



HONORS HIGH SCHOOL CHORUS

SYLLABUS: 2025-2026

Faculty: Peter Hazzard

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Location: RM 194 Chorus Room

Credit: Yes

Date this Syllabus was last updated: August 22, 2025

NOTE: This syllabus may be subject to change throughout the year.

A. Course Description

Honors High School Chorus is a full-year performance focused class, and is a continuation of Middle School Chorus. The class builds on the foundations established in 6th Grade Chorus and Middle School Chorus. The music will increase in difficulty, and we will pay more attention to its harmonic construction. The students rehearse for three concerts each year where they showcase their work. In addition to preparation for a performance, students are learning skills such as sight-singing, aural dictation, and basic music theory as those skills pertain to their singing and listening.

Centered on The Founders Academy's mission, our choral program supports a performance-based curriculum of music studies. In addition to preparation for a performance, students are learning skills such as sight-singing, aural dictation, and basic music theory as those skills pertain to their singing and listening.

In addition to their singing skills, students write a reflection of their performance and growth after each concert. This, and their other work, shows the students not only how music affects them, but also how the music is a reflection of the times in which it is composed.

Scope and Sequence

Overarching Topics:

- Vocal Technique
 - Music Theory
 - Solfege and Sight-Singing
 - Choral Performance Techniques
 - The Etiquette of Performance
 - How music influences, and is influenced by, the historical period in which it is created.
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B. Course Objectives

Students will:

1. Work to sing accurately with an understanding of good breath control and technique.
2. Sing with expression, appropriate volume, and energy. Music will be performed both with and without holding sheet music.
3. Sing music with 1-3 vocal parts
4. Work to understand basic musical notation, rhythm, and musical dynamics.
6. Explore singing in foreign languages.
7. Evaluate, analyze, and describe music and musical performances
9. Participate in at least 3 public performances
10. Demonstrate appropriate mastery of the subject matter before promotion (see section 3.1 of Student Handbook)
11. Work with rhythmic and melodic aural dictation.
12. Always demonstrate The Founders Academy Leadership Code of Conduct

C. Prerequisite

Successful Completion of Middle School Chorus or equivalent.

*Students and parents must carefully review the note on **Music Mastery and Promotion** and sign a copy of the High School Chorus Syllabus acknowledgment which the student will receive in class.*

D. How this Class Supports Founders' Mission and Themes

Chorus naturally develops leadership skills in students via solo modeling and ensemble instructional/performance opportunities. Every class encourages students to lead by presenting their best musical and character qualities through risk taking and expansion of knowledge. The Choral program supports a balanced classical education by providing students skills, knowledge, experiences, and a way to learn unobtainable from any other discipline. At the same time, Chorus integrates knowledge from other subject areas both directly and via analogy. The history and significance of music in our Western culture is examined as the student progresses through the program. Elements of TFA leadership Code of Conduct are routinely referenced, reflected, and reinforced via classroom activities.

Mission Statement:

The Founders Academy is a public charter school encompassing grades 5-12 that is free and open to all New Hampshire students. The academy develops citizens and leaders, who understand and apply the lessons of the past, demonstrate exceptional character, participate knowledgeably in community activities, and lead by example. The Academy recognizes the importance of balance in the development of each person and respects each student's individual journey.

Principled leadership and good citizenship are fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty.

Leadership Code of Conduct:

The students at The Founders Academy created and adopted the following "Leadership Code of Conduct" in January, 2015:

1. Be responsible
2. Be respectful
3. Be honest
4. Be lawful
5. Be determined
6. Be polite
7. Be open-minded
8. Be courageous
9. Be confident
10. Be helpful

Policy: As outlined in the Student Handbook, page 5

E. Texts and Class Supplies

1. All musical scores will be provided in class.
2. *Pencils, pencils, pencils! (no pens in music classes please!)*
3. Choral folder for music, classwork, and assignments.

F. Class Preparation/Participation, Grading Scheme, Homework, Concerts/Mid-Term and Final Assessments

Class Preparation/Participation

Students are expected to have their folder and a pencil at each class. They are expected to be engaged, focused, participatory, and respectful of the learning process in each class.

Students are graded for "Understanding Class Behavior & Participation" based on the following:

1. The degree to which the student exhibits engagement in the classroom. This includes:
 - A. Eye contact with teacher**
 - B. Answering questions, Asking questions**
 - C. Volunteering to model class content**
 - D. Asking specific questions concerning a particular lesson**
 - E. Communicating germane information to the teacher**
 - F. Utilizing our Google Classroom**
 - G. Demonstrating a focus on and engagement with class content**
 - H. Being silent when directed to by teacher**

2. The degree to which the student exhibits readiness-to-learn by having the required class materials. (See section E “Texts and Class Supplies”)
3. The degree to which the student exhibits The Founders Academy Leadership Code of Conduct.

