

CAMPBELL COLLEGIATE

Course Outline

CHORAL 9

Mrs. and Mr. Baird

Course overview/summary

WELCOME!!! The Campbell Voices (Junior Voices, Intermediate Voices and Senior Voices) are high-quality ensembles that enable students to reach their full choral performance potential in a positive, high-energy atmosphere!
(These performance-based ensembles are offered as off-timetable courses.)

Outline of Course Content

The following choral skills are focused on in our performance-based ensemble classes and are linked to the specific outcomes identified in detail below:

Vocal technique: CP9 3

mastery of breathing, phonation, placement, resonance, diction, vowel modification.

Sight-reading: CP9 3, CR9 2

recognition and ability to sing rhythms, intervals, (ascending and descending) and melodies.

Part-singing: CP9 7, CP9 12

ability to sing your own part a cappella, demonstrating correct musical and stylistic elements.

Critical listening: CP9 1, CP9 4

develop the capacity to appreciate good music no matter what style.

Commitment: CR9 3

all members must be in attendance and prepared for all classes, rehearsals, and performances.

Organization: CR9 1, CR9 3

ability to coordinate schedules, budget time, and maintain high academic standards throughout the year.

Communication: CP9-4, CR9 2

ability to share and sing with students with special needs, and with the elderly in our community.

Class Rehearsal Focus

Rehearsal is not the place to “learn notes”. Rehearsal is a place to “make the music happen”. If you have problems figuring out your notes then you must do some creative problem solving!

Regular Class Times:

GRADE 9 VOICES (Grade 9 Choir)

Monday & Thursday at 12:03pm - 1:13pm

Bring your lunch with you.

The choral rehearsal begins at 12:18

Class meets in the Auditorium and/or Room 128

Procedures for Evaluation

Course evaluation will be based on the following criteria: (Please note that participation in all concerts is mandatory).

Proficiency in rehearsals, retreat, performances, and sectionals.

Positive attitude and willingness to learn demonstrated during rehearsals.

Leadership skills as demonstrated during rehearsals.

Come to rehearsal on time and be prepared with pencil and music.

Methods of evaluation:

Proficiency - 50%

Daily sight reading, in-class sectional work, independent part singing, concert/festival personal achievement, long term assignments

Preparation - 40%

Concert Reflections, preparation of concert material, in-class assignments, preparation of written material, organization of materials in class

Personal Growth 10%

Attitude, teamwork, positive contribution to the music program and the school community (Personal Growth Rubric used)

Music:

Music will be distributed at the first rehearsal. All music handed out in choir, must remain in a black three ring binder for Junior Voices. It is your responsibility to keep your music in good shape. Music will be checked periodically to ensure that all music is accounted for, and that it is being properly marked in pencil.

There will also be course materials other than sheet music distributed in class. These materials are to be kept in a separate section of your binder.

Expectations:

1. You must have the following materials at every rehearsal:

- a black binder for your music

- your own music
- a pencil
- your name on your binder and every piece of music.

2. Attendance

If you know that you will be missing school on a noon choir day, please notify the music staff personally prior to the class you will be missing. If you are at school, you must be in class! Although this class is held off-timetable – the expectations for attendance are the same as on-timetable courses.

3. Punctuality

Because of the limited amount of rehearsal time, it is important that every student be on time!!

4. Independent Practice

The majority of our time in class should not be spent “learning notes”. Independent practice will be expected as needed.

5. Active Engagement in Learning

Be engaged in your learning and personal musical growth as you strive to develop and apply the fundamental choral skills listed above.

6. BRING YOUR “A” GAME TO EVERY REHEARSAL!

Learning Outcomes – Grade 9

Creative/Productive

CP9 1 Create dance compositions about topics of concern to youth

M–M2 The learner develops listening competencies for musicing.

CP9 2 Investigate and use individual/collaborative choreography

M–CR3 The learner revises, refines, and shares ideas for creating music.

CP9 3 Choreograph duo or small group work

M–M1 The learner develops competencies for using tools and techniques to produce and represent sound and music.

CP9 4 Develop characters/demonstrate how they communicate meaning to audience

M–CR1 The learner generates ideas from a variety of sources for creating music.

CP9 5 Employ drama strategies and elements of theatre to achieve a purpose

M–CR2 The learner experiments with and develops ideas for creating music.

CP9 6 Prepare a collective creation on a topic of concern to youth

M–C2 The learner develops understandings about relationships between music and multiple contexts past and present.

CP9 7 Use voice, instruments and technologies to express musical ideas

M–M3 The learner develops competencies for using elements of music.

CP9 8 Create unified music with the elements of music/principles of composition

M–M2 The learner develops listening competencies for musicing.

CP9 9 Create sound compositions on topics of concern to youth

M–C1 The learner develops understandings about people, practices, and perspectives from the world of music in various times, places, social groups, and cultures.

