



CHATFIELD SENIOR HIGH SCHOOL
Choir Handbook

Directors: Josh Jackson & Rebecca Hubbard

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Welcome

Welcome to the Chatfield Senior High School Choral Program! We are so happy you are here. Why Choir? We believe Choir is a place like no other. Being in a choir involves teamwork and allows us to create something unique and powerful. Singing together can build self confidence, engage the emotions, release endorphins helping us feel joy, and develop community. We believe in the power of choir as it changed our own lives, and has the potential to impact yours as well.

Mission Statement

The choirs at Chatfield Senior High School strive to instill self-discipline, performance conduct, teamwork, and responsibility in students while inspiring them to discover their connection with singing. In addition to being exposed to various genres and styles of choral literature, students will be provided with an enriching experience in music education that supports the state and district level standards, working to build their skills as musicians. In their musical experiences, the Chatfield Senior High School choirs cultivate the personal and social growth of its members, enforcing their sense of self-esteem, accomplishment, and pride.

Objectives

- To develop strong musicianship skills through choral singing, on both an individual & ensemble level.
- To improve music literacy, mastering national, state, & district level standards.
- To make real world connections through experiences, knowledge, & singing a wide variety of music.
- To develop positive leadership and teamwork skills.
- To express creativity and self expression through music.
- To understand the importance of your role as a choir member, and to understand the responsibility that you have in contributing to a successful ensemble.
- To foster a love of choral music and singing that will last a lifetime.

Ensembles/Class Offerings

Treble-Bass Choir (Chevals) - Grade Level 9-12 / Full Year

This course is an introduction to the Chatfield choral program. Prior musical experience is not necessary. Students will explore choral techniques, vocal production techniques, music reading skills, a variety of TB, TBB and TTBB choral literature, and the art of performing. *Limited outside of class preparation is required.* All concerts, performances, and rehearsals are required. Students are required to purchase a required uniform. (Fee - \$30 each semester)

Treble Choir (Chorines) - Grade Level 9-12 / Full Year

This course is an introduction to the Chatfield choral program. Prior musical experience is not necessary. Students will explore choral techniques, vocal production techniques, music reading skills, a variety of SA and SSA choral literature, and the art of performing. *Limited outside of class preparation is required.* All concerts, performances, and rehearsals are required. The required uniform will be provided/rented to the student as part of the class fee. (Fee - \$30 each semester)

Concert Choir (Chorale) - Grade Level 9-12 / Full Year / Prerequisite: Audition

This course is an intermediate choir for mixed voices. Students will continue to develop choral techniques, vocal production techniques, music reading skills, and they will be exposed to a variety of SAB and SATB choral literature. *Outside of class preparation/participation is required.* Participation in all concerts, performances and extra rehearsals is required. Members of this ensemble will need to purchase a required uniform. (Fee - \$30 each semester)

Advanced Vocal Jazz - Grade Level:10-12 / Full Year / Prerequisite: Audition

Vocal Jazz is a new class offering as of 2024-25! It is an audition-based choir that focuses on a mix between classic vocal jazz and contemporary jazz arrangements for SATB voices.

Advanced Treble Choir (Charisma) - Grade Level: 10-12 / Full Year / Prerequisite: Audition

This course will explore advanced SSA and SSAA choral literature written for treble voices, inclusive of all styles from pre-Renaissance through contemporary. Members of this ensemble must demonstrate strong music reading skills, the ability to sing in multiple parts and must strive to show appropriate vocal and choral technique. *Outside of class preparation and rehearsal will be intensive.* Members of this ensemble will need to purchase a required uniform. Participation in all concerts, performances, and extra rehearsals is required. (Fee - \$30 each semester)

Advanced Mixed Choir (Chantons) - Grade Level 11-12 / Full Year / Prerequisite: Audition

This course is an advanced choir for mixed voices. Emphasis for this ensemble will be the performance of advanced choral literature, inclusive of styles from pre-Renaissance through contemporary vocal jazz. Members of this ensemble must demonstrate strong music reading skills, the ability to sing in multiple parts and must strive to show and expand appropriate vocal and choral technique. A high level of vocal independence is needed for success in this ensemble. This group has multiple performances (beyond the regular choir concerts) throughout the year. In addition, all Chantons members may be required to attend a 20-minute sectional once a week to learn notes in a collaborative manner with their ensemble members. *Outside of class preparation and rehearsal will be intensive.* All performances and sectionals are required. Selection to this group requires the purchase of a required uniform. (Fee - \$30 each semester)

AP Music Theory - Grade Level 10-12 / Full Year / Prerequisite: None

AP Music Theory is designed to be the equivalent of the first two semesters of a college theory lab & lecture course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, AP Music Theory courses extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of the course.

