



**GIRLS CHORUS
GRADES 9-12
ONE CREDIT PER YEAR**

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Mixed and girls choruses meet the needs of students with limited choral experience. Emphasis is placed on understanding notational skills such as rhythm, pitch, and basic music symbols essential to accurate interpretation of the music score. Accurate pitch and tone production, breathing technique, and part singing will also be stressed.

PREREQUISITE

Membership is open to all students who have had few musical experiences and wish to develop an understanding and appreciation of choral music.

OPTIONS FOR NEXT COURSE

Concert Choir

REQUIRED STUDENT TEXTBOOK

None

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE GIRLS CHORUS COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

LEVEL A

THEORY

- 1.1 Demonstrate an awareness of basic rhythmic and metric values (SOL – CB.9)
- Count and perform whole, half, quarter, and eighth notes (SOL – CB.9)
 - Count and perform whole, half, and quarter rests (SOL – CB.9)
 - Identify and define a measure (SOL – CB.9)
 - Count and perform 2/4, 3/4, and 4/4 meters (SOL – CB.9)
- 1.2 Demonstrate knowledge of basic music notation (SOL – CB.9)
- Define a staff (SOL – CB.9)
 - Identify a treble clef (SOL – CB.9)
 - Label the lines and spaces on the treble staff (SOL – CAD.8)
 - Define and demonstrate a knowledge of forte and piano (SOL – CB.4)
 - Demonstrate an ability to follow a vocal line in a choral score (SOL – CAD.8)
 - Utilize available technology (SOL – CB.9)
- 1.3 Demonstrate an awareness of tempo (SOL – CB.4, CI.4)
- Perform selected literature at the appropriate tempo (SOL – CB.4, CI.4)

SIGHT-SINGING/EAR-TRAINING

- 1.4 Demonstrate an awareness of the correlation of written notation to the sounded pitch
- Sing the written pitch as given by the teacher
- 1.5 Demonstrate an awareness of melodic movement
- Identify upward, downward, and repeated tones

VOCAL PRODUCTION

- 1.6 Demonstrate an awareness of proper posture (SOL – CB.1, CI.1)
- Demonstrate proper sitting and standing positions (SOL – CB.4, CI.4)
 - Demonstrate the ability to hold the music correctly while singing (SOL – CB.4, CI.4)
- 1.7 Demonstrate the ability to use appropriate diction (SOL – CB.3, CI.3, CAD.3, CAD.1, CAR.3)
- Demonstrate appropriate pronunciation of beginning and ending consonants (SOL –

CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)

- Demonstrate appropriate vowel formation and pronunciation (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
 - Demonstrate appropriate pronunciation of diphthongs (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
- 1.8 Demonstrate proper breathing techniques (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Describe how proper posture contributes to breath control (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Demonstrate the ability to breathe according to the dictates of the literature (SOL – CI.1, CAD.1, CAR.1)
- 1.9 Demonstrate an awareness of tonal placement (SOL – CB.2, CI.2, CAD.2, CAD.1, CAR.1)
- Identify the difference between head tones, and chest tones (SOL – CI.2, CAD.2, CAD.1, CAR.1)

REHEARSAL SKILLS

- 1.10 Demonstrate appropriate rehearsal skills
- Bring appropriate materials to rehearsal
 - Demonstrate the proper use and care of classroom materials
 - Demonstrate appropriate behavior
 - Attend regularly scheduled rehearsals
 - Demonstrate the ability to interpret basic choral direction (SOL – CB.6, CI.6, CAD.6, CAR.6)

PERFORMING SKILLS

- 1.11 Demonstrate appropriate ensemble performing skills (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate the ability to function as an integral member of the choral ensemble (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Demonstrate ensemble balance and blend appropriate to the music (SOL – CI.4, CAD.4)
 - Perform in a style appropriate to the music (SOL – CI.14)
- 1.12 Demonstrate appropriate concert skills (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate appropriate stage and audience behavior (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Demonstrate the ability to maintain an appropriate level of focus and energy (SOL – CB.13, CI.13, CAD.13, CAR.13)

- 1.13 The student will evaluate music performances
- Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions
 - Develop and apply criteria for evaluating vocal/choral performances.
 - Attend all concerts in appropriate attire (SOL – CB.13, CAD.13, CAR.13)
 - Attend all required performances (SOL – CB.13, CAD.13, CAR.13)

LITERATURE

- 1.14 Demonstrate the ability to perform a variety of styles (SOL – CB.14, CI.14, CAD.15, CAR.15)
- Demonstrate an awareness of differences in style (SOL – CB.14, CI.14, CAD.15, CAR.15)
- 1.15 Demonstrate the ability to sing in harmony (SOL – CB.5, CAD.5)
- Demonstrate the ability to sing in two parts (SOL – CB.5)
- 1.16 The student will study selections representing historical periods, diverse styles, and cultures.
- Compare and contrast the functions of vocal/choral music in various cultures.
 - Associate distinguishing characteristics of representative choral music from a variety of cultures.
 - Classify an exemplary vocal/choral work by historical period, composer, and title.

