

# Roanoke County Public Schools



## **Vocal/Choral Music Curriculum Guide**

2022

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# VOCAL/CHORAL MUSIC CURRICULUM GUIDE

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Roanoke County Public Schools does not discriminate with regard to race, color, age, national origin, gender, or handicapping condition in an educational and/or employment policy or practice.

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## PHILOSOPHY AND OBJECTIVES

Music education is basic to the curriculum, and therefore, is essential to the education of the total student. The music program encourages a positive self-image and a positive attitude towards music as an art form. Music education seeks to develop every student's awareness of the impact of music on his/her daily life. The music program provides a means with which each student's cultural heritage can be explored. The music curriculum is designed to encourage active participation through sequential musical experiences based on the elements of music. These enjoyable and meaningful experiences promote the individual's musical growth through performance, creativity, interpretation, listening, and critical thinking.

The student will:

1. Gain an appreciation for music as an art form.
2. Explore how music can enhance the quality of life.
3. Obtain an outlet for emotional release and an opportunity for creative expression.
4. Develop self-discipline through demanding and rewarding musical experiences.
5. Gain a feeling of accomplishment and satisfaction through personal effort.
6. Experience a spirit of cooperation through group participation.
7. Discover and develop his/her true musical talent.
8. Make wiser use of leisure time through active participation in music.
9. Derive knowledge and understanding from the relationship of music to other subject areas and, in particular, a better understanding of America and other nations and peoples.
10. Gain a knowledge and understanding of career opportunities in music.

## INTRODUCTION

Throughout music education, course content is organized into five specific content strands or topics: Music Theory/Literacy; Performance; Music History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout music instruction, regardless of the particular learning experience. Through the mastery of music concepts and acquisition of music skills, the goals for music education are realized. A comprehensive music program provides students with the ability to understand their own responses and the responses of others to the many forms of musical experience. Through individualized instruction and multiple group educational opportunities, students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

# SCOPE AND SEQUENCE

This scope and sequence chart reflects the gradual progression in musical development that culminates in a high level of artistic attainment. We acknowledge that personnel in choir is not always continuous from year to year and that objectives covered in previous years may need to be re-covered in a subsequent year of choir. By the time the student reaches high school, the director may determine which objectives are most appropriate for each ensemble.

## Choir curriculum 2022

<b>Creative Process</b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>HS Beginner</b>	<b>HS Intermediate</b>	<b>HS Artist</b>
Create music via individual expression	MCB.1	MCI.1	MCAD.1	HCB.1	HCI.1	HCAD.1
Apply a creative process for music	MCB.2	MCI.2	MCAD.2	HCB.2	HCI.2	HCAD.2
<b>Critical Thinking and Communication</b>						
Analyze, interpret, and evaluate choral music	MCB.3	MCI.3	MCAD.3	HCB.3	HCI.3	HCAD.3
Personal Response to Music	MCB.4	MCI.4	MCAD.4	HCB.4	HCI.4	HCAD.4
Collaboration, Communication, Etiquette	MCB.5	MCI.5	MCAD.5	HCB.5	HCI.5	HCAD.5
<b>History, Culture, and Citizenship</b>						
Explore historical and cultural influences of music	MCB.6	MCI.6	MCAD.6	HCB.6	HCI.6	HCAD.6
Functions of music in the community	MCB.7	MCI.7	MCAD.7	HCB.7	HCI.7	HCAD.7
Ethical standards, copyright, and digital citizenship	MCB.8	MCI.8	MCAD.8	HCB.8	HCI.8	HCAD.8
<b>Innovation in the Arts</b>						
Career options in music	MCB.9	MCI.9	MCAD.9	HCB.9	HCI.9	HCAD.9
Media and technology in music	MCB.10	MCI.10	MCAD.10	HCB.10	HCI.10	HCAD.10
Relationship of choral music to fine arts and other disciplines	MCB.11	MCI.11	MCAD.11	HCB.11	HCI.11	HCAD.11
<b>Technique and Application</b>						
Music Literacy	MCB.12	MCI.12	MCAD.12	HCB.12	HCI.12	HCAD.12
Aural Skills	MCB.13	MCI.13	MCAD.13	HCB.13	HCI.13	HCAD.13
Vocal Techniques and Choral Skills	MCB.14	MCI.14	MCAD.14	HCB.14	HCI.14	HCAD.14
Expressive Qualities of Music	MCB.15	MCI.15	MCAD.15	HCB.15	HCI.15	HCAD.15
Music and Movement	MCB.16	MCI.16	MCAD.16	HCB.16	HCI.16	HCAD.16

## QUICK REFERENCE

### MCB- Middle School Beginning Level (6<sup>th</sup> Grade)

Instructional Area	MCB 1 <sup>st</sup> 9 weeks	MCB 2 <sup>nd</sup> 9 weeks	MCB 3 <sup>rd</sup> 9 weeks	MCB 4 <sup>th</sup> 9 weeks
<b>Reading and Notating Music</b>	Whole, half, quarter and corresponding rests <i>p, mp, mf, f, cresc. decresc.</i> <i>Partner Songs</i>	Dotted Half, Dotted Quarter, Review dynamics, <i>Canons</i> Allegro	Sixteenth, Review dynamics, Treble Clef Note Names, Call-and-Response Andante, adagio	Review Rhythms, Review Dynamics,
<b>Developing Aural Skills</b>	Diatonic intervals	Major and Minor Tonalties Melodic Patterns	Similar/Contrasting Phrases, Harmonic Patterns	Review All
<b>Vocal Techniques and Choral Skills</b>	Proper Posture, Breath Support, Vocal Anatomy, Intonation and Blend, Diction	Part Singing in Small Groups, Memorization	Review	Review
<b>Singing Expressively</b>	Reinforce Basic Concepts through Group Experience	Reinforce Basic Concepts through Performance	Reinforce Basic Concepts through Group Experience	Reinforce Basic Concepts through Performance
<b>Movement Response</b>	Claps and Swaying, choreographed movements	Performance	Non-Choreographed movements	Performance
<b>Collaboration and Concert Etiquette</b>	Rehearsal Etiquette, Observe other Group Performances	Describe Concert Etiquette and Critique Own Performance Basic conducting patterns	Rehearsal Etiquette, Observe other Group Performances Interpretive gestures	Describe and Review Concert Etiquette and Critique Own Performance
<b>Music History and Cultural Context</b>	Brief Historical Development and Cultural Aspects of Music Literature Being Studied.	Copyrights, Concert Etiquette as an Active Listener,	Connecting other Fine Arts and Fields of Knowledge to Choral Music	Musical Career Options
<b>Analysis, Evaluation, and Critique</b>	Tone Production, Intonation, Blend and Balance	Evaluate Own and Other Performances	Review Criteria	Evaluate Own and Other Performances
<b>Aesthetics</b>	Define "Music" and it's influence on each individual	Discuss Quality of Literature Being Studied.	Discuss reasons for Preferences among musical choices.	Music evokes sensory, emotional, and intellectual responses.

