**WELCOME TO OUR CHOIR**

Dear Students and Parents:

### **Congratulations. You have chosen to be a member of the LEMS Choir program, one of the top middle school choir programs in the state. *LEMS Choir members are successful because they understand that high expectations are achievable and continuing a tradition of excellence is a daily responsibility.*** Through choir, students learn self-fulfillment and self-discipline as well as a life-long recreational skill. Music education is essential to increased success in school and life.

### **As a choir member**, you can expect to have successful, meaningful and enriching musical experiences that are fun and memorable. In choir, we understand the fundamentals of music through performance and creativity, sing a variety of music, perform at various locations/events and learn to transfer a love of music to life-long career, community and leisure activities. **As a choir parent**, you can expect to attend performances that contain music with positive messages as well as experience the joy your child can find in the choral music program.

### I am thrilled to share the choir classroom with you and look forward to a year of growth for all of us. Please remember our motto: “EXCELLENCE BEGINS WITH ME!” Through communication and effort, we can continue this tradition of excellence at LEMS creating lasting memories together. **Please always assume positive intent on my part.** **Thank you for your commitment to our choir program.**

### Ms. Dixon

### [julinda.dixon@thompsonschools.org](mailto:julinda.dixon@thompsonschools.org)

STEPS TO COMPLETE FROM THE HANDBOOK:

1. Handbook signature page to be signed and returned

2. Sign in to our GOOGLE CLASSROOM account (codes at bottom of the page)

3. Classroom supplies—bring a pencil and 70-page spiral notebook

4. Record performance dates. Calendar located at [www.lemsmusic.com/choir](http://www.lemsmusic.com/choir)

5. Check Dress code—performance clothes needed before the first performance

6. Become familiar with grading rubrics

7. Choir fee paid to the front office ($5).

**As your teacher, my job is to praise you and celebrate your successes, but also to push you to grow as a musician and person. Do not be discouraged when I’m giving you tips to improve. Growth and practice are never-ending processes, even for me.**

**STUDENT/PARENT SIGN IN TO OUR “GOOGLE CLASSROOM”**

**CODES: 6th grade= j849su 7th grade=80g4kxu 8th grade=e73ahe**

**HANDBOOK SIGNATURE PAGE**

**2019-20 LEMS CHOIRS**

**THIS PAGE MUST BE RETURNED BY THE SECOND WEEK OF SCHOOL FOR A GRADE. IF THERE ARE QUESTIONS, PLEASE CONTACT MS. DIXON BY EMAIL AT**

[**julinda.dixon@thompsonschools.org**](mailto:julinda.dixon@thompsonschools.org)

My child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and I have read and understand the contents of the 2019-20 LEMS Choir Handbook, signed in to GOOGLE CLASSROOM (codes below) and accept the responsibilities and privileges of membership in this performing group including dress code, grading and required performances. **The handbook is available on the LEMS music website at** [**www.lemsmusic.com/choir**](http://www.lemsmusic.com/choir) **and on our Google Classroom.**

**Students will occasionally view G or PG rated movie clips for educational purposes. Student group photos will also occasionally be placed on our website WITHOUT names. Please add a note to this page if you object to either of these.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ (Parent Signature) (Student Signature..……………………Grade Level)**

**PARENT PREFERRED EMAIL CONTACT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Volunteer checklist:** (PLEASE CHECK BELOW those in which you may be interested)

A successful choral program depends on, among other things, strong parent support. **THANK YOU, IN ADVANCE, FOR YOUR HELP!!**

*Attending concerts is fundamental and cannot be understated. When parents make attending concerts a priority, the students learn that what they have to offer – their talents, gifts and hard work – is of fundamental value to others, their school, their family and their community.*

*Our mission statement: “****EXCELLENCE BEGINS WITH ME!!”***

**Accompanist:** Participating in performances by accompanying on piano, guitar, drum, flute, etc. (Which instrument(s) are you comfortable playing?)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Corporate Sponsor Donations:** Advertising in our concert program (winter/spring) is available. Sponsorship of an accompanist, donate an iPad, purchase an instrument, etc. Specify donation amount/item:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chaperone:** Be a chaperone on one or more field trips/festivals. (Must be registered with the School District…PLEASE do this now at the Thompson School District website)

