

High School Choir Handbook 2019-2020

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SECTION I: INTRODUCTION

Welcome to the Chilton High School Choirs! This Guide is a resource for parents and students to learn and be aware of the expectations that accompany being a member of the choir program in Chilton High School. Music classes run very different than regular take the time to read this guide and be fully informed of the expectations of the ensemble so there are no surprises as the school year progresses.

GOALS:

- Sing and experience a variety of musical styles and periods.
- Contribute to the team in a way that is conducive to a positive and inspiring musical experience for everyone.
- 100% involvement in a music program that promotes teamwork, social skills, and musical excellence.
- Grow as an individual and as an ensemble in terms of musical ability and as a communicator.

SECTION II: Assessment

Chilton Choirs will use Standards Based Grading. Grades will be reported in PowerSchool at the **end of the grading period**. Until then, you can track your student's progress via a spreadsheet that will be linked in their PowerSchool the first week of school. Standards Based Learning means that when you look at your student's report card you are going to have a much clearer understanding of what your student actually knows and is able to do. Instead of all aspects of your child's knowledge being averaged out into a single symbol you will be able to see his/her growth towards specific standards of learning in music education. Below you will find the music standards that will be assessed over the year in choir. Not all standards will be assessed every quarter. Under each standard you will see the specific skills that we will be learning to help us to master that standard.

| |
|--|
| High School Grading Scale |
| Quarter 1 Standards to be assessed 3 - Achieved Mastery 2- Approaching Mastery 1 - Attempting INC - Incomplete |

Choir Standards

Chilton Standard: 1 Demonstrate Independence

Learning Standards:

Perform 1: I Can Sing With Correct Solo Vocal Technique to perform expressively.

| Learning Progressions: |
|--|
| I can demonstrate correct Posture , both standing and sitting, while Singing. |
| I can use correct Diction - Pure Vowels and Expressive Consonants |
| I can use efficient Breath Management to sing a musical phrase. |
| I can use sing with correct Vowel Placement to produce a beautiful Tone Quality |
| I can sing with correct Word Emphasis and tension/release to shape a musical phrase. |

Perform 2: I Can Sing With Correct Choral Ensemble Technique to perform expressively.

| Learning Progressions: |
|--|
| I can sing with proper Intonation in order to sing in tune with my section |
| I can sing with proper Diction, Pure Vowels and Expressive Consonants , to match within the |

ensemble

I can sing with proper **Blend & Balance** by listening and blending my voice within the ensemble.

Chilton Standard: 2 Construct viable arguments through evidence

Learning Standards:

Respond 1: I can discuss my own ideas, and the constructive feedback of others, to develop and implement strategies to address technical challenges in large and small group rehearsals.

Learning Progressions:

I can craft **constructive feedback** for myself and peers using musical **vocabulary**,

I can describe **vocal technique strategies** to help myself and peers correct technical issues in performances.

Respond 2: I can analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate musical vocabulary.

Learning Progressions:

I can use **Musical Vocabulary** to support my evidence.

I can use a scoring rubric to assess performances.

I can use descriptive feedback and support it with evidence.

Respond 3: I can identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the musical elements of music and contexts.

Learning Progressions:

I can describe model the **Elements of Music**.

I can can utilize **Expressive Vocabulary**.

I can identify and describe **Compositional Devices/Composers Craft**.

I can support arguments with **evidence** using **musical vocabulary**.

Chilton Standard: 3 Analyze and Interpret abstract and quantitative data.

Learning Standards:

Interpret 1: I Can Read and Interpret Rhythmic Notation by both written and verbal means.

Learning Progressions:

I can interpret (read and perform) **Notes** and **Rests** both in written and verbal means.

I can use **Rhythm Syllables** (numbers or takadimi) to interpret notation.

I can interpret **Meter** (How Many Beats per Measure) and **beat stress** in different **groupings/signatures**.

I can interpret rhythm patterns using **Verbal Decoding**.

