



Chorus Syllabus 2016-2017
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August 29, 2016

Welcome to the Leesville Chorus Department!

We are so happy that you have chosen to participate in the chorus program this year. The Leesville Chorus program exemplifies high standards in the performance of choral music and has a long tradition of doing so. We hope you are ready for another successful year; I look forward to making memories with you. The following syllabus outlines class procedures, grading, attendance policy and overall expectations for Beginning Chorus, Intermediate Chorale, and Capital Pride. Please return the attached medical form, contact information, and syllabus acknowledgement forms by Wednesday, September 7, 2016.

General Course Description: Daily emphasis will be placed on correct vocal technique, music theory and musicianship skills for beginning, intermediate and advanced choirs as determined by the North Carolina Essential Standards for Choral Music. A wide variety of choral music will be taught, exposing the singer to the wide spectrum of choral music.

Course Objectives:

By the completion of the year, all students will be expected to accomplish the following:

Vocal Skills

1. Demonstrate appropriate music reading and aural skills in regular rehearsals, performances, and during singing evaluations.
2. Demonstrate appropriate vocal technique (including proper breath control and good tone quality) in regular rehearsals, performances, and during singing evaluations.
3. Demonstrate appropriate choral singing technique (including balance, blend, and intonation, Uniform vowel formation and diction) in regular rehearsals, performances, and during singing evaluations.
4. Demonstrate musical performance of all choral repertoire (including note accuracy, memorization, and musicality) in regular rehearsals, performances, and during singing evaluations.

Musical Knowledge

1. Demonstrate knowledge of all musical terminology reflected in the choral repertoire in addition to commonly used musical terminology that may not be in the choral repertoire.
2. Demonstrate knowledge of the historical background of the choral repertoire as presented in rehearsals.
3. Demonstrate knowledge of the basic form and structure of the choral repertoire as presented in rehearsals.
4. Demonstrate the ability to critically listen and evaluate the musical performance of the ensemble.

Classroom Rules and Procedures

Students have the responsibility to C.A.R.E.:

Communicate

Attend all classes, rehearsals, and performances

Respect property and each other

Execute rehearsal procedures

“Communicate” includes but is not limited to –

- Seeking clarity and assistance if needed
- Providing advance notice about schedule conflicts

“Attend all classes, rehearsals, and performances: includes but is not limited to –

- Attending ones scheduled after-school and/or off-campus
- Attending those in which you cannot fully participate
- Restrooms should be used during class only in emergencies

“Respect property and each other” includes but is not limited to –

- Keeping our learning space clean and comfortable by not bringing food or drink inside. Bottles of water are encouraged.
- Maintaining a disposition that does not disrupt instruction or learning

“Execute rehearsal procedures” includes but is not limited to –

- Being seated and prepared for instruction when the bell rings
- Deposit chewing gum in the garbage before being seated for class
- When tardy to class please have a pass and sign in
- Ensure that choir folder is stocked with paper and a pencil
- Gaining permission to leave your seat
- Refraining from cell phone usage unless it is being used for academic purposes

GRADING POLICY

Grading Scale

A: 90-100	60% of the quarterly grade will be determined by weekly work ethic in rehearsals.
B: 80-89	
C: 70-79	20% of the quarterly grade will be determined by written quizzes, informal singing checks and small group projects
D: 60-69	
F: 59 and below	20% quarterly grade will be determined by performances; school concerts, community performances (mostly CP), formal singing checks

Assessment	Target Chorus	Points
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Singing Evaluations for 9th Grade Chorus:

Singing evaluations will occur at least once per quarter. More frequent short evaluations will be worth fewer points. Please do not panic, adjustments will be made to the Singing Evaluations based on the needs of the choir and the needs of individual singers when and if it becomes necessary to do so.

