Virginia Fine Arts

Music: High School Choral

Creative Process

1 **Apply creative thinking to composing and improvising music. Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.**

Beginning

1 The student will use music composition as a means of creative expression. HCB.1

- a Compose a four-measure rhyth-micmelodic variation. HCB.1.A
- b Improvise simple rhythmic and melodic examples in call-and-response styles. HCB.1.B
- c Create, write and perform rhythmic and melodic variations of four-measure selections taken from but not limited to songs, exercises, or etudes. HCB.1.C

Intermediate

1 The student will use music composition as a means of creative expression. HCI.1

- a Compose an eight-measure rhythmic-melodic variation. HCI.1.A
- b Create and perform simple rhythmic and melodic examples using call-and-response and basic improvisation. HCI.1.B
- c Compose, improvise and perform rhythmic and melodic variations of eight- to twelve-measure excerpts based upon original ideas or musical works. HCI.1.C

Advanced

1 The student will use music composition as a means of creative expression. HCAD.1

- a Compose a rhythmic-melodic variation. HCAD.1.A
- b Improvise a melody to a I-IV-V(V7)-I chord progression. HCAD.1.B
- c Arrange or compose accompanying harmonies and/or counter melodies to a given melody. HCAD.1.C
- d Create, improvise, and perform rhythmic and melodic examples to a I-IV-V(V7)-I chord progression using call-and-response and improvisation. HCAD.1.D
- e Perform accompanying harmonies and/or counter melodies to a given melody. HCAD.1.E
- f Create movement individually or collaboratively. HCAD.1.F

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Artist

1 The student will use music composition as a means of creative expression. HCAR.1

- a Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact. HCAR.1.A
- b Compose a rhythmic-melodic variation. HCAR.1.B
- c Improvise a melody to a I-IV-V(V7)-I chord progression HCAR.1.C
- d Arrange or compose accompanying harmonies and/or counter melodies to a given melody. HCAR.1.D
- e Improvise movement individually or collaboratively. HCAR.1.E

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2 Understand and apply a creative process to develop ideas for creating and performing music. Understand and apply a creative process to guide the development of ideas and original work.

Beginning

2 The student will identify and apply steps of a creative process. HCB.2

- a Develop, draft, and share choral music ideas. HCB.2.A
- b Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback. HCB.2.B
- c Independently identify and examine inquiry-based questions related to choral music. HCB.2.C

Intermediate

2 The student will apply steps of a creative process. HCI.2

- a Develop, improvise, draft, refine, and share choral music ideas. HCI.2.A
- b Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance. HCI.2.B
- c Research and document findings of inquiry related to choral music. HCI.2.C

Advanced

2 The student will apply steps of a creative process. HCAD.2

- a Develop, compose, improvise, draft, refine, and share choral music ideas. HCAD.2.A
- b Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance. HCAD.2.B
- c Document research, inquiry, and analysis of a focused choral music topic of personal interest. HCAD.2.C
- d Develop a portfolio that demonstrates growth and learning of choral music ideas and skills. HCAD.2.D

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Artist

2 The student will apply steps of a creative process. HCAR.2

a Develop, compose, improvise, draft, refine, and share choral music ideas in a variety of contexts. HCAR.2.A

b Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance. HCAR.2.B

c Analyze research of a focused choral music topic of personal interest. HCAR.2.C

d Document growth, skill development, and learning in the development of an individual musical repertoire that includes documentation of a creative process as well as final products. HCAR.2.D

Critical Thinking and Communication

3 Analyze, interpret, and evaluate music. Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.

Beginning

3 The student will analyze, interpret, and evaluate choral music. HCB.3

a Describe the social cultural and historical context of music. HCB.3.A

b Describe works of music using inquiry skills and music terminology. HCB.3.B

c Examine accepted criteria used for evaluating works of music. HCB.3.C

d Describe performances of music using music terminology. HCB.3.D

e Examine accepted criteria used for critiquing musical performances. HCB.3.E

Intermediate

3 The student will analyze, interpret, and evaluate choral music. HCI.3

a Describe social, cultural and historical context of works of music. HCI.3.A

b Interpret works of music using inquiry skills and music terminology. HCI.3.B

c Apply accepted criteria for evaluating works of music. HCI.3.C

d Apply accepted criteria for critiquing music performances. HCI.3.D

Advanced

3 The student will analyze, interpret, and evaluate choral music. HCAD.3

a Compare and contrast styles of choral music using music terminology. HCAD.3.A

b Evaluate works of music using accepted criteria. HCAD.3.B

c Compare and contrast music performances. HCAD.3.C

d Critique music performances of self and others using critical-thinking skills. HCAD.3.D