Music Standards and Objectives

Expression of Music

- Why is proper vocal technique important to quality sound production?
- Students will know how to use correct vocal technique to create a refined tone and consistent pitch while singing with others in 3, 4 or more parts. Students will also understand how different vocal techniques create a different timbre and resonance in the voice. As their technical and interpretive skills advance, students will be able to perform more difficult literature from a diverse repertoire with musical accuracy.

Theory of Music

- What knowledge is needed to read and perform music? Why is it important to know and read the expressive elements of music?
- Students will know how to interpret at sight standard notation for pitch, rhythm, dynamics, tempo and other musical elements. They will understand a variety of symbols including, but not limited to, note and rest durations in simple, compound and mixed meters. Students will also be able to analyze how musical elements are used in works of music.

Creation of Music

- How do musical elements form the structure of a music composition?
- Students will use their background knowledge to create arrangements for voices and/or instruments and improvise a melody over a chord progression. They will also understand how changes in a melody or chord progression will affect the overall sound and mood of a composition. Students will also use their knowledge of composition to re-create a musical performance.

Aesthetic Valuation of Music

- What criteria are important in evaluating a performance? What Defines a successful musical performance?
- Students will know how to evaluate and critique musical performances, including their own, by comparing exemplary models and in terms of aesthetic qualities, including how music is used to evoke feeling and emotions. Students will understand how different musical styles relate to specific periods in history and tie them to significant events, ideas and movements. They will also be able to compare the use of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.

Classroom Culture

In order for students to learn and grow to the best of their ability, together we will create a place where all can feel safe to take risks, be our true selves, and have our voices and opinions heard. The success of our class depends on the culture we create as a whole. Our baseline will be to use kindness, positivity, respect, acceptance, and encouragement as our pillars of success. Know that bullying of any kind has no place in the choir room.

Student Expectations

Entering & Exiting Class	Enter class calmly, get your choir folder, and sit in your assigned seat. When instructed at the end of class, put your folder away, gather your things/clean up, and sit back down until the bell rings. Do not congregate near the doors as it is a fire hazard.
Be on time	Be in your seat with your choir folder by the time the bell rings. We expect you will be ready to follow instructions. Instructions will be provided on the board before each class, or will be given verbally from the director.
Respect & Kindness	Respect yourself and your part within the ensemble team. Be encouraging and kind to everyone you encounter. Respect the music choices, and give each piece your full effort. Remember to never give criticism to peers unless asked.
Participation	All students are expected to participate in class to the best of their ability. This involves audible, musical, and energetic singing, as well as participation in classwork and activities.
Transitions	During rehearsal, make any needed transitions quickly and quietly. Talking between transitions can waste time in the rehearsal.
Food/Drink/Gum	There is no food or drink allowed in the choir room, except for water bottles. We want to make sure we are taking good care of our facility to make music.
Technology	Keep <u>all</u> technology in your backpack during class, unless directed otherwise. Cell Phones, iPods, MP3 Players, airpods should not be seen
Preparedness - Folder/Music/Pencil	You will be issued a choir folder and music. You are responsible for returning all items at the end of the semester. Please care for these items and keep them in good condition. <u>Lost/Damaged items will be charged to the student!</u> Have a pencil readily accessible at all times during class to mark important notations in your music. Lastly, use your music as a tool - dive into understanding it.
Safety First	Students should behave in a manner which keeps all classmates physically and emotionally safe.
Posture	Students should actively engage their “singer’s alignment,” setting themselves up for success to fully support the breath and sing without tension.
Professionalism	Students should be actively engaged in every rehearsal, always giving their best effort to contribute to their ensemble.

Consequences

Failure to comply with the expectations outlined above may result in one or more of the following consequences:

- Loss of daily performance points
- Parent phone call
- Office referral
- Change in ensemble

Grading

It is our goal that every student succeeds in choir. However, receiving an “A” in choir is more than just showing up and singing. Students must strive for excellence, and must make an effort to improve their music skills. Grading is subject the following areas:

1. Daily Performance/Participation Points - 20 points per week
2. Quarterly Required Performances - 250 points each
3. Music Literacy / Theory/ Sight-reading - dependent on assignment
4. Required Field Trips/Performances - 50 points each
5. Sectionals for auditioned choirs - 70 points per quarter
 - Sectionals for non-auditioned choirs - extra credit

Daily Performance/Participation Points - 20 points per week - see rubric on following page

