Department of Teaching & Learning
Parent/Student Course Information

Concert Chorus 8/Vocal Ensemble 8
(MU 9286 and MU 9288)
One Credit One Year
Grade 8

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
Concert Chorus 8 First Semester AND Vocal Ensemble 8 Second Semester
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, Advanced Level
The standards for Middle 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 materials, 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
The Director's approval is required.

OPTIONS FOR NEXT COURSE
High School Level Chorus Courses

REQUIRED STUDENT TEXTBOOK
Alfred's Essentials of Music Theory, Book 2

TOPICS OF STUDY

MUSIC THEORY/LITERACY

MCAD.1   The student will read and notate music, including

1. Identifying, defining, and using advanced standard notation for pitch, rhythm, meter, dynamics, and other elements of music;
2. Echoing, reading, and notating rhythmic patterns that include eighth-note, half-note, and quarter-note triplets;
3. Sight-singing eight-measure, stepwise melodic patterns from two-part scores, using the major scale and maintaining a steady beat;
4. Identifying components of a three-part choral score;
5. Composing and performing basic rhythmic patterns;
6. Identifying key signatures (c, f, and g); and
7. Applying contemporary technology to reinforce advanced choral skills.

MCAD.2   The student will develop aural skills by

1. Identifying all diatonic intervals;
2. Distinguishing descending half-step and whole-step intervals;
3. Identifying abba and rondo musical forms;
4. Recognizing monophonic and homophonic textures;
5. Recognizing *a cappella* vs. Accompanied singing, descants, and ostinatos; and
6. Writing from dictation complex melodic and rhythmic phrases.

PERFORMANCE

MCAD.3   The student will demonstrate vocal techniques and choral skills, including

1. Consistently maintaining proper posture for choral singing;
2. Consistently using breathing techniques that support vocal production;
3. Identifying the effect of physiological changes on the voice;
4. Increasing breath control through strength and endurance exercises;
5. Integrating principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate);
6. Enhancing vocal independence, agility, and range by singing developmentally appropriate vocal exercises, including use of head and chest voices;
7. Blending with other singers on the same vocal part and across sections, using correct intonation;
8. Singing an assigned vocal part in music written in three or more parts;
9. 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 one language other than english; and
11. Singing music literature from memory and from score.

MCAD.4   The student will sing expressively, including
1. Following and maintaining indicated tempos while singing;
2. Performing rhythmic patterns that include eighth-note, half-note, and quarter-note triplets;
3. Consistently applying dynamic markings while maintaining correct intonation;
4. Interpreting expressive phrasing techniques;
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.

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

MCAD.6   The student will demonstrate collaboration and concert etiquette as a performer by
1. Participating in a variety of performances;
2. Applying expected rehearsal skills; and
3. Respecting student leaders within the choral ensemble.

MUSIC HISTORY AND CULTURAL CONTEXT

MCAD.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 styles, using music terminology;
3. Investigating opportunities for music performance and advocacy within the community;
4. Researching career options in music;
5. Examining the relationship of choral music to other fields of knowledge;
6. Researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
7. Consistently demonstrating exemplary concert etiquette as an active listener.

ANALYSIS, EVALUATION, AND CRITIQUE

MCAD.8   The student will analyze and evaluate music by
1. Comparing and contrasting works of music, using music terminology;
2. Evaluating works of music, using accepted criteria;
3. Comparing and contrasting music performances; and
4. Critiquing music performances, using critical-thinking skills.

AESTHETICS

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

Dr. Aaron C. Spence, Superintendent
Virginia Beach City Public Schools
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Produced by the Department of Teaching and Learning.
For further information please call (757) 263-1070.

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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