## MCI – Middle School Intermediate (7th Grade)

Instructional Area	MCI 1 <sup>st</sup> 9 weeks	MCI 2 <sup>nd</sup> 9 weeks	MCI 3 <sup>rd</sup> 9 weeks	MCI 4 <sup>th</sup> 9 weeks
<b>Reading and Notating Music</b>	Whole, half, quarter, and corresponding rests Ascending half-step, whole-step intervals <i>Partner Songs</i>	Dotted Half, Dotted Quarter, Review dynamics, <i>Canons</i>	Sixteenth, Review dynamics, Treble Clef Note Names, Call-and-Response	Review Rhythms, Review Dynamics,
<b>Developing Aural Skills</b>	Major and Minor Tonalities Melodic Patterns, ascending half-step, whole-step intervals	Melodic patterns	Similar/Contrasting Phrases, Harmonic Patterns,	Write melodic phrases from dictation
<b>Vocal Techniques and Choral Skills</b>	Proper Posture, Breath Support, Diaphragmatic breathing, Vocal Anatomy, Intonation and Blend, Diction	Diction-pure vowel sounds, diphthongs, voiced and unvoiced consonants, Part Singing in 2 or 3 parts, Head voice, Chest voice	Sing <i>a cappella</i> and with accompaniment, sing in at least one language other than English	Review
<b>Singing Expressively</b>	Reinforce Basic Concepts through Group Experience including tempo markings, rhythmic patterns, dynamics, phrasing, conducting patterns and gestures	Reinforce Basic Concepts through Performance including facial and physical expressions	Reinforce Basic Concepts through Group Experience	Reinforce Basic Concepts through Performance
<b>Movement Response</b>	Claps and Swaying, choreographed	Performance	Non-Choreographed	Performance
<b>Collaboration and Concert Etiquette</b>	Rehearsal Etiquette, Observe other Group Performances	Describe Concert Etiquette and Critique Own Performance	Rehearsal Etiquette, Observe other Group Performances	Describe and Review Concert Etiquette and Critique Own Performance
<b>Music History and Cultural Context</b>	Brief Historical Development and Cultural Aspects of Music Literature, Musical Styles, Composers, and Historical Periods Being Studied.	Copyrights, Concert Etiquette as an Active Listener.	Connecting other Fine Arts and Fields of Knowledge to Choral Music	Musical Career Options
<b>Analysis, Evaluation, and Critique</b>	Interpret works of music, using Tone Production, Intonation, Blend and Balance	Critique Own and Other Performances	Review Criteria	Evaluate Own and Other Performances
<b>Aesthetics</b>	Define “Music” and it’s influence on each individual using factors of time and place as influence	Discuss Quality of Literature Being Studied.	Discuss reasons for Personal Preferences among musical choices.	Music evokes sensory, emotional, and intellectual responses.

## MCAD – Middle School Advanced (8th Grade)

Instructional Area	MCAD 1 <sup>st</sup> 9 weeks	MCAD 2 <sup>nd</sup> 9 weeks	MCAD 3 <sup>rd</sup> 9 weeks	MCAD 4 <sup>th</sup> 9 weeks
<b>Reading and Notating Music</b>	Whole, half, quarter, and corresponding rests, components of a three-part score <i>sight-sing step wise melodic patterns from 2-part ex. using major scale</i>	Dotted Half, Dotted Quarter, eighth-note triplets, half-note triplets, quarter-note triplets Review dynamics, <i>composing basic rhythmic patterns</i>	Sixteenth, Review dynamics, Treble Clef Note Names,	Review Rhythms, Review Dynamics,
<b>Developing Aural Skills</b>	Major and Minor Tonalities Melodic Patterns, descending half-step, whole-step intervals	All diatonic intervals – half-step and whole-step, monophonic and homophonic textures	Similar/Contrasting Phrases, Harmonic Patterns	Write melodic phrases from dictation
<b>Vocal Techniques and Choral Skills</b>	Proper Posture, Breath Support, Diaphragmatic breathing, Vocal Anatomy, Intonation and Blend, Diction, Physiological changes, using open throat, raised palate	Diction-pure vowel sounds, diphthongs, voiced and unvoiced consonants, Part Singing in 2 or 3 parts, Head voice, Chest voice	Sing <i>a cappella</i> and with accompaniment, descants, ostinatos, sing in at least one language other than English	Review
<b>Singing Expressively</b>	Perform Basic Concepts through Group Experience including tempo markings, rhythmic patterns, dynamics, phrasing, advance conducting patterns and gestures	Reinforce Concepts through Performance including facial and physical expressions	Reinforce Basic Concepts through Group Experience	Reinforce Basic Concepts through Performance
<b>Movement Response</b>	Creating movement individually or collaboratively, riser choreography	Performance	Riser Choreography	Performance
<b>Collaboration and Concert Etiquette</b>	Apply Etiquette, Observe other Group Performances, Respect student leaders	Describe Concert Etiquette and Critique Own Performance	Rehearsal Etiquette, Observe other Group Performances	Describe and Review Concert Etiquette and Critique Own Performance
<b>Music History and Cultural Context</b>	Analyze Historical Development and Cultural Aspects of Music Literature, Musical Styles, Composers, and Historical Periods Being Studied.	Copyrights, Concert Etiquette as an Active Listener	Connecting other specialties and Fields of Knowledge to Choral Music, Investigate opportunities for music advocacy and performance within the community	Musical Career Options, Research ethical standards
<b>Analysis, Evaluation, and Critique</b>	Interpret works of music, using Tone Production, Intonation, Blend and Balance	Critique Own and Other Performances	Review Criteria	Evaluate Own and Other Performances
<b>Aesthetics</b>	Define “Music” and it’s influence on each individual using factors of time and place as influence	Discuss Quality of Literature Being Studied.	Discuss reasons for Personal Preferences among musical choices.	Music evokes sensory, emotional, and intellectual responses in society.



## Mapping for Instruction

### Middle School Vocal/Choral Music, Beginning Level

The standards for Middle School Choral Music, Beginning Level enable students to 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. They learn to read, write, and notate music using basic music theory concepts and perform music from a variety of music styles, composers, cultural influences, and historical periods. Students identify the steps of a creative process and apply emerging music skills to create and notate original work. Students examine career options in music and identify the relationship of choral music to other fine arts. Opportunities are provided for students to participate in local and district music events as appropriate to level, ability, and interest.

