

# **Eagle High School Choir Handbook 2013-2014**



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### **Parent Sign Off and Medical Release**

**Dear EHS Choir Members, Parents and Friends,**

Welcome to the Eagle High School Choral Union! While the Eagle High School choirs have established a tradition of excellence in both our state and the Northwest region, we are prouder of the individual growth in musical ability, self-confidence, and interpersonal communication skills shown in our students. Our students reflect the best that our school and the community of Eagle has to offer.

This Choir Handbook reminds all students and parents of the commitment and responsibilities that are necessary to keep our traditions alive. The choral ensemble is a dynamic instrument which consists of an effective mixing of diverse spirits. The EHS choirs are a “melting pot” whose members reflect a cross-section of our student body – in my time at Eagle, students from EVERY sport, club, and activity offered on campus have sung in our program – this is what our choral program is all about! A central ingredient to the success of any group effort is the cultivation and maintenance of the collective group. Through our striving for excellence in choral singing, we will develop not only as musicians, but also as people.

***Both the choir member and their parents*** should read the following pages. The Choir Handbook provides information regarding policies, rules, co-curricular activities, grading policies, organizational structure, calendar, and other information necessary to give choir members and their families a clear and concise picture of expectations and opportunities for each EHS choir student.

Becoming a member of the Eagle High School Choral Union requires a great deal of commitment, hard work and a positive attitude on the part of every individual. These are all essential ingredients that are necessary for success and are educational outcomes developed in each individual choir member. As with all high school activities and many classes, there are costs involved. The EHS Choral Union has and always will do as much as possible to minimize costs. We are committed to our pledge that no student be excluded from the choral music process due to financial hardship. Please inform me if your student is in need of financial aid – we can help!

Again I welcome you to our organization!

Sincerely,

Seth McMullen  
Director of Choirs, EHS

## **Jazz Choir: Premium Blend Course Syllabus**

**Instructor:** Seth McMullen

**Course Number:** 806-01

**Pre-requisite:** Acceptance by audition only **and** enrollment in a classical ensemble

**Course Overview:** A select, advanced performance based course, either mixed or non-mixed, with an emphasis on vocal jazz and popular/contemporary music, as well as advanced concepts of singing, vocal improvisation, jazz appreciation and history, jazz theory, and vocal presentation. In addition, the ensemble may perform small-ensemble classical music. Both Sacred and Secular music may be studied. This course requires participation at all performances, as well as some out of school rehearsals. There will be extensive out of school commitments required of this ensemble. Outside of class performances and trips are part of the course. Some cost will be necessary to cover uniforms and travel, but all efforts will be made to minimize financial impact on students and families. During this course, the student will work towards performance proficiency in the following areas:

- Rhythm - demonstrate, through performance, the rhythmic styles and concepts associated with various jazz genres
- Melody - demonstrate through performance the ability to improvise melodies (with appropriate syllable choices) within the context of a given style
- Harmony - demonstrate an understanding of how chord tones affect harmony, blend and balance
- Texture - demonstrate through performance stylistically correct textural changes in the rhythm section or voices
- Form - recognize the traditional structures of jazz forms, and demonstrate ways in which the form of a composition can be changed utilizing jazz techniques
- Expressive Elements - demonstrate an understanding of expressive elements unique to the jazz idiom
- Timbre - discuss and apply timbre choice both in composed works and improvised music
- Aesthetics - verbalize the intrinsic value of a given musical work
- Culture - demonstrate, through performance, a historically and culturally appropriate interpretation of jazz genres
- Performance - demonstrate proper microphone technique and stylistically appropriate movement within the context of a jazz performance

**Texts:** Texts will be selected from published works of varied cultures ranging in time period 1900-present day, as well as the occasional unpublished work or arrangement of the director or various students. Texts will be selected according to the overall proficiency of the ensemble.

**Course Fee:** There is a \$25 dollar course fee, which covers local travel, guest clinician/speaker fees, festival entries, and an EHS Choral Union T-shirt. Course fees may also be used to commission a new composition for one of the EHS choral ensembles. Additional costs to students will include uniform purchase, out of area travel, and extras (such as recordings, workshops, and honor choir participation) and will be estimated and outlined early in the year.