I can interpret rhythm patterns using **Written Dictation**.

Interpret 2: I Can Read and Interpret Pitch Notation by both written and verbal means.

Learning Progressions:

I can read and interpret the notes on the **Grand Staff**- the **lines** and **spaces**.

I can label and perform **Intervals** and **Scales**.

I can label and utilize **Sharps, Flats** and **Key Signatures** and find **Do** from a given signature.

I can sing using **solfege** and label solfege examples.

I can use Solfege to **sight read** examples of varying levels of difficulty.

Chilton Standard: 4 Develop and use appropriate models.

Learning Standards:

Create 1: I can develop melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of musical concepts using musical notation.

| Learning Progressions: |
|--|
| I can utilize rhythmic notation to create examples. |
| I can utilize tonal notation to create examples. |

Chilton Standard: 5 Understand and respond to varying audiences, cultures, perspectives, and purposes.

Learning Standards:

Connecting 1: I can describe and articulate how music interacts and connects with feelings, values, opinions, wishes, personal awareness, or character (affective domain).

| Learning Progressions: |
|--|
| I can Analyze text for meaning. |
| I can articulate my thoughts and feelings and ideas connected with music. |

Lesson Attendance and Preparation: Lessons are unique opportunity for you to gain individualized instruction and advice regarding music and vocal technique, allowing for improvements that may not be possible in an ensemble setting. They are a student responsibility; you must keep track of when your lessons are, make arrangements to be present for them, and practice assigned exercises. Each student is required to attend 7 lessons per semester by the benchmarked due date listed in the semester Syllabus handed out in class. Each lesson will be assessed on the following standards. Students will first self-evaluate how they did during the lesson but the final assessment is based upon the teacher's observations

Student Self-Evaluation

| <u>Technique</u> | <u>Focus and Feedback</u> | <u>Reflection Completion</u> |
|---|---|--|
| Perform 1: I Can Sing With Correct Solo Vocal Technique to perform expressively. | Respond 1: I can discuss my own ideas and constructive feedback of others to develop and implement strategies to address technical challenges in private lessons. | Resp. 1: I can provide a complete summary of my lesson and what I learned using music vocabulary. |
| 3 Meeting: I consistently tried my best to sing with my best vocal technique (vowels, breathing, posture, diction) to perform expressively and responded to my teacher's instructions willingly. | 3 Meeting: I was completely focused the entire lesson and took ownership of my learning by giving feedback and working collaboratively with my teacher to improve. | 3 Meeting: It is evident that my lesson reflection slip included responses that were well thought out, complete, and included my own reflections. |

| | | |
|---|--|---|
| 2 Approaching: I was inconsistent with my effort towards proper technique in my lesson but was mostly responsive to my teacher's feedback and suggestions. | 2 Approaching: I was focused during my lesson but I mostly relied on my teacher for input and did not always give feedback or respond to ideas. | 2- Approaching: It is evident that my lesson reflection slip was well thought out and mostly complete. |
| 1 Attempting: I struggled to use good technique in my lesson and was not always responsive to my teacher's feedback or trying to implement new strategies. | 1 Attempting: I was frequently unfocused during my lesson and did not respond to feedback or share ideas for improvement. | 1 Attempting: It is evident that my lesson reflection slip was mostly incomplete, I did not give my best effort. |

Other things assessed during lessons:

- Interpreting Standards- Lessons will be a time to work on achieving your proficiencies in your music literacy skills. Students will receive a packet for each quarter listing the literacy skills to be achieved.
- Employability- This will be another opportunity to show that you can model your Employability skills

| Respect: | Responsibility: |
|---|---|
| <ul style="list-style-type: none"> ● Demonstrates Respect for Self, Others, and School ● Demonstrates Respect for all music spaces and materials ● Demonstrates Growth Mindset ● Follows Classroom Expectations | <ul style="list-style-type: none"> ● Listens to and Follows Directions ● Comes to Class Prepared ● Attends lessons regularly ● Demonstrates Timeliness ● Actively Participate in Classroom Rehearsals, Activities and Sectionals |

Reminder: Employability does NOT calculate into the student's overall grade or GPA.

