

HONORS CHORAL ENSEMBLE - SPRING 2022 2ND BLOCK, T1 MS. CRAVEN



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“Talent is a pursued interest. Anything that you’re willing to practice, you can do.”

- Bob Ross

Welcome to Honors Choral Ensemble!

Materials:

- One **BLACK** three ring binder
- Notebook
- Pencils
- Sheet protectors (not required)

Please note: All students are required to keep a notebook. This will be kept up with throughout the semester and **checked as a grade.**

Learning Objectives:

P.ML.1.1 Use characteristic tone and consistent pitch while performing music.

P.ML.1.2 Use technical and interpretive skills to sing or play personally challenging literature that requires attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

P.ML.1.3 Illustrate well-developed ensemble skills by performing an appropriate part in an ensemble.

P.ML.2.1 Interpret whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in simple duple, simple triple, simple compound, triple compound, and mixed meters.

P.ML.2.2 Interpret standard notation symbols for pitch in appropriate clefs using extended staves and some non-traditional notations.

P.ML.2.3 Use standard symbols for pitch, rhythm, dynamics, and tempo to notate personal musical ideas and the musical ideas of others.

P.ML.3.1 Produce short rhythmic and melodic improvisations on given pentatonic melodies and melodies in major and minor keys.

P.ML.3.2 Create arrangements of pieces for voices or instruments.

P.MR.1.1 Interpret conductor gestures to elicit expressive singing or playing.

P.MR.1.2 Analyze aural examples of music using correct music terminology, in terms of how compositional devices and techniques are used to structure compositions.

P.MR.1.3 Critique musical performances and compositions, generating suggestions for improvement.

P.CR.1.1 Understand the role of music in United States history as a means of interpreting past eras within an historical context.

P.CR.1.2 Understand the relationships between music and concepts from other areas.

P.CR.1.3 Explain how advances in music technology influence traditional music careers and produce new opportunities.

P.CR.1.4 Explain the causes of potential health and wellness issues for musicians.

P.CR.1.5 Compare the roles of creators, performers, and others involved in the production and presentation of the various arts, in order to make informed decisions regarding participation and involvement in the arts.

A.ML.1.1 Use refined tone and consistent pitch while performing music alone and collaboratively.

A.ML.1.2 Use advanced technical and interpretive skills to sing or play difficult literature, which requires the ability to perform music with complex rhythms and meters, attention to phrasing and interpretation, and subtle dynamic changes.

A.ML.1.3 Exemplify independence and collaboration as a musician.

A.ML.2.1 Interpret a variety of note and rest durations in simple duple, simple triple, simple compound, triple compound and mixed meters.

A.ML.2.2 Interpret at sight standard notation symbols for pitch and rhythm in appropriate clefs, using extended staves and some non-standard notations.

A.ML.2.3 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to notate personal musical ideas and the musical ideas of others.

A.ML.2.4 Analyze how the elements of music are used, including the use of transpositions and clefs, in works of music.

A.ML.3.1 Use improvisation to create original melodies over given chord progressions, each in a consistent style, meter, and tonality.

A.ML.3.2 Create original music using imagination and technical skill in applying the principles of composition.

A.MR.1.1 Execute the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, to elicit expressive singing or playing.

A.MR.1.2 Analyze musical works using correct music terminology, in terms of the interaction of elements that make the works unique, interesting, and expressive.

A.MR.1.3 Critique music in terms of aesthetic qualities, including how music is used to evoke feelings and emotions.

A.MR.1.4 Evaluate music performances, including one's own, by comparing them to exemplary models.

A.CR.1.1 Interpret music from personal, cultural, and historical contexts.

A.CR.1.2 Understand the relationships between music and concepts from other areas.

A.CR.1.3 Summarize the ethical and legal issues surrounding the access and use of music in the 21st century.

A.CR.1.4 Implement effective strategies for recognizing, monitoring, and overcoming performance anxiety.

A.CR.1.5 Compare the use of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.

Class Expectations:

In this class, you will very likely be asked to step outside your comfort zone throughout the semester. There is an expectation that everyone tries their best to be open-minded and participate in class activities.

We **WILL** make mistakes, but that's okay! We as a class need to work together to support and encourage each other at all times. This will allow us to learn from our mistakes and work together in our pursuit to learn the art of theatre.

With that being said, **ALL STUDENTS MUST PARTICIPATE**. Participation will be a portion of your grade.

BE RESPECTFUL: Chorus is about everyone participating and working together. We are here to build each other up, not tear each other down. You should be encouraging to your fellow classmates and treat them the same way you would want to be treated. You should always treat Ms. Craven with respect and do the right thing. Talking during rehearsals **WILL NOT** be tolerated. Failure to follow this rule will result in losing participation points for the day.

Class Rules:

- DO NOT chew gum or eat food in class
- Only **WATER** in a closed container with a lid is allowed.
- **NO ELECTRONIC DEVICES:** Cell phones may NOT be used during class. This **WILL** be enforced. You **DO NOT** need electronic devices in rehearsal. Your phone should be on silent, locked away in your bookbag or placed in the phone cubby.

- **Be Prepared** - Show up to class everyday with all of your materials. This includes having your music, a pencil, etc. Not being prepared can affect your grade.
- **BE ON TIME:** Chorus is a group effort. All students are expected to be on time for class, rehearsals and performances. On time means in your spot with your music and a pencil. Failure to be on time to class will result in points being deducted from your daily participation grade.
- **Leave it at the door-** We all have bad days, but the wonderful thing about chorus is that it allows us to forget our problems, make beautiful music and have fun in the process. Leave your worries, issues and drama at the door! Bad attitudes will not be tolerated!
- Rehearse the same way you perform!
- Do not get out of your seat without permission
- **DON'T BE A JERK** - Most of us will be outside our comfort zone. Therefore, it is very important to treat everyone with **KINDNESS** and **RESPECT**. Respect your peers, your teacher, yourself, and your environment.

Bathroom Policy

- Do not ask me to go to the bathroom during the first 20 minutes of class or the last 20 minutes of class
- Use the bathroom BEFORE you come to class
- If you leave the classroom to go anywhere, you must sign out and take a hall pass

CONSEQUENCES

Failure to follow the rules will result in the following:

1. First Time: Warning/Discussion
2. Second Time: Parent/Guardian will be notified
3. Third Time: Office Referral/Parent-Teacher Conference

Grading:

Major Assessments: 50%

This will include: tests, projects, performances

Minor Assessments: 30%

This will include: classwork, homework, participation

Quizzes: 20%

I'm looking forward to working with all of you this semester! I hope all of you enter this course and my classroom everyday with a positive attitude and an open mind. I believe that if we all work together, we will have a successful, enriching experience together this semester.

-Ms. Craven