

**Comprehensive Course Syllabus 2018-2019**  
**Concert Choir**  
*FAR 200*  
6 (A-D)

**COURSE DESCRIPTION:**

*The Concert Choir course integrates elements of auditory, vocal, kinesthetic, and aesthetic dimensions of choral music through analysis, rehearsal and performance. Particular attention will be paid to ensemble participation in the context of rehearsal and performance. Mandatory performance in IMSA formal concerts as well as auditioned opportunities such as IHSA Solo/Ensemble Contest and the IMEA District and All-State Festivals are opportunities for the student to grow in their overall musicianship.*

**INSTRUCTOR:**

Emily Sites

**OFFICE:** D 105

**OFFICE HOURS:**

A-D 9-10am

Also available by Appointment

**Contact Information:**

**OFFICE PHONE:** 630-907-5915

**E-Mail:** [esites@imsa.edu](mailto:esites@imsa.edu)

**MEETING TIMES:**

1:20-2:15 A-D days

**MEETING ROOM:**

D110

**PREREQUISITES:**

Level of expected musicality is beginner to intermediate.

**TEXTS/MATERIALS:**

Various pieces of music, along with sight reading materials and music fundamentals hand outs will be provided.

Required recorded singing part tests can be generated electronically via the student tablet or through recording devices in the music department.

Please bring a **pencil** to class to make appropriate markings in the music.

Please bring your **music to class every day**.

**ESSENTIAL CONTENT:**

Students will develop artistic habits through:

1. Technical Proficiency: identify fundamentals and develop muscle memory / automaticity through practice
2. Production Technique: combining and processing cognitive skills on a continuum
3. Problem Solving: inquiry, experimentation, application and transfer of knowledge
4. Collaborative Learning: teamwork and leadership opportunities within the parameters of an ethical framework
5. Aesthetic Development: explore creativity through the interconnections of culture, design and historical genre
6. Aesthetic Appreciation / Lifelong learning: magnify personal perception of beauty, meaning, value, intent and emotional content
7. Aesthetic Experience: synthesizes the identified core elements into the resultant product

**SSL's and OUTCOMES:**

Having participated in Concert Choir a student will:

- I A. Develop automaticity in skills, concepts and processes that support/enable complex thought.
  1. Demonstrate skill in body alignment, vocal musicianship, and technical accuracy.
  2. Identify and demonstrate knowledge of selected terms relative to genre-specific ornamentation and accuracy.
  3. Identify, demonstrate and explain selected terms relative to tempo and meter.
  4. Process/increase in vocal muscle memory and cognitive skills on a continuum.
  5. Gain a working knowledge of fundamentals of music, i.e. major/minor scales
  
- III A. Use appropriate technologies as extensions of the mind.
  1. Demonstrate a basic knowledge of the kinesthetic aspects of their vocal production.
  2. Demonstrate a responsibility for learning their individual parts.
  3. Experiment with unknown genre-specific vocal techniques and experiences.
  
- IIIB. Recognize, pursue, and explain substantive connections within/among areas of knowledge.
  1. Experience the problem-based/learner centered steps that lead to a better understanding of the "why's" and fundamental component parts of music, in practice and performance.
  2. Explore interconnections between culture, history, and music.
  3. Examine the mindset of multiple composers.
  
- III C. Recreate the "beautiful conceptions" that give coherence to structures of thought.
  1. Display necessary musicianship demonstrating the appropriate artistic interpretation and expression demanded by each piece, adhering first to composer's interpretation.
  2. Participate in polished performances.
  3. Respect and understand the ensemble process of working together for a common goal.

## INSTRUCTIONAL DESIGN AND APPROACH:

The focus of this class will be to develop an understanding of the individual music fundamentals necessary to compose an ensemble.

Specific fundamentals include (but not limited to): music notation; tone; dynamic variance; vocal production: body alignment, proper breathing, resonance, etc; diction; blend; balance; ear training; musical interpretation and analytical preparation of a piece.

These fundamentals, crucial to ensemble performance, will be practiced during warm-ups and cool downs as well as rehearsals and performances. Emphasis will be placed on the development of individual singing technique as it relates to solo and ensemble work. Only through growth in personal skillful technique can the collective sound improve.

Understanding the music fundamentals that comprise a piece results in an enhanced performance product and the development of both cognitive analytical and motor skills. Through intermittent aural, verbal and written analysis of the piece as well as understanding interconnections between culture, history and evolution of music, the student will gain in their overall musicianship.

