What is meant by controlled deep breathing?
- What are the two types of vowels?

- What are the two types of consonants?
- How is vocal resonance produced?
- What does it mean to sing with focus?
- How do I sing with a focused tone?
- How do I take care of my voice?
- What are the 10 daily class goals?

## **Understandings**

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Students will understand that in order for each day to be successful, there are specific goals we can work towards and use as progress indicators.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will understand success in vocal music comes from performing with the knowledge of balance, breath support, energy, focus, a knowledge of the text, good posture, proper resonance, the different types of vowels and consonants, and vocal health.

## **Skills**

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Students will be able to:

- Articulate the 10 daily class goals

## **Assessment and Resources**

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- Class demonstrations
- Group discussions
- Group warm-up activities
- Individual vocal assessments

- Music
- Warm-ups
- Class participation

### **School Formative Assessment Plan (Other Evidence)**

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- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress through the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

### **School Summative Assessment Plan**

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Students should be able to demonstrate knowledge of the ten daily class goals which include basic principles of proper vocal technique.

### **Primary Resources**

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- Music
- Powerpoint
- Warm-up slides and printouts.

### **Supplementary Resources**

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Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

### **Technology Integration and Differentiated Instruction**

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#### **Technology Integration**

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- Google Products
  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- One to One Student's laptop
  - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH** - Students will gain an understanding of meter and the importance of counting and formulating time in music.

**ELA** - Students will gain an understanding of the text within music passages and the importance of communicating its meaning through performance.

**SCIENCE** - Students will gain an understanding of acoustics, the science of sound.

**VISUAL/PERFORMING ARTS** - Students will combine their voices to create ensemble work for vocal performance.

### **Learning Plan / Pacing Guide**

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- Introduction to the 10 daily class goals.
- Demonstration of warm-ups.
- Class warm-ups and vocal exercises.
- Class demonstrations of proper technique.

# Choir - Unit 2 - Vocal Music Ensemble Techniques

Content Area: **Fine Arts**  
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV**  
Time Period: **Marking Period 1**  
Length: **4 weeks (Sept-Oct)**  
Status: **Published**

## Standards

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### Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Visual and Performing Arts Standards (2020)

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MU.K-12.1.3C.12nov.Re	Responding
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).  Interpret

### Transfer Goals and Career Ready Practices

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## Transfer Goals

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Students will be able to independently use their learning to...

- Articulate the meaning of the text of any given song they are performing.
- Articulate vowels and consonants correctly.
- Sing in balance with the rest of the ensemble.
- Sing with a well supported and controlled breath.
- Sing with physical and musical energy.
- Sing with physical and musical focus.
- Sing with proper resonance.
- Sit and stand with proper singing posture in class and in performance.
- Take care of their voice with good health habits.

## Concepts

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## Essential Questions

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- How do I sing in balance with the rest of the ensemble?
- How do I sing with a well supported and controlled breath?
- How do I sing with physical and musical energy?
- How do I stand and sit with good singing posture?
- What is good vocal health and how do I achieve it?
- What is resonance?
- Why is it important to have a complete understanding of the text?
- How do I articulate vowels and consonants correctly?
- How do I sing with physical and musical focus?

## Understandings

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Students will understand that...

- A vocal ensemble must have good balance among the singers to ensure a blend of the four voice parts.
- Proper posture allows for proper breath support and a well supported and controlled sound.
- Singers should completely understand the text of the music they are singing in order to convey the meaning of the song in their performance.



- The voice resonates through different chambers.
- There are different types of vowels and consonants and there is a proper way to articulate them in vocal music.
- Vocal music requires proper mental, physical, and musical focus and energy.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

#### **Key Terms**

- Articulation
- Balance
- Blend
- Breath Support
- Mental Focus
- Physical Focus
- Posture
- Resonance
- Vocal Health

### **Skills**

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Students will be able to:

- Articulate the meaning of the text of any given song they are performing
- Articulate vowels and consonants correctly.
- Sing in balance with the rest of the ensemble.
- Sing with a well supported and controlled breath.
- Sing with physical and musical energy.
- Sing with physical and musical focus.
- Sing with proper resonance.
- Sit and stand properly when singing in class and performance.
- Take care of their voice through good habits when using their voice and dealing with sickness.

