



# Zebulon Middle School Chorus

## 2016–2017 Course Syllabus

### 6<sup>th</sup> – 8<sup>th</sup> Grade Chorus

#### Instructor Information

Name: Mrs. LaSaundra Booth

- BA Music: Instrumental Performance, Cello (North Carolina Central University, 2003)
- Masters in Music Education: String Pedagogy (UNC- Greensboro, 2009)
- Educational Specialist, Educational Leadership (Northcentral University, 2016)
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## I. Course Descriptions

### ■ 6<sup>th</sup> Grade Chorus

Chorus is designed for students who have limited vocal music experience. Emphasis will be placed on correct posture, technique, following conductor cues, and tone development. Students will be required to demonstrate what they have learned by performing in one concert per semester. By the end of the course, Beginning Chorus students must demonstrate mastery level learning of NC Essential Standards for 6<sup>th</sup> Grade. A copy of the NC Essential Standards for 6<sup>th</sup> Grade Music is located on pages 13-14 of the following link: <http://www.dpi.state.nc.us/docs/acre/standards/new-standards/arts/music/k-8.pdf> Chorus is a semester long elective. In order to demonstrate growth and mastery of concepts, students are encouraged to register for and participate in chorus for two consecutive quarters.

### ■ 7<sup>th</sup> & 8<sup>th</sup> Grade Chorus

7<sup>th</sup> Grade Chorus is a course tailored to assist students with at least one year of vocal music experience. Students will learn to apply new techniques to help improve tone production, technique, sight reading, following conductor cues, and singing expressively with dynamics. Students will be required to work cooperatively in small groups. Students will be required to demonstrate what they have learned by performing in one concert per semester. Advanced chorus students will be encouraged to audition for Honor's All-State Orchestra, and will perform at least one solo or chamber ensemble selection on the Winter or Spring concerts. Additionally, advanced students must demonstrate mastery level learning of all assigned scales, music theory elements, sight reading exercises, advanced solo and chamber music repertoire, as well as sing in two and three part harmony. By the end of the course, students must demonstrate mastery level learning of at least 2 NC Essential Standards for 7<sup>th</sup> & 8<sup>th</sup> Grade Music. A copy of the NC Essential Standards for 7<sup>th</sup> Grade Music is located on pages 15 - 18 of the following link: <http://www.dpi.state.nc.us/docs/acre/standards/new-standards/arts/music/k-8.pdf> Chorus is a semester long elective. In order to demonstrate growth and mastery of concepts, students are encouraged to register for and participate in chorus for two consecutive quarters.

## II. Course Objectives & Activities

### ■ Course Objectives

The goals and objectives for this course are aligned with the Music Literacy, Music Response, and Contextual Relevancy of the NC Essential Standards for 6<sup>th</sup>-8<sup>th</sup> Grade Music. Students who successfully complete this course will be able to:

1. Develop an effective and systematic approach to practicing their instrument (voice).
2. Demonstrate the use of correct singing posture and breathing technique while singing.

3. Sing, with a pleasant and well-produced tone quality, music written in unison, two, and three part harmony.
4. Successfully memorize all repertoire used for performances.
5. Demonstrate understanding of music theory concepts including: reading notation, rhythmic patterns, and pitch recognition in treble & bass clefs.
6. Compose and arrange at least one music composition for SA, SSA, SAT, SATB voices.
7. Explain how concepts of music theory and history are contextually relevant to current events.
8. Evaluate performances of self, peers, and professional string musicians.
9. Create, prepare, and perform music in a formal setting for a live audience at least twice per semester.

▪ Course Activities

It is important for you to know not only the types of activities that will occur this year, but how these activities align with the goals and objectives for the course as well as the district’s emphasis on the 4 C’s including collaboration, communication, creativity, and critical thinking. While more activities may be added based on the needs of students, a list of the core activities planned for the year is provided.