## MUSIC – SPECIFIC STUDENT EXPECTATIONS

1. Students must bring their music to class.
2. Students must bring pencil (w/eraser) to class.
3. Students must restrict conversation during class.
4. Students should review their music at least 10 minutes a day outside of class in order to facilitate productive class time. More time needed if struggling or part testing is imminent.
5. Students are responsible for maintenance of vocal health.
6. **Students are responsible for acquiring and wearing concert dress.**  
See final pages for guidelines.
7. **Students must perform as member of the ensemble for all concerts** and competitions unless an excused absence from other IMSA event or emergency has been approved.
8. Students will return all music at the end of a performance cycle when called upon. If music has been lost or significantly damaged, a replacement fee of \$3 a copy will be required.  
The music for Concert Choir is checked-out to you by a specific number. You are responsible for EVERY piece of music issued to your number.

### **Attendance:**

#### *Excused Absence:*

An excused absence is an occasion where the student has missed class, which the attendance office has excused. Students are expected to make up the class work missed.

#### *Unexcused Absence:*

An unexcused absence is an occasion where the student has missed without prior arrangements being made or without being excused by the attendance office. Late work will be reduced by 10% for each additional day past the due date.

#### *Tardy:*

A tardy will be given if a student is late to class.  
See the Student Handbook for any needed clarification.

## **ASSESSMENT PRACTICES, PROCEDURES, and PROCESSES:**

Grades are based on ensemble and personal contributions including:

1. Rehearsal/Classroom attitude and participation
2. Courtesy to the staff and fellow musicians
3. Attendance and punctuality
4. Performance participation
5. Application of musical skill and technique:  
Breathing, posture, intonation, improvement of vocal range, flexibility, tone and vowel sounds as well as communication, interpretation of literature.
6. Singing exams
7. Written work
8. Individual initiative and choral dedication
9. Development in musicality both chorally and the use and recognition of appropriate terminology and practicum.
10. Self-assessment

## **ACADEMIC INTEGRITY:**

Students are expected to do original work without plagiarism. Turning in work that was done by others as one's own is dishonest and unacceptable. Students who have been suspected of plagiarism or turning in work of others will be referred to the Dean of Students for disciplinary action (see page 9 of Student Handbook).

## **ASSESSMENT PERCENTAGES**

Participation: 75%

Concerts, class participation, part testing, music preparation, rehearsals

Breakdown: Each concert=20%

Each dress rehearsal= 4%

Part Testing=15%

Daily Class Participation Grade=12%

- In the event that a student is unable to sing in class, they are expected to alert Ms. Sites to the situation at the beginning of class. During class, they should follow along with the music and be attentive.

Written Work: 25%

Analysis/theory assessments, projects, program notes, translations

## **ASSESSMENT EXPLANATION COMPONENTS**

### **Grade of "C"**

1. Attendance at required rehearsals/performances
2. No apparent individual effort to improve through practice, as evident via the daily rehearsal process and/or playing tests
3. Average contribution to ensemble activities; reluctant to assume responsibilities
4. Rehearsal conduct erratic and uncertain; lacking in self-discipline
5. Poor scores on projects and assignments

### **Grade of "B"**

1. Prompt, attentive and alert at all rehearsals and performances

2. Assumes musical responsibility in the ensemble; definite self-improvement through private lessons and/or individual practice, as evident via the daily rehearsal process and/or playing tests
3. Makes positive contributions to ensemble activities; takes initiative
4. Exercises good self-control, self-discipline, and a cooperative spirit in ensemble activities
5. Fair scores on projects and assignments

### **Grade of “A”**

1. Shows positive leadership and interest in their own vocal section showing initiative and resourcefulness in assisting with rehearsals
2. Outstanding progress in self-improvement through consistent individual practice, as evident via the daily rehearsal process and/or playing tests; and solo/ensemble participation
3. Strong, positive contributions to the ensemble and the music department, through participation in ensemble performances, departmental performances, special events and required extra-curricular music activities
4. Personal integrity and adherence to the principles stated in the IMSA Mission Statement
5. Superior scores on projects and assignments

### **Approved by the Fine Arts Team:**

Scheduled rehearsals and performances are considered a sizeable part of the academic requirements for this class.

