



Department of Teaching & Learning
Parent/Student Course Information

Concert Choir
(MU 9289)
One Credit Per Year
Grades 9-12

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 expected to demonstrate increased skills in music fundamental and vocal development. An awareness of blend, balance, tone production and sensitivity to musical direction will also be stressed. Students become acquainted with the great heritage of choral literature. Membership is based on ability, interest and experience and requires the director's approval. After-school rehearsals and performances may be required of students. Content in this course changes annually; therefore, this course may be repeated.

The standards for High School Vocal/Choral Music, Intermediate Level enable students to build upon the skills and knowledge acquired at the beginning level. Students continue the development of vocal production techniques and ensemble participation. Opportunities are provided for students to explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Students are provided with opportunities to participate in local, district, regional, and state events.

PREREQUISITE

Audition and/or director's approval

OPTIONS FOR NEXT COURSE

Madrigals/Vocal Ensemble

REQUIRED STUDENT TEXTBOOK

Excellence in Theory, Book 2&3 for *Nowlin & Pearson*
Sing at First Sight, Level 2

**VIRGINIA BEACH STANDARDS AND OBJECTIVES
FOR INTERMEDIATE CHORUS**

MUSIC THEORY/LITERACY

- HCI.1 The student will read and notate music, including
1. Identifying components of a vocal score;
 2. Reading rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, half-note triplets, and corresponding rests;
 3. Identifying key signatures (c, f, b-flat, g, d);
 4. Sight-singing eight-measure, stepwise melodic patterns from two-part scores while maintaining a steady beat;
 5. Singing major and minor scales, using a neutral syllable;
 6. Demonstrating basic conducting patterns, including duple meter;
 7. Identifying modulation(s) in choral scores;
 8. Writing four-measure melodic phrases from dictation;
 9. Demonstrating understanding of the grand staff; and
 10. Using contemporary technology to reinforce choral skills.
- HCI.2 The student will develop aural skills by
1. Recognizing and demonstrating diatonic intervals (m2, m3, M6, m7);
 2. Identifying ascending and descending half-step and whole-step intervals;
 3. Identifying and explaining AB and ABA musical forms;
 4. Writing from dictation eight-measure rhythmic phrases;
 5. Writing from dictation four-measure melodic phrases from dictation;
 6. Identifying *a cappella* vs. Accompanied singing, including ostinato; and
 7. Identifying monophonic, homophonic, and polyphonic textures.

PERFORMANCE

- HCI.3 The student will apply vocal techniques and choral skills, including
1. Consistently using proper posture for choral singing;
 2. Consistently using breathing techniques that support vocal production;
 3. Demonstrating diaphragmatic breathing;
 4. Demonstrating the difference between head voice and chest voice;
 5. Strengthening vocal independence, agility, and range by singing appropriate vocal exercises;
 6. Consistently using proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 7. Blending with other singers across sections, using correct intonation;
 8. Singing an assigned vocal part in simple harmony alone or in ensemble;
 9. Singing music literature with and without instrumental accompaniment in at least one language other than English; and
 10. Singing music literature from memory and from score.

- HCI.4 The student will sing expressively, including
1. Interpreting various tempos while singing;
 2. Performing rhythmic patterns that include syncopations, hemiolas, dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, half-note triplets, and corresponding rests;
 3. Performing syncopations and hemiolas in music literature;
 4. Consistently applying dynamic markings while maintaining correct intonation;
 5. Demonstrating consistent use of phrasing;
 6. Responding to a wide range of conducting patterns and interpretative gestures; and
 7. Consistently using facial and physical expressions that reflect the mood and style of the music.
- HCI.5 The student will respond to music with movement by applying various styles of choreography to different musical compositions.
- HCI.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. Participating in a variety of performances and other music activities; and
 2. Cooperating and collaborating as a singer in a rehearsal.

MUSIC HISTORY AND CULTURAL CONTEXT

- HCI.7 The student will explore historical and cultural aspects of music by
1. Describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. Comparing and contrasting a variety of musical periods and styles, using music terminology;
 3. Comparing and contrasting the functions of vocal/choral music in a variety of cultures;
 4. Describing how musicians, consumers of music, and music advocates impact the community;
 5. Comparing and contrasting career options in music;
 6. Examining the relationship of choral music to the other fine arts;
 7. Examining ethical standards as applied to the use of social media and copyrighted materials; and
 8. Consistently demonstrating concert etiquette as an active listener.

ANALYSIS, EVALUATION, AND CRITIQUE

- HCI.8 The student will analyze and evaluate music by
1. Explaining the importance of cultural influences and historical context for the interpretation of works of music;
 2. Interpreting works of music, using inquiry skills and music terminology;
 3. Applying accepted criteria for evaluating works of music; and
 4. Applying accepted criteria for critiquing music performances.

AESTHETICS

- HCI.9 The student will investigate aesthetic concepts related to music by
1. Analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;
 2. Describing personal emotional and intellectual responses to works of music, using music terminology;
 3. Analyzing ways in which music can evoke emotion and be persuasive;
 4. Applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and explaining the value of musical performance to the community.

Dr. Aaron C. Spence, Superintendent
Virginia Beach City Public Schools
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For further information please call (757) 263-1070.

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