Singing Tests and Sight Singing Assessments: Throughout the year formative singing assessments will be administered. Director and students will set up the parameters for the singing test and give students adequate preparation time. Assessments will be around note accuracy, rhythmic accuracy, tone quality, and effort to play with musicality elements as instructed in rehearsals. These assessments will be used to evaluate progress and grades will be based off of student reflections, not the test itself.

Reflections: Throughout the semester there will be individual and group reflection writing assignments. Director will give parameters and adequate time for student completion.

Workbooks (Concert Chorale): Work Books will be a tool for taking notes, completing class reflections, answer writing prompts, rhythm and tonal examples, rounds and canons etc. They will be handed in periodically to check for completeness. Journals may be used as a resource on some tests and quizzes.

SECTION III: ATTENDANCE:

Attendance of every member at choir rehearsals and events are absolutely imperative for the success of the choir program.

Every member of the choir is expected to attend rehearsals and every required public appearance. Illness and/or family emergency will be accepted as a legitimate excuse if the director is notified by a parent or guardian (by phone or email). If a student will be missing a performance as a result of illness, director must receive written excusal from a parent/doctor.

In the event that a student will be missing a performance for another reason that is not family emergency or illness, the student must bring in a signed copy of the CHS Choir Absence Request Form **at least two weeks in advance**. Options are available on the CHS Choir Absence Request Form to make up points. In order to redeem points, quality work must be submitted.

SECTION IV: PERFORMANCE

Sharing our gifts with the community is the name of the game for choir. Always keep the latest edition of the performance schedule in your home to remind you of pending dates. As the times on the schedule are approximate, the whiteboard and daily schedule posted in class will have the exact times and requirements. They are the final word on performances—check them daily. While every effort is made to remind you of upcoming commitments, **YOU, AND YOU ALONE ARE RESPONSIBLE FOR MEETING THIS REQUIREMENT**. Unexcused missed performances will affect the overall grade.

If you will be missing a performance, please fill out a missed performance form and have a discussion with the choir director. The form helps you to plan when you will come in to make your recordings to show that you have mastered the material you would have performed. All recordings and assessments must take place **BEFORE** the concert. Students will turn in all of the following:

- Solo recordings of you (including any accompaniment) performing your part shared in Google Drive.
- Online reflection submitted in Schoology.

When you appear at a public performance you represent yourself, your family, and your school to the general public. Conduct yourself in such a way that you will reflect credit upon yourself and the ensemble you are a part of. This means following all rules and expectations set up by the choir director and your peers. One individual's actions can discredit an entire community, school or group.

SECTION V: ASSIGNMENTS AND REASSESSMENTS

Lessons and assignments that are missing on the due date will go in the gradebook as a "INC" until completed. Late assignments that are turned in by the end of the semester and show mastery of the concepts can still receive full credit. Late work will not be accepted after the end of the semester (Incomplete) unless arrangements are made well beforehand. Missed lessons can be made up once the next lesson due has been completed.

Any skills assessments can be re-assessed during lessons after the student has completed the **re-assessment** form. This form is where the student will document the steps they took to prepare themselves for re-assessment. Here are some examples of steps a student can take to get ready to re-assess:

- Sign up for a practice lesson and use your packet, sight-reading factory (15min. minimum)
- Document at-home practice lesson where you focus on the skill to be re-assessed (15 min. minimum)

Assignments vary greatly in type and guidelines, more specific information will accompany each situation.

SECTION VI: UNIFORMS

Choir Uniforms are defined as anything worn by the choir member for a performance. At times this may be t-shirts, or choir robes/dress/vests. In all cases, extra care must be taken and choir members should conduct themselves in a positive manner.

The Chilton High School Choir uniforms are in good condition. Due to the high cost of these uniforms, extreme care must be taken, and each member will be held responsible for the condition of the uniform they check out.

