



MADRIGAL/VOCAL ENSEMBLE
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

Students are given the opportunity to develop high standards of musicianship. Emphasis is placed on artistic performance and interpretation of the music score with increasing vocal maturity and flexibility. Students become acquainted with the great heritage of vocal literature utilizing foreign language texts on a medium to an advanced level. After-school rehearsals and performances are required of all students. Membership is based on ability, interest, and experience and requires the director's approval.

PREREQUISITE

Audition and director's approval

OPTIONS FOR NEXT COURSE

Continue to next ability level in the curriculum

REQUIRED STUDENT TEXTBOOK

None

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE MADRIGAL/VOCAL ENSEMBLE COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

LEVEL E

THEORY

- 5.1 Demonstrate an awareness of rhythmic and metric rhythm
- Count, perform, and write dotted eighth notes and rests (SOL – CI.9)
 - Define and perform complex rhythms (SOL – CAR.8)
 - Identify and perform changing meter (SOL – CAD.6)
 - Count and perform 5/4 meter (SOL – CAD.8)
- 5.2 Demonstrate an awareness of scales
- Construct C, F, and G major scales (SOL – CAD.8)
 - Identify and define a triad (SOL – CAD.8)
- 5.3 Demonstrate an awareness of key signatures
- Identify the key signatures for C, F, and G majors (SOL – CAD.8)
- 5.4 Demonstrate a knowledge of music notation
- Identify and define double sharps and flats (SOL – CAD.8)
 - Label the pitches on the grand staff from C to b?? (SOL – CAD.8)
 - Define and demonstrate a knowledge of dynamic markings found in literature of the level (SOL – CB.4)
 - Identify melodic and harmonic intervals of fourths, fifths, sixths, and sevenths (SOL – CAD.8)
 - Identify a minor third
 - Utilize available technology (SOL – CAD.8)
- 5.5 Demonstrate a knowledge of form
- Identify, define, and perform rondo form (ABACA)

SIGHT-SINGING/EAR-TRAINING

- 5.6 Demonstrate an awareness of the correlation of the written notation to the sounded pitch and rhythm
- Sight-sing diatonic intervals of a third, fourth, fifth, and octave on treble and bass clef (SOL – CAD.8)
 - Sight-sing diatonic melodies in duple and triple meters (SOL – CAD.8)
 - Sight-sing in two parts
 - Sight-sing diatonic melodies employing dotted quarter and eighth notes and rests (SOL – CAD.8)
- 5.7 Demonstrate an aural awareness of melodic movement

- Aurally identify ascending melodic diatonic intervals of a third, fourth, fifth, and octave

VOCAL PRODUCTION

- 5.8 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)
- 5.9 Demonstrate the ability to use appropriate diction (SOL – CB.3, CI.3, CAD.3, CAR.1)
- Demonstrate appropriate pronunciation of consonants (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate appropriate vowel formation and pronunciation (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate appropriate pronunciation of diphthongs (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate the ability to use voiced and un-voiced consonants appropriate to the music (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate correct pronunciation appropriate to the music (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
- 5.10 Demonstrate proper breathing technique (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Demonstrate an awareness of the proper usage of the total breathing apparatus (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Identify the mouth, nose, throat, larynx, lungs, rib cage, and diaphragm (SOL – CB.1, CI.1)
 - Define and perform staggered breathing (SOL – CB.1, CI.1)
 - Demonstrate the ability to use phrasing as indicated by the director (SOL – CAD.4, CAR.1, CI.6)
- 5.11 Demonstrate an awareness of tonal placement (SOL – CB.2, CI.2, CAD.2, CAR.2)
- Demonstrate the ability to use head tones and chest tones (SOL – CB.2, CI.2, CAD.2, CAR.1)

- Demonstrate correct intonation (SOL – CB.2, CI.2, CAD.2, CAR.2, CAR.1)
- Identify falsetto (SOL – CB.2, CI.2, CAD.2, CAR.1)
- Demonstrate an awareness of resonators and larynx (SOL – CB.2, CI.2, CAD.1)
- Demonstrate the use of vowel placement to adjust tone (SOL – CAD.3)

REHEARSAL SKILLS

- 5.12 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 recognize simple, compound, and complex conducting patterns (SOL – CI.6, CAD.6, CAR.6)

