Cedar Bluffs Public Schools

Choir Handbook 2016-2017

**COURSE DESCRIPTION:**

Concert choir offers students the opportunity to learn two part (SB), three part (SAB) and four part (SATB) choral literature, sight-reading, ear-training and proper singing techniques. A variety of western (European and American) and non-western (African and Asian) choral literature from various stylistic periods is presented each year. Choir is open to students in 6th -12th grade.

**TOPICS AND/OR UNITS TO BE COVERED:**

Topics to be covered include singing expressively and with technical accuracy, musical styles, madrigal singing, small group ensembles, improvisation, ear training and sight-reading

**MAJOR COURSE GOALS AND/OR OBJECTIVES:**

1. To develop listening skills as well as singing skills
2. To show improvement as the school year progresses
3. Sing SATB, small group, men’s ensemble, madrigal, jazz and women’s literature correctly and with expression
4. Improve sight reading ability
5. Increase knowledge of different musical styles - i.e. Renaissance, Baroque, Classical, Romantic, Contemporary, and Jazz.
6. To use class time wisely, so Goals #1 & #2 can be accomplished

**GOALS FOR EACH INDIVIDUAL**

1. To learn more about music than you knew when you enrolled in the class
2. To appreciate some new aspect of music
3. To treat all members of the ensemble with respect

**REMIND 101 SIGN UP**

 All band members need to sign up for Remind 101 to get reminder messages about performances and announcements. Band Parents are also advised to sign up as well.

 Visit web page: http://remind.com/join/cbhsvocal **OR**
 To receive messages via email, send an email to **cbhsvocal@mail.remind.com OR**

Grab your phone and follow these steps to sign up for reminders.

 Text message to this number-81010

 Message body should say- **@cbhsvocal**

**NATIONAL STANDARDS FOR MUSIC EDUCATION**

|  |
| --- |
| **K-12 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.** |
|  |  | **Grades 6-8** | **Grades 9-12** |
|  | **Create** | **FA 8.4.1 Students will compose, arrange, improvise, read, and perform music with technical accuracy and expression.** | **FA 12.4.1 Students will compose, arrange, improvise, read, and perform music with an analytical understanding of the language of music .** |
| Imagine/Plan | FA 8.4.1.a Develop a compositional idea for a specific purpose or mood, with teacher guidance, including:* how elements of music convey expressive intent
* unity/variety
* tension/release
* how personal experiences influence musical choices.
 | FA 12.4.1.a Independently generate multiple compositional ideas for a specific purpose or mood, including:* how elements of music utilize expressive intent
* unity/variety
* tension/release
* how personal experiences influence musical choices.
 |
| Make/Evaluate/Refine | FA 8.4.1.b Create, evaluate, and refine musical ideas that utilize a variety of compositional devices (e.g., form, imitation). | FA 12.4.1.b Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship. |
|  | FA 8.4.1.c Identify and define compositional devices in student creations. | FA 12.4.1.c Analyze compositional devices in student creations. |
| Present | FA 8.4.1.d Present an improvisation *,* arrangement *,* or original composition . Explain how elements of music in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically). | FA 12.4.1.d Present an improvisation *,* arrangement *,* or original composition that conveys mood through craftsmanship. Explain how elements of music in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically) and evaluate the effectiveness of their use. |
| Connect | FA 8.4.1.e Connect music to historical and cultural contexts, the arts *,* and other disciplines through creating. | FA 12.4.1.e Connect music to historical and cultural contexts, the arts *,* other disciplines, and life experience through creating. |
|  | **Perform** | **FA 8.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres and stylesusing technical accuracy and expression.** | **FA 12.4.2 Students will sing and/or play, independently and/or with others, a variety of music genres and styles** **using technical accuracy and expression, and synthesize feedback from various sources to evaluate performance.** |
| Select/Analyze/Interpret | FA 8.4.2.a Discuss expressive characteristics and components of technique, function, and context of selected pieces (e.g., phrasing, articulation /diction). | FA 12.4.2.a Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces (e.g., timbre *,* texture ). |
| Rehearse/Evaluate/Refine | FA 8.4.2.b Develop and refine solo/ensemble performance skills (e.g., posture, technique, reading music) using guided self-evaluation and feedback from others. | FA 12.4.2.b Develop and refine solo/ensemble performance skills evaluation (e.g., posture, technique, reading music) using self-evaluation and feedback from others. |
| Present | FA 8.4.2.c Perform (formally or informally) music of increasing difficulty using proper tone quality, phrasing, dynamics, and articulation *.* Demonstrate appropriate performance expectations . | FA 12.4.2.c Perform (formally or informally) music of greater complexity using accurate intonation, expression, and stylistically correct interpretation of phrasing, dynamics, and articulation . Demonstrate appropriate performance expectations . |
| Connect | FA 8.4.2.d Connect music to historical and cultural contexts, the arts *,* and other disciplines through performing. | FA 12.4.2.d Connect music to historical and cultural contexts, the arts *,* other disciplines, and life experience through performing. |
|  | **Respond** | **FA 8.4.3 Students will examine and evaluate elements of music to explain how music conveys mood or context (affect of music).** | **FA 12.4.3 Students will analyze and evaluate how music elicits intended responses (personal response to music).** |
| Select | FA 8.4.3.a Select appropriate music of contrasting styles to listen to or perform. | FA 12.4.3.a Select appropriate music in contrasting styles to listen to or perform with the audience in mind. |
| Analyze/Interpret | FA 8.4.3.b Analyze and explain how the performer/creator uses composition and performance characteristics (e.g., dynamics, phrasing) to convey expressive intent. | FA 12.4.3.b Analyze and evaluate how the performer/creator uses composition and performance characteristics (e.g., form, style ) to convey expressive intent. |
| Evaluate | FA 8.4.3.c Choose appropriate criteria (e.g., dynamics, tone quality) to critique expressiveness and effectiveness of a performance or composition with teacher guidance. Work independently or with others. | FA 12.4.3.c Independently choose appropriate criteria (e.g., texture *,* phrasing) to critique expressiveness and effectiveness of a performance/composition . |
| Connect | FA 8.4.3.d Connect music to historical and cultural contexts, the arts *,* and other disciplines through responding. | FA 12.4.3.d Connect music to historical and cultural contexts, the arts *,* other disciplines, and life experience through responding. |