**Parent volunteer:** Come to the classroom to help with filing music, organization, etc. (must be registered with TSD)

**STUDENTS SIGN IN TO OUR “GOOGLE CLASSROOM”**

**CODES: 6th grade=j849su 7th grade=80g4kxu 8th grade=e73ahe**

**SUPPLIES NEEDED FOR CHOIR: PENCIL, 70 PAGE SPIRAL NOTEBOOK, PEFORMANCE CLOTHES TO MEET DRESS CODE, SIGN INTO GOOGLE CLASSROOM, CHOIR FEE PAID AT THE FRONT OFFICE ($5.00)**

**Choir Syllabus Table of Contents**

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CALENDAR OF PERFORMANCES is located on our website

\*(Please go to [www.lemsmusic.com/choir](http://www.lemsmusic.com/choir) for the

OFFICIAL CHOIR performance schedule)

**CONTACT MS. DIXON AT**

[**julinda.dixon@thompsonschools.org**](mailto:Julinda.dixon@thompsonschools.org)

**As part of the Life Skills aspect of an IB learner, students are expected to speak to the director personally if there are any concerns or questions.**

**EXCELLENCE BEGINS WITH ME**

**GRADES 6-8 VOCAL MUSIC HANDBOOK**

**2019-20**

Email: [julinda.dixon@thompsonschools.org](mailto:julinda.dixon@thompsonschools.org)

LEMS Music Website: [www.lemsmusic.com/choir](http://www.lemsmusic.com/choir)

**COURSE DESCRIPTION:**

Choir is a FUN place to be where the concept of “team” is strongly emphasized. Students should expect to sing a variety of music from many time periods and cultures. You will be encouraged and expected to make decisions for yourself and the group during the year as you become “musicians.” Choir is a year-long course designed to teach students music fundamentals, vocal techniques, styles of and a love for music. Emphasis will be on reading and performing vocally using appropriate skills and etiquette for each grade level. Students will critique and reflect upon their own performances as well as others’. Students will perform in a variety of settings and make connections between music and other arts, disciplines and cultures. This class will include students of varying musical abilities who will function as a team. For each year a student is involved in choir, the course will become more rigorous and in-depth.

**Successful choir students will meet grade level expectations**

**by being able to:**

\* Demonstrate an understanding of good posture, breathing techniques, vowel and consonant formation, music reading and leadership through performance of a varied repertoire of choral music from differing time periods.

\* Participate in various performances both on and off campus.

(SEE CALENDAR, REQUIREMENTS AND ELIGIBILITY)

\* Learn to follow the director and respond to tempo and dynamic expressions as indicated in the music.

\* Be given the opportunity to participate in honor choirs, community performances and/or contests.

\* Demonstrate appropriate small and large ensemble performance techniques during formal and/or informal performances.

\* Compare and contrast specific cultural, musical and aesthetic characteristics of selected literature for performances or listening purposes.

\* Analyze individual and group performances for the purpose of improving motivation and sharing the emotional responses evoked.

\* Exhibit self-discipline and teamwork in daily rehearsals, musical performances, trips and everywhere on campus.

\* Identify ways to transfer musical knowledge and skills to lifelong career, community and leisure activities.

\*Meet the Colorado 21st Century Skills/Choir Standards for their grade level FOUND ON OUR WEBSITE (WWW.LEMSMUSIC.COM/CHOIR)

**SUPPLIES NEEDED FOR CHOIR:**

1. **PENCIL (no ink pens allowed)**
2. **70 PAGE SPIRAL NOTEBOOK (nothing larger, please) TO BE USED AS A PROCESS JOURNAL (STORED IN THE CLASSROOM).**
3. **COMPLETED HANDBOOK CONFIRMATION PAGE/SIGN IN OUR GOOGLE CLASSROOM**
4. **PERFORMANCE CLOTHES (SEE DRESS CODE on page 6)**
5. **CHOIR FEE PAID TO THE FRONT OFFICE ($5).**