### Middle School Vocal/Choral Music, Beginning Level

SOL OBJECTIVE	INSTRUCTIONAL PROCESS	STUDENT ACTIVITIES	ASSESSMENT
<p><b>SOL MUSIC MCB.1</b></p> <p>The student will create music as a means of individual expression.</p> <p><b>STRANDS</b></p> <p>Creative Process</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Compose a four-measure rhythmic-melodic variation.</li> <li>B) Improvise simple rhythmic and melodic examples in call-and-response styles.</li> <li>C) Play and write rhythmic variations of four-measure selections taken from songs, exercises, or etudes.</li> </ul>	<p>The teacher will define, illustrate, and demonstrate rhythmic and melodic patterns.</p> <p>Compose and perform examples of various 4 measure rhythmic-melodic variations.</p>	<ol style="list-style-type: none"> <li>1. The student will perform 4 beat patterns by clapping, pats, etc.</li> <li>2. The student will compose a four-measure rhythmic - melodic variation.</li> <li>3. The student will perform a four-measure rhythmic - melodic variation.</li> </ol>	<p>The teacher will use formal or informal assessments.</p> <p>The teacher may review the composed rhythmic-melodic variations.</p>
<p><b>SOL MUSIC MCB.2</b></p> <p>The student will apply a creative process for music.</p> <p><b>STRANDS</b></p> <p>Creative Process</p> <p><b>Additional Information</b></p>	<p>The teacher will use selected literature to identify the steps of the creative process.</p> <p>The teacher and the student will refine music ideas and skills within selected literature.</p>	<ol style="list-style-type: none"> <li>1. The student will identify the steps of the creative process.</li> <li>2. The student will apply steps of the creative process.</li> </ol>	<p>The teacher will provide feedback.</p>

<p>The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Identify and apply steps of a creative process in a variety of contexts in choral music.</li> <li>B) Refine choral music ideas and skills collaboratively with teacher feedback.</li> </ul>			
<p><b>SOL MUSIC MCB.3</b></p> <p>The student will analyze, interpret, and evaluate choral music.</p> <p><b>STRANDS</b></p> <p>Critical Thinking and Communication</p> <p><b>Additional Information</b></p> <p>The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Describe works of music using inquiry skills and music terminology.</li> <li>B) Examine accepted criteria used for evaluating works of music.</li> <li>C) Describe performances of music using music terminology.</li> <li>D) Examine accepted criteria used for critiquing musical performances.</li> </ul>	<p>The teacher will provide background information on selected literature.</p> <p>The teacher will guide students when evaluating and critiquing musical performances using musical terminology.</p>	<ol style="list-style-type: none"> <li>1. The student will evaluate other performances using evaluation forms.</li> <li>2. The student will evaluate their own performances.</li> <li>3. The student will study examples of “judge’s score sheets” and evaluation forms.</li> <li>4. The student will evaluate multiple groups performing the same musical selection.</li> </ol>	<p>The teacher will use formal or informal assessments.</p> <p>The teacher may review evaluation forms completed by the student.</p>
<p><b>SOL MUSIC MCB.4</b></p> <p>The student will formulate and justify personal responses to music.</p> <p><b>STRANDS</b></p> <p>Critical Thinking and Communication</p> <p><b>Additional Information</b></p> <p>The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Identify reasons for preferences among works of music using music terminology.</li> <li>B) Identify ways in which music</li> </ul>	<p>The student will demonstrate a willingness to openly express the feelings they experience as a result of the aesthetic qualities of music.</p>	<ol style="list-style-type: none"> <li>1. The student will discuss their definition of <i>music</i>.</li> <li>2. The student will discuss their preferences of the selected musical literature.</li> <li>3. The student will identify ways in which music evokes emotional and intellectual responses.</li> </ol>	<p>The teacher will observe student participation.</p>

<p>evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.</p>			
<p><b>SOL MUSIC MCB.5</b> The student will identify and apply collaboration and communication skills for music and rehearsal and performance.</p> <p><b>STRANDS</b> Critical Thinking and Communication</p> <p><b>Additional Information</b> The objective emphasizes: A) Identify concert etiquette. B) Identify skills needed for cooperating and collaborating as a singer during rehearsal. C) Identify active listening for rehearsal, performance, and as an audience member.</p>	<p>The teacher will discuss the proper concert etiquette as a performer and audience member.</p>	<ol style="list-style-type: none"> <li>1. The students will listen to the teacher's explanation for concert etiquette and as an audience member.</li> <li>2. The students will identify proper etiquette during rehearsals, performances and as an audience member.</li> </ol>	<p>The teacher will provide performance opportunities for student to identify proper etiquette.</p> <p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCB.6</b> The student will explore historical and cultural influences of music</p> <p><b>STRANDS</b> History, Culture, and Citizenship</p> <p><b>Additional Information</b> The objective emphasizes: A) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied. B) Identify ways in which culture and history influence the development of choral music</p>	<p>The teacher will provide background information on selected literature.</p>	<p>The students will study, rehearse, and perform a variety of music including a variety of genres, historical periods, composers, and cultures.</p>	<p>The teacher will use formal or informal assessments.</p>

and vocal music styles.			
<p><b>SOL MUSIC MCB.7</b> The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.</p> <p><b>STRANDS</b> History, Culture, and Citizenship</p>	The teacher will utilize selected repertoire help students explore the functions of music.	The students will perform a variety of music to explore the various forms of music.	The teacher will use formal or informal assessments.
<p><b>SOL MUSIC MCB.8</b> The student will identify ethical standards as applied to the use of intellectual property.</p> <p><b>STRANDS</b> History, Culture, and Citizenship</p>	The teacher will discuss appropriate copyright standards and procedure.	The students will watch a video informing them of copyright issues and the use of social media.	The teacher will use formal or informal assessments.
<p><b>SOL MUSIC MCB.9</b> The student will examine career options in music.</p> <p><b>STRANDS</b> Innovation in the Arts</p>	The teacher will inform students of various career opportunities in the music field.	The students will explore and examine career options in the music field.	The teacher will use formal or informal assessments.
<p><b>SOL MUSIC MCB.10</b> The student will explore ways in which new media and technology influence the development and performance of music and musical styles.</p> <p><b>STRANDS</b> Innovation in the Arts</p>	The teacher will inform ways in which new media and technology influence the development and performance of music and musical styles.	<ol style="list-style-type: none"> <li>1. The students will listen to various recordings made in different eras.</li> <li>2. The student will compare and contrast the cultural and technological influences.</li> </ol>	The teacher will use formal or informal assessments

