



**GIRLS CHORUS AND/OR MIXED CHORUS 8  
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**

Emphasis is placed on developing fundamental vocal and choral techniques and the acquisition of skills essential to accurate interpretation of a musical score. Students are exposed to a wide variety of vocal literature and are provided with an opportunity to explore and develop their abilities in music. This course is a semester in length. Students may audit the second semester.

**PREREQUISITE**

Membership is open to all students.

**OPTIONS FOR NEXT COURSE**

Concert Chorus 8/Vocal Ensemble 8

**REQUIRED STUDENT TEXTBOOK**

None

**THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE GIRLS CHORUS AND/OR MIXED CHORUS 8 COURSES ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:**

**TOPICS OF STUDY**

**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**

- 4.13 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**

- 4.14 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)
- 4.15 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)
- 4.16 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**

- 4.17 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)
- 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)
  - 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**

- 4.21 The student will respond to music through movement (SOL – CI.7)
- Create movement for diverse styles of music
  - Design body percussion for rhythm studies
- 4.22 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**

- 4.23 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
- 4.24 The student will study the relationship of music to non-arts disciplines

### **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.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

## INTERDISCIPLINARY

- 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



## **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**

**2512 George Mason Drive P.O. Box 6038  
Virginia Beach, VA 23456-0038**

The Virginia Beach City Public Schools prohibits discrimination on the basis of race, color, religion, sex, ethnicity, national origin, age, disability, pregnancy and childbirth, or marital status. School Board policies and supporting regulation (Policies 2-33, 4-4, 5-7, and 6-7 and Regulation 5-44.1) provide equal access to courses, programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities. Violations of these policies should be reported to the Director of Student Leadership at (757) 263-2020 or the Assistant Superintendent of Human Resources at (757) 263-1133.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Curriculum and Instruction, Director of Secondary Instructional Services, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038, Telephone (757) 263-1070 or (757) 263-1429, fax (757) 263-1412.