**CLASSROOM/COURSE EXPECTATIONS:**

1. NO CHEWING in the classroom. Gum, candy, etc. are a safety hazard to choir students.  **Also thank you for NOT WEARING PERFUME, BODY SPRAY, COLOGNE during choir time.** Many people are allergic to such smells and this creates a less-than-inclusive atmosphere for all singers.
2. Be inside the room on time with your folder, **pencil** and journal working on the “do now” exercise by the end of passing period. **Students are responsible for their own folder and keeping the process journal up to date. If a folder or journal is lost or damaged, the student is responsible for getting it and the contents replaced immediately on their own time and at their own expense.**
3. No backpacks, book bags, etc. are to be in the room.
4. Phones and gadgets are a distraction in the classroom. **All phones and gadgets are to be IN THE STORAGE CADDY AND SILENT during choir class unless otherwise instructed. Please DO NOT keep your phone in your pocket during class. Students who choose to violate this request will need to leave their phone/gadget with the teacher or in the office.**
5. Pick up after yourself to keep the room safe and neat. For safety reasons, please no books, coats, etc. on the risers.
6. Be respectful of yourself, others and all equipment. Laugh **with** others, not **at** them.
7. No leaving the classroom for any reason unless teacher approved.
8. No student is allowed in the director’s office space or to use the phone/equipment without permission.
9. IF A SUBSTITUTE TEACHER IS PRESENT, there will be NO playing of instruments or using the space in inappropriate ways including disrespecting the substitute teacher’s instructions.
10. Participation is the KEY to success in this class. You are expected to try your best at all times. There is no such thing as a stupid question.
11. **All students will have the opportunity to participate in trips off campus**. We perform for community service, District choir groups and school concerts as well as travel to Denver. **Trips also take place on two separate days in May each year for our fun celebration (see the calendar).** All 7th and 8th grade students who have passed auditions for an honor choir group (All-State Choir, LEMS Honor Choir, District Honor Choir or Drama Pride) will attend our college visit/park trip in early May to perform with our group and go to Boondocks. All other 6-8th grade choir students will have the opportunity to go to Elitch Gardens on a Saturday in May. To attend, students must pay the fee (fundraising opportunity available) and complete their permission information on time. **Parent chaperones are always needed for off-campus trips.**

YOU ARE RESPONSIBLE TO ASK YOUR TEACHERS IN ADVANCE OF A TRIP WHAT YOU WILL BE MISSING IN EACH CLASS. NO EXTRA DAYS FOR MAKE UP WORK WILL BE ALLOWED BY YOUR OTHER TEACHERS.

1. **Class materials:** Pencil and a 70-page spiral notebook (process journal) in the folder. This notebook will be examined and used every few days and sometimes graded. This will be a compilation of warm-ups, exercises, reflections, growth and class activities to be saved for use to show growth in the MYP. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts.

**EXCELLENCE BEGINS WITH ME**

 EXAMPLES

DRESS CODE: Performances, unless otherwise noted, will require all students

to meet the choir dress code to earn 100% credit and complete the professional look of our group.

**CHOIR DRESS CODE:**

1. **BLACK DRESS PANTS (a black skirt or dress is acceptable as long as NO SKIN SHOWS below the waist, including feet). KEEP IN MIND, PANTS have pockets (LEGGINGS are NOT dress pants).**
2. **SOLID COLORED, LONG SLEEVED DRESS SHIRT in your choice of color (no straps showing under the shirt). Please pick something BRIGHT in color with NO sequins or other sparkles. Try to avoid white, gray and other light colors. For the men, shirt is tucked in with front buttoned to the collar.**
3. **NECKTIE for men (any solid color as long as it doesn’t light up or make noise).**
4. **BLACK socks/hosiery.**
5. **Solid** **BLACK dress shoes.**
6. **PLEASE NO PERFUMES, COLOGNE, BODY SPRAYS**. It is customary for choir members to not wear these things because of our close proximity to each other in rehearsal/performance.