Students have the opportunity to receive two (2) daily performance/participation points for every class. In order to receive all two (2) points, students must abide by the student expectations listed above. Students who are absent will receive a zero (0) for the day. In the instance of an excused absence, students will have the opportunity to make-up all two (2) points by completing a “Choir Make-Up Sheet.”*

Choir Make-Up Sheet - *“I have to miss class but don’t worry... I promise to look at my part.”*

The above statement is not an acceptable promise for making up a missed rehearsal. Students are expected to “look at their parts” on a continual basis outside of class. It is crucial that students are in class to experience the rehearsal process with their classmates. In order to complete a “Choir Make-Up Sheet,” the student must interview a classmate and reflect on what they missed in rehearsal while they were absent. Students need to make note of any notations and other markings that were given out the day they were gone. If the class was engaged in another activity that day (such as a Singing Quiz, Written Proficiency, etc.), students will need to schedule a time with their director to make-up that activity. **Students must complete these forms outside of class. Forms are due within 1 week of the excused absence.** **In order to make-up participation points, students must have an “Excused Absence.” Please refer to the Attendance Policy section of this handbook.*

Quarterly Performances

All performances are mandatory and are considered a “TEST” grade. These performances allow students to demonstrate what they have been accomplishing in class. All required concerts/performances are worth two hundred and fifty (250) points each. In order to receive full points for a performance, students must be ON TIME, focused, and wearing appropriate performance attire. Students will be expected to demonstrate audience etiquette while not actively performing. Students must be PREPARED in order to participate in all performances. Students should refer to the *Choir Concert Rubric* for further information on how they will be evaluated. **Failure to attend such concerts/performances will result in a zero (0), and may cause the student to fail the course.** All performances will be announced on the Choir Calendar, which may be updated throughout the year. **Students will be given at least two (2) weeks notice before any required performance.** Students must provide medical documentation if they miss a required performance due to illness.

If a student has a conflict with any performance, they should contact their director immediately to discuss make-up options. *If a student needs to miss a performance, they need to contact their director PRIOR to the performance!* Make-ups will NOT be permitted unless the student has made arrangements with their director prior to the performance! **In order for a student to be excused from a required performance, their absence must be approved. In order for a student to be excused from a performance, students must submit a "Request for Excused Absence from Required Performance" form.** This form is available on the Choir Website under "Choir Forms." **Once approved,** students must complete a Make-Up Project in order to avoid failing the course. The Make-Up Project required is outlined on the following page:

Concert Make-Up Project

1. Provide their director with a written excuse from a parent and doctor (if applicable) describing the reason for missing the performance. This documentation needs to be attached to the "Request for Excused Absence from Required Performance" form. (20 points)
2. Set up an appointment to sing ALL of the songs that you were responsible for singing in the concert. (You may do this alone or bring in someone with you.) You will be asked to sing it by memory just as you would have done at the performance. (100 points)
3. Check with their director to see what day(s) the concert video is available. You will need to watch the entire concert just as you would have done at the performance. We can also explore options for you to take the DVDs home to view the concert. You will need to complete a "Concert Reflection" paper while watching the video. (50 Points)
4. Because there are many things that I cannot duplicate from the performance (audience, stage set up, working together with the ensemble, audience behavior, etc.), you will need to complete a short extra project to make up for that part of your performance grade. See details below. (100 points)
 - A 2-3 page Investigative Research Paper on one of the pieces performed in the concert.
 - Paper should have a Title Page (Not included in the 2-3 page count)
 - Paper should be 1.5 spaced (Not Single, Not Double)
 - Paper should contain *at least* 2 sources. They should be cited within the paper, and they should also be cited on a separate page after the paper. (Not included in the 2-3 page count.)
 - Research the text, why the composer wrote the piece, how the composer used music to bring out the text, etc..
 - Speak to specific excerpts of the music in your discussion by using measure numbers in your paper

I also understand that I am able to ask my choir director for help at any time to clarify expectations of this assignment. I understand that failure to complete this assignment may result in failing this course.

I understand that in order to make-up lost points, I need to submit the following project to my choir director no later than _____.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Alternate Participation

Students should not sing in class if it hurts to swallow. If students are unable to sing and "actively participate," they will be asked to complete an "[Alternate Participation Form](#)." Students should *not* be reading or doing homework for other classes. They should be following along with their pencil and music. These students may be asked to provide feedback to their peers about what they are hearing during this process. Students are limited to three (3) Alternate Participation Forms per semester.

