



Department of Teaching & Learning
Parent/Student Course Information

Mixed Chorus
(MU 9282)
Grades 9-12
One Credit Per Year

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

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

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, accelerando);
 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.

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

HC.B.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

HC.B.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

HC.B.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

HC.B.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.

Dr. Aaron C. Spence, Superintendent
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For further information please call (757) 263-1070.

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