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Artist

3 The student will analyze, interpret, and evaluate choral music. HCAR.3

a Formulate criteria to be used for critiquing musical performances. HCAR.3.A

b Apply formulated criteria for critiquing musical performances of self and others. HCAR.3.B

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4 Formulate and justify personal responses and connections to music. Recognize, justify, and articulate personal responses, beliefs, and opinions regarding music and recognize the value in learning about diverse opinions and responses to music.

Beginning

4 The student will formulate and justify personal responses to music. HCB.4

a Describe personal criteria used for determining the quality of a work of music or importance of a musical style. HCB.4.A

b Explain preferences for different works of music using music terminology. HCB.4.B

c Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive. HCB.4.D

Intermediate

4 The student will formulate and justify personal responses to music. HCI.4

a Describe personal emotional and intellectual responses to works of music using music terminology. HCI.4.A

b Analyze ways in which music can evoke emotion and be persuasive. HCI.4.B

Advanced

4 The student will formulate and justify personal responses to music. HCAD.4

a Analyze and explain personal emotional and intellectual responses to works of music using music terminology. HCAD.4.A

b Analyze personal criteria used for evaluating works of music or critiquing musical performances. HCAD.4.B

Artist

4 The student will formulate and justify personal responses to music. HCAR.4

a Justify personal emotional and intellectual responses to works of music using music terminology. HCAR.4.A

b Justify personal criteria used for evaluating works of music. HCAR.4.B

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5 Develop collaboration and communication skills for music rehearsal and performance. Identify and apply collaboration and communication skills for rehearsal and performance of music.

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Beginning

5 The student will identify and demonstrate collaboration skills and concert etiquette as a performer. HCB.5

- a Participate in a variety of performances. HCB.5.A
- b Cooperate and collaborate as a singer in a rehearsal. HCB.5.B
- c Demonstrate active listening in rehearsal, performance, and as an audience member. HCB.5.C

Intermediate

5 The student will describe and demonstrate collaboration skills and concert etiquette as a performer. HCI.5

- a Participate in a variety of performances and other music activities. HCI.5.A
- b Cooperate and collaborate as a singer in rehearsal. HCI.5.B
- c Apply active listening in rehearsal and performance. HCI.5.C

Advanced

5 The student will analyze and demonstrate collaboration skills and concert etiquette as a performer. HCAD.5

- a Participate in a variety of performances and other music activities. HCAD.5.A
- b Cooperate and collaborate as a singer in a rehearsal. HCAD.5.B
- c Demonstrate respect to student leaders within the choral ensemble. HCAD.5.C
- d Apply active listening in rehearsal and performance. HCAD.5.D

Artist

5 The student will evaluate and demonstrate collaboration skills and concert etiquette as a performer. HCAR.5

- a Participate in a variety of performances and other music activities. HCAR.5.A
- b Demonstrate respect to student leaders within the choral ensemble. HCAR.5.B
- c Fulfill leadership roles (e.g., section leader, student conductor, accompanist, choir officer, choir librarian, peer mentor). HCAR.5.C
- d Model active listening in rehearsal and performance. HCAR.5.D

History, Culture, and Citizenship

6 Understand cultural and historical influences of music. Demonstrate understanding of cultural and historical influences of music.

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Beginning

6 The student will explore historical and cultural influences of music. HCB.6

a Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied. HCB.6.A

b Identify ways in which culture influences the development of choral music and vocal styles. HCB.6.B

Intermediate

6 The student will explore historical and cultural influences of music. HCI.6

a Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied. HCI.6.A

b Compare and contrast a variety of musical periods and styles. HCI.6.B

Advanced

6 The student will explore historical and cultural influences of music. HCAD.6

a Analyze the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied. HCAD.6.A

b Compare and contrast a variety of musical periods and styles using music terminology. HCAD.6.B

c Analyze the characteristics of vocal/choral music from a variety of cultures. HCAD.6.C

Artist

6 The student will explore historical and cultural influences of music. HCAR.6

a Compare and contrast the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied. HCAR.6.A

b Assess musical periods and styles. HCAR.6.B

c Analyze the characteristics of vocal/choral music from a variety of cultures. HCAR.6.C

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7 Understand music as a form of community engagement. Identify and interact with music and develop a lifelong engagement as a performer, supporter, advocate, and audience member.

