**EOC Chorus Prep Study Guide**

**EOC Music Vocabulary:** define on a separate sheet of paper

- a poco a poco
- a tempo
- accellerando
- accent
- accidental
- accompaniment
- acoustics
- adagio
- allargando
- allegro
- alto clef
- andante
- arco
- arpeggio
- articulations
- balance
- bar line
- baroque
- bass clef
- beat
- blend
- bow hold
- bowings
- bridge
- cadence
- cantabile
- cesura
- chorale
- chord
- chord progression
- chromatic
- circle of fifths
- classical
- classical form
- classical symphonic traditions
- coda
- col legno
- con
- con brio
- conductor
- contrast
- counter melody
- crescendo
- culture
- cut-time
- D.C. al coda
- D.C. al fine
- D.S. al fine
- decrescendo
- development
- diminish
- dissonance
- dominant
- double stops
- dynamics
- ensemble
- expression
- f hole
- fermata
- fifth
- fine tuner
- fingerboard
- flat
- form
- forte
- forte piano
- fortiissimo
- forzando
- frog
- fugue
- grandioso
- grave
- half step
- harmony
- hooked
- improv
- individual
- instrument carriage
- intonation
- jazz
- key change
- key signature
- largo
- ledger line
- legato
- lento
- maestoso
- maestro
- major
- major scale
- marcato
- march
- matching
- measure
- melody
- meno
- meter
- mezzo forte
- mezzo piano
- minor
- minor scale
- mode
- moderato
- modulation
- motet
- music literature
- music technology
- music theory
- musical structure
- natural
- niente
- notation
- octave
- parallel major/minor
- peg
- pesante
- phrase
- pianissimo
- piano
- pitch
- piu
- pizzicato
- posture
- practice
- prestissimo
- presto
- processing skills
- quality performance
- rallentando
- recapitulation
- rehearsal
- release
- repeat
- retake
- rhythm
- ritardando
- rock and roll
- Romantic
- Rondo
- Root
- scale degree
- score
- sectional
- sforzando
- sharp
- shifting
- simile
- slurs
- social impact in music
- soli
- spicatto
- staccato
- staff
- stringendo
- style
- subdivision
- subito
- symphony
- syncopation
- tempo
- tenor clef
- tenuto
- texture
- theme
- third
- tie
- timbre
- tip
- tonality
- tone quality
- tonic
- tranquillo
- transposition
- treble clef
- tremolo
- triad
- trill
- triplet
- tutti
- vibrato
- vivace
- waltz
- western music
- western music
- whole step
- world music
EOC Chorus Prep Study Guide

There will be 50 multiple choice questions on this paper and pencil test. The test will not include any audio or video materials. Use this study guide as resource for preparation for the Chorus EOC. This study guide encompasses ALL high school levels of Chorus 1-6.

EOC Benchmarks — study guide questions and vocabulary pertaining to each benchmark. On a separate piece of paper answer each benchmark study guide questions. This does not need to be in essay format, but enough content and complete sentences to fully explain the benchmark. There are 8 benchmarks for Chorus 1-3, or 4-6. You are responsible for ALL 10 benchmarks!

MU.912.S.2.2 Transfer expressive elements and performance techniques from one piece of music to another

- Students will be able to transfer expressive elements from one piece of music to another.
- Items may include expressive elements, which are defined as elements that would be found on a typical score.

Study Guide Questions: What is expression? How do I incorporate expressive techniques into my individual and ensemble performance? How does expression relate in similar or contrasting pieces? How do I interpret expressive elements based on cues from the conductor? How do expressive elements in a musical work support the implied meaning of the composer/performer? How do expressive elements such as articulations, tempos, or dynamics, create a visual story of the music?

Vocabulary: expression, pianissimo-fortissimo, dynamics, articulations, tone quality, intonation, style, contrast, tempo, score, conductor

MU.1112.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics

- Students will determine the meaning of symbols, key terms, and other relevant Chorus vocabulary.
- Items sources may be limited to the OCPS Chorus essential vocabulary level five and below.

Study Guide Questions: What vocabulary is considered key terms and relevant to Chorus vocabulary? How do these vocabulary relate to performance? How can the EOC music vocabulary list be categorized or broken down? Which vocabulary do I already know as a second language of music?

Vocabulary: use the EOC Music Vocabulary list

MU.912.S.3.4 Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques

- Students will be able to demonstrate knowledge of proper Chorus technique, including posture, technique, and tuning.
- Items may focus on common techniques shared by all instruments (upper and lower).
- Items may focus on glaring differences between string groups.
- Items may ask students to demonstrate knowledge through graphics and photos.

Study Guide Questions: What strategies can be used to refine music performance skills and techniques? What ensemble rehearsal techniques can be incorporated into rehearsal for individual practice of techniques? What techniques or skills do other sections/instruments use that can be applied to personal techniques and skills? What is a description of good rehearsal sessions and/or strategies on improvement of skills and techniques? What is the difference between sectional versus full ensemble rehearsal techniques used during a rehearsal? What are vocabulary terms commonly used in rehearsal sessions? What are the best practices used in rehearsal sessions that can be applied to individual practice?