**REMEMBER: FROM THE WAIST DOWN, THE COLOR IS BLACK.**

**(NO SKIN SHOULD BE SHOWING, NOT EVEN THE TOP OF YOUR FEET)…**

**TOP HALF IS ONE BRIGHT, SOLID COLOR OF YOUR CHOICE.**

**PLEASE PICK A BRIGHT, SOLID COLOR…NO SHIRTS WITH STRIPES, PLAIDS, SPARKLES, POLKA DOTS OR ANY OTHER PRINTS. IF YOU WEAR ANY UNDERSHIRT, IT MUST BE EITHER THE SAME COLOR AS THE OUTSIDE SHIRT OR NOT SEEN.**

*These are clothes you can use for various other events in your life as well.*

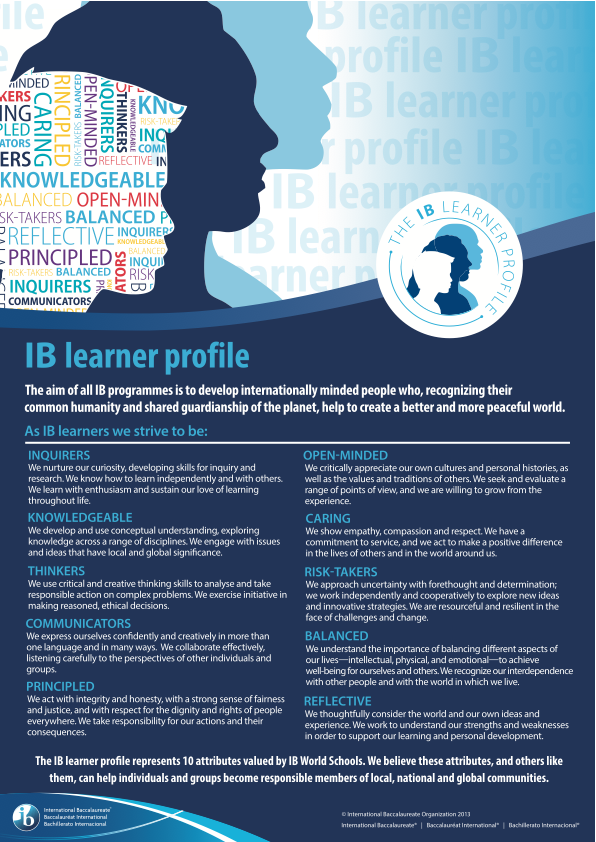
**If you are unable to secure the proper clothes for performances due to a financial situation, tell the director in private at least two weeks in advance and clothes can be provided for you.**