Grading

Students will be graded on the following percentages:

30% Daily Class Participation
20% Formal Assessments
10% Written Work/Class Projects/Homework
40% Final Performance Concerts and Reflections

Concert Performances Are Required

Student attendance at every concert is required and is a part of quarterly and semester grades. Chorus is a performing art and those public performances are a large part of the students' learning. Students are expected to remain for the ENTIRE concert even if their portion is complete. Each concert performance grade will be based on responsible preparation of material, attire, attendance, responsiveness to conductor, behavior, and will include a written reflection on their own performance. Students who are absent from a performance will receive a grade of ZERO. For this reason, we schedule our concerts on Wednesday or Thursday evenings in order to keep away from our students' other commitments. With a parental note for the absence, only in the case of illness, a make-up assignment will be scheduled in order to receive credit. (The student will sing assigned portions of the concert music for the teacher during a study or after school. The grade will be based on the quality of that performance.) **Please note that excuses, such as karate lessons, dance class, sporting events (Little League, etc.) and vacation travel, are NOT acceptable reasons for missing a concert.** Plan ahead! – if you notify your non-school activity leaders as soon as you know there is a possible conflict, there might be an easy solution for you to be able to do both events. **An unexcused absence from a concert will result in a student receiving a zero for the concert and reflection which is 40% of the semester grade.**

CONCERTS FOR 2025-26:

WEDNESDAY October 29, 2025
THURSDAY December 11, 2025
THURSDAY March 19, 2026
THURSDAY May 21, 2026

Tests/Quizzes

During the quarter, there will be routine written (and or aural) tests/quizzes in Chorus. All such assessments will be announced ahead of time and each one will be worth 100 points. Because music is primarily a hands-on learning experience, student performance will be continually evaluated via teacher observations of progress with specific course content.

Homework

Typically, there will not be a lot of written homework, although it is sometimes assigned. However, students must clearly understand that practicing their music daily with attention to specific class assignments is their homework!

The academic year is divided into four quarters. The school will email end of quarter report cards only to “primary contacts” on @tfanh.org email addresses. The Grade Scale used at Founders is as follows:

A+ - 98–100%	A+ = 4.33
A – 94-97%	A = 4.0
A- - 90-93%	A- = 3.67
B+ - 87-89%	B+ = 3.33
B – 84-86%	B = 3.0
B- - 80-83%	B- = 2.67
C+ - 77-79%	C+ = 2.33
C – 74-76%	C = 2.0
C- - 70-73%	C- = 1.67
D+ - 67-69%	D+ = 1.33
D – 64-66%	D = 1.0
D- - 60-63%	D- = 0.67
F – 59% and below	F = 0

See The Founders Academy Student Handbook, section

G. Quarterly and Yearly Mastery

Mastery Grading:

Definition of Mastery at The Founders Academy:

The underlying claim of mastery is that it is a process of educating students, by which all students can learn, comprehend information, and utilize ideas for practical purposes when they

are provided with clear expectations of what mastery means in a specific subject area and for specific topics.

Why “mastery?”

Mastery ensures that the goal of a rigorous curriculum and high expectations are maintained at The Founders Academy. We do not simply require that students “pass” a course, but that they “master” the content of each course. Additionally, the process allows students whose mastery is in question at the end of a quarter or course to continue to work towards mastering the content, and to demonstrate their mastery for the purpose of moving forward to the next level of instruction in a particular subject area.

What is the “process?”

- The process includes benchmarks for assessment. This includes an assessment of mastery at the end of each quarter before the 4th quarter. Students who earn grades of 80% or higher (B- through A+) are considered masters of the content automatically. Students who earn grades below 80% (C+ through F) on the quarterly report card may still demonstrate mastery by completing additional work, at the teacher’s discretion. The additional work, and ultimate decision concerning mastery must be completed within the first 3 weeks following the issuance of the report card for the quarter in which the student is working.
- The process includes both teacher and student reflection. Quarterly benchmarks allow students, parents, and teachers to address any deficiencies in progress as the school year progresses. All should work to monitor student progress towards final course mastery through the school year.
- The process also includes supplementary instruction. Students who do not demonstrate mastery with a semester or course grade of 80% or higher (B- through A+) may have the opportunity to demonstrate mastery at the end of each quarter or at the end of the course, if the student believes he or she has indeed mastered the content. This demonstration may include supplemental instruction and/or assignments.

Quarterly Mastery: (Quarters 1-3)

Students who earn grades of 80% or higher (B- through A+) are considered masters of the content automatically. Students who earn grades below 80% (C+ through F) on the quarterly report card may still demonstrate mastery by completing additional work, at the teacher’s discretion. The additional work, and ultimate decision concerning mastery must be completed within the first 3 weeks following the issuance of the report card for the quarter in which the student is working.

Course Mastery:

At the end of the school year, students who earn a score 80% or higher (B- through A+) will be considered masters of the content and automatically be promoted to the next level within that course’s subject area. Students who earn a grade of 70% - 79% (C- through C+) will receive credit for the class but will not be allowed to proceed to the next level (if there is one.) However,

those students may attempt a mastery assignment in order to be allowed to move to the next level. All attempts for mastery by these students must be completed by June 30th.

