

Crook County High School

Michelle Jonas, Principal
Dr. Sara Johnson, Superintendent

CCHS Choir Department
2018-2019

Choir Course Handbook

Mrs. Sue Green, Director

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Please keep a copy of this syllabus and schedule for your records. The signature sheet is due to Mrs. Green by February 6th for 4 points. It will drop to 3 if turned in before February 22nd; contracts turned in after February 22nd will be graded as a 2.

Crook County High School Choir Program

Sue Green, Choir Director

Dear Parents/Guardians and Students,

This is a slightly revised version of the fall semester handbook reflecting slight changes in grading and performance dates. I hope you will find this handbook helpful and that you use it as a major source of information throughout the year.

Please take the time to read this handbook thoroughly, and **be sure to keep a copy of it in your files**. If you prefer to keep an electronic copy, you will find this downloaded onto my teacher webpage on the CCHS website once my webpage is established and I have a chance to set it up. You may also email me directly at sue.green@crookcounty.k12.or.us and I'll send it to you. Our first written assignment for our class is to read this handbook and return the signed acknowledgement/fee form to me by February 6th.

Parents/guardians, if you do not have a valid email registered with the school for the online grade book, please consider doing this. I will send out information in at least two of four ways: I will email all parents through the grade book, I will make a hard copy for students who want one, I will post the information on my webpage, and I will text any parent and student who has signed up for Remind 101 (Vocal Adrenaline: <https://remind.com/join/vocaladr>; Chorale: <https://remind.com/join/cchstre>).

Also, I will be in need of your support and help. We will embark on a major tour to California in the spring of 2020, and our students will need parent support with raising money for the trip. Please keep an eye out for more information on this later in February.

Musically,

Sue Green

COURSE OUTLINE

This year, we will sing a variety of styles of music representing numerous cultures and countries and the various historical periods of music. Through the study of both Western and World Music, we will demonstrate correct vocal technique and will apply previously learned music concepts to reading music as both individual singers and as a member of the ensemble.

Notification of the Right to Object to the Use of Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

MATERIALS YOU WILL NEED

You will need the following supplies in class with you every day:

- **A black, three ring notebook or a choir folder provided by the school:** 1" rings for the binder, solely for choir and performances.
- **A sharpened pencil** should be kept with your notebook at all times. Successful students attach Velcro to their folder and to their pencil or they attach a string from the pencil to the notebook so they do not lose their pencils.
- **Your music.**
 - All music must be returned to school upon my request, usually once the piece has been performed, free of damage, all markings in pencil only.
 - Students who fail to return all music or who return damaged music will be fined for the replacement cost of the lost or damaged music, including shipping and handling. Expect this cost to be in the \$4-5 range per piece.
- **Theory & Literacy assignments** must be kept in your black folder; you will need them in class every day.

STATE & NATIONAL STANDARDS USED FOR INSTRUCTION

Anchor Standard 1:

Creating-Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2:

Creating-Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Anchor Standard 3:

Creating-Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Anchor Standard 4:

Performing-Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Anchor Standard 5:

Performing-Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Anchor Standard 6:

Performing-Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

Anchor Standard 7:

Responding-Perceive and analyze artistic work. Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Anchor Standard 8:

Responding-Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Anchor Standard 9:

Responding-Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Anchor Standard 10:

Connecting-Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Anchor Standard 11:

Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

GRADING

You will be graded on your mastery of the state and national standards using this formula; I will weight your grades appropriately according to the percentages listed:

- **Summative Assessments (70% of your total grade):**
 - **Performances, acting as final exams on units: 30%**
 - **In class rehearsal assessments: 40%**
 - Small group testing
 - Weekly rehearsal assessment of skills
 - Sight singing & literacy checks
- **Formative Assessments (30% of your total grade):**
 - **Practice logs (10%)**
 - **Theory assignments & sight singing assignments (10%)**
 - **Citizenship (10%)**

A standards based grading rubric will be used to assess student progress.