Beginning

7 The student will identify the value of musical performance to the school community. HCB.7

Intermediate

7 The student will describe how musicians, consumers of music, and music advocates impact the community. HCI.7

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Advanced

7 The student will examine opportunities for music performance and advocacy within the community. HCAD.7

Artist

7 The student will analyze and evaluate opportunities for music performance and advocacy within the community. HCAR.7

8 **Ethical and legal considerations for music and intellectual property. Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.**

Beginning

8 The student will describe ethical standards as applied to the use of intellectual property. HCB.8

Intermediate

8 The student will apply ethical standards to the use of intellectual property. HCI.8

Advanced

8 The student will research the use and misuse of ethical standards as applied to intellectual property. HCAD.8

Artist

8 The student will assess the use and misuse of ethical standards as applied to intellectual property. HCAR.8

Innovation in the Arts

9 **College, career, and the 21st Century Workplace. Connect music content and skills to career options, college opportunities, and the 21st Century workplace.**

Beginning

9 The student will identify career options in music and discuss the future of music-related careers. HCB.9

Intermediate

9 The student will compare and contrast career options in music. HCI.9

Advanced

9 The student will research career options in music and a variety of careers that involve skills learned in music. HCAD.9

Artist

9 The student will investigate career pathways in the music field, and discuss opportunities to be a lifelong learner of music. HCAR.9

10 **Understand and explore the impact of current and emerging technologies. Participate in a rapidly changing world of music and explore the impact of current and emerging technologies, media, and processes.**

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Beginning

10 The student will describe ways in which innovative tools and media influence the development of vocal music and choral styles. HCB.10

Intermediate

10 The student will explore a variety of innovative media, tools, and processes to create, edit, present, and/or understand new works of music. HCI.10

Advanced

10 The student will explore innovative tools for connecting with communities of musicians. HCAD.10

Artist

10 The student will analyze how innovative media, tools, and processes are influencing vocal music. HCAR.10

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11 Cultivate connections to other fine arts and fields of knowledge. Identify and cultivate connections between music and other fields of knowledge to develop problem-solving skills.

Beginning

11 The student will describe relationships of vocal music to the other fine arts and other fields of knowledge. HCB.11

Intermediate

11 The student will make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems. HCI.11

Advanced

11 The student will investigate cross-disciplinary connections to identify how music works with other disciplines to develop innovative solutions to inquiry-based problems. HCAD.11

Artist

11 The student will analyze and explain how music works together with other disciplines to develop innovative solutions to problems. HCAR.11

Technique and Application

12 Music Literacy: Acquire the technical skills and artistic knowledge necessary for creative, expressive, and artistic performance. Demonstrate understanding of elements of music and ways they are used for artistic performance and creative expression

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Beginning

12 The student will demonstrate music literacy. HCB.12

- a Identify the components of a vocal score. HCB.12.A
- b Read and count rhythmic patterns. HCB.12.B
- c Identify the function of accidentals. HCB.12.C
- d Define the rules for identifying key signatures. HCB.12.D
- e Sight-sing eight-measure, stepwise melodic patterns using scale degrees 1 through 5 of a major scale, with appropriate solmization. HCB.12.E
- f Define the rules for identifying time signatures in duple and triple meters. HCB.12.F
- g Demonstrate basic conducting patterns. HCB.12.G
- h Identify dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo. HCB.12.H
- i Identify tempo markings, including presto, allegro, andante, adagio, rallentando, ritardando, and accelerando. HCB.12.I
- j Identify fermata, repeat sign, da capo, dal segno, coda, and fine. HCB.12.J
- k Notate student-created compositions using standard notation. HCB.12.K