<b>ZMS Chorus Course Activities</b>	
<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>▪ Daily rehearsals (ML, MR, CR,)</li> <li>▪ Following Conductor Cues/ gestures (ML)</li> <li>▪ Data from Assessments (ML, MR,CR)</li> <li>▪ Publicity &amp; Event Marketing (CR)</li> <li>▪ Performances (ML, MR, CR)</li> </ul>	<p><u>Creativity</u></p> <ul style="list-style-type: none"> <li>▪ Compositions (ML)</li> <li>▪ Arrangements (ML)</li> <li>▪ Web Portfolio (CR)</li> <li>▪ I-PAD Group Movie Project (CR, ML, MR)</li> <li>▪ Program Music (MR, CR)</li> </ul>
<p><u>Collaboration</u></p> <ul style="list-style-type: none"> <li>▪ Instrumental Sectionals (ML, MR)</li> <li>▪ Concerts, Recitals (ML, CR)</li> <li>▪ Multicultural Group Powerpoint Presentation (CR)</li> <li>▪ Analysis of current repertoire (MR)</li> <li>▪ I-PAD Group Movie Project (CR, ML, MR)</li> <li>▪ Fundraising Events (as approved by principal)</li> </ul>	<p><u>Critical Thinking (Music)</u></p> <ul style="list-style-type: none"> <li>▪ Performance Evaluation (ML)</li> <li>▪ Jury Critiques (MR)</li> <li>▪ Interpretation of musical phrases and dynamic changes (ML)</li> <li>▪ Sight Reading (ML)</li> <li>▪ Synthesis of music theory fundamentals (ML)</li> </ul>

NC Essential Standards for 6<sup>th</sup>-8<sup>th</sup> Grade Music Abbreviations:

ML = Music Literacy, MR = Musical Response, and CR = Contextual Relevancy

**III. Course Policies**

▪ Honor Code

The students of Zebulon Middle School are committed to being honest and responsible in the completion of academic materials and interactions with the school administration and community. Cheating, stealing, plagiarism (passing off another's work, words, or ideas as one's own), and lying (including willful distortion

or misrepresentation) are considered violations of the Honor Code. Through a joint fulfillment of this code, students and faculty will achieve their fullest potential in academic excellence and character. Any student who violates the honor code will receive consequences per Wake County Board Policy –Parent/Student Handbook (pg.10).

- Communication.

Consistent and effective communication is essential to a healthy parent, teacher, and student relationship. All students and parents are encouraged to sign up to receive Remind messages, follow us on Twitter, and check the website for weekly updates regarding any important information related to class activities.

WEBSITE. Our classroom websites will be the primary source to find information regarding our class.  
Orchestra: [www.zmsorchestra.weebly.com](http://www.zmsorchestra.weebly.com) Chorus & Piano:  
[www.zmschorusandpiano.weebly.com](http://www.zmschorusandpiano.weebly.com)

TWITTER. Please follow us on twitter **@ZebulonMSOCP** (all classes are under the same account)  
Most practice assignments are tweeted daily after class, so it is important to follow us today!

REMININD (101): Please sign up to receive important text messages concerning assignments & upcoming events.

**Please text the classroom code to (919) 344-0236**

ZMS Music Class	Text Code
CHORUS A (2nd pd):	@ffhca
CHORUS B	@98f8fk

- Grading Policy

Study in the arts includes the development of technical skill, exploration of creativity, appreciation for the aesthetic experience, and demonstration of appropriate artistic work habits. To ensure consistent, appropriate, comprehensive, and reasonable reflection of student achievement in the arts, grading practices will incorporate the following components:

Grading Category		Grade Percentage
<b>Large Projects, Concerts, Tests, Weekly Rehearsal Technique</b> i–movie project, e–portfolio, playing & written tests, concerts, performances, active participation during daily & weekly classroom activities	–	40%
<b>Small Projects, Quizzes, Skills Assessments</b> Quizzes, compositions, sectionals, weekly practice logs	–	30%
<b>Classwork Assignments</b> Reflections, essays, self–evaluations, pre & post assessments	–	20%
<b>Homework</b> Return classroom forms & signed progress reports by due date	–	10%

- Weekly Practice Log

Practice is essential and mandatory for each student. Students are required to practice at least 2 hours or more a week. In order to make practice more effective, students must complete an online practice journal and submit the form online by 10p.m. on Sunday nights. An electronic copy of the practice journal is available on the orchestra website: [www.zmschorusandpiano.weebly.com](http://www.zmschorusandpiano.weebly.com) Practice journals help students break content into smaller chunks, which makes practice more effective and musicianship increase. Individual growth is expected to occur each week. Students who fail to show weekly progress may not receive practice credit for the week unless the student's parent(s) can provide documentation of the practice time.

- Weekly Assessment Policy

Assessments are used to communicate student achievement and identify areas for improvement to students, parents, and teachers. Assessments may occur in the form of a quiz, test, observation, practice log summary, evaluation, or musical jury (playing test with student feedback during the class period). Students will receive at least one assessment per week.

- Make Up Work Policy

All assignments must be turned in on time. It is the student's responsibility to complete all assignments when they are due. If a student is absent, it is HIS/HER responsibility to make up the assignments and/or test within the time allotted by Wake County Public School System. Any unexcused absence from a mandatory performance event such as a concert, recital, audition, or graduation performance cannot be made up, and a grade of zero will be given. No extra credit work is given or accepted in this course.

