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**

**Chorus 8 Year**

In this year-long course combination, emphasis is placed on high standards of performance and the development of conceptual understanding. Students become acquainted with the great heritage of choral literature and are given the opportunity to develop a high standard of general musicianship and music literacy. Performances are an important part of group activities. After-school rehearsals and public performances may be required of students. Membership is based on ability, interest, and experience. The director’s approval is required.

**Middle School Vocal/Choral Music, Beginning Level**

The standards for Middle School Vocal/Choral Music, Beginning Level enable students 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. Students learn to read, write and compose music, using basic music theory. They explore and perform music in a variety of music styles. In addition, students develop an understanding of acceptable concert etiquette. Students are provided with opportunities to participate in local, district, regional, and state events.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

High School Level Chorus Courses

**REQUIRED STUDENT TEXTBOOK**

Alfred’s Essentials of Music Theory, Book 1 & Book 2
TOPICS OF STUDY

MUSIC THEORY/LITERACY

MCB.1 The student will read and notate music, including
1. Identifying, defining, and using basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music;
2. Echoing, reading, and notating rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests;
3. Sight-singing eight-measure melodic patterns, while maintaining a steady beat;
4. Differentiating by sight call-and-response songs, canons, and partner songs; and
5. Using contemporary media and technology in the study and creation of music.

MCB.2 The student will develop aural skills by
1. Identifying diatonic intervals (M2, M3, P4, P5, and octave);
2. Distinguishing major and minor tonalities;
3. Identifying similar and contrasting musical phrases and sections;
4. Differentiating melodic and harmonic patterns; and
5. Using contemporary media.

PERFORMANCE

MCB.3 The student will demonstrate 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 developmentally appropriate vocal exercises;
5. Using correct intonation;
6. Blending with other singers on the same vocal part;
7. Using proper diction (i.e., pure vowel sounds, diphthongs, consonants with emphasis on beginning and ending consonants);
8. Singing an assigned vocal part in a small group; and
9. Singing music literature from memory and from score.

MCB.4 The student will sing expressively, including
1. Interpreting tempo markings (allegro, andante, adagio);
2. Performing, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests;
3. Interpreting dynamic markings (p, mp, mf, f, crescendo, decrescendo);
4. Demonstrating expressive phrasing techniques;
5. Responding to basic conducting patterns and interpretive gestures; and
6. Using facial and physical expressions that reflect the mood and style of the music.

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

MUSIC HISTORY AND CULTURAL CONTEXT

MCB.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 choral music and vocal music styles;
3. Identifying the relationship of choral music to the other fine arts and other fields of knowledge;
4. Examining 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

MCB.8 The student will analyze and evaluate music by
1. Describing works of music, using inquiry skills and music terminology;
2. Examining accepted criteria used for evaluating works of music;
3. Describing performances of music, using music terminology; and
4. Examining accepted criteria used for critiquing musical performances.

AESTHETICS

MCB.9 The student will investigate aesthetic concepts related to music by
a. Proposing a definition of music and supporting that definition;
b. Describing aesthetic criteria used for determining the quality of a work of music;
c. Identifying reasons for preferences among works of music, using music terminology; and
d. Identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
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.

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