PERFORMING SKILLS

- 5.13 Demonstrate appropriate ensemble performing skills
- Demonstrate the ability to function as an integral member of the 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, CAD.4)
- 5.14 Demonstrate appropriate concert skills (SOL – CB.13, CI.13, CAR.13, CAD.13)
- Demonstrate appropriate stage and audience behavior (SOL – CB.13, CI.13, CAR.13, CAD.13)
 - Demonstrate the ability to maintain an appropriate level of focus and energy (SOL – CB.13, CI.13, CAR.13, CAD.13, CAD.4)
 - Attend all concerts in required attire (SOL – CB.13, CI.13, CAR.13, CAD.13)
 - Attend all required performances (SOL – CB.13, CI.13, CAR.13, CAD.13)
- 5.15 Demonstrate the ability to participate in educationally beneficial extra-curricular activities
- Participate in district and city music activities
 - Participate in community music activities (SOL – CAD.16, CAR.16)
 - Participate in competitions and festivals selected by the director
- 5.16 The student will evaluate musical performances (SOL – CAD.14)

- Evaluate and offer constructive suggestions for improvement of personal and group performances
 - Articulate musical preferences through the use of music terminology
- 5.17 The student will demonstrate the ability to sing independently (SOL – CAD.7)
- Demonstrate audition skills
 - Demonstrate memorization skills
 - Perform a song and/or an individual vocal part alone
- 5.18 The student will demonstrate leadership ability in the vocal/choral setting (SOL – CAD.13)
- Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, officer, accompanist, peer mentor
 - Exhibit concert etiquette during performances in a variety of settings

LITERATURE

- 5.19 Demonstrate the ability to perform and identify a variety of styles
- Perform and identify at least five 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)
- 5.20 Demonstrate the ability to sing in harmony
- Demonstrate the ability to sing in four parts (SOL – CI.5, CAD.5, CAR.5)
 - Demonstrate the ability to sing independently an individual part (SOL – CI.5, CAD.5, CAD.7)
 - Demonstrate the ability to perform music with traditional and non-traditional harmonies (SOL – CAD.5)
- 5.21 Demonstrate the ability to sing in a foreign language
- Demonstrate the ability to sing in a language other than English (SOL – CAD.15, CAR.15)
- 5.22 The student will study and sing selections representing various historical periods, styles, and cultures, including music of the twentieth century (SOL – CAD.15)
- Sing selections in a variety of foreign languages
- 5.23 The student will identify various compositional methods in the music being studied including fugue, word painting, modulation, and aleatory music (SOL – CAD.11)

IMPROVISATION

- 5.24 The student will read and write notation (SOL – CAD.8)

- Use a symbol system to sight-read melodic line in major keys
 - Read and write rhythmic and melodic notation
 - Sight-read individual voice part in a vocal score
 - Use available technology
- 5.25 The student will respond to music through movement (SOL – CAD.9)
- Create movement for diverse styles of music
- 5.26 The student will create through composing, improvising, and arranging (SOL – CAD.10)
- Create harmonies to a given melody
 - Improvise, vocally, a simple melody
 - Create arrangements of known melodies
 - Use available multimedia applications and technology

INERDISCIPLINARY

- 5.27 The student will demonstrate an understanding between the relationship of music to other arts and disciplines outside the arts (SOL – CAD.12)
- Find and describe the correlation between vocal/choral music and other disciplines taught in school.
 - Explore careers in music as related to other fine and performing arts
- 5.28 The student will demonstrate the ability to make informed decisions as a consumer of music (SOL – CAD.16)
- Identify opportunities to participate in vocal/choral ensembles in the community
 - Demonstrate knowledge of opportunities for attendance at professional and community concerts