Required Sectionals (Auditioned Choirs Only)

Students in the auditioned choirs are required to attend weekly out-of-class sectionals. These sectionals are led by Section Leaders, and attendance is verified after each concert. Each weekly sectional is worth 10 points, totaling approximately 70 points each quarter. Students are permitted to make-up missed sectionals by attending another sectional in the same week or two sectionals the following week. Sectional days/times will be posted in the classroom for students to reference for planning purposes. If students are struggling to schedule this requirement, they should meet with their director to strategize.

Grading is calculated based on total points. The grading scale is listed below:

Music Literacy Skills

Students will be assessed on a variety of music literacy skills that are based on the national, state, and district standards. The areas of focus are listed in detail above under Standards, and involve four areas: Expression of music, Theory of music, Creation of music, and Aesthetic value of music.

Students will always have the opportunity to make-up activities where they do not receive full points. If a student is not happy with points received with his/her assignment, he/she may take the initiative to contact their director to re-do any assignment/activity outside of class within two (2) weeks of the activity/assignment. Music literacy assignments will range between ten (10) and twenty-five (25) points. Written proficiencies will be worth fifty (50) points each, and Sight Reading proficiencies will be worth fifty (50) points each.

Study Lab - Students may be requested to attend Study Lab on Tuesdays from 8:05-8:50. This is an opportunity for students to receive additional support and instruction on important concepts and skills. Directors will request students for Study Lab and it will be listed on student schedules each Saturday. Students may not request Study Lab or utilize this time to make up missing assignments or tests. Attendance is required if requested; students who are requested and do not attend will be marked absent. The absence will be considered an unexcused absence without appropriate parent notification.

Grading Scale

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
0 - 59%	F

Chatfield Choir Rubric Weekly Participation Grade

Alignment / Posture Students are able to demonstrate correct standing and sitting choral alignment at all times when singing. Students are self-motivated and able to maintain good alignment without reminders.		
2	1	0
Class Procedure Students follow established class procedures regarding tech, gum, entering class, exiting class, signing out, safety.		
2	1	0
Prepared Students are prepared with their folder, music, & pencil. Use & mark music efficiently.		
2	1	0
Professional Behavior Students control talking, carry themselves in a professional manner, and are positive.		
2	1	0
Effort Students are an active participant in class, trying their best.		
2	1	0

TOTAL ____/ 10 points per week

2 = consistently demonstrates expectation

1= sometimes demonstrates expectation

0 = Expectation not observed in class, or student was absent

Attendance Policy

Students are expected to attend class regularly. In order to make-up lost participation points, students must have an “Excused” absence.

Examples of an “UNEXCUSED” absence:

Work, Oversleeping, Transportation Issues, Choosing to attend outside events etc..

Examples of an “EXCUSED” absence:

Medical emergency, Automobile Accident, Personal Injury, Family Emergency, etc..

Parents may be contacted in order to validate an excused absence. their director will verify all absences with the attendance office.

Students should notify their director if they know they are planning on missing class, by email.

Josh Jackson - josh.jackson@jeffco.k12.co.us (303-982-3565)

Rebecca Hubbard - rebecca.hubbard@jeffco.k12.co.us (303-982-9214)

Class Supplies

Students are expected to have a pencil, choir folder/music, sight-singing book, and charged computer for every class period. Failure to come prepared may result in lost daily performance points. Students also need to be sure they are purchasing the necessary components for their performance attire. (ie. Black Socks, Black Dress Shoes - Closed Toe)

Uniforms

Students are expected to purchase the appropriate performance attire for the semester. Uniform requirements are important to making CSH Choirs look professional and unified. Students who do not acquire the appropriate uniform may NOT perform in the concert and will face natural consequences. New students will have the opportunity to order new uniform components in class. Fundraising opportunities may also be available to offset the cost of these uniforms.

CHORINES - Black Concert Dress or Black V-Notch Top & Black Palazzo Pants. Details TBA in class.

CHEVALS - White Dress Shirt + Black Vest/Black Bowtie & Black Tuxedo Pants. Details TBA - Estimated cost is \$65.

CHARISMA - Claret Soltano Dress or Claret Brahms Top & Black Palazzo Pants. Details TBA - Estimated cost is \$65.

CHORALE - Details TBA in class.

CHANTONS - White Dress Shirt + Black Vest/Black Bowtie & Black Tuxedo Pants or Concert Dresses selected by students. Details TBA in class.