<p><b>SOL MUSIC MCB.11</b> The student will identify the relationship of choral music to the other fine arts.</p> <p><b>STRANDS</b> Innovation in the Arts</p>	<p>The teacher will collaborate with other fine arts specialists.</p>	<p>The students will discuss and explore the relationship of choral music and other fine arts.</p>	<p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCB.12</b> The student will demonstrate music literacy.</p> <p><b>STRANDS</b> Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.</li> <li>B) Notate student-created compositions using standard notation.</li> <li>C) Echo, read, count, and notate rhythmic patterns.</li> <li>D) Differentiate melodic and harmonic patterns.</li> <li>E) Differentiate by sight call-and-response songs, canons, and partner songs.</li> </ul>	<p>The teacher will define, illustrate, and demonstrate each note or rest value.</p> <p>The teacher will perform examples of various 4 beat patterns using aural skills, worksheets, and technology.</p>	<ol style="list-style-type: none"> <li>1. The student will perform 4 beat patterns by clapping, pats, etc.</li> <li>2. The student will identify/notate various measures where these patterns are contained in music scores, and student-created compositions.</li> <li>3. The student will identify meter, dynamics, and other elements of music within music scores.</li> <li>4. The student will perform and sight-sing eight measures of melodic patterns, while maintaining a steady beat.</li> <li>5. The student will identify call-and-response, canons, and partner songs by sight.</li> </ol>	<p>The teacher will observe student performance of a 4 beat pattern in group practice.</p> <p>The teacher will use rhythm games, worksheets, and technology to assess students.</p> <p>The teacher will listen (individually and in groups) to students as they sight-sing an eight -measure example.</p>
<p><b>SOL MUSIC MCB.13</b> The student will develop aural skills.</p> <p><b>STRANDS</b> Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Identify diatonic intervals.</li> <li>B) Distinguish major and minor tonalities.</li> </ul>	<p>The teacher will use piano and other technology to identify diatonic intervals, major and minor tonalities, similar and contrasting musical phrases, and melodic and harmonic patterns.</p>	<ol style="list-style-type: none"> <li>1. The student will listen, echo phrases and intervals sung or played by teacher.</li> <li>2. The student will show melodic movement by hand motion as phrase is sung.</li> </ol>	<p>The teacher will use piano and technology to assess students.</p> <p>The teacher will quiz students aurally.</p>

<p>C) Identify similar and contrasting music and phrases and sections.</p> <p>D) Differentiate melodic and harmonic patterns.</p>			
<p><b>SOL MUSIC MCB.14</b></p> <p>The student will demonstrate vocal techniques and choral skills.</p> <p><b>STRANDS</b></p> <p>Technique and Application</p> <p><b>Additional Information</b></p> <p>The objective emphasizes:</p> <p>A) Use proper posture and breathing techniques and choral skills.</p> <p>B) Identify components of the vocal anatomy and vocal health.</p> <p>C) Develop vocal agility and range through vocal exercises.</p> <p>D) Use correct intonation.</p> <p>E) Blend with other singers on the same vocal part.</p> <p>F) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants).</p> <p>G) Sing an assigned vocal part in a small group.</p>	<p>The teacher will demonstrate proper posture and breathing techniques and identify vocal anatomy.</p> <p>The teacher will demonstrate proper warm up procedures and encourage student participation with correct intonation and proper diction.</p> <p>The teacher will demonstrate and explain each voice type and give its range.</p>	<ol style="list-style-type: none"> <li>1. The student will participate in breathing and vocal exercises while demonstrating proper posture and using correct intonation.</li> <li>2. The student will identify vocal anatomy through worksheets and other media.</li> <li>3. The student will develop vocal independence and blend with other singers.</li> </ol>	<p>The teacher will use piano and technology to assess students.</p> <p>The teacher will observe class during warm ups and rehearsals.</p>
<p><b>SOL MUSIC MCB.15</b></p> <p>The student will identify and demonstrate expressive qualities of choral music.</p> <p><b>STRANDS</b></p>	<p>The teacher will demonstrate expressive singing to students using correct tempo markings, dynamics, phrasing, facial and physical expressions, while responding to basic conducting patterns.</p>	<ol style="list-style-type: none"> <li>1. The student will copy (mirror) the teacher to learn basic patterns of conducting, facial expressions, physical expressions, interpretive gestures, and phrasing, while</li> </ol>	<p>The teacher will observe student/group participation and performance.</p>

<p>Technique and Application</p> <p><b>Additional Information</b>  The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Interpret tempo markings (allegro, andante, adagio)</li> <li>B) Perform, from musical scores and rhythmic exercise, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests.</li> <li>C) Interpret dynamic markings (<i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, crescendo, decrescendo).</li> <li>D) Demonstrate expressive phrasing techniques.</li> <li>E) Respond to basic conducting patterns and interpretive gestures.</li> <li>F) Use facial and physical and expressions that reflect the mood and style of the music.</li> </ul>		<p>using a recording.</p> <ul style="list-style-type: none"> <li>2. The student will clap and say words of each line of rhythms, tempos, and dynamic levels.</li> <li>3. The student will perform note and rest values through rehearsals of music literature.</li> </ul>	
<p><b>SOL MUSIC MCB.16</b></p> <p>The student will respond to music with movement by performing non-choreographed and choreographed movements.</p> <p><b>STRANDS</b></p> <p>Technique and Application</p>	<p>The teacher will demonstrate movement appropriate to chosen literature.</p>	<ul style="list-style-type: none"> <li>1. The student will “free-style” to music of different moods and genre.</li> <li>2. The student will copy (mirror) the teacher to learn basic movement.</li> </ul>	<p>The teacher will observe student/group participation and performance.</p>

## Middle School Vocal/Choral Music, Intermediate Level

The standards for Middle School Choral Music, Intermediate Level enable students to build upon the skills and knowledge acquired at the beginning level. Students continue the development of vocal production techniques, ensemble etiquette, and basic music theory concepts. Opportunities are provided for students to explore choral music as a means of expression and communication. Students apply steps of a creative process to refine ideas and skills in a variety of contexts in choral music. They explore and perform music from a variety of musical styles, composers, cultural influences, and historical periods. Students compare and contrast career options in music and examine the relationship of choral music to the other fine arts. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### Middle School Vocal/Choral Music, Intermediate Level

SOL OBJECTIVE	INSTRUCTIONAL PROCESS	STUDENT ACTIVITIES	ASSESSMENT
<p><b>SOL MUSIC MCI.1</b></p> <p>The student will create music as a means of individual expression.</p> <p><b>STRANDS</b></p> <p>Creative Process</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Compose a four-measure rhythmic-melodic variation.</li> <li>B) Improvise simple rhythmic and melodic examples in call-and-response styles.</li> <li>C) Write and perform rhythmic variations of four-measure selections taken from songs, exercises, or etudes.</li> </ul>	<p>The teacher will define, illustrate, and demonstrate rhythmic and melodic patterns.</p> <p>Compose and perform examples of various 4 measure rhythmic-melodic variations.</p>	<ol style="list-style-type: none"> <li>1. The student will perform 4 beat patterns by clapping, pats, etc.</li> <li>2. The student will compose a four-measure rhythmic - melodic variation.</li> <li>3. The student will perform a four-measure rhythmic - melodic variation.</li> </ol>	<p>The teacher will use formal or informal assessments.</p> <p>The teacher may review the composed rhythmic-melodic variations.</p>
<p><b>SOL MUSIC MCI.2</b></p> <p>The student will apply a creative process for music.</p> <p><b>STRANDS</b></p> <p>Creative Process</p>	<p>The teacher will use selected literature to identify the steps of the creative process.</p> <p>The teacher and the student will refine music ideas and skills within selected literature.</p>	<ol style="list-style-type: none"> <li>1. The student will identify the steps of the creative process.</li> <li>2. The student will apply steps of the creative process.</li> </ol>	<p>The teacher will provide feedback.</p>



