



**CHORUS 6
GRADES 6-8**

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

Emphasis is placed on developing fundamental vocal and choral techniques and on acquiring skills essential to accurate interpretation of a musical score. Students are exposed to a wide variety of vocal literature and are provided with an opportunity to explore and develop their abilities in music. Membership is open to all students who have had few musical experiences and wish to develop an understanding and appreciation of choral music. This course is a semester in length. Students may sign up for chorus again for the second semester.

PREREQUISITE

Membership is open to all students who have had few musical experiences and wish to develop an understanding and appreciation of choral music.

OPTIONS FOR NEXT COURSE

Chorus 7

REQUIRED STUDENT TEXTBOOK

None

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE CHORUS 6 COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:

TOPICS OF STUDY

LEVEL A

THEORY

- 1.1 Demonstrate an awareness of basic rhythmic and metric values (SOL – CB.9)
- Count and perform whole, half, quarter, and eighth notes (SOL – CB.9)
 - Count and perform whole, half, and quarter rests (SOL – CB.9)
 - Identify and define a measure (SOL – CB.9)
 - Count and perform 2/4, 3/4, and 4/4 meters (SOL – CB.9)
- 1.2 Demonstrate knowledge of basic music notation (SOL – CB.9)
- Define a staff (SOL – CB.9)
 - Identify a treble clef (SOL – CB.9)
 - Label the lines and spaces on the treble staff (SOL – CAD.8)
 - Define and demonstrate a knowledge of forte and piano (SOL – CB.4)
 - Demonstrate an ability to follow a vocal line in a choral score (SOL – CAD.8)
 - Utilize available technology (SOL – CB.9)
- 1.3 Demonstrate an awareness of tempo (SOL – CB.4, CI.4)
- Perform selected literature at the appropriate tempo (SOL – CB.4, CI.4)

SIGHT-SINGING/EAR-TRAINING

- 1.4 Demonstrate an awareness of the correlation of written notation to the sounded pitch
- Sing the written pitch as given by the teacher
- 1.5 Demonstrate an awareness of melodic movement
- Identify upward, downward, and repeated tones

VOCAL PRODUCTION

- 1.6 Demonstrate an awareness of proper posture (SOL – CB.1, CI.1)
- Demonstrate proper sitting and standing positions (SOL – CB.4, CI.4)
 - Demonstrate the ability to hold the music correctly while singing (SOL – CB.4, CI.4)
- 1.7 Demonstrate the ability to use appropriate diction (SOL – CB.3, CI.3, CAD.3, CAD.1, CAR.3)
- Demonstrate appropriate pronunciation of beginning and ending consonants (SOL –

CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)

- Demonstrate appropriate vowel formation and pronunciation (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
 - Demonstrate appropriate pronunciation of diphthongs (SOL – CB.3, CI.3, CAD.3, CAR.3, CAD.1, CAR.1)
- 1.8 Demonstrate proper breathing techniques (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Describe how proper posture contributes to breath control (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Demonstrate the ability to breathe according to the dictates of the literature (SOL – CI.1, CAD.1, CAR.1)
- 1.9 Demonstrate an awareness of tonal placement (SOL – CB.2, CI.2, CAD.2, CAD.1, CAR.1)
- Identify the difference between head tones, and chest tones (SOL – CI.2, CAD.2, CAD.1, CAR.1)

REHEARSAL SKILLS

- 1.10 Demonstrate appropriate rehearsal skills
- Bring appropriate materials to rehearsal
 - Demonstrate the proper use and care of classroom materials
 - Demonstrate appropriate behavior
 - Attend regularly scheduled rehearsals
 - Demonstrate the ability to interpret basic choral direction (SOL – CB.6, CI.6, CAD.6, CAR.6)

PERFORMING SKILLS

- 1.11 Demonstrate appropriate ensemble performing skills (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate the ability to function as an integral member of the choral ensemble (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Demonstrate ensemble balance and blend appropriate to the music (SOL – CI.4, CAD.4)
 - Perform in a style appropriate to the music (SOL – CI.14)
- 1.12 Demonstrate appropriate concert skills (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate appropriate stage and audience behavior (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Demonstrate the ability to maintain an appropriate level of focus and energy (SOL – CB.13, CI.13, CAD.13, CAR.13)

- 1.13 The student will evaluate music performances
- Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions
 - Develop and apply criteria for evaluating vocal/choral performances.
 - Attend all concerts in appropriate attire (SOL – CB.13, CAD.13, CAR.13)
 - Attend all required performances (SOL – CB.13, CAD.13, CAR.13)

LITERATURE

- 1.14 Demonstrate the ability to perform a variety of styles (SOL – CB.14, CI.14, CAD.15, CAR.15)
- Demonstrate an awareness of differences in style (SOL – CB.14, CI.14, CAD.15, CAR.15)
- 1.15 Demonstrate the ability to sing in harmony (SOL – CB.5, CAD.5)
- Demonstrate the ability to sing in two parts (SOL – CB.5)
- 1.16 The student will study selections representing historical periods, diverse styles, and cultures.
- Compare and contrast the functions of vocal/choral music in various cultures.
 - Associate distinguishing characteristics of representative choral music from a variety of cultures.
 - Classify an exemplary vocal/choral work by historical period, composer, and title.