The School will provide: Choir robes and stoles, Concert Chorale dresses, white tux shirt and vest, ties/bow-ties.

YOU provide your OWN: Black Pants or black skirt and tights, Black socks, black shoes.

Fittings: We will fit you as close as possible from our stock of uniforms. All minor adjustments are your responsibility. You are not allowed to cut ANY material from a uniform when adjusting it. Temporary hemming only please.

UNIFORM REGULATIONS:

1. ALL of the designated uniform must be worn all of the time, inside or outside the building.
2. Pant legs are NOT to be pinned or stovepiped.
3. The wearing of beauty devices, scarves, colored streamers, sunglasses, pins or jewelry will not be allowed at any time while in uniform unless otherwise agreed upon.
4. NO smoking while in uniform.
5. Uniforms will be checked out to the student and kept in the storage closet when not being worn. It is expected that they will be carefully hung-up after performances-failure to do so may result in a dry-cleaning charge.
6. Students wearing the Chilton High School Choir uniform will be expected to represent our school with their very best behavior. Any conduct that might be considered unbecoming of a member will be dealt with severely. You are not just a member of any choir; your membership is in the Chilton High School Choir.
7. Uniforms or uniform parts that need to be exchanged must be clean before new parts will be issued.
8. Each member is totally responsible for his/her uniform while checked out. Loss of any uniform item will result in a replacement charge.

SECTION VII: MUSIC

Music is costly, and should never be treated as a cheap piece of paper. Music is school owned property for your temporary use, just like a textbook. The cost of individual parts when available range from \$.98 -- \$4.00. Full choir sets range from \$20 -- \$200. Therefore, carelessness in the maintenance of music proves costly.

Music Regulations:

1. Music will be marked in pencil only, unless otherwise instructed by the choir director.
2. The concert folios cost money and must be handled with care. Do not bend it, and always return it to the appropriate music storage rack. If you take your folder home you must treat it with care.
3. Forgotten music/folders: It is crucial that you have your music at every rehearsal. Having to share with a neighbor puts a burden on them.

SECTION VIII: CHOIR ROOM

The Choir Room is full of valuable instruments and equipment which belong to the school and members of the choir. As a result it is absolutely necessary to treat the choir room with respect at all times. This means:

1. Putting stands and chairs back in original locations after rehearsals and performances.
2. Only touching your own folder, uniform or equipment.
3. Being present in the choir room only when given permission.
4. No eating or drinking in the choir room or practice rooms. (Water is ALWAYS ENCOURAGED)

SECTION IX: REHEARSAL PROCEDURES

Rehearsal time as a large group is limited. It is imperative that the time is utilized effectively. This means:

- Students must be seated in their assigned seat with their music by the time the bell rings (timer is on the board).
- Student should come to class with: water bottle, music accessories, music, and a pencil
- Student should always have a pencil during rehearsal.
- Students should be focused on the rehearsal and not working on other coursework or texting during rehearsal.
- Talking is only permitted when:
 - Student is called on or director designates discussion time.
- Students will put all materials in their assigned location after rehearsal.

SECTION X: Concert Chorale ELIGIBILITY

- In order to be eligible or remain eligible to participate in chamber choir, the following must be met:
 - Maintain a C or better for all choir semester grades in an academic year.
 - Complete an audition and be selected. Auditions take place in February of the previous school year to qualify for the following year. Auditions are rated according to technical skill and ability, maturity and readiness of the voice, and leadership and responsibility skills. Students must audition every year for acceptance into the ensemble.
- Consequences for not meeting the grade requirement:
 - 1 semester of C- or below: Probationary period, conference with parents and creation of an Action Plan to be signed by student, teacher, and parent.
 - 2 semesters of C- or below: Students is ineligible to audition for the following year.