CP9 10 Create visual art works to express areas of concern to youth

M–C1 The learner develops understandings about people, practices, and perspectives from the world of music in various times, places, social groups, and cultures from the world of the dramatic arts in various times, places, social groups, and cultures.

CP9 11 Convey ideas about a topic of concern using various art forms.

M–M1 The learner develops competencies for using tools and techniques to produce and represent sound and music.

CP9 12 Solve visual art problems in new and unfamiliar ways

M–CR2 The learner experiments with and develops ideas for creating music.

Critical/Responsive

CR9 1 Respond to professional dance, drama, music, and visual art works

M–R3 The learner analyzes and interprets music experiences.

CR9 2 Identify ways that art expressions can inspire change

M–R1 The learner generates initial reactions to music experiences.

CR9 3 Identify ways that art expressions challenge values /ideas/beliefs

M–R2 The learner critically listens to, observes, and describes music experiences.

Cultural/Historical

CH9 1 Explore the role of artists in raising awareness of topics of concern

M–R2 The learner critically listens to, observes, and describes music experiences.

CH9 2 Use arts to raise awareness on topics of concern to indigenous artists

M–C3 The learner develops understandings about the roles, purposes, and meanings of music for self and others.

CH9 3 Explore how contemporary artists use a diversity of ideas/styles/media

M–R4 The learner constructs meanings about music experiences.

CH9 4 Examine and create arts expressions using more than one art form

M–M2 The learner develops listening competencies for musicing.

IMPORTANT INFORMATION SPECIFIC TO GRADE 9 MUSIC COURSES:

MUSIC RETREATS AND WORKSHOPS!

Choral retreats and workshops are essential elements of the choral program.

An important part of being a choir/band member is being a team player. The music retreats provide each class with the opportunity to work collaboratively as they have an intense day of rehearsals, vocal technique sessions and other sessions that enhance the team building process.

Music Retreats

September 29 Grade 9 Music Retreat

The Day Retreats will be held at Living Hope Alliance Church.

The retreats are an excellent experience for all involved. All students will be "school excused" as this is a curricular activity; however, it is an expectation of courtesy that you touch base with teachers PRIOR to your retreat day. It is crucial that all members of the choir attend their retreat, as success in this class requires a complete collaborative effort in order to be successful.

WORKSHOPS, CLINICS AND INVITATIONAL CONCERTS!

Campbell musicians will have the opportunity to work with a variety of nationally recognized clinicians during the upcoming year as well as host a number of guest choirs. These facilitators and choirs will be brought to our school for weekday or weekend workshops, and regular rehearsals.

MUSIC TOURS

Because the music program at Campbell is performance based, the Campbell Music Tours are an integral part of the program, and provide a necessary extended educational opportunity. Campbell Music is committed to carefully planning tours that offer excellent educational value and outstanding personal growth opportunities. Our students represent themselves, Campbell Collegiate, Regina and Saskatchewan extremely well.

TOUR ELIGIBILITY

Campbell Music Students are considered positive student representatives of our school and province.

Therefore, to be eligible for music tours – students must be in good standing within their music courses and other courses in the school. Regular attendance at all music classes, on-time assignment completion, positive attitude, and quality of individual performance will all be considered to determine eligibility. Failure to comply with these standards may result in the removal of the student from the tour prior to the date of departure. *(continued on next page)*

GRADE 9 MUSIC TOUR TO RED DEER, ALBERTA

Thursday, May 11- Saturday, May 13, 2017

Who: Grade 9 Voices (Grade 9 Choir) Grade 9 Bands, Grade 9 Jazz Band, and Grade 9 Vocal Jazz

This performance tour will give our junior students the opportunity to perform in several venues including concerts in schools and community centers in Red Deer and at the Red Deer College as well as a performance at and tour of the world renowned Tyrell Museum in Drumheller Alberta. Students will be receiving specific information about this tour in the fall.

Detailed Program and Tour Information:

Information about these tours will be distributed at the "CAMPA Annual General Meeting and Welcome BBQ" on **Tuesday, September 20.**

GRADE 9 MUSIC UNIFORMS:

ALL Music students in Grade 9 Voices, Vocal Jazz, Band, and Jazz Band wear the following uniform:

Men and Women

Black T-Shirt with the Campbell Music Logo embroidered on the front

Black Dress Pants (NO CASUAL PANTS OR JEANS PLEASE.)

Black Socks (NOT WHITE)

Black Dress Shoes (NO RUNNING SHOES)

As part of their uniform - ALL students must have their hair tied back from their face and no jewelry visible.

The school music fees cover the cost for the Grade 9 Music Shirts. Sizing for T-shirts will take place in September.

NOTE:

Full uniforms will be required for our first concerts on October 25/26

CHORAL 9 2016/17 REMIND INSTRUCTIONS TO JOIN:

Enter this number: (306) 992-7077

Text this message: @choral92