

2013-2014

Cedar Ridge Choirs Handbook/Syllabus

In this document you will find important information concerning student expectations, grading practices, classroom rules and procedures, and detailed schedule information.

Cedar Ridge Choirs Handbook/Syllabus

Vocal Music

(Beginning, Intermediate, & Proficient)

Instructor: Ms. Pegram

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The Learning Experience

Music at the high school level builds on K-8 music experiences as a comprehensive, sequential, and discipline-based program. Students continue to broaden their respect for and understanding of music as an art form. Students examine the relationship of music to other content areas and the role and meaning of music in various social, cultural, and historical contexts.

Technical expertise, artistic expression, and aesthetic judgment are enhanced through reflective practice, study, and evaluation of their own work and that of others.

Courses are offered at varying skill levels, providing for sequential development. Students have opportunities to participate in a wide variety of courses that help meet their individual needs. At the high school level, students participate in a sequential course of study in Vocal Music (Beginning, Intermediate and Proficient).

NC Essential Standards:

Musical Literacy:

1. Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression
2. Interpret the sound and symbol systems of music
3. Create music using a variety of sound and notational sources

Musical Response:

1. Understand the interacting elements to respond to music and music performances

Contextual Relevancy:

1. Understand global, interdisciplinary, and 21st century connections with music

New High School Music Standards

Note: Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).

Vocal Music (Beginning)

Vocal Music (Beginning) standards are designed for students with no or limited K-8 progression in music education.

Vocal Music – Beginning Clarifying Objectives as identified by NC Essential Standards

- Music Literacy
 - Use steady tone while performing music.
 - Illustrate the fundamental techniques of singing properly with a diverse and varied repertoire of music.
 - Recognize expressive elements (i.e. dynamics, timbre, blending, and phrasing) when singing a varied repertoire of music.
 - Recognize whole, half, quarter, eighth, sixteenth, and dotted note and rest duration in 2/4, 3/4, and 4/4 meters.
 - Interpret standard notation symbols for pitch.
 - Recognize standard notation symbols for basic elements of music, such as pitch, rhythm, dynamics, tempo, articulation, and expression.
 - Produce short, rhythmic improvisations using a variety of traditional and non-traditional sound sources.
 - Create simple rhythmic and/or melodic compositions using a variety of traditional and non-traditional sound, notational and technological sources.
- Musical Response
 - Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of various styles and cultures.
 - Analyze aural examples of music representing diverse genres, styles, and cultures in terms of the basic elements of music and their interrelationships.
 - Identify Criteria for evaluating performances, compositions, and musical ideas and apply the criteria in personal listening and performing.
- Contextual Relevancy
 - Use music to explore concepts in world history and relate them to significant events, ideas, and movements for a global context.
 - Understand relationships between music concepts from other areas.
 - Understand laws regarding proper access, use, and protection of music.
 - Identify basic health and wellness issues that performing artists often experience.
 - Compare the various roles that musicians can and do perform and the conditions under which music is performed.

Vocal Music (Intermediate)

Vocal Music (Intermediate) standards are designed for those students who have had a complete K-8 progression in music education or who have achieved beginning level high school standards for music.

Vocal Music – Intermediate Clarifying Objectives as identified by NC Essential Standards

- Music Literacy
 - Use characteristic tone and consistent pitch to sing music.
 - Use the fundamental techniques (such as posture, breath control, vowel shapes) to sing
 - Interpret expressive elements, including dynamics, timbre, blending, accents, attacks, releases, phrasing and interpretation while singing a diverse repertoire of music with technical accuracy.
 - Interpret whole, half, quarter, eighth, sixteenth and dotted note and rest durations in simple duple, simple triple and simple compound meters.
 - Interpret standard notation symbols for pitch in appropriate clefs.
 - Use standard symbols for pitch and rhythm to notate personal musical ideas and musical ideas of others.
 - Use improvisation to create simple melodies over given chord progressions.
 - Construct music examples using a variety of traditional and non-traditional sound, notational, and technological sources.
- Musical Response
 - Interpret gestures of a conductor when singing
 - Classify examples of music by genre or style and by historical period or culture, explaining the justification for the classifications using correct musical terminology.
 - Generate specific criteria for evaluating the quality and effectiveness of music and apply criteria in personal participation in music.
- Contextual Relevancy
 - Use music to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence.)
 - Understand the relationships between music and concepts from other areas.
 - Understand the importance of ethical responsibility in protecting creative works and intellectual property.
 - Recognizing effective strategies for recognizing, monitoring, and overcoming performance anxiety.
 - Classify specific musical works in terms of the particular culture and time period in which they were produced.