Forms of demonstrating mastery may include:

Projects, Oral Exams, Written Exams, Exam Re-takes, VLACS, Khan Academy, After School Tutoring, and other assignments deemed appropriate by teachers.

Necessary Steps to Success of the Mastery Process:

- Teachers must explain Mastery to their students clearly and frequently during the school year. It should be emphasized even more than the numeric value of the grade the student earns, as only mastery is used to determine if students' progress to the next level in a subject area.
- Students must understand that a numeric grade of 80% or higher (B- through A+) in any quarter and at the end of the course determines whether mastery is automatically recognized.
- For all students who earn below 80% (C+ through F) in quarters 1-3, a demonstration of mastery is available to all students. At the end of the course, only students who have earned a grade of 70 - 79% (C- through C+) may complete additional work to demonstrate mastery.
- Students must initiate the request to do extra work to demonstrate mastery by e-mailing their teachers within one week of receiving their report cards. Student initiation demonstrates student responsibility and commitment to the mastery process for it to work.
- By the end of the third week after report cards are issued in the first three quarters and by June 30th for the course, teachers will determine if mastery has been achieved through extra work. If the student demonstrates mastery, it will be indicated with the notation "MP" for "mastery passed" on the next quarterly report card. The quarterly gradem will not be changed.

The letter grade "I" (Incomplete) may be assigned to a student who has been absent due to extenuating circumstances and has not had enough time to complete the necessary work in that marking period. Students are responsible for making up all incomplete work within two weeks of the end of the marking period. If the work is not completed, the grade may be calculated with zero credit given for the missing assignments. Written requests for extensions may be submitted by parents/guardians stating the reason for the request (for example, severe illness). Approval of extensions is not automatic."

See The Founders Academy Student Handbook, section 2.



Music Mastery and Promotion Note: Achieving Mastery in Chorus **does NOT guarantee** promotion. At the high school level, continuation into the next year and/or selection for (invitation to) 'Honors' sections will be decided by many factors including, but not limited to: Singing Ability, Classroom Behavior and Maturity, Evidence of Practice, Concert Dependability, and the student's schedule. While rare, it is also possible for an honors chorus student to be moved down to the regular chorus if he/she does not meet the standards and expectations of that honors level.

H. Attendance and Make-Up Work

“When a student is absent (either excused or unexcused) it is the responsibility of the student to make up all work missed, including in-class assignments. The teacher will decide on the appropriate amount of time for make-up work. Work which was assigned prior to the absence and due on the day of the absence must be passed in upon the student’s return to class. Missed assignments and class work should be obtained from the student portal or fellow students, and finally, if further clarification is needed, the teachers.

Students absent on the day of a quiz or test must make arrangements with the teacher on the day of return for make-up. Students may not be given tests or quizzes in advance of an absence without prior permission.

All assignments posted on Google Classroom are required to be completed and can be submitted late but students will have lost points in relation to the number of days that the assignment is submitted late.

The Founders Academy regulations in relationship to attendance, absenteeism and truancy are based on the following New Hampshire statutes and administrative rules, as well as additional rules as needed:

Legal References Related to Attendance:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:7 Penalty

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism” The Founders Academy Student Handbook, sect. 3.2.

I. Character Grading

“The character development of students is a principle focus of The Founders Academy.” Who you are matters as much as what you do at our school. Our mission is to create students of strong character to become good and knowledgeable citizens and leaders of the future.

In order to acknowledge the good character of our students or to encourage the continued development of it in others, students will be evaluated quarterly by each of their teachers on their character. Teacher evaluations will be based on the students’ adherence to the principles set forth in The Founders Academy Leadership Code of Conduct and to other school and classroom rules. Students’ character will be graded as either “Good,” “Satisfactory,” or “Needs Work.”

A consistently positive demonstration of the qualities enumerated in the Code of Conduct would merit a grade of “Good.” If the behavior is the result of inattention or disorganization but the character is generally good, the grade would be “Satisfactory.” If violations of the Code of Conduct (disrespect, dishonesty, lack of responsibility, narrow mindedness, etc.) are a result of self-remediable poor choices of behavior, then grade would be “Needs Work.”

If a student receives the “Needs Work” assessment from two or more teachers, a series of steps may be taken to help him/her improve.”

J. Google Classroom for Students

1. Students will join our Google Classroom. *All assignments stem from prior in-class activities. These class assignments, with complete instructional details, will be posted here. All students must check the Google Classroom daily*

2. Video study to extend lessons and support classwork
Occasionally, students will be provided links to videos that extend or reinforce skills taught in Chorus.

Student and Parents must sign and date a form indicating that they have read all the information concerning the goals, methods, and expectations for High School Chorus. The form will be handed out in class.