**\*REHEARSAL GUIDELINES\***

We take music education very seriously at Cedar Bluff Public School and therefore have high expectations of our students. Everyone is expected to be a productive member of the group by being quiet and respectful, following directions the first time they are given, working to the best of your ability and being a team player. All policies in the CBHS Student and Parent Handbook will be enforced. The following guidelines apply to all music classes:

**#1 MUSIC ROOM RULE**

**“NO ONE HAS THE RIGHT TO PREVENT OTHER STUDENTS FROM LEARNING AND THE TEACHER FROM TEACHING!!!”**

**Guidelines for “Appropriate Classroom Behavior”**

* **NO CELL PHONES OR ELECTRONIC DEVICES** (i.e. iPod, mp3 players, etc.) - they will be taken away and you will be sent to the office and assigned a retraining
* Come into the room ready to make music.  It is important that you are in your seat with your music ready directly after the last bell rings or you will be counted tardy.
* The basic part of vocal class is rehearsal.  There will be a lot of starting and stopping to help learn the music.  Make sure to listen and follow directions the first time that they are given.  Rehearsal is an opportunity for the group to improve itself not a social hour.
* Each student is responsible for their behavior in rehearsal, performance and on trips.
* Members should maintain a positive attitude regarding themselves and their classmates. Be supportive of all your fellow classmates.
* The use of foul language and rude behavior will not be allowed during rehearsal or at choir activities and will result in removal from the rehearsal and/or a retraining.
* It is your responsibility to know what is going on in the life of the choir at all times. Watch whiteboards, bulletin boards, and the “Band and Choir” announcement board for information concerning performances, school activities, auditions, etc

**Guidelines for “Music & Music Room”**

* Gum chewing, food, candy, and drinks are not permitted in the band room, with the exception of water bottles during marching band.
* At no time is anyone who is not a percussionist allowed to play the percussion instruments.
* Each student will be responsible for taking proper care of the music that is assigned to them. Failure to do so will result in the student paying a replacement cost. Everyone will be assigned a folder for storing music and a place in the music shelf to store their music by instruments.
* Students are expected to respect the privacy of the music office, the director’s computer, and other materials in the room that do not belong to you.

**Guidelines for “Behavior for Substitute Teachers”**

* In the event of a teacher’s absence, students will be expected to cooperate with the substitute. Students failing to meet this expectation will be handled accordingly.

