

High School Chorus
Grades 9-12
Beginning, Intermediate, & Advanced

Augusta County Public Schools



Buffalo Gap High School– Sara Urry
Fort Defiance High School– Melissa Dull
Riverheads High School– William Harner
Stuarts Draft High School– Bethany Blouse
Wilson Memorial High School– Abigail Hostetter
Supervisor– Terry LaFon

Virginia Music Standards of Learning for General Chorus Grades 9-12

The Student Will:

Music Theory/Literacy:

- HCB.1 Read and notate music
- HCB.2 Demonstrate aural skills

Performance:

- HCB.3 Exhibit vocal techniques and choral skills
- HCB.4 Sing expressively
- HCB.5 Respond to music with movement by performing nonchoreographed and choreographed movements
- HCB. 6 Demonstrate collaboration and concert etiquette as a performer

Music History and Cultural Context:

- HCB.7 Explore historical and cultural aspects of music

Analysis, Evaluation, and Critique:

- HCB.8 Analyze and evaluate music

Aesthetics

- HCB.9 Investigate aesthetic concepts related to music

**It is important to note that, while the categories remain consistent throughout beginning, intermediate, and advanced level chorus, the specific criteria become progressively more advanced. For an in-depth look at specific criteria for each standard, please use the following online resource from the Department of Education:*

http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/2013/music/std_finearts_music.pdf

Skills & Concepts				
Vocal Technique	Pitch/Rhythm	Structure	Choral Skills	Vocabulary
Vocal Anatomy	Pitch notation	Respond to	Identify vocal	Develop
Diction	Treble & Bass clef notes	conducting gestures	ranges	understanding of basic music terms
Posture	Melodic & Rhythmic dictation	Expression: Dynamics, phrasing, tempo, style	Class participation and performance	Use terms in discussion and reflection
Breathing techniques	Aural recognition of steps & intervals	Form: AB, ABA	Rehearsal/Concert Etiquette	
Tone production and quality	Create & perform rhythm and melodic patterns	Music terms and symbols	One/ Two-part music	
	Match pitch		Varied repertoire	
			Performance evaluations	

Virginia Music Standards of Learning for General Chorus Grades 9-12

The Student Will:

Music Theory/Literacy:

- HCI.1 Read and notate music
- HCI.2 Demonstrate aural skills

Performance:

- HCI.3 Exhibit vocal techniques and choral skills
- HCI.4 Sing expressively
- HCI.5 Respond to music with movement by performing nonchoreographed and choreographed movements
- HCI. 6 Demonstrate collaboration and concert etiquette as a performer

Music History and Cultural Context:

- HCI.7 Explore historical and cultural aspects of music

Analysis, Evaluation, and Critique:

- HCI.8 Analyze and evaluate music

Aesthetics

- HCI.9 Investigate aesthetic concepts related to music

**It is important to note that, while the categories remain consistent throughout beginning, intermediate, and advanced level chorus, the specific criteria become progressively more advanced. For an in-depth look at specific criteria for each standard, please use the following online resource from the Department of Education:*

http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/2013/music/std_finearts_music.pdf

Skills & Concepts				
Vocal Technique	Pitch/Rhythm	Structure	Choral Skills	Vocabulary
Vocal Anatomy	Pitch notation	Respond to	Identify vocal	Develop
Diction	Treble & Bass clef notes	conducting gestures	ranges	understanding of intermediate level musical terms
Posture	Melodic & Rhythmic dictation	Expression: Dynamics, phrasing, tempo, style	Class participation and performance	Use terms in discussion and reflection
Breathing techniques	Aural recognition of steps & intervals	Form: AB, ABA, counterpoint	Rehearsal/Concert Etiquette	
Tone production and quality	Create & perform rhythm and melodic patterns	Music terms and symbols	Two/Three-part singing	
	Match pitch		Varied repertoire	
			Performance evaluations	

Virginia Music Standards of Learning for Advanced Chorus Grades 9-12

The Student Will:

Music Theory/Literacy:

- HCAD.1 Read and notate music
- HCAD.2 Demonstrate aural skills

Performance:

- HCAD.3 Exhibit vocal techniques and choral skills
- HCAD.4 Sing expressively
- HCAD.5 Respond to music with movement by performing nonchoreographed and choreographed movements
- HCAD. 6 Demonstrate collaboration and concert etiquette as a performer

Music History and Cultural Context:

- HCAD.7 Explore historical and cultural aspects of music

Analysis, Evaluation, and Critique:

- HCAD.8 Analyze and evaluate music

Aesthetics

- HCAD.9 Investigate aesthetic concepts related to music

**It is important to note that, while the categories remain consistent throughout beginning, intermediate, and advanced level chorus, the specific criteria become progressively more advanced. For an in-depth look at specific criteria for each standard, please use the following online resource from the Department of Education:*

http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/2013/music/std_finearts_music.pdf

Skills & Concepts				
Vocal Technique	Pitch/Rhythm	Structure	Choral Skills	Vocabulary
Vocal Anatomy	Pitch notation	Respond to	Identify vocal	Develop
Diction	Treble & Bass clef notes	conducting gestures	ranges	understanding of advanced musical terms
Posture	Melodic & Rhythmic dictation	Expression: Dynamics, phrasing, tempo, style	Class participation and performance	Use terms in discussion and reflection
Breathing techniques	Aural recognition of steps & intervals	Form: AB, ABA, counterpoint, free form	Rehearsal/Concert Etiquette	
Tone production and quality	Create & perform rhythm and melodic patterns	Music terms and symbols	Three/Four-part singing	
	Match pitch		Varied repertoire	
			Performance evaluations	

Additional Skills Incorporated in Music Classes

Lower Order Thinking Skills

Apply standard
Classify
Construct logical sequences
Follow directions
Increase vocabulary
Listen
Manage time
Observe
Participate in group activities
Recognize main idea and details
Solve problems
Speak
Technology
Use mass media
Write

Higher Order Thinking Skills

Compare and contrast
Create hypotheses
Detect fallacies
Distinguish fact and fiction
Opinion and interpretation
Drawing conclusions
Predict outcomes
Read and think critically
Recognize cause and effect

Connections: The following activities/assignments are examples of how this subject will connect knowledge across disciplines.

Career Preparation: vocalists, teachers, commercial musicians, performers, public speakers, cooperative team workers

English/Language Arts: expressive communication, choral music is poetry and literature set to song, phrasing, vocabulary

Fine Arts: dramatic arts (musicals), relationship between music and visual arts within the context of music history and cultural studies

Foreign Languages: sing choral literature in other languages, musical terms in other languages, music notation is a unique language

Health and Physical Education: movement to music (coordination), vocal health, singing is an aerobic activity when proper breathing is taking place

Library Services: Information resources and support services will be maintained for students and staff in print and in a variety of digital formats. Wherever possible, both information and access to support services will be provided at the user's work-site or workstation.

Mathematics: subdivision of time into fractions, rhythmic notation

Science: acoustics and other physical properties of sound, body mechanisms used in vocal production

Social Studies: music history in relationship to general historical events and cultures, ethnic literature in relation to other cultures

Technology: Apply the tools of technology to the curriculum in order to expand knowledge and foster student exploration. Think in a technological environment.