*Students in jeopardy of not meeting the requirements at progress reports will be pulled in for a conference with the teacher and receive parent contact. This is to insure that positive steps may be set into place to avoid probation. A parent or student may request a conference at any time if they have concerns or feel their eligibility is in jeopardy.

XI: CLOSING

In closing, this guide is provided as a resource for students and parents to be informed about the policies and procedures of the Chilton High School choir in an effort to provide the best educational music experience possible.

XII: Forms

The following pages are templates of forms for future reference, and forms to be turned in at the start of the school year.

Performances 2019-2020 (Subject to change and addition)

Highlighted are High School Choir Events (Not all are mandatory)

Oct 31, 2019 – High School Musical, The Addams Family 7:00 PM

Nov 1, 2019 – High School Musical, The Addams Family 7:00 PM

Nov 2, 2019 – High School Musical, The Addams Family 7:00 PM

**Nov 3, 2019 – High School Musical, 1:00 PM – CONTINGENCY only if one of the other performances needs to be rescheduled due to a snow day or Football/Volleyball playoffs.

Dec 9, 2019 – Grades 5-6 Band and Choir Winter Concert, 6:00 PM

Dec 9, 2019 – Grades 7-8 Band and Choir Winter Concert, 7:30 PM

Dec 16, 2019 – High School Band and Choir Winter Concert, 7:00 PM

Dec 17, 2019 – Grades 1-4 Winter Concerts, 6:00 PM

Jan 2, 2020 – High School Conference Honor Band and Choir Rehearsal @ Roncalli

Jan 4, 2020 – High School Conference Honor Band and Choir @ Roncalli

Mar 5, 2020 – Elementary Musical, 7:00 PM

Mar 6, 2020 – Elementary Musical, 7:00 PM

Mar 7, 2020 – Elementary Musical, 1:00 PM

Mar 7, 2020 – District Solo and Ensemble Festival @ Sheboygan Falls

Mar 10, 2020 – High School Band Concert, 7:00 PM

*****Mar 12, 2020 – High School Choir Concert, 7:00 PM- potential conflict, tbd**

Apr 23, 2020 – Middle School Musical, 7:00 PM

Apr 24, 2020 – Middle School Musical, 7:00 PM

Apr 25, 2020 – Middle School Musical, 7:00 PM

Apr 25, 2020 – State Solo and Ensemble Festival @ UW-Oshkosh

Choir Guide Contract

Dear Choir parent(s) and/or guardians,

Welcome to the Chilton High School Choir! Many exciting opportunities await your student as they choose to participate in this excellent group of student musicians! This year will be filled with many valuable educational opportunities and memories that will last a lifetime.

Although choir is considered a curricular course, our course is much different than the science and math classes your student is enrolled in. As a result of the differences, this guide has been created for students and parents as a resource to outline the expectations of being a member of the Chilton High School Choir.

Please thoroughly read the Syllabus and Handbook and review the expectations with your student so everyone understands the expectations. After reading the guidelines, please returned the signed bottom portion by Monday September 9th.

Just like an ensemble or team, the success of the Choir at Chilton will require responsibility, accountability, and ultimately dedication from students and their families. All valuable skills students will need in their future beyond Chilton.

I look forward to working with you and your child on their musical adventure this upcoming year. I appreciate your cooperation and support of our guidelines. Please feel free to contact me at any time with any questions or concerns at 388-2951 ext 143 or by email at asmejkal@Chilton.k12.wi.us

Sincerely,

Amy Smejkal
Chilton School District Choir Director

By signing below, this means I have read the Handbook, and agree to abide by the guidelines set by my teacher and those yet to be set by my peers. I agree to pay any and all replacement fees for lost or destroyed items as described in the handbook. I have recorded the appropriate dates from the performance calendar. I commit to attend all scheduled events for my ensemble and understand that other performances will arise. Households with multiple students may use 1 form, but there must be a signature from each student.