4 = Exceeds Standard

3 = Meets Standard

2 = Approaching Standard

1 = Below Standard

0 = Did not attempt assessment/Not assessed

REQUIREMENT DESCRIPTIONS

Your grades will be determined based upon the quality of the work you do in the following areas:

SUMMATIVE ASSESSMENTS

- **Performances: ALL PERFORMANCES ARE MANDATORY!** Performances act as the final exam of the music we have rehearsed and studied during the unit, and no two performances are exactly the same.
 - **In order for any absence to be excused, you must tell me ahead of time that you won't be there!!!**
 - **If you miss a performance for any reason and I have not been told before the call time for your group, the grade entered into the grade book will be a 0 and you will not be allowed to raise the grade. This will drop your overall grade at least 2 letter grades.**

- **If you miss a performance for an excused reason and I have been notified before the call time for your group, the grade entered will be a **1** and you will be allowed to raise your grade up to a **3** through an outside performance project.**
- **If you miss a performance for an unexcused reason but I have been notified before the call time for your group, the grade entered will be a **1** and you will be allowed to raise your grade up to a **2** through an outside performance project.**

You will see that communicating with me before your group's call time, whether your reason is going to be excused or unexcused, is rewarded with the option of raising your grade (in short, a re-take). Failure to responsibly inform me before I'm expecting you to be there will result in a **0** grade and no re-take option.

- **How to contact me to let me know you will not be at a performance:**
 - Do one or more of the following:
 - **Call the Choir Hotline at (541) 416-6900, x3137** and leave me a voice mail. This can come from the student, parent, or any relative who may be helping out in an emergency situation.
 - **Email me at sue.green@crookcounty.k12.or.us** and let me know what's going on.
 - **Call the main office during school hours, not the attendance office, and ask them to put a message in my mailbox.**
 - Note: I will know by the times recorded on the message when you messaged me, and I will credit you with that effort.
- **What constitutes an excused absence from a performance:**
 - The student was ill the day of the performance and missed the entire day of school (partial absences will be evaluated on an individual basis).
 - You had a family trip or vacation that took you out of town and **I knew about it within two weeks of the beginning of the semester (any family vacations scheduled after I have posted the performance schedule will be considered unexcused;** please schedule them for a time when your student does not have a final exam).
 - A death in the family or family emergency that was unavoidable—but I was contacted before the performance so that I knew what was going on.
- **What constitutes an unexcused absence from a performance:**
 - The student was in class all day long but submits an "illness" excuse for an evening performance.
 - A doctor's note, explaining why you were suddenly too ill to perform, can be submitted in order to turn this into an excused absence.
 - Work schedules for either students or parents

- Please plan ahead. If you have a job, you must let your employer know about the performance schedule immediately so that they can plan for your absence.
 - If your parent's work schedule interferes with transportation to a concert, please arrange for a carpool. Some students go home with a choir friend for the afternoon.
 - Missing a concert (final exam) for a school or intramural sporting event
 - Please notify me at the beginning of your season regarding any conflicts and I'll talk with your coach to see if we can work out a deal for you; however, if a choice has to be made, school comes before games.
 - Lack of transportation
 - Please plan ahead. You might consider going home with a friend after school if you need a ride.
- You will find a list of performances toward the end of this handbook. Please put these dates in your family calendar immediately **and inform me of any conflicts within 2 weeks**. More performances may be added as the year progresses; notification will be sent home via Synergy email, Remind, and/or a letter with students. In the event that a performance is added later and your family has a prior conflict with that performance date, your prior commitment will be honored and the student will be credited with an excused absence.
- The call time for performances is usually with the 1.5 hours before a concert begins and will depend on the needs of the choir and the accompanist.
- Students receive a 4 for the concert if they
 - Arrive on time
 - Are wearing the appropriate uniform
 - Stay for the entire concert
 - Meet standard regarding their audience and stage etiquette
 - Demonstrate their choral skills at or above standard

Students who do not demonstrate mastery of all of these skills cannot earn a 4; anything less than mastery of all of these performance concepts would not Exceed Standard.

- **In Class Assessments**

- Small group testing
 - You will be tested at my discretion. Testing may occur as part of a section or as part of a mixed group.
 - Effort is rewarded in this class. Your small group may re-take the test as many times as you like during the quarter to raise the grade to a **3**. A grade of **4** can only be earned on the first try; Exceeding Standard should not require further refinement.
 - If you are absent the day of the test, it is your responsibility to form a small group and request the time in class to perform for your grade. You must do

this within one week of the original test date or you forfeit the chance to earn the grade and you will receive a **0** for the assessment. Once you have earned the initial grade you may re-take the test as per our policy.