**A 100% PERFORMANCE SCORE IS NOT POSSIBLE WITHOUT MEETING DRESS CODE.**

**CHORAL MUSIC GRADING RUBRIC**

Grades assigned to students reflect educational objectives only.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4/7-8 (IB)**  **ADVANCED** | **3/5-6 (IB)**  **MEETS** | **2/3-4 (IB)**  **PROGRESSING** | **1/1-2 (IB)**  **EMERGING** |
| Critical Thinking and Reasoning  (Theory of Music, Creation of Music)  **(IB=Knowing and Understanding, CRITERION A)** | Always demonstrates in rehearsal/performance; reviews music outside class time; continually works to improve skills; memorization completed; can transfer knowledge | Mostly demonstrates in rehearsal/performance responsibility due to attention to detail, attendance, score marking, out of class work and/or memorization. | Unprepared and lacking in participation due to minimal home practice, excessive absences, classroom distraction, not making up work and/or not asking for help when needed; | Has not taken on any leadership, poor attendance, extreme lack of attention and effort in rehearsal and/or acting as a distraction to others in the ensemble. |
| Information Literacy/  Skills and  Techniques  (Theory of Music)  **(IB=Developing Skills CRITERION B, Responding CRITERION D)** | Consistently excellent posture and technique through all of class/performance; Continually transferring technique and skills through accurate reading of and artistic performance of music. | Mostly demonstrates proper posture and technique; improvement of technique/reading ability is evident often; Answers questions in class/demonstrates what is known. | Often has lack of attention and is easily distracted/not showing what you know; is rarely focused on daily improvement with regard to musical knowledge, techniques, posture. | Rarely participates because of poor attendance, tardiness and/or extreme lack of attention. Shows no consistent signs of musical literacy/little to no effort. Distracts others. |
| Invention/  Creative Expression  (Expression of Music, Creation of Music) **(IB=Knowing and Understanding A, Developing Skills B)** | Music/Journal is consistently well marked with notes/concepts; rehearsals are always growing in accuracy and expressiveness; all performances are accurate and expressive; can transfer to unfamiliar situations | Rehearsals and performances are generally accurate with expressiveness and artistry; music/journal has markings, entries, notes regarding concepts; demonstrates for teacher with class. | Rehearsal and performances are sometimes accurate; shows lack of expressiveness and artistry (can be intentional); music/journal has limited information. | Rehearsal and performances are inaccurate; shows intentional lack of care in learning about the music, performing, keeping notes and/or marking the music/journal. Distracting to others. |
| Collaboration/  Connections/ Work Ethic and Ensemble Commitment **(IB=Thinking Creatively CRITERION C)** | Is consistently self-disciplined; shares ideas; has flexibility in learning; is a group leader; strives to assist the group in reaching goals; adheres to the syllabus; can transfer info to unfamiliar situations | Is mostly responsible for self and shows leadership; is attentive in rehearsal and/or performances; Adheres to the syllabus; Generally shares ideas, can explain | Often not responsible for self; disruptive of others through verbal and/or physical distractions; rarely adheres to the syllabus; needs redirected often. | Rarely responsible for self; disruptive of others; rarely follows instructions; rarely follows syllabus; needs alternate learning location to complete work. |
| Self Direction/  Concert Etiquette  (Creation of Music, Aesthetic Valuation of Music)  **(IB=Thinking Creatively C, Responding D)** | Always arrives to concert performances early; is ready to perform; is visually alert; focused and dressed for musical performance. Evaluates performances with specifics incorporating content vocabulary; introduces new ideas. | Always arrives to concert performances on time; serious effort is put forth to perform as an ensemble; not visually distracting and is involved;  Evaluates and interprets performances with thought and musical vocabulary. | Arrives to concert performances slightly late; is sometimes a distraction to others during the concert/warm up; does not meet dress code. Evaluates performances but lacks musical vocabulary and involvement. | Either does not attend concert or is not making a positive contribution; lacks attention, preparation and commitment;  Is not able to evaluate effectively due to attendance or lack of effort. |



