Virginia Fine Arts

Music: Middle 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 create music as a means of individual expression. MCB.1

a Compose a four-measure rhythmic-melodic variation. MCB.1.A

b Improvise simple rhythmic and melodic examples in call-and-response styles. MCB.1.B

c Play and write rhythmic variations of four-measure selections taken from songs, exercises, or etudes. MCB.1.C

Intermediate

1 The student will create music as a means of individual expression. MCI.1

a Compose a four-measure rhythmic-melodic variation. MCI.1.A

b Improvise simple rhythmic and melodic examples in call-and-response styles. MCI.1.B

c Write and perform rhythmic-melodic variations of fourto eight-measure selections taken from songs, exercises, or etudes. MCI.1.C

Advanced

1 The student will create music as a means of individual expression. MCAD.1

a Compose an eight-measure rhythmic-melodic variation. MCAD.1.A

b Improvise increasingly complex rhythmic and melodic examples in call-and-response styles. MCAD.1.B

c Write and perform rhythmic-melodic variations of four- to eight-measure selections taken from songs, exercises, or etudes incorporating a variety of expressive elements. MCAD.1.C

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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 apply a creative process for music. MCB.2

- a Identify and apply steps of a creative process in a variety of contexts in choral music. MCB.2.A
- b Refine choral music ideas and skills collaboratively with teacher feedback. MCB.2.B

Intermediate

2 The student will apply a creative process for music. MCI.2

- a Apply steps of a creative process in a variety of contexts in choral music. MCI.2.A
- b The student will collaboratively identify and examine inquiry-based questions related to choral music. MCI.2.B
- c Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback. MCI.2.C

Advanced

2 The student will apply a creative process for music. MCAD.2

- a Apply steps of a creative process in a variety of contexts in choral music. MCAD.2.A
- b Identify and examine inquiry-based questions related to choral music. MCAD.2.B
- c Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback. MCAD.2.C

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. MCB.3

- a Describe works of music using inquiry skills and music terminology. MCB.3.A
- b Examine accepted criteria used for evaluating works of music. MCB.3.B
- c Describe performances of music using music terminology. MCB.3.C
- d Examine accepted criteria used for critiquing musical performances. MCB.3.D

Intermediate

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

- a Interpret works of music using inquiry skills and music terminology. MCI.3.A
- b Apply accepted criteria for evaluating works of music. MCI.3.B
- c Apply accepted criteria for critiquing music performances. MCI.3.C

Advanced

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

a Compare and contrast works of music using music terminology. MCAD.3.A

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

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

d Critique music performances using critical thinking skills. MCAD.3.D

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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. MCB.4

a Identify reasons for preferences among works of music using music terminology. MCB.4.A

b Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive. MCB.4.B

Intermediate

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

a Describe personal responses to music using music terminology. MCI.4.A

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

Advanced

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

a Analyze personal responses to works of music using music terminology. MCAD.4.A

b Analyze personal criteria used for evaluating works of music or critiquing musical performances. MCAD.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. (Beginning)

Beginning

5 The student will identify and apply collaboration and communication skills for music rehearsal and performance. MCB.5

a Identify concert etiquette. MCB.5.A

b Identify skills needed for cooperating and collaborating as a singer during rehearsal. MCB.5.B

c Identify active listening for rehearsal, performance, and as an audience member. MCB.5.C

Intermediate

5 The student will describe and apply collaboration and communication skills for music rehearsal and performance. MCI.5

a Demonstrate concert etiquette. MCI.5.A

b Cooperate and collaborate as a singer during rehearsal. MCI.5.B

c Demonstrate active listening in rehearsal, performance, and as an audience member. MCI.5.C

Advanced

5 The student will explain and apply collaboration and communication skills for music rehearsal and performance. MCAD.5

a Demonstrate concert etiquette. MCAD.5.A

b Cooperate and collaborate as a singer during rehearsal. MCAD.5.B

c Consistently demonstrate active listening in rehearsal, performance, and as an audience member. MCAD.5.C