Vocal Music (Proficient)

Vocal Music (Proficient) standards are designed for those students who have achieved intermediate level music standards at the high school level.

Vocal Music – Proficient Clarifying Objectives as identified by NC Essential Standards

- Music Literacy
 - Use characteristic tone and consistent pitch while performing music.
 - Use technical and interpretive skills to sing personally challenging literature that requires attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.
 - Illustrate well developed ensemble skills by performing in part of an appropriate part of an ensemble.
 - Interpret whole, half, quarter, eighth, sixteenth and dotted note and rest durations in simple duple, simple triple, simple compound, triple compound, and mixed meters.
 - Interpret standard notation symbols for pitch in appropriate clefs using extended staves and some non-traditional notations.
 - Use standard symbols for pitch, rhythm, dynamics and tempo to notate personal musical ideas and the musical ideas of others.
 - Produce short rhythmic and melodic improvisations on given pentatonic melodies and melodies in major and minor keys.
 - Create arrangements of pieces for voices or instruments.
- Musical Response
 - Interpret conductor gestures to elicit expressive singing
 - Analyze aural example of music using correct music terminology, in terms of how compositional devices and techniques are used to structure compositions.
 - Critique musical performances and compositions, generating suggestions for improvement.
- Contextual Relevancy
 - Understand the role of music in United States history as a means of interpreting past eras within a historical context.
 - Understand the relationships between music and concepts from other areas.
 - Explain how advances in music technology influence traditional music careers and produce new opportunities.
 - Explain the causes for potential health and wellness issues for musicians.
 - Compare the roles of creators, performers and others involved in the production and presentation of the various arts, in order to make informed decisions regarding participation and involvement in the arts.

Daily Expectations, Rules, and Procedures:

Expectations

**Be at the right place,
At the right time,
With the right materials,
And the right attitude!**

Classroom Rules

1. No food, candy, or drinks are allowed in the classroom during a rehearsal.
2. No talking during instruction.
3. Respect others and you will be respected in return.
4. Come to class with a positive attitude and a willingness to learn.
5. Open Vowels! Stand up straight! Smile!

Classroom Procedures

1. Be in your place with materials ready when the tardy bell sounds.
2. Give the Director/Conductor your undivided attention.
3. Warm-Ups will be conducted at the beginning of each rehearsal.
4. When the Director/Conductor is ready to begin, you are receptive, be that at the piano or at the podium.

Required Materials

1. Sheet music, as distributed by Director
2. Pencils- **NO PEN ON SHEET MUSIC!**
3. **Positive work ethic and attitude!**
4. **Your voice!**

Concert Etiquette, proper behavior during a formal concert:

For Students: During a Formal Concert Students Must...

1. Refrain from Talking
2. No singing, tapping fingers or feet
3. Have nothing in your mouth (gum, candy, ect...)
4. Do not wear watches with alarms nor jangle jewelry
5. Do not open and close your purse nor rip open a Velcro wallet
6. Do not sigh with boredom
7. Do not applaud between movements
8. Do not embarrass your teacher nor your school
9. Do not read nor play with a toy in your pocket
10. Do not go to the concert thinking you will hate the music

For Parents:

1. Refrain from talking
2. Refrain from unwrapping noisy candy wrappers during the performance
3. Turn off pagers, cell phones, and watch alarms
4. Please refrain from waving to your child during the concert
5. Do not take flash photography
6. Please do not walk down the aisle with your video camera
7. Do not leave as soon as your child's portion on the concert is over
8. Applaud at appropriate times
9. Do not leave the auditorium during the music
10. Go to the concert expecting the best

Grading Practices

Grades will be determined by participation, written work, classroom projects, and concert attendance. Students will be graded on a points system.

Each day, students will earn points for participation as well as any other assignment.

Participation and attendance are NOT the same thing. Attendance will gain half the points possible each day, but the rest is up to the individual student.

If you are absent for major performances or rehearsals:

- Excused absences (with at LEAST 1 week notice to director and proper documentation) will be allowed to make up the points in an alternative assignment.
- Unexcused absences (No or late notice to director and no documentation) will not be allowed to make up points. **Communication is KEY here!**

Points will be assigned to each assignment depending on the significance to curriculum and level of difficulty. The following is a list of expected assignments and/or areas of assessment.