Sing with 3 members from the same section Singing evaluations will occur at least once per quarter. More frequent short evaluations will be worth fewer points.	All Choirs	10 to 25 pts. per evaluation	
Sight Singing	All Choirs	10-15 pts. per evaluation	
Weekly Rehearsal Skills	All Choirs	50 pts. per week/ 10 pts. per rehearsal	
Written Assignments:			
Quizzes Musical Knowledge (Quizzes will generally be <u>short</u> written quizzes (multiple choice, matching, short response and some fill-in the blank covering Vocal Technique, Music Theory, Music History, Music Symbols and Vocabulary)	All Choirs	Range of points for quizzes 5 – 25 pts.	
School Concerts	All Choirs	200	
*NCMEA Music Performance Adjudication in March	All Choirs	200	
Musical Knowledge 1 st Semester Exam	All Choirs	20% of semester grade	100 pts.
2 nd Semester Exam	All Choirs	20% of semester grade	100 pts.
Short Essay and Solo Song Presentation (Many will choose to sing an entire song but some may choose an “audition cut” equal to roughly 1 minute in length)			

Singing Evaluations for Intermediate Chorale and Capital Pride:

Singing evaluations will occur at least once per quarter. More frequent short evaluations will be worth fewer points. Please do not panic, adjustments will be made to the Singing Evaluations based on the needs of the choir and the needs of individual singers when and if it becomes necessary to do so.

Two-on-a-part	Intermediate Chorale and Capital Pride	25
One-on-a-part	Capital Pride Only	25
Additional Community Performances	Capital Pride Only	100

***Additional assessments may be created as necessary as it applies to the choral repertoire and to the needs of the choir.**

Weekly Rehearsal Techniques Rubric

Performance-based indicators/qualities

Ten points per day. If it is a 3 or 4 day week, the point system will be adjusted accordingly.

45-50 pts. A 90-100%	<ul style="list-style-type: none"> . Student demonstrates the highest level of engagement in class through active involvement in the assigned tasks . Student demonstrates a conscious determination to fully master the skills or work that is being assigned . Student work or performance demonstrates complete understanding, thorough preparation, and an uncompromising commitment to excellence . Student eagerly volunteers to ask/answer questions
40-44.5 B 89-80%	<ul style="list-style-type: none"> . Student demonstrates satisfactory levels of engagement in class, but lacks the effort or commitment to be considered truly excellent . Student has completed the majority of a given assignment or requirement with satisfactory performance, but some areas still warrant possible improvement . Student work demonstrates satisfactory understanding, preparation and commitment to completion . Student is willing to answer/ask questions; may or may not be at respectful manner/appropriate time
35-39.5 C 70-79%	<ul style="list-style-type: none"> . Student demonstrates some level of engagement in class, but could make much improvement . Student has not fully completed a task or assignment, or much improvement is warranted for academic or performance skill proficiency . Student work demonstrates little commitment to preparation and completion . Student work ethic or attitude reveals apathy and/or much room for improvement . Student has poorly followed or applied appropriate procedures and/or rules . Student does not contribute positive comments to class environment
30-34.5 D 60-69%	<ul style="list-style-type: none"> . Student demonstrates very little engagement in class . Student has completed little to no aspect of a given task/assignment or done so with an attitude or belligerence or extreme apathy . Student does not willingly answer/ask appropriate questions or answers in a way that disrespects other students and their efforts
0-29 F 59% and below	<ul style="list-style-type: none"> . Student has shown no evidence of completed work, time on task or engagement in the class routine . Student has demonstrated no involvement in class . Student has refused to complete or turn in a given assignment or performance-oriented task . Student has failed to remain awake or intentionally disturbs those around him/her . Student fails to communicate in such a way that assessment is not possible

Attendance Policy

The attendance policy for Leesville Road High School will be followed. Unexcused absences will require make-up assignments. Excessive excused absences (4 or more per quarter) will also require make-up assignments. Make-up assignments include but are not limited to attending a tutorial during Smart Lunch in order to rehearse choral literature, or receive extra help on musicianship skills, music theory, etc. Another example of a make-up assignment is to choose a video of a choral performance on YouTube and write a critique of the performance. Specific information related to make-up assignments will be given to students when and if it becomes necessary to do so.

Attendance Policy for Dress Rehearsals and Concerts

Participation in the Winter and Spring Concerts and the NCMEA Music Performance Adjudication is a requirement of all choral students. In order for students to perform in the concerts, choral students MUST attend the dress rehearsal prior to each performance. Dress rehearsals and concerts are after school events. In the past the NCMEA Music Performance Adjudication has been during the school day and it is anticipated that this will be the case this year. Please see below:

Winter Concert "Dress Rehearsal"	Wednesday December 14, 2016	2:30-5:00
Winter Concerts	Friday December 16, 2016	4:30 p.m. and 7:30 p.m.
Music Performance Adjudication	March 6 th or 7 th	time tba during school day
*We will be assigned times once we are registered. I am hopeful that our adjudications will be on March 7, 2017.		
Spring Concert "Dress Rehearsal"	Tuesday May 9, 2017	2:30-5:00
Spring Concerts	Thursday May 11, 2017	4:30 and 7:30 p.m.