## **Assessment and Resources**

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- Class observations.
- Class Participation.
- Vocal testing when applicable.
- Individual testing when applicable.

## **School Formative Assessment Plan (Other Evidence)**

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- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress through the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

## **School Summative Assessment Plan**

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Students should be able to demonstrate knowledge of techniques discussed in unit. Students are assessed based on their in-class performance on any given day with the music selected.

## **Primary Resources**

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- Music
- Powerpoint
- Warm-up slides and printouts.

## **Supplementary Resources**

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Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- One to One Student's laptop
  - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH** - Students will gain an understanding of meter and the importance of counting and formulating time in music.

**ELA** - Students will gain an understanding of the text within music passages and the importance of communicating its meaning through performance.

**SCIENCE** - Students will gain an understanding of acoustics, the science of sound.

### **Learning Plan / Pacing Guide**

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- Daily warm-ups
- Daily sight singing exercises.
- Work through current musical selections.

# Choir - Unit 3 - Ensemble Performance - Preparation - Holiday Concert

Content Area: **Fine Arts**  
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV**  
Time Period: **Generic Time Period**  
Length: **8 weeks (Nov-Dec)**  
Status: **Published**

## Standards

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### Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Visual and Performing Arts Standards (2020)

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MU.K-12.1.3C.12nov.Pr	Performing
MU.K-12.1.3C.12nov.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  Rehearse, Evaluate, Refine

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to independently use their learning to:

- Realize expression markings within their score.
- Sing with others.
- Sing independently.
- Understand music of different music, tonality, and keys.
- Understand their role within the ensemble.
- Vocally match a given pitch.

### Concepts

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### Essential Questions

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- How can I read independently learn my voice part in my music?
- How can a singer become an independent singer?
- How does my part fit in the harmonic structure of the other parts and accompaniment?
- How does the notation of the individual parts of the musical score create harmonic structure?
- What are key factors that affect your daily performance?
- How do I prepare for public performance?

### Understandings

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Students will understand that:

- As a member of the ensemble they are important to their specific voice part. (Soprano, alto, tenor, bass)
- Certain signs and symbols indicate music to be performed with certain expression.
- Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble.
- Music is written in different tonalities, meters and keys.
- Understanding of the harmonic structure of a work increases the ability to learn and perform a singer's part with better intonation.

## Critical Knowledge and Skills

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### Knowledge

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Students will know:

#### Key Terms

- Soprano
- Alto
- Tenor
- Bass
- Dynamics
- Meter
- Tonality

### Skills

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Students will be able to:

- Realize expression markings within the musical score.
- Understand music of different meters, tonalities and keys.
- Understand that choral music performance is an attained skill that can be lifetime avocation.
- Understand the physical habits and technique of proper singing that translates to all skills of the human voice, and can lead to be successful at any age.
- Understand their role within the ensemble.

### Assessment and Resources

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- Class Observations
- Class Participation
- Vocal Testing when applicable
- Individual testing when applicable

### School Formative Assessment Plan (Other Evidence)

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- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress through the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

## **School Summative Assessment Plan**

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Students should be able to demonstrate knowledge of techniques discussed in unit. Students are assessed based on their in-class performance on any given day with the music selected.

## **Primary Resources**

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- Music
- Powerpoint
- Warm-up slides and printouts

## **Supplementary Resources**

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Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- Google Products
  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- One to One Student's laptop
  - All students within the West Deptford School District are given a computer, allowing for 21st century



learning to occur within every lesson/topic.

- Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

---

**MATH** - Students will gain an understanding of meter and the importance of counting and formulating time in music.

**ELA** - Students will gain an understanding of the text within music passages and the importance of communicating its meaning through performance.

**SCIENCE** - Students will gain an understanding of acoustics, the science of sound.

### **Learning Plan / Pacing Guide**

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Daily repertoire (title will change from year to year) will include variations of the following:

- Meter - Compound
- Meter - Simple
- Tempo - Fast
- Tempo - Moderate
- Tempo - Slow
- Tonality - Major
- Tonality - Minor

# Choir - Unit 4 - Sight Reading Development

Content Area: **Fine Arts**  
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV**  
Time Period: **Generic Time Period**  
Length: **4-6 weeks (Jan-Feb)**  
Status: **Published**

## Standards

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### Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Visual and Performing Arts Standards (2020)

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MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

### Transfer Goals and Career Ready Practices

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#### Transfer Goals

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Students will be able to independently use their learning to:

- Appreciate a variety of core vocal music repertoire.
- Interpret rhythmic patterns.