○ **Weekly Rehearsal Assessments:**

- Since most of your learning takes place in our rehearsals, your attendance is crucial to your success and to the success of our choir. You will receive a **4** for every day that you are doing the following:
 - You are demonstrating appropriate posture and breath management at or above standard throughout the rehearsal.
 - You are demonstrating appropriate use of the resonators and articulators throughout the rehearsal.
 - You are marking notes in your music upon request.
 - You are demonstrating a positive collaborative work ethic throughout the rehearsal.
- I will regularly assign additional rehearsal points in addition to the daily assessments to assess specific skills.
- I will load the online grade book with your weekly points at the beginning of the week; it is your responsibility to keep all of them. I am assuming you will demonstrate excellence by projecting that you will earn a 4 for each rehearsal. If you choose not to keep your 4, I will lower the grade appropriately to reflect your mastery—or lack of mastery--of our rehearsal concepts.
 - **Excused absences may be made up by practicing 15 minutes for every day that you missed.**
 - This log should be recorded on the practice log. This is due within **2 weeks** of your absence.
 - It is strongly recommended that you not schedule appointments during choir as we are a participation-based class and it is more difficult to make up points in our class.
 - Unexcused absences may not be made up.

○ **Sight Singing and Literacy Checks**

- You will be checked periodically on your progress in sight singing skills
- These assessments may be in large or small groups, or may be individual assessments.

○ **Citizenship**

- A portion of your grade will be allotted toward a citizenship grade. I will be assessing the following:
 - Your attitude and respect as gauged by your tone of voice, your body language, and your word choices when addressing other people,

- Your adherence to the classroom rules that benefit the team,
- Your overall demeanor as we work to create a “choir family,” knowing that singing feels very risky and personal to some people and our goal is to make our rehearsals a safe place in which students may feel they can make mistakes without facing judgement from team members.

A final note: My expectations for you are high as I believe you are capable of excellence. I take very seriously the idea that I am helping to prepare you for the work force after high school or college graduation. With that in mind, absences, excused or unexcused, hurt our entire ensemble, so please do everything you can to be in class, every day. Try to schedule appointments at other times as choir is dependent upon in-class instruction.

Tardiness is a different issue. CCHS has a policy in place for this. I will follow our school policy regarding tardiness. In addition, you cannot earn a 4 in rehearsal if you are late (unexcused). The highest grade you may earn that day is a 3.

FORMATIVE ASSESSMENTS

- **Homework**
 - **Practice:** You may practice as an individual, in a sectional, or in a mixed ensemble.
 - You will practice 80 minutes (Vocal Adrenaline) or 40 minutes (Chorale) for each 2-week period in which practice is assigned. You will earn 4 points for each week in which you met your practice requirements. Practice will not be assigned every week.
 - Each Practice Log session will require the signature of a parent/guardian or CCHS music teacher, verifying that you completed the practice.
 - Practice logs are due, in general, every other Monday. You will be place it in the inbox during class and it will be returned to you within 2 days whenever possible. In the meantime, if you need another one to log practice while you wait for your practice log to be returned, take a second one.
 - Keep the log in your folder so you do not lose it.
 - If you need help with practicing, ask your section leader or ask me for assistance! You may not be the only one in your section that needs help. Practice with me is equal to 2 minutes for every 1 minute you spend with me!
 - **Theory Assignments:** You will be given theory assignments to do each quarter. I will allow you to work on these during class while I’m working with other sections so you can get my help, but if you do not complete them in class, they are homework. You will receive up to **4** points for a completed theory page that

has been turned in the week it was due that demonstrates a basic understanding of the material. Theory turned in the week after it was due will earn up to a **3**. Pages turned in after the grace period will earn up to a **2**.

If I see that you did not understand the basic concepts (you should show me at least 70% mastery), I will hand it back to you and have you resubmit your work after a quick tutorial with me or another student.

A final note about grading: As you look at the online grade book to check grades, you will see the grades entered and points assigned. I load and adjust the grade book on a weekly basis, usually on Tuesdays. As a result, do not consider the current week's rehearsal grade as final until the Tuesday following that particular week. Also, keep in mind that some major grades such as performances come in the last couple of weeks of the quarter, so use this handbook as a guideline to determine how you're really doing in class. Remember, the performance grade is weighted as 30% of your grade, so the grade book does not give you an accurate picture of how you're really doing until the performance grade is loaded. If you have any questions about whether you're on track, see me. Don't wait until the last week of the quarter to wonder what you need to do to raise your grade—that may be too late!