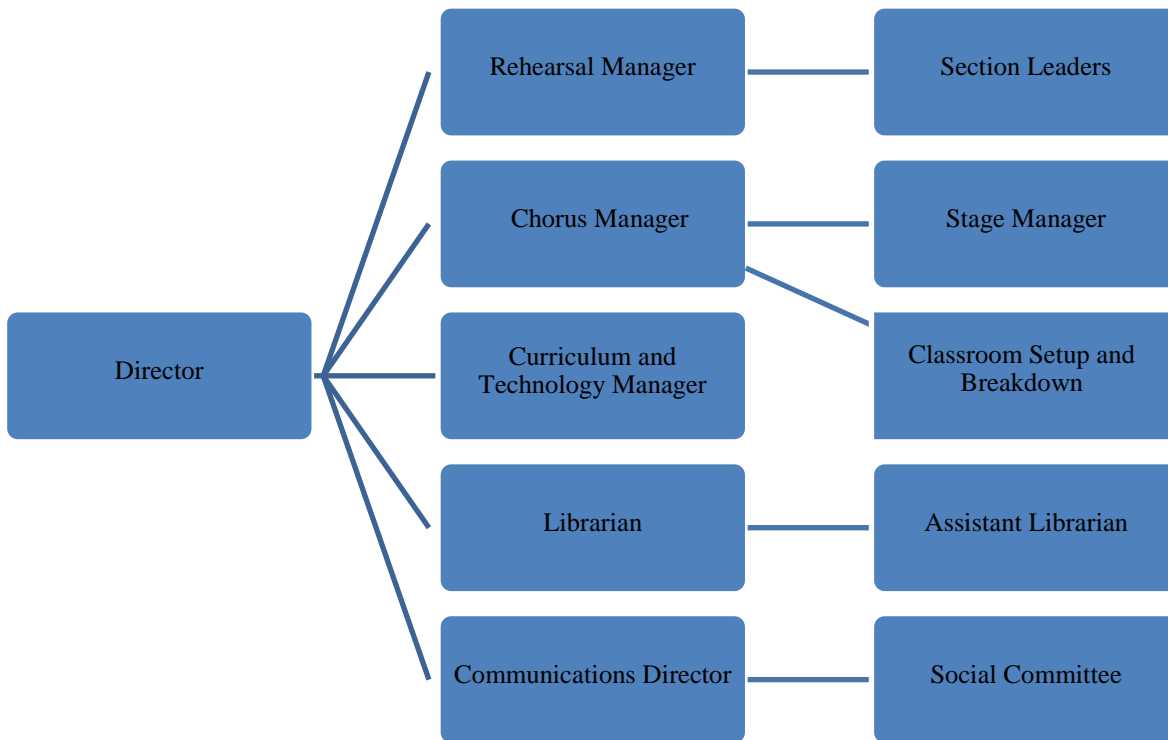
- Tardy Policy

- a. Students are expected to be in their seats with their assigned music folder, chorus music, and pencil when the tardy bell has sounded. Attendance is taken immediately following the tardy bell. Any student who is late to class must have the appropriate ZMS Hall Pass from the office or a teacher. Without the appropriate documentation, the tardy will be recorded in NC Ed Cloud as an unexcused tardy.
- b. Parents will be notified after a child has accumulated two unexcused tardies within a quarter. Lunch detention will be assigned on the third tardy per the ZMS handbook. Any additional consequences will be given according to the ZMS handbook.

- Student Expectations & Responsibilities

1. Arrive to class on time with your instrument, music, and pencil each day.

2. Maintain a high level of expectations for yourself and the course.
  3. Respect your classmates, teacher, our rehearsal space, and yourself.
  4. Actively participate in rehearsals, sectionals, and group projects.
  5. Turn in assignments on time.
  5. Adhere to ZMS classroom policies and procedures at all times.
  6. No eating, drinking, or using electronic devices without the permission of the director.
  7. Memorize and be ready to sing any selections from the current repertoire list.
  8. Practice at least 2 hours per week and submit weekly practice logs online by the due date.
  9. Adhere to any additional requirements for your specific course level.
- Organizational Structure/ Classroom Hierarchy



- Leadership Positions and Responsibilities  
-A detailed list for leadership policies and procedures are located on the website.