IMPROVISATION

- 1.17 The student will respond to music through movement (SOL – CB.7)
- Use movement to enhance styles of music
 - Use body percussion to practice and perform rhythms
- 1.18 The student will create melodies and rhythms through improvising and composing (SOL – CB.8)
- Compose a simple melody within specified guidelines
 - Create variations of familiar melodic phrases on a neutral syllable
 - Improvise “responses” in a similar style to given rhythmic and melodic phrases
 - Use multimedia applications in creating original music

INTERDISCIPLINARY

- 1.19 The student will study the relationship of music to the other fine and performing arts (SOL – CB.12)
- Associate common elements and descriptive terms with those used in music, art, dance, and drama

- Explore careers in music as related to other fine and performing arts.
- 1.20 The student will study the relationship of music to non-arts disciplines.

LEVEL B

THEORY

- 2.1 Demonstrate an awareness of basic rhythmic and metric values (SOL – CB.9)
- Count, perform, and write whole, half, quarter, and eighth notes (SOL – CB.9)
 - Count, perform, and write whole, half, quarter, and eighth rests (SOL – CB.9)
 - Count and perform C and common time and cut time (SOL – CB.9)
- 2.2 Demonstrate a knowledge of basic music notation (SOL – CB.9)
- Label the pitches on the treble staff from C? to f?? (SOL – CAD.8)
 - Define and demonstrate a knowledge of *mf*, *ff*, *pp*, and *mp* (SOL – CB.4, CI.4)
 - Identify vocal parts and accompaniment in a choral score
 - Define whole step and half step
 - Identify and define sharp, flat, and natural (SOL – CAD.8)
 - Utilize available technology (SOL – CB.9)
- 2.3 Demonstrate a knowledge of basic form (SOL – CB.10)
- Identify, define, and perform strophic form (SOL – CB.10)
 - Identify, define, and perform round (SOL – CB.10)

SIGHT-SINGING/EAR-TRAINING

- 2.4 Demonstrate an awareness of the correlation of the written notation to the sounded pitch
- Sight-sing stepwise diatonic passages up to a fifth above and a fourth below tonic (SOL – CAD.8)

VOCAL PRODUCTION

- 2.5 Demonstrate an awareness of proper posture (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Demonstrate proper sitting and standing positions (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Demonstrate the ability to hold the music correctly while singing (SOL – CB.1, CI.1, CAD.1, CAR.1)
- 2.6 Demonstrate the ability to use appropriate diction (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
- Demonstrate appropriate pronunciation of beginning and ending consonants diction (SOL – CB.3, CI.3, CAR.3, CAD.3, CAR.1)

- Demonstrate appropriate vowel formation and pronunciation diction (SOL – CAR.1, CB.3, CI.3, CAR.3, CAD.3)
 - Demonstrate appropriate pronunciation of diphthongs diction (SOL – CAR.1, CB.3, CI.3, CAR.3, CAD.3)
- 2.7 Demonstrate proper breathing techniques diction (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Describe staggered breathing (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Demonstrate the ability to use phrasing as indicated by the director (SOL – CAD.4, CAR.1)
- 2.8 Demonstrate an awareness of tonal placement (SOL – CB.2, CI.2, CAD.2, CAR.1)
- Demonstrate the ability to use head tones and chest tones (SOL – CB.2, CI.2, CAD.2, CAR.1)
 - Demonstrate an awareness of correct intonation (SOL – CB.2, CI.2, CAD.2, CAR.2, CAR.1)

REHEARSAL SKILLS

- 2.9 Demonstrate appropriate rehearsal skills
- Bring appropriate materials to rehearsal
 - Demonstrate the proper use and care of classroom materials
 - Demonstrate appropriate behavior
 - Attend regularly scheduled rehearsals
 - Demonstrate the ability to interpret basic choral direction (SOL – CB.6, CI.6, CAD.6, CAR.6)
 - Demonstrate the ability to recognize conducting patterns for two, three, and four beat patterns (SOL – CB.6, CI.6, CAD.6, CAR.6)
 - Demonstrate the ability to mark the score as indicated by the director

