



# STAFFORD COUNTY PUBLIC SCHOOLS

## Curriculum Overview High School Chorus – Level I

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### **Course Description:**

High School Chorus connects the study of music composition, vocal technique, rehearsal processes, and music history. The course is divided into 3 levels. The courses examine vocal techniques, music theory, ear training and sight-singing ensemble skills and performance, music literature, musical analysis, interdisciplinary activity, technology, and music careers and applications. Performance and evaluation are in integral part of the course especially as they relate to the Standards of Learning. Since performances are a natural and vital extension of this course, participation is *strongly* recommended.

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### **Essential Skills/Processes:** Students will—

#### **Vocal Technique:**

- Proper posture
- Proper vocal and breathing techniques
- Development of resonance, open tone, vowel placement
- Develop concepts of proper vowel and consonant production
- Identify tessitura of voices
- Incorporate appropriate facial/body expression

#### **Music Theory/Pitch/Rhythm:**

- Develop good understanding of pitch including retention
- Develop accurate intonation
- Introduction to sight-singing in 1 and 2 parts
- Develop listening skills
- Introduction to rhythmic reading
- Practical application of rhythmic patterns
- Rudimentary conducting patterns
- Study of terms, symbols, and signs
- Introduction of musical forms
- Introduction of historical and contemporary musical styles
- Singing simple melodies a cappella from written scores using solfege and/or numbers
- Recognize the difference between major and minor tonalities

#### **Ensemble Skills/Performance:**

- Sing accurately in unison using good breath control
- Adjust voices to match the vocal timbres and dynamic levels of the combined group
- Respond to clear and basic conducting patterns, 2/4, 3/4, 4/4
- Participate in mandatory rehearsals and concerts
- Demonstrate good behavior
- Sing and/or identify a wide variety of styles which may include seasonal, folk, novelty, spirituals, patriotic, popular, and traditional selections

- Sing a varied repertoire of choral works representing genres and styles of diverse cultures

**Musical Analysis:**

- Name and perform similar and contrasting phrases through the study of musical examples
- Critique teacher – approved musical performance focusing on tone, diction, appearance, posture, and choice of music

**Interdisciplinary Activity:**

- View films, videos, tapes, etc. dealing with various cultures
- Integrate activities with 1 or more subject areas using teachers, students, and various resources

**Technology:**

- Provide opportunities to observe and/or explore available computer technology in the field of music
- Provide cassettes, compact discs, videotapes, laserdiscs, etc. to enhance musical knowledge and skills
- Provide musical instruments using MIDI technology

**Music Career and Applications:**

- Individual student research of specific professions and music career opportunities

**Essential Knowledge:**

The goals are to provide a greater understanding of music in our society; to appreciate different cultures and customs; acquire stage presence and decorum; experience enrichment through participation; encourage creative experimentation; share the talents of others; foster a spirit of cooperation, and expand career awareness.

**Resources:**

**Curriculum Connections:**

Stafford County Public Schools:

<https://www.staffordschools.net/>

VA Standards of Learning:

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/fine\\_arts/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/fine_arts/index.shtml)

School Report Card (VA Department of Education):

<http://schoolquality.virginia.gov/>