An unexcused absence from a rehearsal will result in your grade being lowered.

An unexcused absence from a Performance will likely result in failure of the course.

An Excused absence from a performance will require makeup work including, but not limited to, a documented music research paper.

**NO Makeup work will be accepted from an unexcused absence of Dress Rehearsal or Concert**

### **SEQUENCE OF TOPICS AND ACTIVITIES**

1. Auditions/Hearings/Pre-test
2. Music Fundamentals
3. Warm up/Cool Down/Vocal Health
4. Practicing: Problem-based learning; recorded tests
5. Intermittent lessons of vocal technique, music in society, history and culture
6. Performance Rehearsals: Analysis, Sectionals, Practice
7. Performances: Concerts, Contests, Festivals, etc.
8. Self Reflection Assessment

## Concert Dress

*The IMSA concert dress Policy has been approved. Please have ready by the first concert. Items can take up to 3 weeks to arrive—order ASAP!*

### Male Students

The standardized concert attire will consist of a tuxedo complete with a tux shirt, bow tie and a cummerbund for each male student. **Those male students who already own a tuxedo will not be required to purchase a new one. If a student owns various parts (such as only a tux shirt), you only need to order what you don't already own.**

If you would like to purchase a tuxedo from a vendor of your own choice, you may do so as long as the style is compatible. Otherwise, you may order from: Formal Fashions

[www.formalfashionsinc.com](http://www.formalfashionsinc.com)

1-800-528-7909

There is an on-line size chart

Do not forget to include Neck, Sleeve, and Chest measurements.

Instructions are provided with the size chart.

If you need to purchase everything, a good option is the 5 piece Tuxedo Package

Link to tux package page: <https://www.formalfashionsinc.com/menswear/value-packages/92-5-5-pc-notch-lapel-tuxedo-package.html>

Including:

1 Button Notch Tux Coat, 4501, \$55.00

White Wing Tip Collar Tux Shirt, 2181, \$14.00

Double Pleated Tuxedo Trousers (any black tux pants are fine), 6502 (Note: Pants will need to be hemmed) \$23.00

Satin Bow Tie (any black bow tie is fine), 8250RA, \$2.70

Satin Cummerbund, 8450RA, \$6.30

+Shipping

Shoes:

Black Dress Shoes

Package Price (package 77B): \$94

(Prices as of 8/17/2018)

### Female Students

**BLACK FLOOR LENGTH DRESS:** Please Order from [www.formalfashionsinc.com](http://www.formalfashionsinc.com)

Item/Order number # 4953AA \$ 57.00 + Shipping

¾ length sleeves (Note: Dress will need to be hemmed)

Link to Dress: <https://www.formalfashionsinc.com/catalogsearch/result/?q=4953AA>

**\*\*Please choose Performance Knit for Fabric, Piping for Waist, and Black for Color**

For proper measurements, please use the On-line Size Chart

The Size Chart is also located at [www.formalfashionsinc.com](http://www.formalfashionsinc.com)

<http://www.formalfashionsinc.com/media/wysiwyg/pdfs/2017-Size-Chart-2.pdf>

SHOES: “dressy” black shoes with closed toes: no flip flops, sandals, or tennis shoes.

(Prices as of 8/17/2018)

**ACDA STATEMENT ON SACRED MUSIC**

IMSA supports and has adopted the position statement of the American Choral Directors Association in regard to this issue. The following statement is printed with the permission of the ACDA:

Choral music educators recognize that choral music may fulfill diverse objectives. At one end of the arc aesthetic performance that can insure development of musicality and sensitivity. At the opposite end of the spectrum is pure entertainment. Between these two poles may be found opportunities to enhance knowledge and understanding through a growing awareness and perspective of history and art as reflected in great music. To achieve any selected educational objective, the quality of repertoire is of paramount importance.

An assessment of the quality of repertoire which can fulfill the highest objectives of aesthetic education necessitates careful examination of the relationship of text and musical setting. The wealth of choral literature which represents and reflects peoples, cultures, and traditions of all lands and compositional styles of all eras includes much music in which the composer has utilized a sacred text. The term "sacred" refers to all manner of religious belief and not only to the practices of the Judeo-Christian teachings. It is important that almost all of the significant choral music composed before the 17th century was associated with a sacred text.