There is no extra credit in this class (other than the unused bathroom pass points—see below).

CLASSROOM RULES

These classroom rules are designed to create the most optimal learning environment for everyone in our class.

- **The choir room is a Fragrance-Free Zone due to allergies.** Please avoid or minimize the use of any cologne, perfume, or strong scented deodorants for the two hours before you enter the room. Any lotions used in class must be fragrance-free. Guideline: If someone can smell you from more than 2 feet away, you are wearing too much fragrance and can potentially cause an allergic reaction for someone else in the room. **This can be a life-threatening issue in this room**, so students who violate this classroom rule more than once will be referred to the office for disciplinary action.
- On time = in your spot with your materials, ready to sing, when the bell rings. Anywhere else in the room = tardy. Early is on time, on time is late, late is unacceptable.
- There will be no talking in class while the group is rehearsing. If I am working with another section, you are expected to be following along in the music or working on theory.
- Please raise your hand and wait to be recognized before speaking.
- Be respectful of the director, other students, and the equipment we use.

- **No food, drinks (other than water), or gum in the choir room or practice rooms.**
 - Water bottles are allowed in the choir room with straight drinking water only (no carbonation or flavors). Containers must have covers. You must fill your water bottle before class.
 - **Gum is not allowed in class;** please dispose of it immediately when you enter the room. You will lose your 4 if you are chewing gum during class.
- Use appropriate language.
- Refrain from horseplay in the choir room or practice rooms.
- Pianos and percussion equipment are not for student use unless you have been specifically told to use them.
- The white board is not for student use unless you have been specifically been instructed to write on it by me.
- No one should be in the choir room or practice rooms unless I am here to supervise or you have the permission and supervision of another CCHS arts teacher.
- Use practice rooms appropriately.
 - They are for practice only.
 - Please put away equipment when you are finished.
 - If students are in the practice rooms, the lights must remain on at all times.
 - Please turn the lights are out when you leave.
- Bathroom passes
 - No bathroom privileges the first 10 and last 10 minutes of class.
 - In order to leave my room, you must put your cell phone on the piano where we can all see it and leave me one of your bathroom passes. When you return, collect your phone.
 - Only one person will be allowed to leave at a time. If you see a phone on the piano, you may not leave.
 - You may only use this privilege occasionally; if I see you are frequently using this privilege, I will revoke it.
 - You will have about 3-4 minutes to get there and back.
 - You may turn in unused bathroom passes at the end of the quarter for bonus points where you need them.

UNIFORM AND FEE REQUIREMENTS

Uniforms

CCHS choir students are expected to dress in a professional manner when they are performing, specific to the requirements listed below. Students who come to a performance out of uniform to a festival or public performance may not be allowed to perform; this would be considered an unexcused absence from a performance. Students who come to a performance at school out of uniform will perform, but the starting value of the performance grade will be a 3 (a C). Meeting

the CCHS uniform requirements is part of the performance grade. If you have any problem getting your outfit together or need financial assistance, please contact me immediately and I will work with you to find a solution. Do not wait until the week before the performance to tell me you have a problem!

Chorale Concert Attire: All black. Sleeves should be at least $\frac{3}{4}$ length. We want to see all black to the floor, so if you wear a dress, you need black opaque tights. All shoes should be black, close-toed shoes. We should not see metal or any other color on the shoes. If you do not have black shoes, consider borrowing them or kicking them off backstage and performing in black socks.

Advanced Choir Formal Attire: We will repeat using the outfits from last year. New members will be given information on the costs and ordering the first two weeks of school.

Informal Attire: We will have a group t-shirt/sweatshirt that will be an option for you to purchase.

For all members: Hair should be pulled off of the face so that I (and your audience) can see your eyes. Jewelry should not be “glittery.” No dangling earrings, please.

To all students: If you are having financial difficulty, please see me privately for assistance. We may have systems in place at CCHS to help you.