IMPROVISATION

- 1.17 The student will respond to music through movement (SOL – CB.7)
- Use movement to enhance styles of music
 - Use body percussion to practice and perform rhythms
- 1.18 The student will create melodies and rhythms through improvising and composing (SOL – CB.8)
- Compose a simple melody within specified guidelines
 - Create variations of familiar melodic phrases on a neutral syllable
 - Improvise “responses” in a similar style to given rhythmic and melodic phrases
 - Use multimedia applications in creating original music

INTERDISCIPLINARY

- 1.19 The student will study the relationship of music to the other fine and performing arts (SOL – CB.12)
- Associate common elements and descriptive terms with those used in music, art, dance, and drama
 - Explore careers in music as related to other fine and performing arts.

- 1.20 The student will study the relationship of music to non-arts disciplines.

LEVEL B

THEORY

- 2.1 Demonstrate an awareness of basic rhythmic and metric values (SOL – CB.9)
- Count, perform, and write whole, half, quarter, and eighth notes (SOL – CB.9)
 - Count, perform, and write whole, half, quarter, and eighth rests (SOL – CB.9)
 - Count and perform C and common time and cut time (SOL – CB.9)
- 2.2 Demonstrate a knowledge of basic music notation (SOL – CB.9)
- Label the pitches on the treble staff from C? to f?? (SOL – CAD.8)
 - Define and demonstrate a knowledge of *mf*, *ff*, *pp*, and *mp* (SOL – CB.4, CI.4)
 - Identify vocal parts and accompaniment in a choral score
 - Define whole step and half step
 - Identify and define sharp, flat, and natural (SOL – CAD.8)
 - Utilize available technology (SOL – CB.9)
- 2.3 Demonstrate a knowledge of basic form (SOL – CB.10)
- Identify, define, and perform strophic form (SOL – CB.10)
 - Identify, define, and perform round (SOL – CB.10)

SIGHT-SINGING/EAR-TRAINING

- 2.4 Demonstrate an awareness of the correlation of the written notation to the sounded pitch
- Sight-sing stepwise diatonic passages up to a fifth above and a fourth below tonic (SOL – CAD.8)

VOCAL PRODUCTION

- 2.5 Demonstrate an awareness of proper posture (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Demonstrate proper sitting and standing positions (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Demonstrate the ability to hold the music correctly while singing (SOL – CB.1, CI.1, CAD.1, CAR.1)
- 2.6 Demonstrate the ability to use appropriate diction (SOL – CB.3, CI.3, CAD.3, CAR.3, CAR.1)
- Demonstrate appropriate pronunciation of beginning and ending consonants diction (SOL – CB.3, CI.3, CAR.3, CAD.3, CAR.1)
 - Demonstrate appropriate vowel formation and pronunciation diction (SOL – CAR.1, CB.3, CI.3, CAR.3, CAD.3)

- Demonstrate appropriate pronunciation of diphthongs diction (SOL – CAR.1, CB.3, CI.3, CAR.3, CAD.3)
- 2.7 Demonstrate proper breathing techniques diction (SOL – CB.1, CI.1, CAD.1, CAR.1)
- Describe staggered breathing (SOL – CB.1, CI.1, CAD.1, CAR.1)
 - Demonstrate the ability to use phrasing as indicated by the director (SOL – CAD.4, CAR.1)
- 2.8 Demonstrate an awareness of tonal placement (SOL – CB.2, CI.2, CAD.2, CAR.1)
- Demonstrate the ability to use head tones and chest tones (SOL – CB.2, CI.2, CAD.2, CAR.1)
 - Demonstrate an awareness of correct intonation (SOL – CB.2, CI.2, CAD.2, CAR.2, CAR.1)

REHEARSAL SKILLS

- 2.9 Demonstrate appropriate rehearsal skills
- Bring appropriate materials to rehearsal
 - Demonstrate the proper use and care of classroom materials
 - Demonstrate appropriate behavior
 - Attend regularly scheduled rehearsals
 - Demonstrate the ability to interpret basic choral direction (SOL – CB.6, CI.6, CAD.6, CAR.6)
 - Demonstrate the ability to recognize conducting patterns for two, three, and four beat patterns (SOL – CB.6, CI.6, CAD.6, CAR.6)
 - Demonstrate the ability to mark the score as indicated by the director

PERFORMANCE SKILLS

- 2.10 Demonstrate appropriate ensemble performing skills (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate the ability to function as an integral member of the choral ensemble (SOL – CB.13, CI.13, CAD.13, CAR.13)
 - Demonstrate ensemble balance and blend appropriate to the music (SOL – CAD.4, CI.13, CI.4)
 - Perform in a style appropriate to the music (SOL – CI.14)
- 2.11 Demonstrate appropriate concert skills (SOL – CB.13, CI.13, CAD.13, CAR.13)
- Demonstrate appropriate stage and audience behavior (SOL – CB.13, CI.13, CAD.13, CAR.13)
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VIRGINIA BEACH CITY PUBLIC SCHOOLS
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Dr. James G. Merrill, Superintendent

DEPARTMENT OF CURRICULUM AND INSTRUCTION
2512 George Mason Drive • P. O. Box 6038 • Virginia Beach, Virginia 23456-0038

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