



Department of Teaching & Learning
Parent/Student Course Information

Chorus 8
(MU 9285)
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

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

**VIRGINIA BEACH STANDARDS AND OBJECTIVES
FOR CHORUS 8**

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.

Dr. Aaron C. Spence, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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For further information please call (757) 263-1070.

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CHARTING THE COURSE

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