



*Grady High School*  
2017-2018 COURSE SYLLABUS  
**Chorus**

Teacher: Kevin Hill

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Room Number: M020

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Semester: **Fall 2017**

Tutorial Days: **Mondays and Wednesdays**

Textbook: Music to be issued

Tutorial Hours: 3:30-4:30

Website: [gradyhighschoolchorus.com](http://gradyhighschoolchorus.com)

Tutorial Location: M020

**Course Description:**

Chorus classes at Grady High School are performance based ensembles designed to give the student the opportunity to develop and improve individual musical and vocal skills. Since these ensembles are performance based, the student is required to attend all extra-curricular activities including after school rehearsals and performances.

**Prerequisite:** Beginning: None

Intermediate and Advanced: Audition or Beginning

**Course Content Standard -**

**GRADE: 9 - 12 MUSIC – ADVANCED CHORUS**

**A. Skills and Techniques/Performance**

**MHSAC.1** - Singing, alone and with others, a varied repertoire of music

- a. Produce a clear and free tone with the body and breath working together using accurate intonation.
- b. Sing with purity of vowels and clarity of consonants.
- c. Perform assigned vocal line in three or more parts, with and without accompaniment.
- d. Apply listening skills to adjust intonation in solo and ensemble singing
- e. Adjust blend and balance independently within the ensemble throughout the vocal range.
- f. Perform level-appropriate literature reflecting expressive qualities and textual meaning.
- g. Respond to various conducting patterns and interpretive gestures.
- h. Create movement for warm-ups and repertoire to distinguish various musical ideas.

**MHSAC.2** - Performing on instruments, alone and with others, a varied repertoire of music

- a. Utilize classroom instruments and body percussion with expression and technical accuracy to enhance music learning.

**MHSAC.3** - Reading and notating music

- a. Read by sight an individual voice part using a melodic and rhythmic language.
- b. Notate rhythms, pitches, and harmonies from aural examples.
- c. Utilize available music instructional and notational software.

**B. Creation**

**MHSAC.4** - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic variations and melodic ideas and phrases.

**MHSAC.5** - Composing and arranging music within specified guidelines

- a. Create original rhythms and/or melodies.
- b. Create harmonies for warm-ups and various melodies.
- c. Explore musical possibilities by making creative decisions.

**C. Critical Analysis/Investigate**

**MHSAC.6** - Listening to, analyzing, and describing music

- a. Compare and contrast various genres and styles of music.
- b. Analyze music utilizing knowledge of the choral score.
- c. Interpret emotions and thoughts communicated through music.

**MHSAC.7** - Evaluating music and music performances

- a. Evaluate and offer constructive suggestions for improvement of personal and group performances.
- b. Identify criteria and describe the quality of a composition.
- c. Exhibit commendable performer and audience etiquette.

**D. Cultural and Historical Context**

**MHSAC.8** - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate and articulate an awareness of the collaborative nature of the choral art.

**MHSAC.9** - Understanding music in relation to history and culture

- a. Interpret how music relates to personal development and enjoyment of life.
- b. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- c. Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Chorus Calendar:** Concerts and other events will be posted on our website

[www.gradyhighschoolchorus.com](http://www.gradyhighschoolchorus.com)

**Evaluation and Grading:**

Course Components	Weights	Grading Scale
Practice Logs:	20%	100-90 <b>A</b>
Daily Rehearsal:	30%	89-80 <b>B</b>
Mid Semester Performances:	20%	79-70 <b>C</b>
End Semester Performance	20%	69-0 <b>F</b>
Written Work:	10%	Not Evaluated <b>NE</b>
<b>TOTAL</b>	<b>100%</b>	

**Campus Portal for Parents and Guardians:** Visit - <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

**Required Materials:**

Concert attire  
Music Binder and Music  
Pencil (always provided)

**School-wide Behavioral Expectations:** be present; be respectful; be responsible; be on task; be peaceful, productive problem solvers.

**Rehearsal Behavior Expectations:**

- **ALWAYS** Have your Music and a Pencil!
- **ALWAYS** Demonstrate good SINGING POSTURE!
- **ALWAYS** LIMIT TALKING!
- **ALWAYS** Be open to instruction!
- **ALWAYS** Clean up your messes!
- **ALWAYS** Practice at Home. Rehearse Together!
- **ALWAYS** LISTEN more than you SING!

**LATE ASSIGNMENTS:** It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher collected the assignment. **All missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.**

**MISSING ASSIGNMENTS (late assignments or unexcused absences):** Students with late assignments or unexcused absences will be expected to submit missed work within two weeks of the end of the grading periods. The deadlines for missing assignments are as follows:

- Midterm is October 4<sup>th</sup>. Deadline September 22- (for assignments from August 1-September 21)
- End of Semester is December 22<sup>nd</sup>. Deadline is December 8<sup>th</sup> –(for assignments from September 22-December 7<sup>th</sup>)
- Midterm is March 16<sup>th</sup>. Deadline is March 2<sup>nd</sup>- (for assignments from January 8<sup>th</sup> through March 1<sup>st</sup> )
- End of Semester is May 25<sup>th</sup>. Deadline is May 11<sup>th</sup> (for assignments after March 2<sup>nd</sup> through May 10<sup>th</sup>)

*As noted above, all missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.*

***Late assignments will be assessed a 20% penalty.***

**MAKE-UP ASSIGNMENTS (Excused Absences):** Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence.

Pre-announced assignments are due upon return to school.

**REASSESSMENT OPPORTUNITY:** Reassessment opportunities are available for all students on assessments only. The reassessment will be a newly generated teacher assessment and the reassessment score will replace the original score. The reassessment can occur during the class period, tutorial, and/or a lunch-and-learn session (at the teacher's discretion).

**School-wide Expectations:**

**MASTERY LEARNING:** With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

**PROGRESS REPORTS:** Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under "Students in danger of not meeting academic expectations" for further information. Teachers will:

- Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
- Notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an Assistant Principal of serious problems that are affecting classroom performance.
- Set up parent conferences as necessary.

**ATHLETIC ELIGIBILITY:** Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

**Our Vision:** A high-performing school where educators inspire, families engage and students love to learn.

**Our Mission:** Every student will graduate college and career ready with a dedication to community involvement and service.

**Our Motto:** Individually we are different; together we are Grady.

**Grady Graduate Profile (5 Cs):** creative, collaborative, critical thinker, communicative, and a good citizen.



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**Receipt of Syllabus**

**Course Name:** Chorus  
**Teacher Name:** Kevin Hill

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*Student Signature*

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*Parent/Guardian Signature*

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*Date*

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*Date*