**GRADING PROCEDURES**

The following grading system will be used for the Cedar Bluffs Public School Band:

**A= 93-100 B= 85-92 C= 77-84 D= 70-76 F= below 69**

The purpose of the following is not to reward or punish you, but to help you to be the best that you can be. I have provided the following list to avoid confusion. Remember that I do not give you a grade, You EARN IT. If students do everything that is asked of them and have no unexcused absences they should receive a 100 for a grade for each quarter. There will be enough points each quarter to assure that this happens.

1. All students will begin each quarter with 80 points out of 100

2. The following actions will raise your quarterly grade

a. Being present and on time to all required performances

Required Performances would be but are not limited to-

 National Anthem Performances @ Home Games +5

Concerts (Christmas & Spring) +10

District Music Contest – Large Performance +10

c. Positive participation: +5

This includes bringing all materials to all rehearsals and participating

in classroom discussions, activities, and rehearsals

d. Any classroom written assignments or activities. +5

 For example- magazine quizzes, Movie Review, webquests

3.The following actions will lower your grade

a. Unexcused Absence from a required performance is an automatic Zero

b. Any activity that impedes the normal educational process during any rehearsal or performance, or is detrimental to the band or the school (to be determined by the director)

4.The following can be used to make up points that may have been lost throughout the year

a. Music Webquest – During the school year, students will be shown how to do a Music

webquest. Any extra webquests will be used to make up points

b. Concert Review Reports - Students may attend any musical event and write a review,

 the guidelines for the report are listed in the handbook.

\*Proper Performance Attire\*

**Concert Performance Attire includes:**

Cedar Bluffs Music Department concert attire was donated by the “Gronenthal Family” in remembrance of their daughter “Ila Gronenthal” and will be worn at all Music Department performances. If you do not have black socks or shoes please purchase them before the first performance.

| **FOR MEN** | **FOR WOMEN** |
| --- | --- |
| Black pants | Black dress skirt |
| Black dress shoes and black socks (black tennis shoes are not acceptable) | Black dress shoes or sandals |
| White long-sleeved shirt (with plain WHITE t-shirt underneath) | White blouse —with plain WHITE shirt underneath |
| Red Cummerbund and Bow Tie | Red Cummerbund and Bow Tie |

**\*LETTERING POLICY\***

In order to letter in Choir at Cedar Bluffs, the following expectations will be met to total 600pts:

1. Participation in Choir for 3 Semesters in the current school year – 100 pts
2. Appropriate behavior in the ensemble at all times – 50 pts
3. Classroom effort/cooperation – 50 pts
4. Attendance at all required concerts (100 points each)– 200 pts
5. Attendance at all National Anthem Performances (25 points each) 200 pts

PLUS…

Accumulate 80 pts or more from the following during one academic year.

1. Audition for Honor Choir. 5 pts
2. Participate in Honor Choir. 20 pts
3. Take private lessons. 3 pts
4. Audition for All-State Choir 15 pts.
5. Perform in All-State Choir 50 pts.
6. Perform in rehearsals as All-State Choir alternate 20 pts.
7. Participate in Frontier Honor Clinic 20 pts
8. Participate in a vocal event at District Music Contest 30 pts.
9. Sing a solo or small group for contest. 3 pts
10. Help with the Elementary Winter Program 10 pts.
11. Help with the Elementary Spring Program 10 pts.
12. Earn an A in choir all three semester grades 5 pts. Per semester
13. Attend a musical performance 1 pt per concert
14. Write a report on a famous composer or performer. 2 pts
15. Perform outside of a school performance. (i.e. church, etc.) 2 pts

\*\*Please note that the Vocal Music Letter is not an automatic "given" to each student enrolled in the vocal music program; rather it is an honor to be earned by vocal music students through active and exceptional participation in the vocal music program.

**\*SPECIAL CHOIR AWARDS\***

**National School Choral Award**:

This award isin recognition of singular merit, ability, and achievement, of outstanding contributions to the success of the school vocal program, and of an unusual degree of loyalty, cooperation and high qualities of conduct, by the general consent of the music faculty, school officials, and others.

**Semper Fidelis Award**
This award, selected by the directors, is given to a senior class man. Presented by the United States Marines Youth Foundation, Inc. and the Marine Corps League, it is given in recognition of diligence, dedication and musical excellence.