## Middle School Vocal/Choral Music, Intermediate Level

SOL OBJECTIVE	INSTRUCTIONAL PROCESS	STUDENT ACTIVITIES	ASSESSMENT
<p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Apply steps of a creative process in a variety of contexts in choral music.</li> <li>B) The student will collaboratively identify and examine inquiry-based questions related to choral music.</li> <li>C) Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback.</li> </ul>			
<p><b>SOL MUSIC MCI.3</b> The student will analyze, interpret, and evaluate choral music.</p> <p><b>STRANDS</b> Critical Thinking and Communication</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Interpret works of music using inquiry skills and music terminology.</li> <li>B) Apply accepted criteria used for evaluating works of music.</li> <li>C) Apply accepted criteria for critiquing music performances.</li> </ul>	<p>The teacher will provide background information on selected literature.</p> <p>The teacher will guide students when evaluating and critiquing musical performances using musical terminology.</p>	<ol style="list-style-type: none"> <li>1. The student will evaluate other performances using evaluation forms.</li> <li>2. The student will evaluate their own performances.</li> <li>3. The student will study examples of “judge’s score sheets” and evaluation forms.</li> <li>4. The student will evaluate multiple groups performing the same musical selection.</li> </ol>	<p>The teacher will use formal or informal assessments.</p> <p>The teacher may review evaluation forms completed by the student.</p>
<p><b>SOL MUSIC MCI.4</b> The student will formulate and justify personal responses to music.</p> <p><b>STRANDS</b> Critical Thinking and Communication</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Describe personal responses to music using music terminology.</li> </ul>	<p>The student will demonstrate a willingness to openly express the feelings they experience as a result of the aesthetic qualities of music.</p>	<ol style="list-style-type: none"> <li>1. The student will discuss their definition of <i>music</i>.</li> <li>2. The student will discuss their preferences of the selected musical literature.</li> <li>3. The student will identify ways in which music evokes emotional and intellectual responses.</li> </ol>	<p>The teacher will observe student participation.</p>

## Middle School Vocal/Choral Music, Intermediate Level

SOL OBJECTIVE	INSTRUCTIONAL PROCCES	STUDENT ACTIVITIES	ASSESSMENT
<p>B) Analyze ways in which music can evoke emotion and be persuasive.</p>			
<p><b>SOL MUSIC MCI.5</b> The student will describe and apply collaboration and communication skills for music and rehearsal and performance.</p> <p><b>STRANDS</b> Critical Thinking and Communication</p> <p><b>Additional Information</b> The objective emphasizes: A) Demonstrate concert etiquette. B) Cooperate and collaborate as a singer during rehearsal. C) Demonstrate active listening for rehearsal, performance, and as an audience member.</p>	<p>The teacher will discuss the proper concert etiquette as a performer and audience member.</p>	<ol style="list-style-type: none"> <li>1. The students will listen to the teacher's explanation for concert etiquette and as an audience member.</li> <li>2. The students will identify proper etiquette during rehearsals, performances and as an audience member.</li> </ol>	<p>The teacher will provide performance opportunities for student to identify proper etiquette.</p> <p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCI.6</b> The student will explore historical and cultural influences of music</p> <p><b>STRANDS</b> History, Culture, and Citizenship</p> <p><b>Additional Information</b> The objective emphasizes: A) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied. B) Explain how the factors of time and place influence the</p>	<p>The teacher will provide background information on selected literature.</p>	<p>The student will study music from a variety of genres, historical periods, composers, and cultures.</p>	<p>The teacher will use formal or informal assessments.</p>

## Middle School Vocal/Choral Music, Intermediate Level

SOL OBJECTIVE	INSTRUCTIONAL PROCCES	STUDENT ACTIVITIES	ASSESSMENT
<p>characteristics that give meaning and value to a work music.</p>			
<p><b>SOL MUSIC MCI.7</b> The student will describe how musicians, consumers of music and music advocates impact the community.</p> <p><b>STRANDS</b> History, Culture, and Citizenship</p>	<p>The teacher will utilize community resources to highlight the impact of music within a community.</p>	<p>The student will study musicians, consumers of music and music advocates within a community.</p>	<p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCI.8</b> The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.</p> <p><b>STRANDS</b> History, Culture, and Citizenship</p>	<p>The teacher will discuss appropriate copyright standards and procedure.</p>	<p>The student will watch a video informing them of copyright issues and the use of social media.</p> <p>The student may research and present findings on intellectual property in music.</p>	<p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCI.9</b> The student will compare and contrast career options in music in relation to career preparation.</p> <p><b>STRANDS</b> Innovation in the Arts</p>	<p>The teacher will inform students of various career opportunities in the music field.</p>	<p>The student will explore and examine career options in the music field and the career preparation needed.</p>	<p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCI.10</b> The student will identify and explore ways that a new media is used to create and edit music.</p> <p><b>STRANDS</b></p>	<p>The teacher will inform ways in which new media can be used to create and edit music.</p>	<p>The student will study and explore new media and how it can be used to create and edit music</p>	<p>The teacher will use formal or informal assessments</p>