- Sing with others
- Sing independantly
- Understand music of different genres or musical eras.

## Concepts

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## Essential Questions

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- How can I read independently learn my voice part in my music?
- How can a singer become an independent singer?
- How can we improve our sight reading?
- How does my part fit in the harmonic structure of the other parts and accompaniment?
- How does the notation of the individual parts of the musical score create harmonic structure?
- What are key factors that affect your daily performance?
- What are the challenges of sight-reading?
- What are the four key musical items you should observe when looking at a piece of music for the first time?
- What is more important to focus on when sight reading-pitch or rhythm?

## Understandings

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Students will understand that:

- Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble.
- Music is created from multicultural and historic influences.
- Music is written in different tonalities, meters and keys.
- Successful sight reading is dependant on an understanding of rhythm and the ability to read rhythmic patterns.
- There is core vocal music repertoire written specifically to highlight the combination of the four proper voice parts.
- Understanding of the harmonic structure of a work increases the ability to learn and perform a singer's part with better intonation.

## Critical Knowledge and Skills

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## Knowledge

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Students will know:

### **Key Terms**

- Soprano
- Alto
- Tenor
- Bass
- Meter
- Rhythm
- Tonality

### **Skills**

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Students will be able to:

- Experience and appreciate a variety of core vocal music repertoire.
- Read and interpret melodic patterns.
- Read and interpret rhythmic patterns.
- Understand music of different genres or musical eras.
- Understand music of different meters, tonalities and keys.
- Understand that choral music performance is an attained skill that can be lifetime avocation.
- Understand the physical habits and technique of proper singing that translates to all skills of the human voice, and can lead to be successful at any age.
- Understand their role within the ensemble.

### **Assessment and Resources**

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- Class Observations
- Class Participation
- Vocal Testing when applicable
- Individual testing when applicable

### **School Formative Assessment Plan (Other Evidence)**

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- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress through the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

## **School Summative Assessment Pan**

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Students should be able to demonstrate knowledge of techniques discussed in unit. Students are assessed based on their in-class performance on any given day with the music selected.

## **Primary Resources**

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- Music
- Powerpoint
- Warm-up slides and printouts

## **Supplementary Resources**

---

Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- Google Products
  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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- One to One Student's laptop
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- Additional Support Videos

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topic.

- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH** - Students will gain an understanding of meter and the importance of counting and formulating time in music.

**ELA** - Students will gain an understanding of the text within music passages and the importance of communicating its meaning through performance.

**SCIENCE** - Students will gain an understanding of acoustics, the science of sound.

## **Learning Plan / Pacing Guide**

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Daily repertoire (title will change from year to year) will include variations of the following:

- Meter - Compound
- Meter - Simple
- Tempo- Fast
- Tempo - Moderate
- Tempo - Slow
- Tonality - Major
- Tonality - Minor



# Choir - Unit 5 -Ensemble Performance - Preparation - Chamber Ensemble Concert

Content Area: **Fine Arts**  
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV**  
Time Period: **Generic Time Period**  
Length: **8 Weeks (Mar - April)**  
Status: **Published**

## Standards

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The purpose of this unit is to give choral music students an understanding of and ability to perform the physical vocal technique required for proper pitch, and resonance production and to translate those skills into performing high quality choral music using proper expression of line, phrase, pronunciation, and expression.

## Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

## Visual and Performing Arts Standards (2020)

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MU.K-12.1.3C.12nov.Pr	Performing
MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Re8	Interpreting intent and meaning.
MU.K-12.1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.

MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	Rehearse, Evaluate, Refine

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to independently use their learning to:

- Actively listen while singing to maintain consistent musical interpretation.
- Actively listen while singing to maintain steady pulse.
- Play within a small ensemble.
- Recognize inherent characteristics of music in different meters, tonalities and keys.

### Concepts

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### Essential Questions

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- How is performing with a small group different than performing with a large group?

### Understandings

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Students will understand that:

- As a member of the ensemble they are important to their specific voice part. (Soprano, alto, tenor, bass)
- Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble.
- Maintaining a steady pulse as achieved by actively listening while singing.
- Maintaining consistent musical interpretation is achieved by actively listening while singing.