Daily Class work:

Sight Singing

In-class participation

Tests:

Basic music theory

Music terminology

Sight Singing

Concert Reviews:

One per grading period

Concerts!

After-school rehearsals are included in the concert's grade. Absences from concerts can only be excused by a written, excusable cause that coincides with the OCS attendance policies within ten days *before* concert date or, in case of sudden illness, an official written doctor's note upon returning to school. If a student is to miss a concert with an excused absence you must replace that grade with a written assignment, i.e. research paper due within ten days of the performance.

Concert Dress/ Apparel Policy

In order to maintain professionalism and group uniformity, each member of the chorus is required to wear the appropriate attire required of their ensemble. Concert Apparel is worn during ALL Choral Ensemble performances.

Students in an **Auditioned Ensemble**, either Sotto Voce or Chamber Ensemble, must purchase Concert Apparel for a fee. Students wear either the Standard Choral Dress or Tuxedo as appropriate.

Students in **Concert Choir** will wear black bottoms, either dress pants or skirt (meeting school dress code) and a white dress shirt or blouse. Men in Concert Choir will check out a black vest from the Choir Uniform Room on Concert Nights and return them prior to leaving school. This is a mandatory part of the uniform. Students will wear black, closed toe, dress shoes with their uniform.

PLEASE subscribe to our Text Notification System, Remind 101! You will receive Texts from Ms. Pegram with event reminders, important information and anything you need to know in real time. Parents are more than welcome to subscribe as well!

Send a text to: 336- 542-2243

In the message, subscribe to the appropriate Choir!

Concert Choir (2nd Pd): **@crhschoir**

To receive messages via email, send an email to **crhschoir@mail.remind101.com**

Sotto Voce (3rd Pd): **@sottovoce**

To receive messages via email, send an email to **sottovoce@mail.remind101.com**

Chamber Ensemble (4th Pd): **@crchamber**

To receive messages via email, send an email to **crchamber@mail.remind101.com**

Tentative CRHS Chorus Calendar

Director may add to or cancel events from this schedule.

August 29	Open House; CRHS; 6pm
September 10	Deadline to Register for NC Honors Chorus AND All-State Chorus
September 26	Auditions for NC Honors Chorus; Meredith College
October 24	Fall Concert; CRHS; 7pm
October 25	End of 1st 9 Weeks
November 7	Face to Face Conferences; CRHS Cafeteria; 4:30-6:30pm
November 9	NC Honors Chorus Rehearsal; Winston-Salem
November 10	NC Honors Chorus Rehearsal + Performance; Winston-Salem
November 27-29	Thanksgiving Break
December 13-14	Madrigal Dinner; CRHS Cafeteria; 6pm
December 23- Jan 3	Christmas/ New Years Break
January 9	All-State Zone Rehearsal; NCSSM; 5-8pm
January 16	All-State Zone Snow Date
January 17	End of 2nd 9 Weeks
January 30	Open House for 2nd Semester; CRHS; 6pm
February 21-22	All-State Chorus; Greensboro War Memorial Coliseum Complex
March 10 - 14	HS Choral MPA; Meredith College
March 27	End of 3rd 9 Weeks
April 12	All- County Chorus; Orange High School
April 17	Face to Face Conferences; CRHS Cafeteria; 4:30-6:30pm
May 8-9	Pops Concert; CRHS; 7pm
May 22	Senior Awards Day AND Choral Awards Banquet; 6pm
June 13?	CRHS Graduation; Dean Smith Center;

Student/Parent Contact Sheet
Student/Parent Contract

Student Name: _____

Mothers Name: _____

Fathers Name: _____

Home Phone: _____

Parent Cell Phone: _____

Student Cell Phone: _____

Parents E-mail: _____

Student Email: _____

I _____ (parent or guardian) have read, understand, and agree to follow obligations and expectations noted in the choir syllabus.

Signature of Parent or Guardian:

_____ Date _____

I _____ (student) have also read, understand, and agree to follow the rules, guidelines, and expectations of this choral program.

Signature of Student:

_____ Date _____

Please Sign and Return this form to Ms. Pegram no later than Friday, August 30, 2013

I understand that completion of this form will be reflected in my Grade.