LEVEL F

THEORY

- 6.1 Demonstrate an awareness of rhythmic and metric values (SOL – CAD.8)
- Count, perform, and write double whole notes and rests (SOL – CAD.8)
- 6.2 Demonstrate an awareness of scales (SOL – CAD.8, CAR.8)
- Construct all major scales (SOL – CAD.8)
 - Identify tonic, dominant, and sub-dominant
 - Demonstrate the ability to recognize minor scales (SOL – CAR.8)
- 6.3 Demonstrate a knowledge of key signatures (SOL – CAD.8)
- Identify the key signatures for all major scales (SOL – CAD.8)
- 6.4 Demonstrate a knowledge of music notation (SOL – CB.9)
- Construct major and minor triads
 - Use available technology (SOL – CAD.8)
- 6.5 Demonstrate a knowledge of tempo (SOL – CB.4, CI.4)
- Define tempo markings as found in music (SOL – CB.4)
- ### **SIGHT-SINGING/EAR-TRAINING**
- 6.6 Demonstrate an awareness of the correlation of the written notation to the sounded pitch and rhythm
- Sight-sing diatonic intervals of a sixth and seventh in treble and bass clefs (SOL – CAD.8)
 - Sight-sing in three parts
- 6.7 Demonstrate an aural awareness of melodic movement
- Aurally identify descending melodic diatonic intervals of a third, fourth, fifth, and octave
- ### **VOCAL PRODUCTION**
- 6.8 Demonstrate an awareness of proper posture (SOL – CB.1, CI.1, CAR.I, CAD.1)
- Demonstrate proper sitting and standing positions (SOL – CB.1, CI.1, CAR.I, CAD.1)
 - Demonstrate the ability to hold the music correctly while singing (SOL – CB.1, CI.1, CAD.1, CAR.I)
 - Demonstrate an awareness of proper body alignment in both sitting and standing positions (SOL – CB.1, CI.1, CAD.1, CAR.I)
- 6.9 Demonstrate the ability to use appropriate diction (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
- Demonstrate appropriate pronunciation of consonants (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate appropriate vowel formation and pronunciation (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate appropriate pronunciation of diphthongs (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate the ability to use voiced and un-voiced consonants appropriate to the music (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate correct pronunciation appropriate to the music (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
- 6.10 Demonstrate proper breathing technique (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Demonstrate an awareness of the proper usage of the total breathing apparatus (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Identify the mouth, nose, throat, larynx, lungs, rib cage, and diaphragm (SOL – CB.1, CI.1)
 - Define and perform staggered breathing (SOL – CB.1, CI.1, CAR.1)

- Demonstrate the ability to use phrasing as indicated by the director (SOL – CI.6, CAR.1)
- 6.11 Demonstrate an awareness of tonal placement (SOL – CAD.2)
- Demonstrate the ability to use head tones and chest tones (SOL – CB.2, CI.2, CAD.2, CAR.1, CAD.1)
 - Demonstrate correct intonation (SOL – CB.2, CI.2, CAD.2, CAR.1, CAR.2)
 - Identify falsetto (SOL – CB.2, CI.2, CAD.2, CAR.1)
 - Demonstrate an awareness of resonators and larynx (SOL – CB.2, CI.2, CAD.1, CAR.1)
 - Demonstrate the use of vowel placement to adjust tone (SOL – CAD.3)

REHEARSAL SKILLS

- 6.12 Demonstrate appropriate rehearsal skills
- Demonstrate the ability to 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, CAD.6, CAR.6)
 - Demonstrate the ability to recognize simple, compound, and complex conducting patterns (SOL – CI.6, CAD.6, CAR.6)
 - Demonstrate the ability to conduct patterns in duple and triple meter (SOL – CI.6, CAD.6, CAR.6)

PERFORMING SKILLS

- 6.13 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 ensemble (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Demonstrate ensemble balance and blend appropriate to the music (SOL – CAD.4)
 - Perform in a style appropriate to the music (SOL – CI.4, CAD.4, CI.14)
- 6.14 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.4, CAD.13, CAR.13, CAD.1)
 - Attend all performances 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)

- 6.15 Demonstrate the ability to participate in educationally beneficial extra-curricular activities (SOL – CAD.16, CAR.16)
- Participate in district and city music activities
 - Participate in community music activities (SOL – CAD.16, CAR.16)
 - Participate in competitions and festivals selected by the director
- 6.16 The student will evaluate musical performances (SOL – CAD.14)
- Evaluate and offer constructive suggestions for improvement of personal and group performances
 - Articulate musical preferences through the use of music terminology
- 6.17 The student will demonstrate the ability to sing independently (SOL – CAD.7)
- Demonstrate audition skills
 - Demonstrate memorization skills
 - Perform a song and/or an individual vocal part alone
- 6.18 The student will demonstrate leadership ability in the vocal/choral setting (SOL – CAD.13)
- Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, officer, accompanist, peer mentor
 - Exhibit concert etiquette during performances in a variety of settings

LITERATURE

- 6.19 Demonstrate the ability to perform and identify a variety of styles (SOL – CI.14, CB.14, CAD.15, CAR.15)
- Perform and identify at least five styles such as Renaissance, Baroque, Classical, Romantic, 20th Century, folk song, spiritual, jazz, musical, theater, barbershop, popular, patriotic, and multicultural (SOL – CI.14, CB.14, CAD.15, CAR.15)
- 6.20 Demonstrate the ability to sing in harmony
- Demonstrate the ability to sing in four parts (SOL – CI.5, CAD.5, CAR.5)
 - Demonstrate ability to sing independently an individual part (SOL – CI.5, CAD.5, CAD.7)
 - Demonstrate the ability to perform music with traditional and non-traditional harmonies (SOL – CAD.5)
 - Demonstrate the ability to sing in at least three parts in a small ensemble (three to eight members) (SOL – CAR.5)
- 6.21 Demonstrate the ability to sing in a foreign language
- Demonstrate the ability to sing in two languages other than English (SOL – CAD.15, CAR.15)