## Middle School Vocal/Choral Music, Intermediate Level

SOL OBJECTIVE	INSTRUCTIONAL PROCCESS	STUDENT ACTIVITIES	ASSESSMENT
Innovation in the Arts			
<p><b>SOL MUSIC MCI.11</b></p> <p>The student will examine the relationship of choral music to the other fine arts.</p> <p><b>STRANDS</b></p> <p>Innovation in the Arts</p>	<p>The teacher will collaborate with other fine arts specialists.</p>	<p>The students will discuss and explore the relationship of choral music and other fine arts.</p>	<p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCI.12</b></p> <p>The student will demonstrate music literacy.</p> <p><b>STRANDS</b></p> <p>Technique and Application</p> <p><b>Additional Information</b></p> <p>The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.</li> <li>B) Notate student-created compositions using standard notation.</li> <li>C) Echo, read, count, and notate rhythmic patterns.</li> <li>D) Sight-sing eight-measure, stepwise melodic patterns from unison examples using the major scale.</li> <li>E) Identify components of a vocal score.</li> <li>F) Identify key signatures.</li> </ul>	<p>The teacher will define, illustrate, and demonstrate each note or rest value.</p> <p>The teacher will perform examples of various 4 beat patterns using aural skills, worksheets, and technology.</p> <p>The teacher will identify the systems within a vocal score.</p>	<ol style="list-style-type: none"> <li>1. The student will perform 4 beat patterns by clapping, pats, etc.</li> <li>2. The student will identify/notate various measures where these patterns are contained in music scores, and student-created compositions.</li> <li>3. The student will identify meter, dynamics, and other elements of music within music scores.</li> <li>4. The student will perform and sight-sing eight measures of melodic patterns, while maintaining a steady beat.</li> <li>5. The student will identify call-and-response, canons, and partner songs by sight.</li> <li>6. The student will locate the components within a vocal score.</li> </ol>	<p>The teacher will observe student performance of a 4 beat pattern in group practice.</p> <p>The teacher will use rhythm games, worksheets, and technology to assess students.</p> <p>The teacher will listen (individually and in groups) to students as they sight-sing an eight-measure example.</p> <p>The teacher will use formal and informal assessments.</p>
<p><b>SOL MUSIC MCB.13</b></p> <p>The student will demonstrate aural skills.</p>	<p>The teacher will use piano and other technology to identify ascending half-step and whole-step intervals.</p>	<ol style="list-style-type: none"> <li>1. The student will listen, echo phrases and intervals sung or played by teacher.</li> <li>2. The student will sing and</li> </ol>	<p>The teacher will use piano and technology to assess students.</p> <p>The teacher will quiz students aurally.</p>

## Middle School Vocal/Choral Music, Intermediate Level

SOL OBJECTIVE	INSTRUCTIONAL PROCCES	STUDENT ACTIVITIES	ASSESSMENT
<p><b>STRANDS</b></p> <p>Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Identify diatonic intervals.</li> <li>B) Distinguish ascending half-step and whole-step intervals.</li> <li>C) Identify same and different melodic patterns</li> <li>D) Write melodic phrase from dictation.</li> </ul>	<p>The teacher will use piano and other technology to identify same and different melodic patterns.</p>	<p>write ascending half-step and whole-step intervals.</p> <ul style="list-style-type: none"> <li>3. The student will dictate a melodic pattern.</li> </ul>	<p>The teacher will use formal and informal assessments.</p>
<p><b>SOL MUSIC MCB.14</b></p> <p>The student will demonstrate vocal techniques and choral skills.</p> <p><b>STRANDS</b></p> <p>Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Maintain proper posture and breathing techniques that support vocal production.</li> <li>B) Identify the difference between head voice and chest voice.</li> <li>C) Strengthen vocal agility and range by singing developmentally appropriate vocal exercise.</li> <li>D) Use correct intonation.</li> <li>E) Blend with other singers on the same vocal part.</li> <li>F) Apply proper diction (e.g., pure vowel sounds, diphthongs, voices and unvoiced consonants).</li> <li>G) Sing an assigned vocal part in written in two or three parts.</li> </ul>	<p>The teacher will demonstrate proper posture and breathing techniques and identify vocal anatomy.</p> <p>The teacher will demonstrate proper warm up procedures and encourage student participation with correct intonation and proper diction.</p> <p>The teacher will demonstrate and explain each voice type and give its range.</p> <p>The teacher will select a variety of literature with two or three vocal parts, accompanied and <i>a cappella</i>.</p> <p>The teacher will select literature in at least one language other than English.</p>	<ul style="list-style-type: none"> <li>1. The student will participate in breathing and vocal exercises while demonstrating proper posture and using correct intonation.</li> <li>2. The student will identify vocal anatomy through worksheets and other media.</li> <li>3. The student will develop vocal independence and blend with other singers.</li> </ul>	<p>The teacher will use piano and technology to assess students.</p> <p>The teacher will observe class during warm ups and rehearsals.</p>

## Middle School Vocal/Choral Music, Intermediate Level

SOL OBJECTIVE	INSTRUCTIONAL PROCCES	STUDENT ACTIVITIES	ASSESSMENT
<p>H) Sing <i>a cappella</i> and with accompaniment. I) Sing in at least one language other than English.</p>			
<p><b>SOL MUSIC MCB.15</b> The student will identify and demonstrate expressive qualities of choral music.</p> <p><b>STRANDS</b> Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <p>A) Interpret tempo markings (presto, allegro, andante, adagio, ritardando, accelerando). B) Perform, from musical scores and rhythmic exercise, rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth and corresponding rests. C) Interpret dynamic markings (<i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, crescendo, decrescendo). D) Apply phrasing techniques. E) Respond to wide range conducting patterns and interpretive gestures. F) Consistently use facial and physical and expressions that reflect the mood and style of the music.</p>	<p>The teacher will demonstrate expressive singing to students using correct tempo markings, dynamics, phrasing, facial and physical expressions, while responding to basic conducting patterns.</p>	<ol style="list-style-type: none"> <li>1. The student will copy (mirror) the teacher to learn basic patterns of conducting, facial expressions, physical expressions, interpretive gestures, and phrasing, while using a recording.</li> <li>2. The student will clap and say words of each line of rhythms, tempos, and dynamic levels.</li> <li>3. The student will perform note and rest values through rehearsals of music literature.</li> </ol>	<p>The teacher will observe student/group participation and performance.</p>
<p><b>SOL MUSIC MCB.16</b> The student will respond to music with movement by performing choreography</p>	<p>The teacher will demonstrate movement appropriate to chosen literature.</p>	<p>The student will mirror the teacher to learn choreography to selected music.</p>	<p>The teacher will observe student/group participation and performance.</p>

## Middle School Vocal/Choral Music, Intermediate Level

SOL OBJECTIVE	INSTRUCTIONAL PROCESS	STUDENT ACTIVITIES	ASSESSMENT
associated with various styles of music.  <b>STRANDS</b> Technique and Application			

## Middle School Vocal/Choral Music, Advanced Level

The standards for Middle School Choral Music, Advanced Level enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and develop sight-reading skills, they expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. Students apply steps of a creative process to identify and examine inquiry-based questions related to choral music. They explore and perform music from a variety of musical styles, composers, cultural influences, and historical periods. Students investigate connections between music skills and college, career, and workplace skills and analyze cross-disciplinary connections with music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest.