**Cedar Bluffs Public Schools**

**Important Dates & Performance 2016-2017**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Music Department Event** | **Groups** | **Time** |
| Aug 27, 2016 | State Fair Parade in Grand Island – Perform at 10:45 am | 6th-12th Marching Band | Depart at 7:30 am |
| Sept - TBA | 5th Grade Band Parent Meeting | 5th grade | 7:00pm |
| Oct. 1 2016 | Harvest of Harmony Parade in Grand Island | 6th-12th Marching Band | All Day |
| Oct. 15, 2016 | Oxbow Field Marching Competition | 6th-12th Marching Band | All Day |
| Nov 11, 2016 | Veterans’ Day Program | TBA | 10:30am |
| Nov 15, 2016 | Frontier Vocal Honors | 9th-12th Choir | 1:00/7:00 pm |
| Dec \*\*, 2016TBA | Country Christmas – Downtown Cedar Bluffs at Auditorium  | Junior High and High School Choirs | 6:30pm |
| Dec 2, 2016 | Elementary Holiday Program | Preschool, K-5th Grades | 5:30/6:30/7:30 |
| Dec 2, 2016 | Music Department Soup supper – before Elementary Christmas Program | 5th-12th band | 4:00-7:30 pm |
| Dec 9, 2016 | JH & HS Band and Vocal Holiday Concert | 5th-12th band & 6th-12th choir | 7:00 pm |
| Mar 20, 2017 | Frontier Honor Band Clinic  | 9th - 12th honor band students | 1:00/7:00 pm |
| Apr 10, 2017 | JH & HS Band Spring Concert | 5th-12th band & 6th-12th choir | 7:00 pm |
| April 21, 2017 | District Music Contest @ Yutan | 6th-12th band & 9th-12th choir | TBA |
| May 5, 2017 | Elementary Spring Program | Preschool, K-5th Grades | 5:30/6:30/7:30 |
| May 12, 2017  | 4th Annual Talent Show | K-5th Grades; 6th-12th Grades | 1:00/7:00 pm |
| May 13, 2017 | Cedar Bluffs Public Schools Graduation | 6th-11th band  | 2:00 pm |
| May 29, 2017 | Memorial Day Program | TBA | TBA |

**National Anthem Performances**

The choir performs the National Anthem at all HOME volleyball games. Each choir member is asked to sign up to sing at "3" games, which will be part of the grade for the quarter. If you sign up to sing at a performance and are not able to attend, you will have to perform at a different game. If you sign up to perform and do not show up and do not make up the performance you will receive a zero for that performance. Notice there are only six home games this year.

Below is the list of games we will be performing at this year. Choir members get into volleyball games free of charge. You are not required to remain at the game, but it is appreciated and shows school spirit and support for the team. There is a list of games posted in the Music room, please sign up by Friday Sept 2nd. If you do not sign up, I will assume that you will be performing at ALL the games.

| **Date** | **Time** | **VS** |
| --- | --- | --- |
| Mon Aug 22 | 6:30pm | Oakland Craig |
| Th Sept 1 | 4:45 pm | Mead, Winnebago |
| Sat Sept 10 | 8:15 am | Cedar Bluffs Invite at Midland U |
| Th Sept 15 | 5:00 pm | Heartland Lutheran, Neb Lutheran |
| Tues Sept 20 | 6:00pm | Weeping Water |
| Th Oct 6 | 6:00pm | High Plains |

**STATEMENT OF AWARENESS OF CBS MUSIC DEPARTMENT HANDBOOK FOR 2016-2017**

Students Name

Parent(s)/Guardian(s)

Address City

Home Phone Zip Code\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students Cell Phone

Parent/ Guardian’s Cell Phone

**\* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \* \***

I have received the Cedar Bluffs Public School Choir Handbook for the 2016-2017 school year, and understand the expectations of the Cedar Bluffs Public School Choir Program.

Signed (Student) Date

Signed (Parent/Guardian) Date

Please indicate understanding of documents/policies with your initials by each heading below:

**Document/Policy Student Initials Parent/Guardian Initials**

Rehearsal Guidelines

Grading Policies

Guidelines for Lettering in Vocal \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Special Choral Awards

Performance Attire \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Music Fees \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Music Calendar of events \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Sign up for Remind 101 \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_