



Grady High School
2017-2018 COURSE SYLLABUS
Beginning 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

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 Chorus

Course Content Standards :

GRADE: 9 - 12 MUSIC – BEGINNING CHORUS

A. Skills and Techniques/Performance

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

- a. Identify vocal anatomy and develops proper body alignment and breathing techniques to support a clear and free tone using accurate intonation.
- b. Recognize and begin to develop pure vowels and clear consonants.
- c. Perform assigned vocal part in unison and in simple harmony, with and without accompaniment.
- d. Develop listening skills to match pitch and adjust intonation within the ensemble.
- e. Sing within the ensemble utilizing an awareness of blend and balance.
- f. Identify aspects of voice change as reflected in physiological changes, vocal ranges, tone, and vocal agility.
- g. Perform level appropriate literature with accurate dynamics, tempos, phrasing, and textual meaning.
- h. Respond to basic conducting gestures.
- i. Incorporate movement in warm-ups and repertoire to develop musical understanding.

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

- a. Utilize classroom instruments and body percussion to enhance music learning.

MHSBC.3 - Reading and notating music

- a. Identify basic music vocabulary and symbols.
- b. Read and notate basic rhythms and pitches using a melodic and rhythmic language.
- c. Notate basic rhythms and pitches from aural examples.
- d. Utilize available music instructional and notational software.

B. Creation

MHSBC.4 - Improvising melodies, variations, and accompaniments

- a. Explore possibilities of sound that can be vocally produced.
- b. Improvise simple rhythmic and melodic ideas.

MHSBC.5 - Composing and arranging music within specified guidelines

- a. Create simple rhythms and/or melodies.
- b. Explore musical possibilities by making creative decisions.

C. Critical Analysis/Investigate

MHSBC.6 - Listening to, analyzing, and describing music

- a. Listen to various genres and styles of music.
- b. Identify components of the choral score.
- c. Identify and describe emotions and thoughts communicated through music.

MHSBC.7 - Evaluating music and music performances

- a. Identify appropriate criteria for evaluation of a vocal/choral performance.
- b. Exhibit commendable performer and audience etiquette.

D. Cultural and Historical Context

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

a. Demonstrate an awareness of the collaborative nature of the choral art.

MHSBC.9 - Understanding music in relation to history and culture

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres

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

www.gradyhighschoolchorus.com

Evaluation and Grading:

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

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

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.



Receipt of Syllabus

Course Name: Chorus
Teacher Name: Kevin Hill

Student Signature

Parent/Guardian Signature

Date

Date