Vocabulary: metronome, tuner, tone quality, transposing instrument, concert pitch, balance, blend, matching, intonation, time management, practice, rehearsal, sectional, full ensemble

MU.912.O.3.2 Interpret and perform expressive elements indicated by the musical score and/or conductor

- Students will interpret expressive elements indicated by the musical score.
- Items may ask students to interpret musical elements from a printed score.
- Items pertaining to performance from a conductor will not be tested.

Study Guide Questions: What is expression? How do I incorporate expressive techniques into my individual and ensemble performance? How does expression relate in similar or contrasting pieces? How do I interpret expressive elements based on cues from the conductor? How do expressive elements in a musical work support the implied meaning of the composer/performer? How do expressive elements such as articulations, tempos, or dynamics, create a visual story of the music?

Vocabulary: expression, pianissimo-fortissimo, dynamics, articulations, tone quality, intonation, style, contrast, tempo, score, conductor
MU.912.O.1.1 Evaluate the organizational principles and conventions in musical works and discuss their effect on structure

- Students will be able to evaluate the organizational principles and conventions in musical works including rhythm, melody, timbre, form, tonality, harmony, and texture.
- Items will not address discussing these topics and their effect on structure.

**Study Guide Questions:** What are some common organizational principles in musical works? What are some common forms and structures of music? What is musical structure? How do musical conventions such as rhythm, melody, timbre, form, tonality, harmony, and texture affect a musical selection? What different vocabulary represent the various pieces of a form of music?

**Vocabulary:** musical structure, form, music theory, introduction, recapitulation, coda, development, exposition, rondo, fugue, march, symphony, classical form, tonality, harmony, texture, rhythm, melody, timbre, score

MU.912.H.1.4 Analyze how Western music has been influenced by historical and current world cultures

- Students will analyze how Western Music has been influenced by historical and current world culture.
- Items will be limited to the music of the baroque, Classical and romantic periods.

**Study Guide Questions:** How is our music influenced by others? How has Western Music been influenced by historical and current world cultures? How can listening strategies be used to promote appreciation and understanding of unfamiliar musical works? How does recorded verses live performances differ? What influence has historical events and world cultures had on the development of Western Music?

**Vocabulary:** Western Music, Ensemble, World Music, Influences, Melting Pot, Improvise, Chorus, Alto Clef, Bass Clef, Treble Clef, Dynamics, Social impact, genre, rock and roll, jazz, classical, symphony, culture, current music technology, digital music, MP3, sound production, acoustics, historical periods

MU.912.S.3.5 Develop and demonstrate proper vocal or instrumental technique

- Students will be able to demonstrate knowledge of proper Chorus technique including posture, fingering, bow technique, and tuning.
- Items will focus on commonalities between string groups (upper and lower).
- Items may highlight the glaring differences between string groups.
- Items will ask students to be able to answer questions based on illustrations.
- Items will require students to have an existing knowledge of proper posture.

**Study Guide Questions:** How does an individual develop individual skills to perform properly within a larger ensemble? How can one perform better on an instrument? What are the proper techniques that should be focused on when performing an instrument? How can sight reading be improved upon? How does sight reading improve overall music skills and abilities? What is proper instrumental technique? What is proper posture and instrument carriage? What are basic string pedagogy (fingerings, articulation styles, techniques, vocabulary such as pizzicato or arco, double stops, shifting, vibrato etc.?)

**Vocabulary:** dynamics, pianissimo-fortissimo, expression, style, articulations, bowings, major scales, minor scales, chromatic scales, arpeggios, tone quality, intonation, technical exercises, articulation style such as hooked, spicatto etc, key signature, time signature, arco, pizzicato, double stops, vibrato, balance, matching, mixed meter, fingerings, parts of the instrument, posture, repertoire, shifting, rhythm, melody, sight reading

MU.912.O.2.2 Transpose melodies into different modalities through performance and composition

- Students will be able to transpose melodies into different modalities through composition.
- Items in this test may be limited to: relative major/minor, parallel major/minor, modes, transposition between different major keys, and transposition between major and minor keys.

**Study Guide Questions:** How can I transpose melodies into different modalities? What are modalities? What is transposition? How do I transpose between major and minor keys?

**Vocabulary:** key signatures, major tonality, minor tonality, transcription, rhythm, melody, chord, harmonic progression, phrase, transpose, modulation, mode, notation, time signature, meter, key signature, expression, parallel major/minor
MU.912.S.2.1 Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature

- Students will be able to understand musical structure, accurate and expressive details, and processing skills for the performance of music literature.
- Items pertaining to “form” in this test may be limited to smaller excerpts (as opposed to entire works or symphonies).
- Items may include common forms in the classical symphonic traditions, limited to items found in the OCPS Curriculum and Assessment Guide.

**Study Guide Questions:** What is musical form? What is musical structure? What are classical symphonic traditions? What expressive details should a performer acknowledge in order to perform music literature well? What functions must be processed in order to perform music? What does it meant to internalize musical structure? What makes a quality performance?

**Vocabulary:** structure, expression, processing skills, music literature, form, classical symphonic traditions, internalize, musical performance, quality performance