PERFORMANCE SKILLS

- 2.10 Demonstrate appropriate ensemble performing skills (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate the ability to function as an integral member of the choral ensemble (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Demonstrate ensemble balance and blend appropriate to the music (SOL – CAD.4, CI.13, CI.4)
 - Perform in a style appropriate to the music (SOL – CI.14)
- 2.11 Demonstrate appropriate concert skills (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate appropriate stage and audience behavior (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Demonstrate the ability to maintain an appropriate level of focus and energy (SOL – CB.13, CI.13, CAD.13, CAR.13)

- Attend all concerts in required attire (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Attend all required performances (SOL – CB.13, CI.13, CAD.13, CAR.13)
- 2.12 The student will evaluate music performances (SOL – CB.11)
- Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions
 - Develop and apply criteria for evaluating vocal/choral performances

LITERATURE

- 2.13 Demonstrate the ability to perform a variety of styles (SOL – CB.14, CI.14, CAD.15, CAR.15)
- Demonstrate an awareness of differences in style (SOL – CB.14, CI.14, CAD.15, CAR.15)
- 2.14 Demonstrate the ability to sing in harmony (SOL – CB.5, CAD.5)
- Demonstrate the ability to sing in two parts (SOL – CB.5)
- 2.15 The student will study selections representing historical periods, diverse styles, and cultures (SOL – CB.14)
- Compare and contrast the functions of vocal/choral music in various cultures
 - Associate distinguishing characteristics of representative choral music from a variety of cultures
 - Classify an exemplary vocal/choral work by historical period, composer, and title

IMPROVISATION

- 2.16 The student will respond to music through movement (SOL – CB.7)
- Use movement to enhance styles of music
 - Use body percussion to practice and perform rhythms
- 2.17 The student will create melodies and rhythms through improvising and composing (SOL – CB.8)
- Compose a simple melody within specified guidelines
 - Create variations of familiar melodic phrases on a neutral syllable
 - Improvise “responses” in a similar style to given rhythmic and melodic phrases
 - Use multimedia applications in creating original music

INTERDISCIPLINARY

- 2.18 The student will study the relationship of music to the other fine and performing arts (SOL – CB.12)
- Associate common elements and descriptive terms with those used in music, art, dance, and drama

- Explore careers in music as related to other fine and performing arts
- 2.19 The student will study the relationship of music to non-arts disciplines

LEVEL C

THEORY

- 3.1 Demonstrate an awareness of rhythmic and metric values (SOL – CB.9, CI.9)
- Count, perform, and write dotted half, dotted quarters and sixteenth notes (SOL – CI.9)
 - Count, perform, and write eighth and sixteenth rests (SOL – CI.9)
 - Define, count, and perform 2/4, 3/4, 4/4, C, C, and 6/8 meters (SOL – CI.9, CB.9)
- 3.2 Demonstrate a knowledge of basic music notation (SOL – CB.9)
- Identify the bass clef (SOL – CB.9)
 - Identify the grand staff (SOL – CB.9)
 - Label the pitches on the grand staff (SOL – CAD.8)
 - Identify and define crescendo and dimenuendo (SOL – CB.4, CI.4)
 - Identify and define expression markings found in music appropriate to the level (SOL – CAD.4)
 - Define interval
 - Utilize available technology (SOL – CI.9)
- 3.3 Demonstrate a knowledge of basic form (SOL – CB.10, CI.10)
- Identify, define, and perform AB form (verse/chorus) (SOL – CB.10, CI.10)
 - Identify, define, and perform a canon (SOL – CB.10)
- 3.4 Demonstrate knowledge of tempo (SOL – CB.4, CI.4)
- Identify and define metronome markings

SIGHT-SINGING/EAR-TRAINING

- 3.5 Demonstrate an awareness of a system of tonality
- Sing a scale using a system (e.g., solfeggio, number, pitch names) (SOL – CAD.8)
- 3.6 Demonstrate an awareness of the correlation of the written notation to the sounded pitch
- Sing on a stationary pitch rhythmic patterns using whole, half, and quarter notes) (SOL – CAD.8)

VOCAL PRODUCTION

- 3.7 Demonstrate an awareness of proper posture (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Demonstrate proper sitting and standing positions (SOL – CB.1, CI.1, CAD.1, CAR.1)