- Singing in a small ensemble is different from singing in a large ensemble or solo.
- There are inherent characteristics of music in different meters, tonalities and keys.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

#### **Key Terms**

- Soprano
- Alto
- Tenor
- Bass
- Dynamics
- Meter
- Tonality

### **Skills**

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Students will be able to:

- Actively listen while singing to maintain consistent musical interpretation.
- Actively listen while singing to maintain steady pulse.
- Recognize inherent characteristics of music of different meters, tonalities and keys.
- Sing within a small ensemble.

## **Assessment and Resources**

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- Class Observations
- Class Participation
- Vocal Testing when applicable
- Individual testing when applicable

## **School Formative Assessment Plan (Other Evidence)**

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- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress through the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

## **School Summative Assessment Plan**

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Students should be able to demonstrate knowledge of techniques discussed in unit. Students are assessed based on their in-class performance on any given day with the music selected.

## **Primary Resources**

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- Music
- Powerpoint
- Warm-up slides and printouts

## **Supplementary Resources**

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Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- Google Products
  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their

materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

---

**MATH** - Students will gain an understanding of meter and the importance of counting and formulating time in music.

**ELA** - Students will gain an understanding of the text within music passages and the importance of communicating its meaning through performance.

**SCIENCE** - Students will gain an understanding of acoustics, the science of sound.

### **Learning Plan / Pacing Guide**

---

Daily repertoire (title will change from year to year) will include variations of the following:

- Meter - Compound
- Meter -Simple
- Tempo- Fast
- Tempo - Moderate
- Tempo - Slow
- Tonality - Major
- Tonality - Minor

# Choir - Unit 6 - Ensemble Performance - Preparation - Spring Concert

Content Area: **Fine Arts**  
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV**  
Time Period: **Generic Time Period**  
Length: **8 - 10weeks (March - May)**  
Status: **Published**

## Standards

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The purpose of this unit is to give choral music students an understanding of and ability to perform the physical vocal technique required for proper pitch, and resonance production and to translate those skills into performing high quality choral music using proper expression of line, phrase, pronunciation, and expression.

## Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

## Visual and Performing Arts Standards (2020)

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MU.K-12.1.3C.12nov.Pr	Performing
MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music,

	connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	Rehearse, Evaluate, Refine

## Transfer Goals and Career Ready Practices

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### Transfer Goals

---

Students will be able to independently use their learning to:

- Understand and perform a variety of musical articulations.
- Understand and perform a variety of musical dynamics.
- Understand and perform a variety of musical tempi.
- Understand the notation for a variety of musical articulations.
- Understand the notation for a variety of musical dynamics.
- Understand the notation for a variety of musical tempi.

### Concepts

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### Essential Questions

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- How do you develop your facility on your voice?
- How is articulation important to your quality of your sound production?
- What are a performer's individual responsibilities to the performance ensemble?
- What can a musician do to develop their performance quality?

### Understandings

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- Articulation is notated specifically within a musical score.
- Dynamics are notated specifically within a musical score.



- Tempo is notated specifically within a musical score.
- There are a variety of articulations within a musical score and a proper way to perform them.
- There are a variety of dynamics within a musical score and a proper way to perform them.
- There is a variety of tempi with a musical score and a proper way to perform them.

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

#### **Key Terms:**

- Articulation
- Dynamics
- Tempo

### **Skills**

---

Students will be able to:

- Understand and perform a variety of musical articulations.
- Understand and perform a variety of musical dynamics.
- Understand the notation for a variety of musical dynamics.
- Understand the notation for a variety of musical tempi.
- Understand the notation for musical articulations.
- Understand and perform a variety of musical tempi.

## **Assessment and Resources**

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- Class Observations
- Class Participation
- Vocal Testing when applicable
- Individual testing when applicable

## **School Formative Assessment Plan (Other Evidence)**

---

- Observe individual contribution to the ensemble.
- Listen for understanding of techniques demonstrated.
- Listen for individual progress through the unit.
- Listen and observe ensemble as a whole for balance and group cooperation.

## **School Summative Assessment Pan**

---

Students should be able to demonstrate knowledge of techniques discussed in unit. Students are assessed based on their in-class performance on any given day with the music selected.