## Works Habits -All LEMS Music Students

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Graduation Competency** | **Emerging 1** | **Progressing 2** | **Meets 3** | **Exemplary 4** |
| **Collaboration** |  |  |  |  |
| Evidence  **Contribute respectfully in a fair-minded way; consider perspectives and share resources and ideas; accept and fulfill roles; collaborate with willingness to compromise.** | The Student Needs Significant Musical Coaching During Rehearsal or does nothing  The Student Needs to Borrow Sheet Music or does nothing  The Student Needs to Borrow an Instrument and Supplies or does nothing  The Student barely contributes in a group discussion with prompting or does nothing  The Student needs guidance in creating a positive group environment or does nothing | The Student is Musically Prepared for Rehearsal, but Needs Minor Coaching  The Student has Sheet Music, but it is not Marked  The Student has their Instrument, but is Missing Needed Supplies  The Student contributes in a group discussion  The Student contributes to a positive group environment | **The Student is Musically Prepared for Rehearsal**  **The Student is Musically Prepared for Rehearsal**  **(band/orchestra)**  **The Student has their Instrument and Supplies at Rehearsal**  **(band/orchestra)**  **The Student contributes equitably in a group discussion**  **The Student helps create a positive group environment** | The Student is Musically Prepared for Rehearsal and Assists Others  The Student has Marked Sheet Music at Rehearsal, at Home, and Assists Others in Marking  The Student has their Instrument and Supplies at Rehearsal and Assists Others  The Student encourages others to contribute to group discussion  The Student encourages others to create a positive group environment |
| **Communication** |  |  |  |  |
| Evidence  **Effectively communicate written, spoken and/or artistic language to convey meaning and understanding to a variety of audiences.** | The student completes their make-up work after prompting or makes no effort  The student rarely communicates with their stand partner or does nothing  The student rarely discusses teacher specific questions or concerns or does nothing | The student completes their make-up work with coaching  The student communicates with their stand partner and/or section  The student discusses teacher specific questions or concerns with classmates after prompting | **The student arranges and completes their own make-up work**  **The student communicates collaboratively with their stand partner and/or section**  **The student comes to the teacher with questions or concerns** | The student arranges and completes their own make-up work prior to absence  The student communicates collaboratively with their stand partner, section, teacher and ensemble members  The student comes to the teacher with questions or concerns before involving others |
| **Creative Problem Solving** |  |  |  |  |
| Evidence  **Utilize reasoning skills and multiple information sources to solve problems and make decisions.** | The student does not resolve a supply deficiency  The student needs provided resources and significant assistance to solve a problem or answer a question or does nothing | The student resolves a supply deficiency with support  The student uses provided resources and minimal assistance to solve a problem or answer a question | **The student quickly resolves a supply deficiency**  **The student uses provided resources on their own to solve a problem or answer a question** | The student quickly resolves a supply deficiency on their own without involving the teacher or other students  The student seeks out additional resources to solve a problem or answer a question |
| **Self-Agency** | 1 | 2 | 3 | 4 |
| Evidence  **Demonstrate responsibility by initiating and managing learning and actions through self-awareness, self-motivation, self-control, self-advocacy, perseverance and adaptability as a reflective learner.** | The student's practice card and/or performance indicate there is very little practice outside of class/the student needs significant coaching and/or does nothing  The student rarely turns in their work on time or does nothing  The student rarely follows classroom procedures  The student is unable to focus/is a distraction to others  The student is frequently late to class  The student rarely completes the “do-now” or does nothing | The student's practice card and/or performance indicate some practice outside of class but with little attention to areas of difficulty, and the student needs some coaching  The student sometimes turns in their work on time  The student needs reminders to follow classroom procedures  The student listens with occasional reminders  The student is occasionally late to class  The student occasionally completes the warm-up / do-now | **The student's practice card and/or performance indicate regular practice outside of class with some attention to areas of difficulty, and the student can perform all music at tempo with minimal errors or coaching**  **The student turns in their work on time**  **The student follows classroom procedures**  **The student listens attentively**  **The student comes to class on time**  **The student completes the warm-up / do-now without coaching** | Student's practice card and performance indicate regular and sustained practice outside of class, with great attention to areas of difficulty, and the student can perform all music at tempo with no errors or coaching  The student supports/encourages self and others to turn in work on time  The student encourages others to follow classroom procedures  The student listens attentively and asks clarifying questions  The student comes to class on time and is ready to tune/perform  The student completes the warm-up / do-now without prompting and encourages others to do the same. |

**GRADING:**

**If you’re engaged in the process of choir and trying to grow and improve, your score is going to reflect that. It’s like climbing a mountain, the higher you get, the more you see—including other mountains. There are always other challenges and we work together to be successful.**

1. Grades will be taken at scheduled and random intervals and be based on academic growth/progress. The rubric pages describe the categories in which grades are achieved. Assessment may be written, oral, observed, taken from Google Classroom or performed and is designed to promote the education of the whole person with emphasis on musical, intellectual, personal, emotional and social growth.
2. **Standards based grading will be used in fine arts classes. The goal is to achieve a score of 3 (meets grade level) on each assignment.**

The rubric is as follows:

**4=Exemplary Understanding of the Standard (Add your own ideas, perspectives and style into what you do. You are confident, reaching for the next level and can teach the concept to others);**

**3=Meets the Standard (You consistently meet the target proficiency level without much help and are ready to move on);**

**2=Progressing Toward the Standard (You can meet the target proficiency level in familiar tasks and situations. You know what to do but need extra help);**

**1-Emerging to Meet the Standard (You know what the target proficiency level is, but you are confused and probably frustrated. You need help to get started, miss opportunities to demonstrate what you can do because of distraction, lack of participation or absence).**

1. Students’ evaluation will also be according to the IB assessment criterion for the fine arts. This will include achievement levels of **1-4** in the areas of “knowing and understanding”, “developing skills,” “thinking creatively” and “responding.”These will be assessed through daily activities, process journal, projects, warm-ups, concert preparation, performances, Work Habits, etc. Complete lists of IB evaluation rubrics are posted in the classroom.