- Demonstrate the ability to hold the music correctly while singing (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Demonstrate an awareness of proper body alignment in both sitting and standing positions (SOL – CB.1, CI.1, CAD.1, CAR.1)

- 3.8 Demonstrate the ability to use appropriate diction (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
- Demonstrate appropriate pronunciation of consonants (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
 - Demonstrate appropriate vowel formation and pronunciation (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
 - Demonstrate appropriate pronunciation of diphthongs (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
 - Define diphthong (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
 - Demonstrate an awareness of voiced and un-voiced consonants (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
 - Demonstrate correct pronunciation appropriate to the music (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
- 3.9 Demonstrate proper breathing technique (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Demonstrate an awareness of the total breathing apparatus (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Define and perform staggered breathing (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Demonstrate the ability to use phrasing as indicated by the director (SOL – CAD.4, CAD.1, CAR.1)
- 3.10 Demonstrate an awareness of tonal placement (SOL – CB.2, CI.2, CAD.2, CAD.1, CAR.1)
- Demonstrate the ability to use head tones and chest tones (SOL – CB.2, CI.2, CAD.2, CAD.1, CAR.1)
 - Demonstrate an awareness of correct intonation (SOL – CB.2, CI.2, CAD.2, CAR.2, CAD.1, CAR.1)
 - Identify falsetto (SOL – CB.2, CI.2, CAD.2, CAD.1, CAR.1)

REHEARSAL SKILLS

- 3.11 Demonstrate appropriate rehearsal skills
- Bring appropriate materials to rehearsal
 - Demonstrate the proper use and care of classroom materials
 - Demonstrate appropriate behavior
 - Attend regularly scheduled rehearsals
 - Demonstrate the ability to recognize conducting patterns for two, three, and four

beat patterns (SOL – CB.6, CI.6, CAD.6, CAR.6)

- Demonstrate the ability to mark the score as indicated by the director

PERFORMING SKILLS

3.12 Demonstrate appropriate ensemble performing skills (SOL – CB.13, CI.13, CAD.13, CAR.13)

- Demonstrate the ability to function as an integral member of the choral ensemble (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate ensemble balance and blend appropriate to the music (SOL – CI.4, CAD.4)
- Perform in a style appropriate to the music (SOL – CI.14, CI.5)

3.13 Demonstrate appropriate concert skills (SOL – CB.13, CI.13, CAD.13, CAR.13)

- Demonstrate appropriate stage and audience behavior (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate the ability to maintain an appropriate level of focus and energy (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Attend all concerts in required attire (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Attend all required performances (SOL – CB.13, CI.13, CAD.13, CAR.13)

3.14 The student will evaluate musical performances (SOL – CI.11)

- Formulate questions related to criteria for self-evaluation of vocal/choral performances
- Evaluate individual and group performances

LITERATURE

3.15 Demonstrate the ability to perform and identify a variety of styles (SOL – CB.14, CI.14, CAD.15, CAR.15)

- Perform and identify at least three styles such as Renaissance, Baroque, Classical, Romantic, 20th Century, folk song, spiritual, jazz, musical theater, barbershop,

popular, patriotic, and multicultural (SOL – CB.14, CI.14, CAD.15, CAR.15)

3.16 Demonstrate the ability to sing in harmony (SOL – CB.5, CAD.5)

- Demonstrate the ability to sing in three parts (SOL – CI.5)

3.17 The student will study and perform selections representing diverse historical periods, styles, and cultures (SOL – CI.14)

- Describe distinguishing characteristics of representative vocal/choral music from a variety of cultures (SOL – CI.10)
- Compare and contrast the functions of vocal/choral music in various cultures
- Associate an exemplary vocal/choral work with its historical period, composer, and title

IMPROVISATION

3.18 The student will respond to music through movement (SOL – CI.7)

- Create movement for diverse styles of music
- Design body percussion for rhythm studies

3.19 The student will create through composing and improvising (SOL – CI.8)

- Improvise rhythmic and melodic phrases
- Create harmony to a given melody
- Use available multimedia applications and technology

INTERDISCIPLINARY

3.20 The student will study the relationship of music to the arts and disciplines outside the arts (SOL – CI.12)

- Examine characteristics of various arts from a particular historical period and from various cultures using common elements and characteristic terms
- Explore careers in music as related to the other fine and performing arts

3.21 The student will study the relationship of music to non-arts disciplines



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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