Intermediate

12 The student will demonstrate music literacy. HCI.12

- a Identify the components of a vocal score. HCI.12.A
- b Read and count rhythmic patterns. HCI.12.B
- c Apply the rules for identifying key signatures. HCI.12.C
- d Sight-sing eight-measure, diatonic melodic patterns in two parts using stepwise and tonic triad skips with appropriate solmization. HCI.12.D
- e Sing major and minor scales using appropriate solmization. HCI.12.E
- f Demonstrate basic conducting patterns in duple meter. HCI.12.F
- g Write four-measure melodic phrases from dictation. HCI.12.G
- h Demonstrate understanding of the grand staff. HCI.12.H
- i Notate student-created compositions using standard notation. HCI.12.I

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Advanced

12 The student will demonstrate music literacy. HCAD.12

- a Identify components of vocal scores. HCAD.12.A
- b Read, count, and interpret complex rhythmic patterns. HCAD.12.B
- c Identify major key signatures. HCAD.12.C
- d Sight-sing eight-measure diatonic melodic patterns in multiple parts using steps and diatonic skips with appropriate solmization. HCAD.12.D
- e Sing major and minor scales independently using appropriate solmization. HCAD.12.E
- f Demonstrate basic conducting patterns including triple meter. HCAD.12.F
- g Notate student-created compositions using standard notation. HCAD.12.G

Artist

12 The student will demonstrate music literacy. HCAR.12

- a Identify all components of music scores. HCAR.12.A
- b Read, count, and notate complex rhythmic patterns. HCAR.12.B
- c Identify major key signatures and relative and parallel minor keys. HCAR.12.C
- d Sight-sing eight-measure melodic patterns containing varied intervals from three- or four-part scores. HCAR.12.D
- e Sing major, minor, and chromatic scales using appropriate solmization. HCAR.12.E
- f Identify various compositional procedures and techniques, including fugue, modulation, word painting, and aleatoric music. HCAR.12.F
- g Demonstrate conducting patterns including mixed meters. HCAR.12.G
- h Notate student-created compositions using standard notation using contemporary technology. HCAR.12.H

13 Aural Skills

Beginning

13 The student will demonstrate aural skills. HCB.13

- a Recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave). HCB.13.A
- b Distinguish major and minor tonalities. HCB.13.B
- c Identify similar and contrasting musical phrases and sections. HCB.13.C
- d Differentiate melodic and harmonic patterns. HCB.13.D
- e Write simple four-measure rhythmic phrases from dictation. HCB.13.E

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Intermediate

13 The student will demonstrate aural skills. HCI.13

- a Recognize and demonstrate diatonic intervals (m2, m3, M6, m7). HCI.13.A
- b Identify ascending and descending half-step and whole-step intervals. HCI.13.B
- c Identify and explain simple musical forms. HCI.13.C
- d Write eight-measure rhythmic phrases. HCI.13.D
- e Write four-measure melodic phrases from dictation. HCI.13.E
- f Identify a cappella vs. accompanied singing. HCI.13.F

Advanced

13 The student will demonstrate aural skills. HCAD.13

- a Recognize and demonstrate all diatonic intervals. HCAD.13.A
- b Write eight-measure rhythmic and melodic phrases of increasing difficulty from dictation. HCAD.13.B
- c Write eight-measure melodic phrases from dictation. HCAD.13.C
- d Identify and explain complex musical forms. HCAD.13.D
- e Identify a variety of musical styles. HCAD.13.E

Artist

13 The student will demonstrate aural skills. HCAR.13

- a Sing all diatonic intervals individually. HCAR.13.A
- b Write complex rhythmic phrases and complex melodic phrases from dictation that are eight measures in length. HCAR.13.B
- c Transpose a cappella music into one or more keys. HCAR.13.C

14 Vocal Technique and Choral Skills

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Beginning

14 The student will demonstrate vocal techniques and choral skills. HCB.14

- a Use proper posture and breathing techniques for choral singing that support vocal production. HCB.14.A
- b Identify components of the vocal anatomy and vocal health. HCB.14.B
- c Develop vocal agility and range by singing appropriate vocal exercises. HCB.14.C
- d Demonstrate proper diction (e.g., pure vowel sounds, diphthongs, consonants). HCB.14.D
- e Blend with other singers on the same vocal part using correct intonation. HCB.14.E
- f Sing an assigned vocal part in an ensemble. HCB.14.F
- g Sing music literature with and without accompaniment in at least one language other than English. HCB.14.G
- h Exhibit audition skills. HCB.14.H

