

# CHAMBER CHOIR SYLLABUS

MUS171 (Sem 1), MUS172 (Sem 2)

1.2 Credits

**Teacher: Stephen Slade**  
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## COURSE DESCRIPTION

This choir is open to sophomores and freshmen who qualify through teacher nomination or an oral and written assessment, and vocal audition. Chamber Choir singers must be able to sing a cappella in tune. The purpose of this class is to teach beginning and intermediate techniques of vocal music, vocal health, and team building, while learning intermediate to advanced music reading, ear-training, part-singing, and a cappella vocal techniques. Ninth graders in this group will learn to prepare an audition for the Iowa Opus Honor Choir in the fall. All Chamber Choir students will have the opportunity to participate in State Solo and Ensemble Festival in the spring.

## **Standards:**

The National Core Art Standards guides educators in providing a unified quality arts education for students in Pre-K through high school.

### **Creating**

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

### **Performing/ Presenting/ Producing**

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

### **Responding**

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

### **Connecting**

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Content** – Students enrolled in Chamber Choir will learn selections from the Iowa Opus Honor Choir repertoire and how to sing accurately a major scale. This includes advanced choral works from Baroque through 21<sup>st</sup> Century composers. In the spring semester students will learn the All City Choral Festival music, spring concert repertoire, and the graduation music. Students will learn aspects of music history, technique, interpretation, expression, blend, as well as music theory and music reading skills.

**Instructional Strategies** – include group and individual lessons, vocal technique, vocal health, music history. Guest artists may visit our classroom offering master classes and opportunities to explore further study in music and music careers.

**Resources** – printed choral music, printed vocal solo music, vocal health resources, e-portfolio development, community resources including University of Dubuque, Clarke University, Loras College, Emmaus College, Wartburg College, Mt. Mercy University, St. Ambrose University, Northeast Iowa School of Music, and University of Wisconsin Platteville partnerships.

**Attendance at the following concerts is required for completion of your grade:**

<b>October 16</b>	<b>Jazz Desserts Concert</b>	<b>3pm</b>	<b>Nora Gym</b>
<b>December 19</b>	<b>Winter Concert</b>	<b>7pm</b>	<b>Aud</b>
<b>March 9</b>	<b>“Music in our Schools Month” concert</b>	<b>7pm</b>	<b>Aud</b>
<b>March 21</b>	<b>DCSD Choral Festival</b>	<b>6:30</b>	<b>Hempstead</b>
<b>May 19</b>	<b>Music Dept. Awards Concert</b>	<b>7 pm</b>	<b>Aud</b>
<b>June 3</b>	<b>Graduation</b>	<b>1pm</b>	<b>Five Flags</b>

**Assessments:**

Formative assessments include observations of student progress, listening to and watching recordings of student performances, self-assessment, individual and group goal setting, formal and informal conferences/discussions with students, checklists, studies, peer review, and critiques. Summative assessments include post-test, rubrics that reflect the learning targets of culminating projects such as quarterly concerts.

**Core Materials**

The primary materials for this class are intermediate to advanced choral music that is provided and may also include printed materials on vocal production, vocal health, and vocal technique.

**CONCERT ATTIRE**

For the Dubuque Senior High Choir concerts the students shall wear the following (unless otherwise specified):

**BOYS**

Black tuxedo pants and jacket. (Provided by DSHS)

White tuxedo shirt and red bow tie and cummerbund.

**Black** dress shoes. (NOT tennis shoes, NOT boots, NOT Sketchers) See Mr. Slade if you need shoes!

Black socks (no ankle socks, please)

Black tuxedo studs

**GIRLS**

Black skirt (Provided by DSHS)

BLACK DRESS BLOUSE; NO –T-shirts, (Provided by the student)

Black tights (provided by the student)

Black dress shoes (no flip-flops, tennis shoes, slippers, etc.)

*Note: There will be a \$25 rental fee for tuxedo and skirt rental and a \$20 fee for tuxedo shirts.*

**Academic /Behavior Expectations**

Students involved in performance organizations at Dubuque Senior High School have a unique opportunity and responsibility. By the very nature of this class, students are ambassadors for Dubuque Senior High School. They are expected, therefore, to behave in a responsible manner at all public performances. Any student behaving in a manner less than that of an ambassador will receive a no-credit for that performance.