### Middle School Vocal/Choral Music, Advanced Level

SOL OBJECTIVE	INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES	ASSESSMENT
<p><b>SOL MUSIC MCAD.1</b></p> <p>The student will create music as a means of individual expression.</p> <p><b>STRANDS</b></p> <p>Creative Process</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Compose an eight-measure rhythmic-melodic variation.</li> <li>B) Improvise increasingly complex rhythmic and melodic examples in call-and-response styles.</li> <li>C) Write and perform rhythmic-melodic variations of four-measure to eight-measure selections taken from songs, exercises, or etudes incorporating a variety of expressive elements.</li> </ul>	<p>The teacher will define, illustrate, and demonstrate rhythmic and melodic patterns.</p> <p>Compose and perform examples of various eight-measure rhythmic-melodic variations.</p>	<ol style="list-style-type: none"> <li>1. The student will perform 4 beat patterns by clapping, pats, etc.</li> <li>2. The student will compose a four-measure rhythmic - melodic variation.</li> <li>3. The student will perform a four-measure rhythmic - melodic variation.</li> </ol>	<p>The teacher will use formal or informal assessments.</p> <p>The teacher may review the composed rhythmic-melodic variations.</p>
<p><b>SOL MUSIC MCAD.2</b></p> <p>The student will apply a creative process for music.</p> <p><b>STRANDS</b></p> <p>Creative Process</p>	<p>The teacher will use selected literature to identify the steps of the creative process.</p> <p>The teacher and will refine music ideas and skills within selected literature.</p>	<ol style="list-style-type: none"> <li>1. The student will identify the steps of the creative process.</li> <li>2. The student will apply steps of the creative process.</li> </ol>	<p>The teacher will provide feedback.</p>



## Middle School Vocal/Choral Music, Advanced Level

SOL OBJECTIVE	INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES	ASSESSMENT
<p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Apply steps of a creative process in a variety of contexts in choral music.</li> <li>B) Identify and examine inquiry-based questions related to choral music.</li> <li>C) Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback.</li> </ul>			
<p><b>SOL MUSIC MCAD.3</b></p> <p>The student will analyze, interpret, and evaluate choral music.</p> <p><b>STRANDS</b></p> <p>Critical Thinking and Communication</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Compare and contrast works of music using music terminology.</li> <li>B) Evaluate works of music using accepted criteria.</li> <li>C) Compare and contrast music performances.</li> <li>D) Critique music performances using critical thinking skills.</li> </ul>	<p>The teacher will provide background information on selected literature.</p> <p>The teacher will guide students when evaluating and critiquing musical performances using musical terminology.</p>	<ol style="list-style-type: none"> <li>1. The student will evaluate other performances using evaluation forms.</li> <li>2. The student will evaluate their own performances.</li> <li>3. The student will study examples of “judge’s score sheets” and evaluation forms.</li> <li>4. The student will evaluate multiple groups performing the same musical selection.</li> </ol>	<p>The teacher will use formal or informal assessments.</p> <p>The teacher may review evaluation forms completed by the student.</p>
<p><b>SOL MUSIC MCAD.4</b></p> <p>The student will formulate and justify personal responses to music.</p> <p><b>STRANDS</b></p> <p>Critical Thinking and Communication</p> <p><b>Additional Information</b> The objective emphasizes:</p>	<p>The student will demonstrate a willingness to openly express the feelings they experience as a result of the aesthetic qualities of music.</p>	<ol style="list-style-type: none"> <li>1. The student will discuss their definition of <i>music</i>.</li> <li>2. The student will examine their preferences of the selected musical literature or musical performances.</li> <li>3. The student will identify ways in which music evokes</li> </ol>	<p>The teacher will observe student participation.</p>

## Middle School Vocal/Choral Music, Advanced Level

SOL OBJECTIVE	INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES	ASSESSMENT
<p>A) Analyze personal responses to works of music using music terminology.</p> <p>B) Analyze personal criteria used for evaluating works of music or critiquing musical performances.</p>		<p>emotional and intellectual responses.</p>	
<p><b>SOL MUSIC MCAD.5</b> The student will describe and apply collaboration and communication skills for music and rehearsal and performance.</p> <p><b>STRANDS</b> Critical Thinking and Communication</p> <p><b>Additional Information</b> The objective emphasizes: A) Demonstrate concert etiquette. B) Cooperate and collaborate as a singer during rehearsal. C) Consistently, demonstrate active listening for rehearsal, performance, and as an audience member.</p>	<p>The teacher will discuss the proper concert etiquette as a performer and audience member.</p>	<ol style="list-style-type: none"> <li>1. The students will listen to the teacher's explanation for concert etiquette and as an audience member.</li> <li>2. The students will demonstrate proper etiquette during rehearsals, performances and as an audience member.</li> </ol>	<p>The teacher will provide performance opportunities for student to identify proper etiquette.</p> <p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCAD.6</b> The student will explore historical and cultural influences of music.</p> <p><b>STRANDS</b> History, Culture, and Citizenship</p> <p><b>Additional Information</b> The objective emphasizes: A) Analyze the cultural and historical influences of</p>	<p>The teacher will provide background information on selected literature.</p>	<p>The student will study music from a variety of genres, historical periods, composers, and cultures.</p>	<p>The teacher will use formal or informal assessments.</p>

## Middle School Vocal/Choral Music, Advanced Level

SOL OBJECTIVE	INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES	ASSESSMENT
<p>musical styles and composers associated with the music literature being studied.</p> <p>B) Compare and contrast cultural and historical influences of a variety of musical styles using music terminology.</p>			
<p><b>SOL MUSIC MCAD.7</b></p> <p>The student will investigate opportunities for music performance and advocacy within the community.</p> <p><b>STRANDS</b></p> <p>History, Culture, and Citizenship</p>	<p>The teacher will provide community resources to highlight the impact of music within a community.</p>	<p>The student will study musicians, consumers of music and music advocates within a community.</p>	<p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCAD.8</b></p> <p>The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.</p> <p><b>STRANDS</b></p> <p>History, Culture, and Citizenship</p>	<p>The teacher will discuss appropriate copyright standards and procedure.</p>	<p>The student will watch a video informing them of copyright issues and the use of social media.</p> <p>The student may research and present findings on intellectual property in music.</p>	<p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCB.9</b></p> <p>The student will investigate connections between music skills and college, career, and workplace skills.</p> <p><b>STRANDS</b></p> <p>Innovation in the Arts</p>	<p>The teacher will inform students of various career opportunities in the music field.</p>	<p>The student will explore and examine career options in the music field and the career preparation needed.</p>	<p>The teacher will use formal or informal assessments.</p>

