Girls Chorus
(MU 9260)
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
Mixed and Girls Chorus 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. 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, Beginning Level enable students to obtain musical knowledge and skills in the choral setting. Students begin to develop choral skills, including singing in unison and two-part harmony with emphasis on vocal production and technique. They learn to read, write, and compose music, using basic music theory. Students explore and perform music in a variety of music styles. They develop an understanding of expected concert etiquette. Students are provided with opportunities to participate in local, district, regional, and state events.

PREREQUISITE
None

OPTIONS FOR NEXT COURSE
Concert Choir or Madrigals

REQUIRED STUDENT TEXTBOOK
Excellence in Theory, Book 2&3 for Nowlin & Pearson
Sing at First Sight, Level 2
MUSIC THEORY/LITERACY

HCB.1 The student will read and notate music, including
1. Identifying the basic components of a vocal score;
2. Reading rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter
   notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets, and
   corresponding rests;
3. Identifying the functions of the sharp, flat, and natural signs;
4. Identifying key signatures (c, f, g, d);
5. Sight-singing eight-measure, stepwise melodic patterns, using do, re, mi, fa, sol and maintaining
   a steady beat;
6. Identifying the meaning of the upper and lower numbers of time signatures in duple and triple
   meters;
7. Demonstrating basic conducting patterns;
8. Identifying dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo;
9. Identifying tempo markings, including presto, allegro, andante, and adagio, rallentando,
   ritardando, accelerando;
10. Identifying the fermata, repeat sign, da capo, dal segno, coda, and fine; and
11. Using contemporary technology to reinforce choral skills.

HCB.2 The student will demonstrate aural skills by
1. Recognizing and demonstrating diatonic intervals (m2, m3, p4, p5, octave);
2. Distinguishing major and minor tonalities;
3. Identifying similar and contrasting musical phrases and sections;
4. Differentiating melodic and harmonic patterns, including descants; and
5. Writing from dictation simple four-measure rhythmic phrases.

PERFORMANCE

HCB.3 The student will exhibit vocal techniques and choral skills, including
1. Using proper posture for choral singing;
2. Using breathing techniques that support vocal production;
3. Identifying vocal anatomy, including the functions of the diaphragm and soft palate in singing;
4. Developing vocal independence, agility, and range by singing appropriate vocal exercises;
5. Demonstrating proper diction (i.e., pure vowel sounds, diphthongs, consonants);
6. Blending with other singers on the same vocal part and across sections, using correct intonation;
7. Singing an assigned vocal part in simple harmony in an ensemble;
8. Singing music literature with and without instrumental accompaniment in at least one language
   other than English; and
9. Singing music literature from memory and from score.

HCB.4 The student will sing expressively, including
1. Applying tempo markings (presto, allegro, andante, adagio, rallentando, ritardando,
   accelerating);
2. Performing rhythmic patterns that include whole notes, dotted half notes, half notes, dotted
   quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets,
   and corresponding rests;
3. Interpreting dynamic markings (pp, p, mp, mf, f, ff, crescendo, decrescendo);
4. Interpreting the fermata, repeat sign, da capo, dal segno, coda, and fine;
5. Demonstrating expressive phrasing;
6. Responding to basic conducting patterns and interpretive gestures; and
7. Using facial and physical expressions that reflect the mood and style of the music.

HCB.5 The student will respond to music with movement by performing non-choreographed and
choreographed movements.

HCB.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. Participating in a variety of performances; and
2. Cooperating and collaborating as a singer in a rehearsal.

MUSIC HISTORY AND CULTURAL CONTEXT

HCB.7 The student will explore historical and cultural aspects of music by
1. Identifying the cultures, musical styles, composers, and historical periods associated with the
music literature being studied;
2. Identifying ways in which culture and technology influence the development of choral music and
vocal styles;
3. Identifying the relationship of choral music to the other fine arts and other fields of knowledge;
4. Investigating career options in music;
5. Identifying ethical standards as applied to the use of social media and copyrighted materials; and
6. Demonstrating concert etiquette as an active listener.

ANALYSIS, EVALUATION, AND CRITIQUE

HCB.8 The student will analyze and evaluate music by
1. Describing the importance of cultural influences and historical context for the interpretation of
works of music;
2. Describing works of music, using inquiry skills and music terminology;
3. Examining accepted criteria used for evaluating works of music;
4. Describing performances of music, using music terminology; and
5. Examining accepted criteria used for critiquing musical performances.

AESTHETICS

HCB.9 The student will investigate aesthetic concepts related to music by
1. Proposing a definition of music and supporting that definition;
2. Describing aesthetic criteria used for determining the quality of a work of music or importance
of a musical style;
3. Explaining preferences for different works of music, using music terminology;
4. Identifying ways in which music evokes sensory, emotional, and intellectual responses, including
ways in which music can be persuasive; and
5. Identifying the value of musical performance to the school community.
Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student’s school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

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 Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at John.Brewington@VBSchools.com.

vbschools.com
your virtual link to Hampton Roads’ largest school system

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

(Revised August 2017)