- 6.22 The student will study and sing selections representing various historical periods, styles, and cultures, including music of the twentieth century (SOL – CAD.15)
- Sing selections in a variety of foreign languages
- 6.23 The student will identify various compositional methods in the music being studied including fugue, word painting, modulation, and aleatory music (SOL – CAD.11)

IMPROVISATION

- 6.24 The student will read and write notation
- Use a symbol system to sight-read melodic line in major keys (SOL – CAD.8)
 - Read and write rhythmic and melodic notation
 - Sight-read individual voice part in a vocal score
 - Use available technology
- 6.25 The student will respond to music through movement
- Create movement for diverse styles of music (SOL – CAD.8)
- 6.26 The student will create through composing, improvising, and arranging (SOL – CAD.10)
- Create harmonies to a given melody
 - Improvise, vocally, a simple melody
 - Create arrangements of known melodies
 - Use available multimedia applications and technology

INTERDISCIPLINARY

- 6.27 The student will demonstrate an understanding between the relationship of music to other arts and disciplines outside the arts (SOL – CAD.12)
- Find and describe the correlation between vocal/choral music and other disciplines taught in school
 - Explore careers in music as related to the other fine and performing arts
- 6.28 The student will demonstrate the ability to make informed decisions as a consumer of music (SOL – CAD.16)
- Identify opportunities to participate in vocal/choral ensembles in the community
 - Demonstrate knowledge of opportunities for attendance at professional and community concerts

LEVEL G

THEORY

- 7.1 Demonstrate an awareness of rhythmic and metric values
- Count, perform, and write 5/4 meter (SOL – CAD.8)
- 7.2 Demonstrate an awareness of scales

- Identify natural minor scales
 - Construct harmonic minor scales
- 7.3 Demonstrate knowledge of key signatures
- Identify key signatures for relative minor scales
 - Identify the circle of fifths
- 7.4 Demonstrate a knowledge of form
- Identify and define theme and variation (A, A₁, A₂, A₃, etc.)
- 7.5 The student will read and write complex notation (SOL – CAR.8)
- Demonstrate the ability to play an individual voice part on a melodic instrument
 - Sight-read melodic line in major and minor keys
 - Read and write complex rhythmic patterns in various meters
 - Sight-read any voice part in a full vocal score

SIGHT-SINGING/EAR-TRAINING

- 7.6 Demonstrate an awareness of the correlation of the written notation to the sounded pitch and rhythm
- Sight-sing four part chorales
 - Sight-sing a melody in irregular meter
- 7.7 Demonstrate the ability to take music dictation
- Notate a melodic line from dictation

VOCAL PRODUCTION

- 7.8 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)
- 7.9 Demonstrate the ability to use appropriate diction (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
- Demonstrate appropriate pronunciation of consonants (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate appropriate vowel formation and pronunciation (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate appropriate pronunciation of diphthongs (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Demonstrate the ability to use voiced and un-voiced consonants appropriate to the music (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)

- Demonstrate correct pronunciation appropriate to the music (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
 - Recognize International Phonetic Alphabet (Ipa) as a resource (SOL – CAR.3)
- 7.10 Demonstrate proper breathing technique (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Demonstrate the ability to properly use the breathing apparatus (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Identify the mouth, nose, throat, larynx, lungs, rib cage, and diaphragm (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 – CI.6, CAD.4)
- 7.11 Demonstrate an awareness of tonal placement (SOL – CAD.2)
- Demonstrate the ability to use head tones and chest tones (SOL – CB.2, CI.2, CAD.2, CAR.1)
 - Demonstrate correct intonation (SOL – CB.2, CI.2, CAD.2, CAR.1, CAR.2)
 - Identify falsetto (SOL – CB.2, CI.2, CAD.2, CAR.1)
 - Demonstrate an awareness of resonators and larynx (SOL – CB.2, CI.2, CAD.1, CAR.1)
 - Identify vocal resonators (SOL – CB.2, CB.1, CAD.1)
- 7.12 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, CAD.6, CAR.6)
 - Demonstrate the ability to recognize simple, compound, and complex conducting patterns (SOL – CAD.6, CAR.6)
- 7.13 The student will consistently demonstrate accurate intonation in solo and ensemble singing (SOL – CAR.2)
- Apply listening skills to adjust individual intonation within the ensemble
 - Use advanced vocal development exercises to improve intonation
 - Demonstrate the ability to transpose a cappella music into one or more keys
 - Demonstrate the ability to conduct patterns in duple and triple meter (SOL – CAD.6, CAR.6)
 - Demonstrate the ability to assist the director in rehearsal (SOL – CAD.13, CAR.13)

