

## **Concert Chorus**

**Department:** Fine Arts (Music)

**Department Chair:** Ted Rausch

**Credits:** 1.0

**Course Length:** Full Year

### **Requirements:**

This course is open to all students Grades 9 -12.



### **Course Description:**

This course is open to singers of any ability. Emphasis is placed on the improvement of vocal skills, music literacy and performance through the use of part-singing. The chorus presents several concerts each year that include classical, popular, and contemporary literature. All performances are mandatory. New members are required to have a placement audition for voice part assignment.

### **Essential Questions:**

- How does understanding the structure and context of musical works inform performance?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure and context of the music influence a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

### **Related Frameworks/Competencies:**

- PHS Learner Expectations
  - Communicate effectively in a variety of formats
  - Engage in work with integrity, both independently and collaboratively
- [National Core Arts Standards for Music](#)

### **Course Outcomes/Power Standards:**

At the conclusion of this course students will be able to:

- Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. (MU:Pr4.1.E.1a, MU:Pr4.2.E.1a, MU:Pr5.1.E.1a)
- Demonstrate an understanding of expressive intent by connecting with an audience through prepared performances. (MU:Pr4.3.E.1a, MU:Pr6.1.E.1a , MU:Pr6.1.E.1b)

- Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. (MU:Re7.2.E.1a, MU:Re9.1.E.1a, MU:Cn10.0.E.1a)

### **Course Expectations (Attendance, Participation, & Preparation):**

**Participation/Preparation for Class:** In order to benefit from the course, students are expected to come prepared (i.e. complete assignments and practicing assigned parts of songs) for each class. It is up to students to attend class with their music and a pencil and preferably a water bottle. Additionally, students are expected to take an active role in participating in singing with the group every day that the class meets. Students are also expected to attend occasional after school rehearsals that will be graded.

**Attendance:** Students are expected to attend all classes throughout the semester. Attendance will be taken each class. YOU are responsible for checking Google Classroom as well as making arrangements with a classmate to get notes, assignments, directions, or announcements for missed classes. The teacher will help provide clarity on such issues but should not be your first resource!

If an absence is deemed “unexcused” the student will not be allowed to make-up any graded classwork/quizzes/exams administered during the missed class. If you have ANY questions please see the classroom teacher and/or read the policy outlined in the most recent iterations of the Student-Parent-Teacher Handbook.

**Course Communication:** Our primary methods for class communication will be through personal conversation, school email, and Google Classroom. The BAND app is a secondary method for communication primarily used for Trip communication and Music Booster contact. The best way to contact the teacher is through use of these methods. From time to time messages and/or assignments may be posted in Google Classroom. For this reason students should check Google Classroom early and often. I check my email early and often and will make every effort to respond within 24 hours of your initial message. *Disclosure: I do save all student emails in case they are needed for future reference.*

**Course Incompletes:** Incompletes are not common practice. In the event that an incomplete must be given the student, teacher, school counselor, and guardian(s) will collaboratively come up with a dated plan that outlines the necessary steps for course completion. If you have ANY questions please see the classroom teacher and/or read the policy outlined in the most recent iterations of the Student Handbook.

**Electronic Devices:** While students are allowed to possess cell phones in school, all cell phones must be placed in the designated, wall mounted phone pockets at the beginning of each period. *Students who do not “turn-in” a cell phone at the beginning of class and are found to have one on their person/in their possession will be subject to disciplinary consequences.*

In the rare instance that a student requires access to their cell phone as indicated by a 504 plan, IEP (Individualized Education Program), or Multilingual Learner services. If you have ANY questions please see the classroom teacher and/or read the policy outlined in the most recent iterations of the PHS Student Handbook.

**Academic Dishonesty:** It is paramount that you do your own work; provide appropriate references to all assignments; and abide by the Portsmouth High School academic honesty policy. Students who violate this policy will be subject to disciplinary action. If you have ANY questions please see the classroom teacher and/or read the policy outlined in the most recent iterations of the PHS Student Handbook.

**Grade Reporting:** Grades will be entered into the ASPEN shortly after being collected. It is your responsibility to verify grades have been entered correctly (I do make mistakes!). If you notice a discrepancy, and/or feel an error has been made, please speak with me as soon as possible after the posting so that the issue might be resolved.

**Make-up assignments:** In the event that a student misses class work due to an excused absence, it is the responsibility of the student to arrange an appointment with me so that work can be made up and credit received. These arrangements should be made as soon as possible after students return from the excused absence. Extension of the make-up date may be granted at the teacher's discretion. Should the student fail to make up missed work within the given time or fail to reach an agreement with the teacher, no credit for the work missed will be granted.

### **Grading:**

#### **Rehearsal Participation (30%)**

Students will be graded every 5 classes using the Rehearsal participation rubric. Unlike other assignments, rehearsal participation cannot be made-up if one is absent (excused or unexcused).

#### **Concert or Performance Assessment (25%)**

Students will be graded using the Choral Performance rubric. In the event that there is no concert for a quarter a recording assignment will be given in its place.

#### **Homework and in class Assignments (10%)**

In addition to completing small theory assignments in class students will be asked to complete brief homework assignments prior to the start of the next class. These assignments will be used to review information discussed in the previous class and/or lead into discussion relating to that week's topic(s).

#### **Quizzes (15%)**

Quizzes will be given periodically throughout the semester. Students will be made aware of all upcoming quizzes. Quizzes will focus on the major points discussed within the class instruction. Quizzes are routinely shorter in length than exams.

#### **Tests (20%)**

Throughout the course of the year multiple summative exams will be administered. Exams will be given in order to assess students' understanding of the taught curriculum including music theory, sight singing and other topics covered in class lectures, and a variety of other supplementary materials introduced at the teacher's discretion. The format of each exam will vary by topic but may consist of a mixture of multiple choice, true and false, matching, and open-ended questions.

#### **GRADING SCALE:**

A	93-100%	B	83-86%	C	73-76%
A-	90-92%	B-	80-82%	C-	70-72%
B+	87-89%	C+	77-79%	D	65-69%
				F	< 65%

*\*Note: Grades > .5 will be rounded up (i.e. 93.5 will be rounded up to a 94... 92.4 will not be rounded up to a 93)*

*\*\* In order to receive credit for the course, you must pass with at least a “D”*

## SCOPE & SEQUENCE

*\* Please note that the Scope & Sequence provided below outlines the closest representation of course topics and timelines. Depending on the circumstances of any given school year, the order and inclusion of these topics may be subject to change.*

Timeframe	Topics to be Presented
Introduced in Quarter 1 and continued throughout year	- Vocal Fundamentals
Introduced in Quarter 1 and continued throughout year	- Sight singing and Ear Training
Introduced in Quarter 1 and continued throughout year	- Music Elements and Theory
Introduced in Quarter 1 and continued throughout year	- Listening Reflection
Introduced in Quarter 1 and continued throughout year	- Choral Repertoire
Introduced in Quarter 1 and continued throughout year	- Choral Performance