It is expected that when students choose to participate in a choir that students perform concerts. Occasionally there may be emergencies or conflicts that may prevent a student from participating. Known conflicts should be reported to Miss Dickens the first week of school if at all possible. Absences will be considered excused for the following reasons incapacitating illness or injury, danger of passing on an infection, family emergency, or a death in the family. An absence from a concert must be accompanied by an email or note from a parent or guardian and/or a note from a doctor. Make-up assignments will be required for not attending the concert (excused or unexcused). Excused absences will receive full credit if the assignment is sufficiently completed; unexcused absences will receive a maximum of 70% credit if the assignment is sufficiently completed. One example of a make-up assignment will be to sing sections of the concert repertoire (memorized) for Miss Dickens. There will be an alternate written assignment for students who may not be able to sing due to illness. The make-up assignment SHOULD be completed no later than one week following a performance; students may request an extension it is up to the teacher's discretion whether or not to grant the extension.

Please communicate absences as far in advance as possible. Singing in a choir is a "team" effort, individual absences not only affects individual singers, but also the group as a whole.

*Members of **Capital Pride** should make every effort to participate in the additional community performances. Make-up assignments will be required for absences from community performances.

Uniforms, Fundraising and Performing Arts Boosters (PAB)

The Chorus program could not possibly be as successful as it is without the assistance from parent volunteers from our booster organization the Performing Arts Boosters. All parents are invited and to attend general meetings and are encouraged to volunteer periodically throughout the year for various needs that the Choral Department requires ranging from assisting with fundraising, selling tickets, providing transportation, chaperoning, etc. Please make sure that you are registered to volunteer through Wake County Public Schools. All volunteer applicants will complete an on-line application at a school and must receive clearance from the Human Resources Department–Employee Relations before beginning work in a school as a volunteer. WCPSS employees do not need to register as volunteers. A Performing Arts Boosters packet will be distributed within the first week of school or so detailing uniforms, fundraising and other items supported by PAB. Please refer to our website **leesvillechorus.org**.

Leesville Road High School Honor Code

At Leesville Road High School I am expected to conduct myself honorably in pursuit of academic excellence; thus, I will not cheat or plagiarize. Specifics related to the honor code in terms of detailed consequences will be discussed in class and can be found on the LRHS website in the Parent menu.

Acknowledgement of Syllabus

I, _____, have read and understand the guidelines
(Print Student's Name)

and requirements set forth in the Leesville Road High School Chorus Syllabus as a registered participant in the choral program, and plan to abide by the guidelines therein.

Student's Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Please print clearly and legibly, especially the email address.

Please Print Parent's Name _____

Parent Email: _____

The success of the choral program at LRHS is a team effort. Without the Performing Arts Boosters (PAB) our booster organization, we would not be nearly as strong. Please consider allowing Miss Dickens to share your email address with PAB in order to stay informed with upcoming chorus performances, fundraising opportunities, and opportunities to volunteer.

Please check one:

Yes, I give Miss Dickens permission to share my email address with PAB.

No, please do not share my email address with PAB.

Please return all forms to Miss Dickens by Wednesday, September 7, 2016.

Si necesita servicios de traducción gratuitos para comprender los procesos escolares, llame al (919) 852-3303

إذا كنت بحاجة إلى خدمات الترجمة المجانية للتعرف على سير العمليات بالمدرسة، اتصل بالرقم (919) 852-3303

Si vous avez besoin de services de traduction gratuits pour comprendre les procédures scolaires, appelez le (919) 852-3303

यदि आपको विद्यालय की प्रक्रियाओं को समझने के लिए निःशुल्क अनुवाद सेवाएँ चाहिए, तो (919) 852-3303 पर कॉल करें

학교/교육 과정에 관한 무료 번역 서비스가 필요하시면 다음 번호로 연락하여 주십시오 (919)852-3303

Nếu quý vị cần sự thông dịch miễn phí để hiểu phương pháp trường học, xin vui lòng gọi số điện thoại, 919-852-3303

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