VOCAL JAZZ - TBD

All necessary parts of your attire must be with you. For some singers, this may mean flesh colored nylons, or black socks. All singers should be wearing **closed-toed black dress shoes**. Singers are not allowed to wear pants, jeans, sweats, or other clothes under choir dresses. Students may not wear flip-flops, combat boots, big jewelry, or other distracting/unprofessional items. If one student does not look professional, it causes the entire ensemble to look unprofessional. If you do not come prepared, you may not be allowed to perform. Please plan ahead. If student issued uniforms from the school are not returned, a \$90 fee will be assessed at the end of the school year or semester.

If you are unable to purchase any part of the performance attire, please notify your director at the beginning of the year, and we will work together to find a solution.

*Uniform alterations are the responsibility of the student. If you have a problem getting your uniform altered, please notify your director and we will attempt to find someone to alter it for you. **Please plan your alterations and check your attire in advance. Do not wait until an hour before a concert to see if your uniform fits or if you have everything you need!**

Fundraising Opportunities

All fundraisers are OPTIONAL and are NOT REQUIRED. Fundraisers are designed to help students raise money for the Choir Program and in some instances for other expenses; such as their uniforms, events, and trips. Thank you for your support to ensure that we have the support we need to make the CSH choral program thrive!

Choir Council

CSH Choir students have the opportunity to get involved in student leadership roles. Any student in any choir may choose to be a student leader. Executive Choir Council members are elected during the Spring Semester of the previous school year, but when classes meet in the fall, students will elect ensemble representatives. If students are not elected into office positions, they may participate in Choir Council as a Member At Large. Choir Council meetings will be monthly in the Choir Room.

Choir Letter

Students who wish to letter in choir must meet the lettering requirements. All students who participate in the vocal program have the opportunity to earn a Choir Letter and Pin or Bar. See the lettering requirements below:

- Students must be in choir for a total of two years or four semesters before they are eligible to earn a letter. (A minimum of two of those semesters must be in a CSH Choir. Up to two semesters may count from choir in 7th grade or higher from another vocal music school program.)
- Students must “perform” in all required concerts, festivals, and any extra required rehearsals.
- A student must receive an “A” or a “B” for each grading period and the semester grade in each choir during the entire year. If a student should receive lower than a “B” during any grading period, they are no longer eligible to letter during that school year.
- A student or family member of the student must participate in at least one fundraising project for the choir.
- Each student must work a minimum of two “sign up committees” such as stage clean up, stage set up, publicity, etc. per semester.
- Attendance of at least one CSH Performing Arts Department Performance as an audience member that is not a choir event.
- **Students must complete and turn in this Choir Letter Application by April 9th** and have all of the appropriate signatures.
- Students must earn **25** lettering points during the school year in which they are trying to earn the letter/pin or a bar. (These points do not carry over from year to year.) Points can be earned by doing a variety of extra activities.

If a student is in more than one choir, they may qualify for a double-letter if they earn at least 50 points. After the designated points have been earned and a letter has been received, the student will receive a BAR for every year in which they earn a letter thereafter. The requirements for subsequent letters (bars) are the same as listed above.

Students must be responsible to keep track of their own lettering points and getting those points verified with a signature by the choir director or the adult in charge of that activity. **PLEASE NOTE:** If a student volunteers for a committee or a job or makes a commitment to an extra performing activity which can earn them lettering points and fails to follow through with that task or performance, that student will receive a deduction of lettering points for how many points would have been earned if the task or performance were completed.

Caring for the Voice

As singers, it is so important you learn to take good care of your voice. Here are some helpful tips for a healthy body:

Hydrate	Water lubricates our entire body, not just our vocal cords.
Limit caffeine and avoid alcohol	Caffeine and alcohol are serious diuretics and will rob your body of much needed hydration.
Do not smoke	Your lungs need all the help they can get.
Sleep enough	Getting enough sleep will improve energy, endurance, and concentration.
Don't strain	Do not use your voice in ways that strain you. This includes screaming at games, etc. Watch those irritatingly loud "achoos" and be careful when you are at a party or dance and the music is turned way up and your talking is turned way up.
Warm-up	Always warm-up before you sing. Don't skip that important step. It's like doing aerobics without stretching, and you know how that feels. Don't forget <u>physical stretches</u> to relax muscles.
Breathe	Breathe deeply when you SPEAK. It is extremely easy to forget this.
Know your Voice	Know the signs of an unhealthy voice. If it hurts to swallow, you should NOT sing. If you have a common cold that is not stuck in your chest, go ahead and sing as long as it does not hurt to do so. (Sometimes you will even get better resonance with a cold.) If your throat hurts after singing, you should see the director. This is probably a tension issue or improper technique.
Avoid dairy	On big singing days, avoid dairy products and chocolate as they create a lot of phlegm.