



Department of Teaching & Learning
Parent/Student Course Information

Madrigals/Vocal Ensemble
(MU 9280)
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 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 choral literature utilizing world 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. Content in this course changes annually; therefore, this course may be repeated.

The standards for High School Vocal/Choral Music, Advanced Level enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and sight-read music, they expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. They develop an understanding of and appreciation for vocal/choral music and its relationship to other disciplines. 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

Continue to next ability level in the curriculum

REQUIRED STUDENT TEXTBOOK

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

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

MUSIC THEORY/LITERACY

- HCAD.1 The student will read and notate music, including
1. Identifying components of three- and four-part choral scores;
 2. Reading and interpreting complex rhythmic patterns that include syncopations and hemiolas;
 3. Identifying major key signatures (c, g, f, d, b-flat, e-flat) and their related minor keys;
 4. Sight-singing eight-measure melodic patterns containing tonic triad skips from two- or three-part scores, while maintaining a steady beat;
 5. Singing major and minor scales independently, using a neutral syllable;
 6. Demonstrating basic conducting patterns, including triple meter; and
 7. Using contemporary technology to reinforce choral skills.
- HCAD.2 The student will develop aural skills by
1. Recognizing and identifying all diatonic intervals;
 2. Writing from dictation eight-measure rhythmic phrases of increasing difficulty;
 3. Writing from dictation eight-measure melodic phrases;
 4. Identifying and explaining abba and rondo musical forms; and
 5. Identifying madrigal style.

PERFORMANCE

- HCAD.3 The student will demonstrate vocal techniques and choral skills, including
1. Modeling proper posture for choral singing;
 2. Modeling breathing techniques that support proper vocal production;
 3. Identifying the effects of physiological changes and external influences on the voice;
 4. Integrating principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate);
 5. Increasing breath control through strength and endurance exercises;
 6. Increasing vocal independence, agility, and range by singing appropriate vocal exercises, including use of head and chest voices;
 7. Adjusting intonation for balance and blend;
 8. Singing an assigned vocal part in complex harmony;
 9. Consistently applying proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 10. Singing music literature with and without instrumental accompaniment in at least two languages other than english; and
 11. Singing music literature from memory and from score.
- HCAD.4 The student will sing expressively, including
1. Interpreting and applying various tempos while singing;
 2. Performing complex rhythmic patterns that include syncopations and hemiolas in duple and triple meters;
 3. Consistently applying dynamic markings in musical scores and exercises while maintaining correct intonation;
 4. Modeling expressive phrasing;
 5. Responding to advanced conducting patterns and interpretive gestures; and
 6. Consistently using facial and physical expressions that reflect the mood and style of the music.

- HCAD.5 The student will respond to music with movement by
1. Using choreography as a form of expression and communication (e.g., sign language, riser choreography); and
 2. Creating movement individually or collaboratively.

- HCAD.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. Participating in a variety of performances and other music activities;
 2. Cooperating as a singer in a rehearsal; and
 3. Respecting student leaders within the choral ensemble.

MUSIC HISTORY AND CULTURAL CONTEXT

- HCAD.7 The student will explore historical and cultural aspects of music by
1. Analyzing 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. Analyzing the characteristics of vocal/choral music from a variety of cultures;
 4. Examining opportunities for music performance and advocacy within the community;
 5. Researching career options in music;
 6. Analyzing the relationship of choral music to other fields of knowledge;
 7. Researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
 8. Modeling exemplary concert etiquette as an active listener.

ANALYSIS, EVALUATION, AND CRITIQUE

- HCAD.8 The student will analyze and evaluate music by
1. Comparing and contrasting the importance of cultural influences and historical context for the interpretation of works of music;
 2. Examining ways in which personal experiences influence critical judgment about works of music and musical performances;
 3. Comparing and contrasting works of music, using music terminology;
 4. Evaluating works of music, using accepted criteria;
 5. Comparing and contrasting music performances; and
 6. Critiquing music performances of self and others, using critical-thinking skills.

AESTHETICS

- HCAD.9 The student will investigate aesthetic concepts related to music by
1. Analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology;
 2. Analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and
 3. Explaining the value of musical performance to society.

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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CHARTING THE COURSE

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