

Syllabus and Expectations

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CLASS RULES:

1. **Respect self, others, and their property. Treat others, as you want to be treated.**
2. **Follow directions, be prepared to work (sing).**

General Units of Study: Students will learn advanced ideas on the language of music through exploring the four elements: Rhythm, Melody, Harmony, and Tone Color while singing. **Students will use voices to sing 90% of the time.** Participation is required for all activities including evening performances. Students also will practice writing music through completing worksheets during class time.

Goals: By the end of the course, the student will be able to read basic music notation, sight-read a simple melodic line of music, **sing with others in harmony**, and experience performing with the group. The student will also be able to understand simple meter and be able to read and perform simple rhythmic phrases by clapping or singing.

Materials / Assessments: Materials needed include a **pencil and a standard two pocket folder** to keep music together and notes organized. This *folder will be kept in the classroom* in a designated area so music and notes are always there in the room. Assessments will include four (performance and sight-singing tests – one each quarter) and possibly some formal (written tests); Students will be responsible for participating consistently in all activities and class discussions. **All assessments will be graded with a performance and academic rubric (examples attached).**

***Performance attire is a Blue Herget Choir Shirt** (see attached order form \$15.00), which must be purchased in September, and have **nice** black pants; black shoes and socks or ladies can wear a black dress, or skirt. **Yoga pants, leggings, or any form fitting stretching pants are not acceptable and are prohibited.** This shirt will be used throughout the year for all performances listed above and will be yours to keep.

GRADING:

- Daily Participation – **Singing**, warm-ups, other in class work, and discussions 45%
- Quarterly individual **performance** and **sight-singing** test, and 4-10 **written** tests/quizzes 10%
- **6-8 Mandatory and REQUIRED performances** 45%

Each student is expected to participate in ALL performances. The student will receive a grade for these performances based on being on time, participation, dress, and overall behavior.

- Thursday, October 12 - Fall Herget Choir Concert @7:00PM Herget
- MS Choir Festival - Wednesday, November 8 (Only 8th Grade Choir)
- Tuesday, December 19 - Holiday Herget Choir Concert @7:00PM Herget
- Thursday, March 1 - Winter Herget Choir Concert @7:00PM Herget
- West Aurora Fine Arts Festival - Saturday, March 3 (Only 8th Grade Choir & Harmonix) Time TBA
- Monday, May 14 - Spring Herget Choir Concert @7:00PM
- Possible Performances for all school assemblies, Veterans Day, or grade school tour

Performance Absences, Poor Behavior, and Consequences: Positive behavior and participation is required. Students are graded daily by using the 2 performance rubrics (see attached). If a student misses a performance (unexcused), that will result in a zero for 20-40% of their total grade. An excused absence (sickness, death etc.) will still result in a zero for 10-20% of their grade. In any case, an opportunity to makeup lost points, due to an absence is always an option. This alternative concert critique paper is graded very stringently including content and writing style.

Daily Points Explained

10 points each day:

- Vocal Warm Up – 3 points
- PAUSE technique – 2 points
- Daily Rehearsal and Theory – 5 points

Basic Class Format: Vocal Warm-Ups, PAUSE technique, Sight-Singing, and Rehearsal

Warm Ups:

- Singing the entire time will receive full credit, three points.
- Singing the majority of the time will receive two points.
- Rarely singing or trying will receive one point.
- Not singing at all will yield no points.

PAUSE Technique (Awareness/Observation Tool):

P – **Pause** - Slow down, Think

A – **Awareness** – Anicca (Impermanence) Self, Surroundings, Situation, and People

U – **Understanding** – Balancing, Detachment, and Non-judgment

S – **Sensations** - Breath and Body Sensations

E – **Empathic Engagement** - Reminder to connect and help other people

Rehearsal:

Rehearsal consists of many different activities. These include singing, speaking, following along when others are singing, and writing rehearsal markings in the music. Other activities will be added when the director sees fit. Please be aware that anything done during class is to make you a better musician, singer, and person.

- Participate in all activities at all times will receive full credit (five points)
- Participate in all activities with minimal talking and off task behavior will receive three points.
- Participate in all activities but needs constant reminders to do so will receive two points.
- Rarely participate in all activities will receive one point.
- Not participating will yield no points.

Participation is defined as engaging in the activity without talking or participating in any off task behavior. Points will be taken off for any of the following: Not having a pencil during rehearsal; Not having the music during rehearsal, or chewing gum.

Typical Daily Procedure:

- Walk in on time; be in your assigned seat with folder and pencil
- Stand, warm-up, PAUSE
- Sight-reading, ear training, and tuning exercises (**theory lectures and explanations**)
- Sight-read music examples, write in letters and symbols
- **Sing parts and sections of songs to perform in a concert**
- Work on song performance and communication (discussion and practice)
- Walk through performance procedures

8th Grade Choir Class Curriculum Map

National Music Standards and General Skills Developed:

Perform, alone and with others, a varied repertoire of music.

- Sing a major scale using solfeggio.
- Demonstrate musical independence through the performance of a vocal line sung with one or more other parts.
- Demonstrate musical independence through the performance of a vocal line sung alone and groups.
- Sing the following triads using solfeggio: major, minor
- Sight-sing a four-measure melody that contains level-appropriate elements.
- Demonstrate proper technique, physical involvement, focus, and discipline during rehearsals.
- Respect class materials, equipment, peers, and teachers.
- Identify keys on the piano with letter names and accidentals.

Read and notate music.

- Identify note names in treble and bass clefs, up to one ledger line above or below.
- Assign solfeggio to notes in treble and bass clefs.
- Draw a grand staff, including clefs.
- Notate the C Major scale.
- Identify the major key signatures of C, G, and F.

Listen to, analyze, and describe music.

- Aurally identify between major and minor tonalities.
- Aurally distinguish between two similar musical excerpts.
- Listen to and describe the musical elements in a recorded piece of music.

Evaluate music and musical performances.

- Listen to and evaluate a musical performance using descriptive language.
- Form an educated musical opinion about a performance.
- Listen to and evaluate a musical performance using classroom vocabulary.

General Classroom Expectations

1. In the room when bell rings... Find and sit in your seat, start the PAUSE Technique.
2. Students remain in seats unless instructed to, or have asked permission to leave their seat.
3. Remain silent until asked to talk.
4. The bell does not dismiss you. The teacher will dismiss you when all everyone is quiet and seated properly.
5. Students will have the necessary materials to participate in classroom instruction. (Pencil, paper, music)