History, Culture, and Citizenship

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

Beginning

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

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

b Identify ways in which culture and history influence the development of choral music and vocal music styles. MCB.6.B

Intermediate

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

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

b Explain how the factors of time and place influence the characteristics that give meaning and value to a work of music. MCI.6.B

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

6 Advanced MCAD.6

a Analyze the cultural and historical influences of musical styles and composers associated with the music literature being studied. MCAD.6.A

b Compare and contrast cultural and historical influences of a variety of musical styles using music terminology. MCAD.6.B

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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 explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment. MCB.7

Intermediate

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

Advanced

7 The student will investigate opportunities for music performance and advocacy within the community. MCAD.7

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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 identify ethical standards as applied to the use of intellectual property. MCB.8

Intermediate

8 The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing. MCI.8

Advanced

8 The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing. MCAD.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 examine career options in music. MCB.9

Intermediate

9 The student will compare and contrast career options in music in relation to career preparation. MCI.9

Advanced

9 The student will investigate connections between music skills and college, career, and workplace skills. MCAD.9

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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.

Beginning

10 The student will explore ways in which new media and technology influence the development and performance of music and musical styles. MCB.10

Intermediate

10 The student will identify and demonstrate ways in which new media and technology can influence the development of music and musical styles. MCAD.10

Advanced

10 The student will identify and explore ways that new media is used to create and edit music. MCI.10

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 identify the relationship of choral music to the other fine arts. MCB.11

Intermediate

11 The student will examine the relationship of choral music to the other fine arts. MCI.11

Advanced

11 The student will demonstrate cross-disciplinary connections with choral music. MCAD.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

Beginning

12 The student will demonstrate music literacy. MCB.12

- a Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music. MCB.12.A
- b Notate student-created compositions using standard notation. MCB.12.B
- c Echo, read, count, and notate rhythmic patterns. MCB.12.C
- d Sight-sing eight-measure melodic patterns while maintaining a steady beat. MCB.12.D
- e Differentiate by sight call-and-response songs, canons, and partner songs. MCB.12.E

Intermediate

12 The student will demonstrate music literacy. MCI.12

- a Identify, define, and use standard notation for pitch, rhythm, meter, dynamics, and other elements of music. MCI.12.A
- b Notate student-created compositions using standard notation. MCI.12.B
- c Echo, read, count, and notate rhythmic patterns. MCI.12.C
- d Sight-sing eight-measure, stepwise melodic patterns from unison examples using the major scale. MCI.12.D
- e Identify components of a vocal score. MCI.12.E
- f Identify key signatures. MCI.12.F

Advanced

12 The student will demonstrate music literacy MCAD.12

- a Apply standard notation for pitch, rhythm, meter, dynamics, and other elements of music. MCAD.12.A
- b Notate student-created compositions using standard notation. MCAD.12.B
- c Echo, read, count, and notate rhythmic patterns. MCAD.12.C
- d Sight-sing eight-measure, stepwise melodic patterns from two-part scores using the major scale and maintaining a steady beat. MCAD.12.D
- e Identify components of a three-part choral score. MCAD.12.E
- f Compose and perform basic rhythmic patterns. MCAD.12.F
- g Identify key signatures. MCAD.12.G

13 Aural Skills

Beginning

13 The student will develop aural skills. MCB.13

- a Identify diatonic intervals. MCB.13.A
- b Distinguish major and minor tonalities. MCB.13.B
- c Identify similar and contrasting musical phrases and sections. MCB.13.C
- d Differentiate melodic and harmonic patterns. MCB.13.D

Intermediate

13 The student will demonstrate aural skills. MCI.13

- a Identify diatonic intervals. MCI.13.A
- b Distinguish ascending half-step and whole-step intervals. MCI.13.B
- c Identify same and different melodic patterns. MCI.13.C
- d Write melodic phrases from dictation. MCI.13.D