PROGRAM COSTS

The true cost of running the choir program is several thousand dollars each year, depending on the costs of the accompanists, field trips, festival and contest fees, and other miscellaneous events. The one thing all students use is the accompanist we hire for concerts and festivals. We need to raise money to pay for these expenses and all students are expected to help raise this money.

In addition to the accompanist fees, we will need to pay for a number of items or events.

If you do not contribute to the choir account by participating in fundraising or by soliciting donations, you may be charged for all fees you incur that are normally subsidized by the choir account. This includes, but is not limited to:

- Buses for field trips
- Choir tour (Touring Choir only)
- Any available subsidies for All-State or All-Northwest Choirs if you are selected
- Your share of contest fees for large group festivals
- Senior graduation cords (seniors only)

Students who do not contribute to the choir account may find themselves paying for their fair share of the fees. For this reason, it is advisable that all choir members fully participate in fundraising efforts to raise money for the program. Think of your fair share as being around \$25—less than what you would have to pay if you were to be charged for what you actually use.

TRAVEL, RETREATS, AND TOURS (Advanced & Touring Choirs)

Travel is an expected component to our instruction. In general, there will be a major tour every other year and minor travel in the alternating years for students enrolled in the advanced choir(s). This is a choir retreat year, and we will try to plan a trip to a destination within 2-3 hours bus ride for this school year or two day-long events here in town. If we book a retreat elsewhere, the cost per student will range from \$100-\$200 per student, depending on how well we raise money for our basic program needs; money not needed for program needs will go toward defraying the cost of the trip for students who contributed to the fundraising efforts. Please do not consider this trip to be optional; although I will not be grading it, we need our entire team in order to perform or compete elsewhere. If you miss the retreat, I will expect you to practice your music outside of school and know everything the attendees learned within two weeks of the retreat.

If you are a student that will be in choir next year, **I am giving you the 1 year warning! We will have a major tour next year!!! Our goal is San Francisco, with the cost per student expected to be around \$700-\$900. Start saving your money NOW!!! The first payment will be due the first of October, 2019.** On a major choir tour year, we will usually collect \$200 in October, \$200 in November, \$100 in December, \$100 in January, \$200 in February, and any remaining fees in March.

FUNDRAISING

Fundraising events will take place throughout the year. Fundraising will help support the program by helping to pay for needed equipment and travel. Our fundraising this year will focus on the following areas:

- Accompanist fees for concerts and performances
- Raising money for travel to and from performances & choir events
- Field trips to feeder schools
- Equipment needs
- Other needs of the choir as they arise (graduation cords, Solo Contest fees, etc.)

All students are expected to help raise money for our general program needs.

Parent help is always needed and appreciated, but especially as we prepare for another major tour next year. If you are able to help with fundraising activities, chaperoning events, or in other ways, please let me know!

PERFORMANCE DATES

This is a preliminary list of performances scheduled for this year. Additional performances will be added as they arise.

Feb. 9: District Solo & Ensemble, Ridgeview HS, Redmond (select students)

Feb. 13: In-school Singing Valentines (Vocal Adrenaline)

Feb. 14: Community Singing Valentines (Vocal Adrenaline)

Mar. 5: Follies check, plan for 6:15-7:15pm (Vocal Adrenaline)

Mar. 7: Follies dress rehearsal. Time TBA, but tentatively plan for 7-8:30pm. (VA)

Mar. 8: Follies performance. Call time TBA, but tentatively plan for 6:30pm (VA)

Mar. 9: Follies performance. Call time TBA, but tentatively plan for 6:30pm (VA)

Mar. 15-16: Choir retreat (VA)

Mar. 21: HS/MS Choir Concert, 7pm (ALL STUDENTS)

Apr. 9: HS Choir Festival (Summit HS, time TBA)

Apr. 25-26: Avi Kaplan Honor Choir Festival (Vocal Adrenaline)

Apr. 26: State Ensemble Contest, Pacific University, Forest Grove (regional winners only)

Apr. 27: State Solo Contest, Pacific University, Forest Grove (regional winners only)

May 30: HS Choir Showcase & Silent Auction, 7pm (ALL STUDENTS)

Jun. 7: Graduation (Vocal Adrenaline)

Still to be scheduled: Choir Retreat (Vocal Adrenaline), any state or regional festivals or contests that may arise.