**SEE BENCHMARKS FOR EACH GRADE LEVEL AT WWW.LEMSMUSIC.COM/CHOIR**

1. **Performances are a required part of this class**. Students cannot prove proficiency in the categories of “Expression of Music” and “Aesthetic Valuation of Music” if they miss performances. Day and evening performances on campus and at community service events off campus and are considered an “exam.” **It is expected that all students attend each performance (see calendar) and follow the dress code.** Excused absences include death of immediate family member, your own hospitalization/extreme sickness (missed day of school for sickness) or another “once in a lifetime” event **approved two weeks in advance.** For illnesses, the director must be contacted via email PRIOR to the performance time. Make-up work will be provided for any missed performance (see “Concert Make-up Assignment” page in this handbook) although full credit will not be offered for unexcused absences.

***Unexcused, missed performances will result in lack of proficiency in the State and IB standards.*** Every effort is made for music department activities not to conflict with sporting events or other school functions. **Visit** [**www.lemsmusic.com/choir**](http://www.lemsmusic.com/choir) **to view the current performance schedule.**

**It is EASY to earn a good score in this course if you participate, show effort and growth**. You will be provided with all the information you need to do well on EVERY evaluation/performance. It is up to you how you use this information. Progress reports and grade cards will be issued according to school policy.

Remember there’s no such thing as a stupid question if you don’t know the answer and

**it’s OK to disagree but NOT OK to be disagreeable.**

**ERWIN CHOIRS ARE AWESOME**

**MAKE UP WORK POLICY**

Remember, it’s best just to come and perform with the group.

***YOU’RE AN IMPORTANT PART OF THE TEAM!!***

Making up choir class work from missed days of school will be according to the policy in the student handbook. **Students must ask for their choir class make-up work when returning to school.**

Remember: *If you’re on a music department trip, you must get your assignments from all your teachers IN ADVANCE so you can turn them in the day you come back to school.*

**MISSED PERFORMANCE MAKE UP WORK WILL INVOLVE SINGING FOR THE TEACHER (SEE PAGE 14)**

**\*CONSEQUENCES FOR MISBEHAVIOR**

1. PRIVATE CONFERENCE WITH TEACHER
2. DETENTION
3. STUDENT DECIDES PUNISHMENT
4. PARENTS CONTACTED
5. REFOCUS
6. ASSIGNED AREA/REMOVAL FROM CLASS/REFOCUS
7. ISS/RESTORATIVE PRACTICES

**EXCELLENCE BEGINS WITH ME**

**AWARDS**

* Medals for participation in various groups and events such as all-state choir, honor choir, drama pride, auditioned choir groups and general choir membership will be awarded in late May each year.

**CHOIR SHIRTS**

Students will have the opportunity to purchase choir shirts in the fall each year. The current 8th grade class will determine the design and colors with assistance from the director. This is an optional purchase and costs from $10-25. This is your opportunity to show your LEMS CHOIR PRIDE.

**FUNDRAISING**

**All students are encouraged and expected to participate in fundraising activities or make a donation to the choir fund.** Funds raised are used to help make purchases for the choir program such as equipment, assistance for student fees, travel, awards and music.

**HONOR CHOIR**

Honor choir is an auditioned group open to 7th and 8th grade students. Auditions occur in November and rehearsals will be held second semester during PRIDE. The honor choir members receive an award at the end of the year and perform at various special functions in school and around the community.

**DRAMA**

The fall drama PRIDE program is provided for interested students in grades 7 and 8 during first semester. This time will be for individual growth, improvisations, monologues and our annual performance of “A Night of Shorts.” Auditions for the spring school-wide show will be in December and are open to all LEMS students.

**COMMUNITY SERVICE**

The choirs perform for the community in the fall. Performances often include singing for the retired community, at the mall or another community location. All students are expected to participate in these events that occur during the school day.