Advanced

13 The student will demonstrate aural skills. MCAD.13

- a Identify all diatonic intervals. MCAD.13.A
- b Distinguish descending half-step and whole-step intervals. MCAD.13.B
- c Identify simple musical forms. MCAD.13.C
- d Recognize monophonic and homophonic textures. MCAD.13.D
- e Recognize a cappella vs. accompanied singing, descants, and ostinatos. MCAD.13.E
- f Write complex melodic and rhythmic phrases from dictation. MCAD.13.F

14 Vocal Technique and Choral Skills

Beginning

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

- a Use proper posture and breathing techniques that support vocal production. MCB.14.A
- b Identify components of the vocal anatomy and vocal health. MCB.14.B
- c Develop vocal agility and range through vocal exercises. MCB.14.C
- d Use correct intonation. MCB.14.D
- e Blend with other singers on the same vocal part. MCB.14.E
- f Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants). MCB.14.F
- g Sing an assigned vocal part in a small group. MCB.14.G

Intermediate

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

- a Maintain proper posture and breathing techniques that support vocal production. MCI.14.A
- b Identify the difference between head voice and chest voice. MCI.14.B
- c Strengthen vocal agility and range by singing developmentally appropriate vocal exercises. MCI.14.C
- d Use correct intonation. MCI.14.D
- e Blend with other singers on the same vocal part. MCI.14.E
- f Apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants). MCI.14.F
- g Sing an assigned vocal part in music written in two or three parts. MCI.14.G
- h Sing a cappella and with accompaniment. MCI.14.H
- i Sing in at least one language other than English. MCI.14.I

Advanced

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

- a Maintain proper posture and breathing techniques that support vocal production. MCAD.14.A
- b Identify the effect of physiological changes on the voice. MCAD.14.B
- c Increase breath control through strength and endurance exercises. MCAD.14.C
- d Integrate principles of vocal health in singing. MCAD.14.D
- e Enhance vocal agility and range by singing developmentally appropriate vocal exercises, including use of head and chest voices. MCAD.14.E
- f Blend with other singers on the same vocal part and across sections using correct intonation. MCAD.14.F
- g Sing an assigned vocal part in music written in three or more parts. MCAD.14.G
- h Apply proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants). MCAD.14.H
- i Sing music literature with and without instrumental accompaniment in at least one language other than English. MCAD.14.I

15 Expression

Beginning

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

- a Interpret tempo markings (allegro, andante, adagio). MCB.15.A
- b Perform, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests. MCB.15.B
- c Interpret dynamic markings (p, mp, mf, f, crescendo, decrescendo). MCB.15.C
- d Demonstrate expressive phrasing techniques. MCB.15.D
- e Respond to basic conducting patterns and interpretive gestures. MCB.15.E
- f Use facial and physical expressions that reflect the mood and style of the music. MCB.15.F

Intermediate

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

a Interpret tempo markings (presto, allegro, andante, adagio, ritardando, accelerando). MCI.15.A

b Perform rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, and corresponding rests. MCI.15.B

c Apply dynamic markings (pp, p, mp, mf, f, ff, crescendo, decrescendo). MCI.15.C

d Apply phrasing techniques. MCI.15.D

e Respond to a wide range of conducting patterns and interpretative gestures. MCI.15.E

f Consistently use facial and physical expressions that reflect the mood and style of the music. MCI.15.F

Advanced

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

a Follow and maintain indicated tempos while singing. MCAD.15.A

b Perform rhythmic patterns that include eighth-note, half-note, and quarter-note triplets. MCAD.15.B

c Consistently apply dynamic markings while maintaining correct intonation. MCAD.15.C

d Interpret expressive phrasing techniques. MCAD.15.D

e Respond to advanced conducting patterns and interpretive gestures. MCAD.15.E

f Consistently use facial and physical expressions that reflect the mood and style of the music. MCAD.15.F

16 Choreography

Beginning

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

Intermediate

16 The student will respond to music with movement by performing choreography associated with various styles of music. MCI.16

Advanced

16 The student will respond to music with movement. MCAD.16

a Create movement individually or collaboratively to interpret a musical composition. MCAD.16.A

b Apply choreography as a form of expression and communication (e.g., sign language, riser choreography). MCAD.16.B