To study and perform music in which the musical setting of a text is artistically accomplished is a highly commendable objective. While public school teaching objectives and criteria for repertoire selection should not include religious broad scope music with a sacred text. To exclude from a public school curriculum all choral music which has religious meaning associated with the text is to severely limit the possibilities of teaching for artistic understanding.

## CHORAL GROUPS AT IMSA

### CONCERT CHOIR

*Mostly Sophomores*

This is the introductory choir that is often SSA, 2-part, or SAB.

Admittance is by audition or assignment of the choir director.

*Students learn:*

- To improve their individual singing voice
- Ensemble singing/blending
- Read music at a beginning/intermediate level
- Work cooperatively
- Solve problems creatively
- Set goals and achieve standards of excellence

### CHAMBER CHOIR

*Select Sophomore/Junior/Senior*

*One year advanced level of difficulty*

Chamber Choir is a highly select mixed choir (Soprano, Alto, tenor, Bass) of ideally 18-20 singers. Previous singing and music reading is required with a minimum of one year of choral experience in another ensemble (may be outside school upon choral directors judgment). Admittance is by audition only.

*Students learn to:*

- Improve their individual singing voice
- Ensemble singing/blending
- Theatrical presentation
- Read music at an advanced level
- Variety of musical styles and techniques
- Work cooperatively
- Solve problems creatively
- Set goals and achieve standards of excellence

In Accordance with the IMSA Honor’s Statement:

As a member of the IMSA community, I will respect and take pride in myself, my peers, and our achievements. I will promote growth in myself and our community by using my intellect and energy to their fullest potential. I will act to uphold this statement in all of my endeavors to foster a community of trust by being honest, trustworthy, fair, respectful, and responsible.

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**IMSA’s Choral Performing Ensembles** continue to fulfill the IMSA Mission Statement and Standards of Significant Learning, as they help to develop student cognitive and motor skills, and student musical knowledge of culture, and even of the interconnections of that culture to the humanities, math and science. These interconnections result in an increased student awareness of the integrated world around them, and potentially ignite interest for future lifelong learning experiences.



## Choir- Fall Semester Calendar 2018

| ACTIVITY                                                     | Date       | Time              | Location          | Who |
|--------------------------------------------------------------|------------|-------------------|-------------------|-----|
| ILMEA Auditions                                              | 10/2       | 4:00pm            | Addison Trl. H.S. | TBA |
| Combined Choir Rehearsal                                     | 10/10      | 8-9:30pm          | Choir Room        | All |
| Combined Choir Rehearsal                                     | 10/24      | 8-9:30            | Choir Room        | All |
| <b>Dress Rehearsal</b>                                       | Mon. 10/29 | 7-9:30pm          | Auditorium        | All |
| <b>Fall Choral Concert</b>                                   | Fri. 11/2  | 7:30pm (Call 6pm) | Auditorium        | All |
| ILMEA Festival                                               | 11/3       | TBA               | Elgin High School | TBA |
| <b>Veterans Day Assembly</b>                                 | 11/9       | TBA               | Gym               | All |
| <b>Winter Concert<br/>(Combined with Band and Orchestra)</b> | 12/14      | 7pm (call 5:45)   | Auditorium        | All |

## Choir- Spring Semester Calendar 2019

|                                  |                      |                        |                   |            |
|----------------------------------|----------------------|------------------------|-------------------|------------|
| ILMEA All-state                  | 1/23-26              | Peoria, IL             | TBA               |            |
| IHSA Solo and Ensemble           | 3/2                  | TBA                    | TBA               | TBA        |
| Combined Choir Rehearsal         | 3/27                 | 7-9pm                  | Auditorium        | All        |
| Dress Rehearsal                  | 4/3                  | 7-9:30pm               | Auditorium        | All        |
| <b>Choir/Drama Collaboration</b> | <b>4/5, 4/7, 4/8</b> | <b>TBA</b>             | <b>Auditorium</b> | <b>All</b> |
| Dress Rehearsal                  | 5/2                  | 7-9:30pm               | Auditorium        | All        |
| <b>Concert</b>                   | <b>5/3</b>           | <b>7:30 pm(call 6)</b> | <b>Auditorium</b> | <b>All</b> |
| Senior Banquet                   | 5/31                 | TBA                    | TBA               | Chamber    |
| <b>Graduation</b>                | <b>6/1</b>           | <b>TBA</b>             | <b>TBA</b>        | <b>TBA</b> |