Intermediate

14 The student will demonstrate vocal techniques and choral skills. HCI.14

- a Consistently use proper posture and breathing techniques that support vocal production. HCI.14.A
- b Investigate components of the vocal anatomy and vocal health. HCI.14.B
- c Demonstrate the difference between head voice and chest voice. HCI.14.C
- d Strengthen vocal independence, agility, and range by singing appropriate vocal exercises. HCI.14.D
- e Consistently use proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants). HCI.14.E
- f Blend with other singers across sections using correct intonation. HCI.14.F
- g Sing an assigned vocal part in simple harmony or in ensemble. HCI.14.G
- h Sing music literature with and without accompaniment in at least one language other than English. HCI.14.H
- i Exhibit audition skills. HCI.14.I

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Advanced

14 The student will demonstrate vocal techniques and choral skills. HCAD.14

- a Model proper posture and breathing techniques that support proper vocal production. HCAD.14.A
- b Identify the effects of physiological changes and external influences on the voice. HCAD.14.B
- c Integrate principles of vocal health while singing. HCAD.14.C
- d Increase breath control through strength and endurance exercises. HCAD.14.D
- e Increase vocal agility and range by singing appropriate vocal exercises, including use of head and chest voices. HCAD.14.E
- f Adjust intonation for balance and blend. HCAD.14.F
- g Sing an assigned vocal part in complex harmony. HCAD.14.G
- h Consistently apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants). HCAD.14.H
- i Sing music literature with and without accompaniment in at least two languages other than English. HCAD.14.I
- j Exhibit audition skills. HCAD.14.J

Artist

14 The student will demonstrate vocal techniques and choral skills. HCAR.14

- a Model proper posture for solo/choral singing. HCAR.14.A
- b Use breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range. HCAR.14.B
- c Use advanced vocal techniques to control dynamics and articulation. HCAR.14.C
- d Use advanced vocal development exercises to improve intonation. HCAR.14.D
- e Model adjustment of intonation by applying listening skills. HCAR.14.E
- f Model blend and balance with other singers. HCAR.14.F
- g Sing songs with complex and/or nontraditional harmonies. HCAR.14.G
- h Model proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants). HCAR.14.H
- i Exhibit audition skills. HCAR.14.I
- j Sing advanced, representative solo and choral music in various forms, styles, and languages. HCAR.14.J

15 Expression

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Beginning

15 The student will identify and demonstrate expressive qualities of choral music. HCB.15

- a Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing. HCB.15.A
- b Respond to basic conducting patterns and interpretive gestures. HCB.15.B
- c Use facial and physical expressions that reflect the mood and style of the music. HCB.15.C

Intermediate

15 The student will identify and demonstrate expressive qualities of choral music. HCI.15

- a Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing. HCI.15.A
- b Respond to a wide range of conducting patterns and interpretative gestures. HCI.15.B
- c Consistently use facial and physical expressions that reflect the mood and style of the music. HCI.15.C

Advanced

15 The student will identify and demonstrate expressive qualities of choral music. HCAD.15

- a Interpreting the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing. HCAD.15.A
- b Perform complex rhythmic patterns. HCAD.15.B
- c Respond to interpretive gestures and advanced conducting patterns in multiple meters. HCAD.15.C
- d Consistently use facial and physical expressions that reflect the mood and style of the music. HCAD.15.D

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Artist

15 The student will identify and demonstrate expressive qualities of choral music. HCAR.15

a Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing. HCAR.15.A

b Perform complex rhythmic patterns. HCAR.15.B

c Respond to advanced conducting patterns and interpretive gestures. HCAR.15.C

d Model facial and physical expressions that reflect the mood and style of the music. HCAR.15.D

16 Choreography

Beginning

16 The student will respond to music with movement by performing non-choreographed and choreographed movements. HCB.16

Intermediate

16 The student will respond to music with movement by applying various styles of choreography to different musical compositions. HCI.16

Advanced

16 The student will use choreography as a form of expression and communication. HCAD.16

Artist

16 The student will demonstrate choreography as a form of expression and communication. HCAR.16