**All students are expected daily to**

- be on time for class; attend class daily
- participate fully in class with a positive attitude
- work as a supportive member of the team and respect others
- attend and participate in ALL class performances/concerts
- refrain from chewing gum, eating, drinking (other than water) and cell phone use.

All cell phones are expected to be silenced and out of sight.

## **ELECTRONIC DEVICES**

Cell phone use during class is disrespectful. We are an ensemble. This means that, in order to be successful, we need the full cooperation of EACH AND EVERY MEMBER of the ensemble. Turn your cell phones off and put them out of sight. Tell your friends and parents phones will be off during class; that you want to fully engage in learning. There is an electronics policy discussed in your student planner; please familiarize yourself with it. If you choose to disrespectfully use your phone during class, it will affect your grade via your participation points. Students who use cell phones during class receive no credit participation point for that day. Eventually, disciplinary action will occur (see “Disciplinary Measures”). **No student will ever have a cell phone in use at a concert either during or as an audience member during the performance of other ensembles. If I see your cell out you will receive no credit for the performance.**

*“The use of cell phones is prohibited in classrooms unless authorized by the teacher. Cell phones must be kept out of sight during class time. The continual use of cell phones during class could result in confiscation of the phone. The student is first warned by the teacher. The second violation results in the phone being taken to the Assistant Principal office. The student may pick up the phone at the end of the day. The third violation results in the confiscation of the phone and a parent/guardian retrieving the phone.”*

## **Evaluation/Assessment/Grading**

Students will be graded on daily work, participation, and oral and written assessments as follows:

60% Daily Work:

40% Class Participation – student participates daily in class activities and rehearsals. Students earn 1 point per day for participation. Each point is worth 5%. Students who choose not to participate or have an unexcused tardy, do not earn a participation point for that day.

15% written assessments and reflections

5% Performance Resume (*Students will learn to write and maintain a fine arts e-portfolio and resume.*) Check points are October 31, January 5, and May 15.

40% Projects: Quarterly Concerts – student participates in the quarterly concerts, complete a self-assessment, and set goals following each quarterly concert.

## **PERFORMANCES**

Students enrolled in MUS171 and 172 are required to participate in all performances of the class. Students missing a performance can complete the following assignment to fulfill this curricular requirement. The student will perform the literature from the missed performance for Mr. Slade and/or the music department faculty. The faculty will use the IHSMA grading rubric. The student is responsible for scheduling and making up missed work within two days per day of the absence/illness.

## **My Pledge to You**

As your teacher, I promise to be diligent, respectful, organized, caring, and trustworthy. I promise you a music education in a safe and caring learning environment. It is my goal to equip you with the skills you need to be a successful learner. I will challenge you. I will expect you to strive for **excellence** in everything you do.

## **Enrichment Opportunities**

Enrichment opportunities are available to students who wish to work on more challenging vocal/choral music. These opportunities include, but are not limited to Iowa Opus Honor Choir, All State Chorus, private and group voice lessons, participation in voice master classes, and the school musical. Teacher will assist students who are preparing college music scholarship auditions.

## **Additional enrichment opportunities:**

September 23, 2016: OPUS audition recordings must be completed and uploaded (9<sup>th</sup> grade only)

October 8, 2016: Real Men Sing at Wartburg College

October 8, 2016: All State Chorus Workshop at St. Ambrose University, Davenport

October 22, 2016: Iowa All State Chorus auditions, West Delaware High School, Manchester

November 17, 2016: Iowa OPUS Honor Choir, Iowa State University, Ames

November 18 – 20, 2016: Iowa All State Music Festival, Ames

## **Semester 2**

Saturday, April 8, 2017: State Solo and Ensemble Contest

## **Communication Plan:**

**Teacher Name(s):** Stephen Slade

**Teacher(s) Phone:** 552-5605

**Teacher(s) Email:** [sslade@dbqschools.org](mailto:sslade@dbqschools.org)

**Office Hour(s):** Monday – Thursday 7:30 – 8:20 a.m.

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