<b>Key:</b>	
•	C = appointed cabinet
•	A = through application
•	** position requires enrollment in both semesters of orchestra

Position	Responsibilities	Expectations
Chorus Manager (c) **	<ul style="list-style-type: none"> <li>- takes attendance</li> <li>- keeps track of dates</li> <li>- creates seating charts for class and concerts</li> <li>- assists in making programs, playlists and class agenda</li> <li>- schedules rehearsals</li> </ul>	All leaders are expected to: <ul style="list-style-type: none"> <li>- have a positive attitude</li> <li>- maintain a high standard of behavior and conduct</li> <li>- practice consistently</li> </ul>

	<ul style="list-style-type: none"> <li>- appoints and directs Stage Managers and ushers for class setup and concert staging</li> <li>- has performance checklist 3 weeks prior to performance</li> </ul>	<ul style="list-style-type: none"> <li>- excel in all assignments</li> <li>- cooperate with others</li> <li>- communicate often</li> <li>- audition for All-State</li> <li>- keep a leadership notebook for in-coming leaders</li> </ul>
Communications Manager (c) **	<ul style="list-style-type: none"> <li>- records information from the conductor during class</li> <li>- communicates announcements and reminders (email, r101) to members</li> <li>- communicates with the booster club</li> <li>- manages and publishes given information onto the orchestra website</li> <li>- documents pictures of the orchestra</li> </ul>	<p>In situations where no application-based positions are filled, cabinet leaders are to assume those responsibilities.</p> <p>When absences cannot be avoided, leaders are to inform another member of the cabinet of their plan(s) for rehearsal at least 24 hours prior to rehearsal time.</p>
Librarian (c) **  Assistant Librarian (a) <i>[cannot assume responsibilities without the main librarian]</i>	<ul style="list-style-type: none"> <li>- oversees music library</li> <li>- does inventory (on spreadsheet)</li> <li>- makes copies of music</li> <li>- organizes and distributes music</li> <li>- updates orchestra notebook with new repertoire</li> <li>- only person other than the director and the assistant librarian(s) who can handle sheet music</li> </ul>	
Rehearsal Manager (c) **	<ul style="list-style-type: none"> <li>- runs warm-ups</li> <li>- runs rehearsal as stand-in for conductor</li> <li>- studies music scores</li> <li>- positively communicates with the orchestra and keeps everyone engaged</li> </ul>	
Social Committee (a)	<ul style="list-style-type: none"> <li>- organizes social events for members (ex. picnics)</li> <li>- makes cards for members (ex. get-well cards)</li> <li>- Oversees vision board</li> <li>- Oversees publicity for the orchestra (Facebook, Twitter, etc.)</li> <li>- posts events (ex. birthdays or Tri-M announcements)</li> </ul>	
Stage Manager (a)	<ul style="list-style-type: none"> <li>- sets up during class</li> <li>- sets up stands and chairs for soloists</li> <li>- manage needed equipment (piano, drums etc.)</li> </ul>	
Section Leaders (a) **	<ul style="list-style-type: none"> <li>- must have the desire to lead</li> <li>- are able to be a role model in morality and preparation (attendance, having music, positive attitude)</li> <li>- must communicate with and engage section members during sectionals (ex. identify what the section is and is NOT doing, give the</li> </ul>	



	bowings, give appropriate fingerings for music passages, etc.) - must have good command of repertoire in order to teach and lead sectionals - make sure members clean up after class (ex. sheet music, chairs, stands, etc.) - communicate with music librarians - make sure section has music before rehearsals and performances	
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#### IV. Course Requirements

- Concert Attire:

All orchestra students are required to wear concert attire to each performance, or they will not be allowed to perform.

**Young Ladies.** All black ankle-length dress, or black ankle-length skirt with black blouse. All dresses and skirts for ladies must come well past the knee when sitting. Please wear black stockings and black dress shoes.



*Information regarding purchasing a dress or tuxedo is located on the website: [www.zmschorusandpiano.weebly.com](http://www.zmschorusandpiano.weebly.com)*

**Young Men.** White dress shirt with collar, black dress pants, belt, and black tie. Please wear black socks and black dress shoes. NO JEANS are allowed for concerts.



Concert Jewelry:

**Young Ladies.** Diamond studs or pearl earrings only. *No bracelets.*

**Young Men. No Earrings.** (All earrings must be taken out while performing.)

- Choral Repertoire

The choral repertoire includes a wide-range of genre of musical styles including: popular, jazz, sacred, spirituals, multi-cultural pieces, as well as some gospel music. Additionally, at least 65% of our repertoire consists of sacred music. The songs that we will sing for concerts, festivals, or other performances come from the North Carolina State Contest lists. These pieces are aligned with the North Carolina Essential Standards for 6<sup>th</sup>-8<sup>th</sup> Grade Music.