PERFORMING SKILLS

- 7.14 Demonstrate appropriate ensemble performing skills
- Demonstrate the ability to function as an integral member of the ensemble (SOL – CB.13, CI.13, CAR.13, CAD.13)
 - Demonstrate ensemble balance and blend appropriate to the music (SOL – CI.4, CI.14, CAD.4)
 - Perform in a style appropriate to the music (SOL – CAD.4)
- 7.15 The student will sing in a manner reflecting expressive qualities of music, including twentieth century vocal techniques (SOL – CAR.4)
- Incorporate mood, tempo, dynamics, and tone color into performance
 - Demonstrate blending vocal timbres and matching dynamic levels
 - Demonstrate the ability to sing with expressive phrasing
- 7.16 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 and appropriate level of focus and energy (SOL – CB.13, CI.13, CAD.13, CAR.13, CAD.4)
 - Demonstrate the ability to dress as required (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Attend all performances as required (SOL – CB.13, CI.13, CAD.13, CAR.13)
- 7.17 Demonstrate the ability to participate in educationally beneficial extra-curricular activities
- Participate in district, city, and state music activities
 - Participate in community music activities (SOL – CAD.16, CAR.16)
 - Participate in competitions and festivals selected by director
- 7.18 The student will evaluate music performances (SOL – CAR.14)
- Evaluate and offer constructive suggestions for the improvement of personal and group performances
 - Articulate music preferences through the use of music terminology
 - Examine professional music reviews as found in available publications
- 7.19 The student will demonstrate the ability to perform a solo and sing an individual voice part (SOL – CAR.7)
- Demonstrate audition skills
 - Demonstrate memorization skills
 - Sing a selection from standard solo repertoire

- 7.20 The student will demonstrate leadership ability in the vocal/choral setting (SOL – CAR.13)
- Demonstrate the ability to fulfill leadership roles including one or more of the following: section leader, student conductor, accompanist, officer, peer mentor
 - Demonstrate concert etiquette during various performances in a variety of settings

LITERATURE

- 7.21 Demonstrate the ability to perform, identify and define a variety of styles
- Perform, identify, and define at least five styles such as Renaissance, Baroque, Classical, Romantic, 20th Century, folk song, spiritual jazz, musical, theater, barbershop, popular, patriotic, and multicultural setting (SOL – CI.14, CB.14, CAD.15, CAR.15)
- 7.22 Demonstrate the ability to sing in harmony
- Demonstrate the ability to sing in four to eight parts (4-6 treble and men/6-8 mixed) setting (SOL – CI.5, CAD.5, CAR.5)
 - Demonstrate the ability to perform music with complex and non-traditional harmonies (SOL – CAR.5)
- 7.23 Demonstrate the ability to sing in a foreign language
- Demonstrate the ability to sing in two languages other than English (SOL – CAD.15, CAR.15)
- 7.24 The student will study and sing selections representing historical periods, various styles, cultures, and music of the twentieth century (SOL – CAR.15)
- Choose selections from more than one foreign language
 - Develop a portfolio of repertoire performed

- 7.25 The student will identify various compositional methods encountered in the music being studied including fugue, word painting, modulation, and aleatoric music (SOL – CAR.11)

IMPROVISATION

- 7.26 The student will respond to music through movement (SOL – CAR.9)
- Create movement for selected styles of music
 - Design choreography for selected styles of music
- 7.27 The student will create through improvising, composing, and arranging (SOL – CAR.10)
- Create a descant or ostinato to a previously learned melody
 - Create harmonies to a given melody
 - Improvise on a simple melody
 - Create an arrangement to a given melody
 - Use available multimedia and technology

INTERDISCIPLINARY

- 7.28 The student will demonstrate an understanding between the relationship of music to the other arts and disciplines outside the arts (SOL – CAR.12)
- Find and describe the correlation between vocal/choral music and other disciplines taught in school
 - Explore careers in music as related to the other fine and performing arts
- 7.29 The student will demonstrate the ability to make informed decisions as a consumer of music (SOL – CAR.16)
- Identify opportunities to contribute to the musical community
 - Demonstrate opportunities for attendance at professional and community concerts



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

2512 George Mason Drive P.O. Box 6038

Virginia Beach, VA 23456-0038

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