## Middle School Vocal/Choral Music, Advanced Level

SOL OBJECTIVE	INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES	ASSESSMENT
<p><b>SOL MUSIC MCAD.10</b></p> <p>The student will identify and demonstrate ways in which new media and technology can influence the development of music and musical styles.</p> <p><b>STRANDS</b></p> <p>Innovation in the Arts</p>	<p>The teacher will inform ways in which new media and technology can be used to influence the development of music and musical styles.</p>	<p>The student will study and demonstrate new media and technology can be used to influence the development of music and musical styles.</p>	<p>The teacher will use formal or informal assessments</p>
<p><b>SOL MUSIC MCAD.11</b></p> <p>The student will demonstrate cross-disciplinary connections with choral music.</p> <p><b>STRANDS</b></p> <p>Innovation in the Arts</p>	<p>The teacher will collaborate with other specialists.</p>	<p>The students will discuss and explore the relationship of choral music and other specialties.</p>	<p>The teacher will use formal or informal assessments.</p>
<p><b>SOL MUSIC MCAD.12</b></p> <p>The student will demonstrate music literacy.</p> <p><b>STRANDS</b></p> <p>Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Apply standard notation for pitch, rhythm, meter, dynamics, and other elements of music.</li> <li>B) Notate student-created compositions using standard notation.</li> <li>C) Echo, read, count, and notate rhythmic patterns.</li> </ul>	<p>The teacher will illustrate standard music notation.</p> <p>The teacher will identify the systems within a vocal score.</p>	<ol style="list-style-type: none"> <li>1. The student will identify/ notate measures in music scores.</li> <li>2. The student will perform and sight-sing eight measures of melodic patterns, while maintaining a steady beat.</li> <li>3. The student will locate the components within a three-part choral score.</li> <li>4. The student will compose and perform basic rhythmic patterns.</li> </ol>	<p>The teacher will use rhythm games, worksheets, and technology to assess students.</p> <p>The teacher will listen (individually and in groups) to students as they sight-sing an eight-measure example.</p> <p>The teacher will use formal and informal assessments.</p>

## Middle School Vocal/Choral Music, Advanced Level

SOL OBJECTIVE	INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES	ASSESSMENT
<p>D) Sight-sing eight-measure, stepwise melodic patterns from two-part scores using the major scale and maintaining a steady beat.</p> <p>E) Identify components of a three-part choral score.</p> <p>F) Compose and perform basic rhythmic patterns.</p> <p>G) Identify key signatures.</p>			
<p><b>SOL MUSIC MCAD.13</b> The student will demonstrate aural skills.</p> <p><b>STRANDS</b></p> <p>Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <p>A) Identify diatonic intervals.</p> <p>B) Distinguish descending half-step and whole-step intervals.</p> <p>C) Identify simple musical forms.</p> <p>D) Recognize monophonic and homophonic textures.</p> <p>E) Recognize <i>a cappella</i> vs. accompanied singing, descents, and ostinatos.</p> <p>F) Write complex melodic and rhythmic phrases from dictation.</p>	<p>The teacher will use piano and other technology to identify descending half-step and whole-step intervals.</p> <p>The teacher will use piano and other technology to identify monophonic and homophonic textures.</p>	<ol style="list-style-type: none"> <li>1. The student will sing and write descending half-step and whole-step intervals.</li> <li>2. The student will dictate a melodic and rhythmic phrase.</li> </ol>	<p>The teacher will use piano and technology to assess students.</p> <p>The teacher will quiz students aurally.</p> <p>The teacher will use formal and informal assessments.</p>
<p><b>SOL MUSIC MCAD.14</b> The student will demonstrate vocal techniques and choral skills.</p>	<p>The teacher will demonstrate proper posture and breathing techniques and identify vocal anatomy.</p>	<ol style="list-style-type: none"> <li>1. The student will participate in breathing and vocal exercises while demonstrating proper vocal health, posture and</li> </ol>	<p>The teacher will use piano and technology to assess students.</p> <p>The teacher will observe class during</p>

## Middle School Vocal/Choral Music, Advanced Level

SOL OBJECTIVE	INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES	ASSESSMENT
<p><b>STRANDS</b></p> <p>Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Maintain proper posture and breathing techniques that support vocal production.</li> <li>B) Identify the effect of physiological changes on the voice.</li> <li>C) Increase breath control through strength and endurance exercise.</li> <li>D) Integrate principles of vocal health in singing.</li> <li>E) Enhance vocal agility and range by singing developmentally appropriate vocal exercise, including use of head and chest voices.</li> <li>F) Blend with other singers on the same vocal part and across sections using current intonation.</li> <li>G) Sing an assigned vocal part in written in three or more parts.</li> <li>H) Apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).</li> <li>I) Sing music literature with and without instrumental and accompaniment in the least one language other than English.</li> </ul>	<p>The teacher will demonstrate proper warm up procedures while expecting student participation with correct intonation and proper diction.</p> <p>The teacher will demonstrate and explain physiological change, each voice type and give its range.</p> <p>The teacher will select literature in at least one language other than English.</p>	<p>using correct intonation.</p> <ul style="list-style-type: none"> <li>2. The student will use proper vocal diction.</li> <li>3. The student will develop vocal independence and blend with other singers.</li> </ul>	<p>warm ups and rehearsals.</p>
<p><b>SOL MUSIC MCAD.15</b></p> <p>The student will identify and demonstrate expressive qualities of choral music.</p>	<p>The teacher will demonstrate expressive singing to students using correct tempo markings, dynamics, phrasing, facial and physical expressions, while responding to</p>	<ul style="list-style-type: none"> <li>1. The student will copy (mirror) the teacher to learn advanced patterns of conducting, facial expressions, physical expressions, interpretive</li> </ul>	<p>The teacher will observe student/group participation and performance.</p>

## Middle School Vocal/Choral Music, Advanced Level

SOL OBJECTIVE	INSTRUCTIONAL STRATEGIES	STUDENT ACTIVITIES	ASSESSMENT
<p><b>STRANDS</b> Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Follow and maintain indicated tempos while singing.</li> <li>B) Perform rhythmic patterns that include eight-note, half-note, and quarter-note triplets.</li> <li>C) Consistently apply dynamic markings while maintaining correct intonation.</li> <li>D) Interpret expressive phrasing techniques.</li> <li>E) Respond to advanced conducting patterns and interpretive gestures.</li> <li>F) Consistently use facial and physical expressions that reflect the mood and style of the music.</li> </ul>	<p>advanced conducting patterns.</p>	<p>gestures, and phrasing.</p> <ul style="list-style-type: none"> <li>2. The student will perform including but not limited to eight-note, half-note, and quarter-note triplets.</li> </ul>	
<p><b>SOL MUSIC MCAD.16</b> The student will respond to music with movement.</p> <p><b>STRANDS</b> Technique and Application</p> <p><b>Additional Information</b> The objective emphasizes:</p> <ul style="list-style-type: none"> <li>A) Create movement individually or collaboratively to interpret a musical composition.</li> <li>B) Apply choreography as a form of expression and communication (e.g., sign language, riser choreography).</li> </ul>	<p>The teacher will demonstrate movements appropriate to chosen literature.</p>	<ul style="list-style-type: none"> <li>1. The student will respond to selected music by creating movement.</li> <li>2. The student(s) will interpret music through movement.</li> </ul>	<p>The teacher will observe student/group participation and performance.</p>