- 6<sup>th</sup> Grade Piano Class

This year 6<sup>th</sup> grade Chorus students will develop piano skills in addition to their vocal music training. Becoming proficient in the piano is a skill that will enhance their natural tone production, ear-training, and pitch matching. Students will learn how to play music in middle c, and c positon, how to warm up the voice using pentatonic scales (5-finger scales) how to read in treble and bass clefs, as well as how to use the piano as a rehearsal tool during student led sectionals. Students will be given designated time during the week where they will receive instruction, as well as designated practice time during the week to develop piano skills. Practicing the piano outside of the class is encouraged. However, purchasing a piano/keyboard is not required for the course.

- Supply List:

**ALL CHORUS STUDENTS WILL NEED.**

- (2) 3-ring binders (1 for chorus music and 1 for piano music)
- (2) pencils (no ink pens, as we will make changes in our music often)

**ALL 6<sup>th</sup> GRADE CHORUS STUDENTS WILL ALSO NEED**

- (1) Piano Adventures Lesson Book by Nancy & Randal Faber (**primer level**)–only 6<sup>th</sup> Grade Chorus



## V. Additional Educational Opportunities

- Spring Field Trip (only for students enrolled in 2<sup>nd</sup> Semester of Chorus)

The ZMS Chorus plans to travel to Busch Gardens in Williamsburg, Virginia in Spring 2017. This trip is for educational purposes and will not impact a student's grade if they choose not to participate in this activity. Estimated travel costs range from \$120.00 to \$150.00 per student, depending on the number of students participating. The price will decrease if we have 30 or more students and chaperones to participate in this trip.

- This cost includes festival or clinic costs, admission ticket(s), lunch, and bus transportation.

2. Payments may be made via a payment –plan schedule, or families can choose to pay the full amount. Information regarding a payment plan will be sent once the trip is approved.

- Chorus Event Dates:

The following is the list of dress rehearsals, performances and other events planned so far for this semester. Please copy the dates into your calendar. In the near future, there may be other events added to the calendar. However, notification will be given in advance.

Month	Day	Time	Event Description
September 2016	2	Class Period	Chorus Forms Due
September 2016	28-30	TBA	NCMEA Honors Chorus (auditions)
October 2016	10	10a.m.	Sphinx Chamber Concert Ligon Middle School
October 2016	7	All day	Online Payment #1 for Spring Trip \$30 (no refunds)
November 2016	4	All day	Online Payment #2 for Spring Trip is due \$30 (no refunds)
December 2016	2	All day	Online Payment #3 for Spring Trip \$30 (no refunds)
December 2016	15	7:30p.m.	ZMS Chorus Concert
December 2016	20	TBA	Fine Arts Winter Showcase
January 2017	13	All day	Online Payment #4 for Spring Trip \$30 (no refunds)
Feb 2017	10	TBA	Final Online Payment #5 for Spring Trip \$30 (no refunds)
April 2017	21-27	Greensboro Coliseum	All State Chorus (*only for students who pass auditions)
May 2017	5	All Day	Spring Trip Kings Dominion
May 2017	11	6p.m.	ZMS Orchestra Concert
June 2017	7	TBA	Fine Arts Talent Showcase

## Chorus Student Contract 2016–2017

Please sign and return this page to Mrs. Booth by September 2, 2016.

### Student Commitment

1. I have read through the handbook with my parents and understand the grading and attendance policy.
2. I understand that I must comply with all classroom rules, procedures, routines, and expectations.
3. I understand that I am required to practice my instrument (voice) at least 2 hours or more each week.
4. I understand that I am required to attend all concerts, and any other performances that are listed in this handbook.
5. I understand all of the class requirements, and understand that failure to fulfill these requirements may affect my grade for the course.
6. I understand that my cooperation, practice, and participation in this course are extremely important to the success of the group and will be a significant part of my grade.
7. I understand that Chorus is a scheduled class for two consecutive quarters and that a high standard of excellence will be demanded from me at all times.
8. I am prepared to make a commitment to participate in the ZMS Chorus for at least 2 consecutive semesters.

Student Name (printed) \_\_\_\_\_ Student

Signature \_\_\_\_\_

Orchestra Class \_\_\_\_\_ Date \_\_\_\_\_

### Parent Commitment

Parents. Chorus is a commitment for one semester. I want to work closely with you to make sure that your child reaches his/her full potential. This year I am focusing on providing multiple ways to keep lines of communication open. Please include your email address and phone number so that I have multiple ways to communicate with you throughout the school year. I will also need volunteers to help with the different activities that we have planned this year. All parents must sign up in the main office in order to get level 4 clearance to chaperone field trips or help with school events.

Parent Name, \_\_\_\_\_

Phone Number (        ) \_\_\_\_\_

Email  
Address \_\_\_\_\_