## **Primary Resources**

---

- Music
- Powerpoint
- Warm-up slides and printouts

## **Supplementary Resources**

---

Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

## **Technology Integration and Differentiated Instruction**

---

### **Technology Integration**

---

- Google Products
  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- One to One Student's laptop
  - All students within the West Deptford School District are given a computer, allowing for 21st century

learning to occur within every lesson/topic.

- Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

.

## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, special education students are given choice of topic and resources so that their

materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

---

**MATH** - Students will gain an understanding of meter and the importance of counting and formulating time in music.

**ELA** - Students will gain an understanding of the text within music passages and the importance of communicating its meaning through performance.

**SCIENCE** - Students will gain an understanding of acoustics, the science of sound.

### **Learning Plan / Pacing Guide**

---

Daily repertoire (titles tbd) will vary to include:

- Meter - Compound
- Meter - Simple
- Tempo - Fast
- Tempo - Moderate
- Tempo - Slow
- Tonality - Major
- Tonality - Minor

# Choir - Unit 7 - Advanced Sight Reading

Content Area: **Fine Arts**  
Course(s): **CHOIR I, CHOIR II, CHOIR III, CHOIR IV**  
Time Period: **Generic Time Period**  
Length: **2 - 3 Weeks (May-June)**  
Status: **Published**

## Standards

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The purpose of this unit is to give choral music students an opportunity to further develop their sight reading skills and explore minor tonality.

## Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

## Visual and Performing Arts Standards (2020)

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MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

## Transfer Goals and Career Ready Practices

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### Transfer Goals

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Students will be able to independently use their learning to...

- Experience and appreciate a variety of core vocal music repertoire.
- Interpret advanced rhythmic patterns.
- Sight read melodies in minor tonality.
- Sing independantly
- Understand music of different genres or musical eras.
- Understand music of different meters, tonalities and keys.

## **Concepts**

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## **Essential Questions**

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- How can we continue to develop our sight-reading skills?
- What are the challenges of sight-reading in a minor tonality?
- What are the challenges of sight-reading?

## **Understandings**

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Students will understand that:

- Developing their ability to read a rhythmic pattern is important to becoming an independent reader.
- Developing their ability to read minor melodies is important in developing their sight-reading skills.
- Increased ability to read the musical score is necessary to become a more independent musician within the entire ensemble.
- Music is written in different tonalities, meters and keys.
- Music of different genres and eras.
- There is a core vocal music repertoire essential to developing sight-reading skills.
- Understanding of the harmonic structure of a work increases the ability to learn and perform a singer's part with better intonation.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

## **Key Terms**

- Soprano
- Alto
- Tenor
- Bass
- Meter
- Rhythm
- Tonality

## **Skills**

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Students will be able to:

- Experience and appreciate a variety of core vocal music repertoire.
- Sight read a minor melody.
- Sight read advanced rhythmic patterns.
- Understand music of different genres and musical eras.

## **Assessment and Resources**

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- In Class Rehearsal
- Individual Singing Demonstration
- Performance
- Vocal Test

## **School Formative Assessment Plan (Other Evidence)**

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- Public Performance

## **School Summative Assessment Plan**

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Students should be able to demonstrate knowledge of techniques discussed in unit. Students are assessed based on their in-class performance on any given day with the music selected.

## **Primary Resources**

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- Music
- Powerpoint
- Warm-up Slides and printouts

## **Supplementary Resources**

---

Frequently new music becomes available and/or created by the teacher which can be either printed out for individual use or projected on the large screen.

## **Technology Integration and Differentiated Instruction**

---

### **Technology Integration**

---

- Google Products
  - Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
  - GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- One to One Student's laptop
  - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Additional Support Videos
 

The videos above are just examples of videos that can be used to support each of the lessons within this topic.
- Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments



## **Differentiated Instruction**

---

### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

---

**MATH** - Students will gain an understanding of meter and the importance of counting and formulating time in music.

**ELA** - Students will gain an understanding of the text within music passages and the importance of

communicating its meaning through performance.

**SCIENCE** - Students will gain an understanding of acoustics, the science of sound.

### **Learning Plan / Pacing Guide**

---

Daily repertoire (titles TBD) will vary to include:

- Meter - Compound
- Meter - Simple
- Tempo - Fast
- Tempo - Moderate
- Tempo - Slow
- Tonality - Major
- Tonality - Minor