

NORTH MEDFORD HIGH SCHOOL CHOIRS

Mrs. Julie Weller, Director

Course Expectations

Introduction

Welcome to the '12 – '13 North Medford High School Choir. I am excited that you are a part of our group. I believe that, with the sincere effort of all students, parents, and teachers, we will have an outstanding year.

Mission Statement

The choir ensembles at NMHS honor the mission of the Medford Public Schools by preparing students to become independent musicians and critical thinkers. Participating in the choirs will promote mastery of musical skills and knowledge, and cultivate a sense of self-worth and social responsibility.

Course Description

Students will experience and perform a diverse selection of repertoire and musical concepts throughout the semester, challenging their technical facility and their perceptions of music. Students will also learn to read music, train their body and voice, develop their ear, and explore their creativity.

Course Expectations

Behavior

Choir students at NMHS are expected to follow the Music Department Code:

Music students will behave in a way that enhances individual and group learning. Students will show respect, punctuality, integrity, responsibility, and friendliness during any rehearsal or event.

Failure to follow our Music Department Code will result in an appropriate disciplinary action. Mrs. Weller will make every effort to involve the students in their own discipline plan when applicable. Consistent failure to follow the code will result in removal from the ensemble.

Grading Procedures

Introduction

In choir classes, students earn their grades based on their mastery of the nine National Standards for Music Education. These standards are listed below.

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Reporting Standards

Performance (Standard 1)

- In rehearsal, students learn and practice vocal technique every day. Students have the opportunity to demonstrate their skills through various singing assessments.
- No matter what the medium, sharing artwork with the community is an important part of being an artist. In the choir class, our expressive performance skills are cultivated by our students' participation in class performances and concert events. All concert/performing events are mandatory. If a student misses a scheduled performing event, a make-up performance is required. We expect that students will follow the Music Department Code at all performing events.
- In order to be assessed accurately in this standard, students must work hard to develop their ensemble participation skills. Ensemble participation skills will be practiced and assessed regularly throughout the year.

Music Reading (Standard 5)

- By learning to read music, students become independent musicians and critical thinkers. Each class rehearsal will include activities designed to improve a student's ability to read music.

Musical Concept Analysis (Standards 6, 7, 8 and 9)

- To be a well-rounded performer, students must be able to think critically about the performance of others. Activities during which we listening to and evaluate vocal examples will help students gain these critical thinking abilities that can inform their own performance.
- Any music student must consider the elements that make up a musical work and the role that these musical works play in society. Choir classes will include activities meant to introduce students to these important aspects of the art form.

Other standards may be addressed at various times, but will not be assessed on a regular basis.

Throughout the year, Mrs. Weller will assess a student's level of proficiency on a particular standard by using various methods. The assessments will be scored using our school's Proficiency Continuum listed below.

NMHS Proficiency Continuum

Mastery, the traditional A...Through extensive evidence, the student demonstrates superior academic performance, an in-depth understanding of the standard, and an ability to apply knowledge and strategies to complex problems.

Advanced, the traditional B...The student consistently meets and sometimes exceeds the basic level and demonstrates a complete understanding of the standard.

Meets, the traditional C...The student generally meets the standard and demonstrates a basic knowledge of essential skills, some errors may be present, but the strengths are dominant.

Approaching, the traditional F... Though student is occasionally demonstrating a working knowledge of the essential skills that encompass the standard, there are still more weaknesses than strengths.

Beginning, the traditional F... Little or no understanding or skill demonstrated yet.