Student(s) Name(s): _____

Student Signature(s): _____ Date: _____

Parent/Guardian Name: _____

Parent Signature: _____ Date: _____

Guidelines and Expectations:

1. Rehearsals

- a. Be prompt.
- b. Listen actively to the person talking and respond appropriately.
- c. Bring a positive attitude. (Leave the drama at the door.)
- d. Give your best effort.
- e. Try/learn new things (even if it seems weird at first).
- f. Bring all materials. (Water bottle, pencil, folder, etc.)
- g. One voice at a time, respect people's opinions.
- h. How you practice is how you perform so keep a good attitude.
- i. Keep liquids other than water on the shelf or in your locker.
- j. Ask for help if you need it.
- k. Please spit out your gum before you sing.

2. Lessons

- a. Be prompt and come prepared with your pass.
- b. Fill out your reflection sheet completely and thoughtfully
- c. Be respectful when leaving a class and returning.
- d. Stay positive, give yourself a break!
- e. Focus on and celebrate success.
- f. Bring people who are more confident in your section to help you if you don't understand something.

3. Classroom Procedures (look around the room)

- a. Be Safe: walk on the risers.
- b. Use appropriate and respectful voice when speaking.
- c. Sign in and Out.
- d. Be respectful of school owned property and anything that doesn't belong to you.
- e. Use the student shelves for all extra belongings.
- f. Cell phones should be silenced and only used when appropriate.
- g. Bring all materials. (water bottle, pencil, etc.)
- h. Respect people's feelings and beliefs.

4. Practice rooms and Sectionals

- a. Use positive and constructive comments.
- b. Stay on task.
- c. Ask and answer questions with appropriate language. Be respectful.
- d. Contribute your best.
- e. Take risks.
- f. Share and use the practice rooms wisely. Only use practice rooms as intended.
- g. Leave the practice rooms BETTER than you found them.
- h. Have materials.
- i. Be open to criticism.
- j. Store all technology appropriately.

5. Concerts and Public Appearances

- a. Be professional, look professional, and be on your best behavior on and off stage.
- b. Clap appropriately

- c. Leave only during breaks.
 - d. All technology should be turned **off** and stored where it won't be a distraction to you or others.
 - e. Contribute your best
 - f. Follow the dress code.
 - g. Be proud of what you and your group has accomplished.
 - h. Be confident in yourself and your team. (Fake it till you make it!!)
6. Community (In and out of school)
- a. Be an advocate: be professional and represent CHS Choirs respectfully and with positivity.
 - b. Dress appropriately.
 - c. Be polite!
 - d. Be respectful of others.

Parent/Student Information

| | |
|--|---------------------------|
| Student Name | |
| Parent/Guardian Name(s) | |
| | |
| Parent/Guardian Email(s) | |
| | |
| Parent/Guardian Phone- please list the number(s) that is/are best to reach you at most of the time and circle the type. | Home/Cell: |
| | Best Time to call: |
| | Home/Cell: |
| | Best Time to call: |

Any further medical information for your student that I should be aware of? **YES** **NO**

*If yes, please specify

Survey

Parent(s)/Guardian(s) willing to volunteer for choir and/or music department events?

YES

NO

___ Interested in volunteering at choir functions

___ Interested in chaperoning choir trips

___ Interested in helping with fund-raisers

Best time to call Parents? Morning Afternoon Evening

I'm really interested in opening lines of communication in the choir, and I want your opinions as to what would work the best, and what you are comfortable with.

Please place an X in front of all categories that apply:

| | |
|--------------------------|---|
| <input type="checkbox"/> | I give permission for my student to utilize Remind to receive CHS Choir Updates. (*See attached) |
| <input type="checkbox"/> | I would be interested in receiving email updates from the CHS Choir |

Parent/Guardian Signature

Please rank the following resources in order of preference for communication (1 is most preferable, 4 is least)

___ Email

___ Texting (Remind App)

___ Schoology

___ Paper Handouts

*See the instructions below for signing up for the free, SAFE and PRIVATE texting service called Remind

Concert Chorale Remind:

Mixed Choir Remind:

