



**CHORUS 7
GRADES 6-8**

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

This course is designed for those students who wish to extend their knowledge, understanding, and appreciation of vocal music. Students are exposed to a wide variety of vocal literature and are provided with the opportunity to explore and develop their special abilities in music. This course is a semester in length. Students may audit the second semester.

PREREQUISITE

Membership is open to all students who successfully complete Chorus 6 and/or can demonstrate the skills found in Proficiency Level I. The director's approval is required.

OPTIONS FOR NEXT COURSE

Chorus 8

REQUIRED STUDENT TEXTBOOK

None

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE CHORUS 7 COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

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 unvoiced 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

LEVEL D

THEORY

- 4.1 Demonstrate an awareness of rhythmic and metric values (SOL – CB.9, CI.9)
- Count, perform, and write eighth note and quarter note triplets and corresponding rests (SOL – CB.9, CI.9)
 - Write a four measure phrase using meters previously learned (SOL – CB.9, CI.9)
- 4.2 Demonstrate a knowledge of music notation (SOL – CAD.8)
- Label pitches on the treble staff from a to a?? (SOL – CAD.8)
 - Label the pitches of the bass staff from G to e? (SOL – CAD.8)
 - Identify melodic and harmonic intervals of unison, octave, second, and third (SOL – CAD.8)
 - Utilize available technology (SOL – CI.9)
- 4.3 Demonstrate a basic knowledge of the diatonic scale (SOL – CAD.8)
- Demonstrate the ability to recognize a scale passage
- 4.4 Demonstrate a knowledge of basic form (SOL – CB.10, CI.10)
- Identify, define, and perform ternary form (ABA) (SOL – CB.10, CI.10)
- 4.5 Demonstrate knowledge of tempo (SOL – CB.4, CI.4, CAR.4, CAD.4)
- Define allegro, moderato, lento (SOL – CB.4, CI.4, CAD.4, CAR.4)

SIGHT-SINGING/EAR-TRAINING

- 4.6 Demonstrate an awareness of the correlation of the written notation to the sounded pitch
- Sight-read stepwise examples in treble clef (SOL – CAD.8)
- 4.7 Demonstrate an awareness of the correlation of the written notation to the sounded rhythm (SOL – CB.9)
- Sight-sing on a stationary pitch rhythmic patterns using whole, half, quarter, and dotted half notes and rests (SOL – CAD.8)
- 4.8 Demonstrate an aural awareness of rhythmic movement (SOL – CAD.6, CAD.8)
- Identify rhythmic patterns as duple or triple meter

VOCAL PRODUCTION

- 4.9 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)
- 4.10 Demonstrate the ability to use appropriate diction (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
- Demonstrate appropriate use 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)
 - Demonstrate the ability to use voiced and un-voiced consonants appropriate to the music (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)
- 4.11 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, 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, CAR.4)
- 4.12 Demonstrate an awareness of tonal placement (SOL – CAD.1, CAR.1, CB.2, CI.2, CAD.2)
- Demonstrate the ability to use head tones and chest tones (SOL – CAD.1, CAR.1, CB.2, CI.2, CAD.2)
 - Demonstrate correct intonation (SOL – CAD.1, CAR.1, CB.2, CI.2, CAD.2, CAR.2)
 - Identify falsetto (SOL – CAD.1, CAR.1, CB.2, CI.2, CAD.2)
 - Demonstrate an awareness of resonators and larynx (SOL – CAD.1, CAR.1, CB.2, CI.2)

REHEARSAL SKILLS

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 - 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)
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- 4.15 Demonstrate appropriate concert skills (SOL – CB.13, CI.13, CAD.13, CAR.13)
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- 4.18 Demonstrate the ability to sing in harmony (SOL – CI.5)
- Demonstrate the ability to sing in three parts (SOL – CI.5)
 - Demonstrate ability to sing independently an individual part (SOL – CI.5, CAD.5, CAD.7)
- 4.19 Demonstrate the ability to sing in a foreign language (SOL – CAD.15)
- Demonstrate the ability to sing in a language other than English (SOL – CAD.15)
- 4.20 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)

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- 4.24 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 mission of Virginia Beach City Public Schools, in partnership with our entire community, is to ensure that each student is empowered with the knowledge and skills necessary to meet the challenges of the future.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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