EXCELLENCE BEGINS WITH ME

**CONCERT MAKEUP ASSIGNMENT**

Recreating a group performance is nearly impossible. For that reason, all students are required to attend our performances throughout the year for evaluation scores. However, students who have missed a performance because of illness, family emergency or have a pre-arranged “once in a lifetime experience” will be able to make up their performance score in the following fashion:

1. Make an appointment with Ms. Dixon for 8:10 a.m. or 4:05 p.m. to sing the music from the concert for evaluation based upon our rubrics in the handbook. (this will take 20-25 minutes)
2. Create an ensemble of students from your choir to sing with you. Choose other students to complete your ensemble representing all the parts your choir sings. Example: My choir sings in 3 parts so I will need at least 2 other students who sing different parts than me to create my group. Minimum number of students in your group is 3.
3. With your group in the choir room, perform all the songs from our concert with the proper harmonies, movements and vocal fundamentals to achieve a score based upon our rubrics.

\*Excused absences (death of immediate family member, your own hospitalization/extreme sickness that causes you to miss school or another “once in a lifetime” event **approved two weeks in advance)** can earn a score as high as 4 and mastery of the performance standard based up your small ensemble performance.

\*Unexcused absences can earn a score up to a 2.0 and non-mastery of the performance standard based upon your small ensemble performance.

\*Each absence is reviewed on a case-by-case basis. It is your job to communicate the details of your missed performance with me personally so we can determine if it is excused or unexcused.

**YOU HAVE FOUR SCHOOL DAYS FROM THE DATE OF YOUR**

**MISSED PERFORMANCE TO COMPLETE THIS ASSIGNMENT.**

Remember, it’s best to

perform with the group, if at all possible.

***YOU’RE AN IMPORTANT***

***PART OF THE TEAM!!!***

**SINGING RUBRIC**

**In other words, what your teacher**

**looks/listens for…**

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **4-EXEMPLARY** | **3-MEETS** | **2-PROGRESSING** | **1-EMERGING/IN PROGRESS** |
| **Phrasing (can sing lots of notes on one breath)** | Phrasing is always evident. | Phrasing is frequently evident. | Phrasing is sometimes evident. | Phrasing is rarely evident. |
| **Tone Quality (uses proper techniques taught in the classroom…. not copying some pop star)** | Tone is consistently clear and well supported with air. | Tone is frequently clear and well supported with air. | Tone is sometimes clear and well supported with air. | Tone is rarely clear and well supported with air. |
| **Intonation (supports sound with air speed)** | Student always sings in tune. | Student frequently sings in tune. | Student sometimes sings in tune. | Student does not sing in tune. |
| **Correct rhythms (moves from one note/word to the next at the right time)** | Correct rhythms are always evident | Correct rhythms are frequently evident. | Correct rhythms are sometimes evident. | Correct rhythms are not evident. |
| **Dynamics (can hear loud and soft differences)** | Student consistently demonstrates printed dynamics. | Student frequently demonstrates printed dynamics. | Student sometimes demonstrates printed dynamics. | Student rarely demonstrates printed dynamics. |
| **Diction** | Words are always understood. | Words are frequently understood. | Words are sometimes understood. | Words are not understood. |

**WHAT IS “THE WILDCAT WAY?”**

**BE KIND**

**In performance:**

• Respect performers by applauding appropriately

•Remain seated for the entire performance

•Encourage and compliment performers appropriately

**In the choir room:**

-Encourage others, build people up

-Help your teammates, coach

-Offer to help

**MAKE GOOD CHOICES**

**In performance:**

-Remain silent unless invited to participate

-Silence and store your cell phones

-Eyes on performers and keep your hands and feet to yourself

-Dress appropriately for the event

**In the choir room:**

-Follow directions

-Take responsibility for your actions and learning (don’t deter others’ learning)

-Participate

**WORK HARD**

**In performance:**

-Pay attention, look at the performers, eyes forward

-Appreciate and enjoy

**In the choir room:**

-Practice at home, come prepared

-Appreciate the music and the people