

## 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).**
3. **No chewing gum or eating food.**

**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 **nic** 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%
- Possible quarterly individual **privet performance** and/or **sight-singing** tests 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.**

- Herget Fall Concert Monday October 7, 2019 at 7:00PM
- Choral Festival Wednesday October, 23 2019 at 12:00-3:30PM
  - Starts at 12:00 noon
  - **Students perform in the HS Fall Choir Concert Thursday October 24, 2019 at 7:00PM**
  - Student call time is 6:00pm, Concert at 7:00pm, finish near 8:30pm
- Herget Holiday Concert Tuesday December 17, 2019 at 7:00PM
- Herget Winter Concert Monday February 24, 2020 at 7:00PM
- Herget Final Spring Concert Monday May 11, 2020 at 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 performance rubrics (see attached). If a student misses a performance (unexcused), that will result in a zero for the full concert performance grade. An excused absence (sickness, etc.) will still result in a zero for 50% of the concert performance 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

### 5 points each day:

- Vocal Warm Up's and PAUSE technique – 2 points
- Daily Rehearsal (singing) and Theory – 3 points

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

**\*Chewing gum or eating food while in class will result in zero points for the day.**

#### **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** – (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 (5 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 zero to one point.
- Not participating will yield no points.

Participation is defined as engaging in the activity (singing) 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.

#### **General Classroom Expectations**

1. In the room when bell rings... Find and sit in your seat.
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 everyone is quiet and seated properly.
5. Students will have the necessary materials to participate in classroom instruction. (Pencil, paper, music)

#### **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**)
- **Sing parts and sections of songs to perform in a concert**
- Work on song performance and communication (discussion and practice)
- Walk through performance procedures

## **State Music Standards and Skills to be Developed:**

### **Standard:**

**CREATING:** Conceiving and developing new artistic ideas and work.

Anchor Standard #1. Generate and conceptualize artistic ideas in music.

Anchor Standard #2. Organize and develop artistic ideas in music.

Anchor Standard #3. Refine and complete music for performance.

**PERFORMING:** Realizing artistic ideas and work through interpretation and presentation.

Anchor Standard #4. Analyze and interpret music for presentation.

Anchor Standard #5. Develop and refine music for presentation.

Anchor Standard #6. Convey meaning through the presentation of music.

### **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.

### **Standard:**

**RESPONDING:** Understand and evaluate how the arts convey meaning.

Anchor Standard #7. Perceive and analyze music.

Anchor Standard #8. Interpret intent and meaning in music.

Anchor Standard #9. Apply criteria to evaluate music.

**CONNECTING:** Relate artistic ideas and work with personal meaning and external context.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to a musical performance.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### **Skills Developed:**

**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.