## **Chamber Choir: Sonous Course Syllabus**

**Instructor:** Seth McMullen

**Course Number:**

**Pre-requisite:** Acceptance by audition only

**Course Overview:** A select, advanced performance based course, either mixed or non-mixed, with an emphasis on small-ensemble choral music, as well as advanced concepts in singing, music literature, history, theory, music appreciation, and vocal presentation. Both sacred and secular music is studied. This course requires participation at all performances, as well as some out of school rehearsals. There will be extensive out of school commitments required of this ensemble. Outside of class performances and trips are part of the course. Some cost will be necessary to cover uniforms and travel, but all efforts will be made to minimize financial impact on students and families. By the end of this course, the student will be able to:

- Demonstrate, through performance, different rhythmic styles reflecting various musical periods and genres, including a basic understanding of compound meters, syncopation, and mixed and asymmetrical meters.
- Demonstrate accurate sight-reading skills, recognizing major keys (up to four sharps and flats), relative minor key signatures, and an understanding of the different roles melody plays in various styles and genres
- Demonstrate an understanding of the relationships and roles of simple and complex chords, including moments of tension and release in music (i.e. cadences, progressions, non-harmonic tones), as well as identifying which component of the chord is being sung.
- Analyze the interaction of the text and music, and apply expressive elements appropriately to enhance the meaning of the text, including an understanding of the correlation between texture styles and the major historical periods, and identify, by listening, the texture styles (i.e. homophony, monophony, polyphony), as well as recognizing repetition and patterns that would shape form at many levels.
- Demonstrate through performance a proper use of timbre according to the style of music, a culturally appropriate interpretation of a composition based on the composer/arranger's intent, and show how music facilitates the communication of emotions and ideas.
- Evaluate the non-musical aspects of a performance and how they can influence the impact of a work of art, including an advanced awareness of the use of body language, facial expression, and other visual and sensory elements of performance.
- Demonstrate through performance an advanced understanding of proper vocal health practices, as well as the proper production of sound, including placement, breath management, blend, balance, diction, posture, proper intonation and resonance.
- Develop life management skills, such as ability to work with others, calendar management, functioning in a community setting, problem solving, respect and analytical ability.
- Continue to demonstrate proper etiquette and advanced aural assessment skills for evaluating performances, as a performer and audience member, according to the given performance style.

**Texts:** Texts will be selected from published works of varied cultures ranging in time period from antiquity to the present, as well as the occasional unpublished work or arrangement of the director or various students. Texts will be selected according to the overall proficiency of the ensemble.

**Course Fee:** There is a \$25 dollar course fee, which covers local travel, guest clinician/speaker fees, festival entries, and an EHS Choral Union T-shirt. Course fees may also be used to commission a new composition for one of the EHS choral ensembles. Additional costs to students will include uniform rental, out of area travel, and extras (such as recordings, workshops, and honor choir participation) and will be estimated and outlined early in the year.

## **Treble Choir: Bella Voce**

### **Course Syllabus**

**Instructor:** Seth McMullen

**Course Number:** 811-01

**Pre-requisite:** Acceptance by audition only

**Course Overview:** A select treble-voiced advanced performance based course with an emphasis on a wide variety of choral styles and genres, as well as advanced concepts in singing, music literature, history, theory, music appreciation, and vocal presentation. Both sacred and secular music is studied. This course requires participation at all performances, as well as some out of school rehearsals. There will be extensive out of school commitments required of this ensemble. Outside of class performances and trips are part of the course. Some cost will be necessary to cover uniforms and travel, but all efforts will be made to minimize financial impact on students and families. During this course, the student will work towards performance proficiency in the following areas:

- Rhythm - demonstrate, through performance, the rhythmic styles and concepts associated with various jazz genres
- Melody - demonstrate through performance the ability to improvise melodies (with appropriate syllable choices) within the context of a given style
- Harmony - demonstrate an understanding of how chord tones affect harmony, blend and balance
- Texture - demonstrate through performance stylistically correct textural changes in the rhythm section or voices
- Form - recognize the traditional structures of jazz forms, and demonstrate ways in which the form of a composition can be changed utilizing jazz techniques
- Expressive Elements - demonstrate an understanding of expressive elements unique to the jazz idiom
- Timbre - discuss and apply timbre choice both in composed works and improvised music
- Aesthetics - verbalize the intrinsic value of a given musical work
- Culture - demonstrate, through performance, a historically and culturally appropriate interpretation of jazz genres
- Performance - demonstrate proper microphone technique and stylistically appropriate movement within the context of a jazz performance

**Texts:** Texts will be selected from published works of varied cultures ranging in time period from antiquity to the present, as well as the occasional unpublished work or arrangement of the director or various students. Texts will be selected according to the overall proficiency of the ensemble.

**Course Fee:** There is a \$25 dollar course fee, which covers local travel, guest clinician/speaker fees, festival entries, and an EHS Choral Union T-shirt. Course fees may also be used to commission a new composition for one of the EHS choral ensembles. Additional costs to students will include uniform rental, out of area travel, and extras (such as recordings, workshops, and honor choir participation) and will be estimated and outlined early in the year.

## **A Cappella Choir : Cantare Course Syllabus**

**Instructor:** Seth McMullen

**Course Number:** 802-01 and 803-01

**Pre-requisite:** Acceptance by audition or director appointment

**Course Overview:** An auditioned, performance based course (mixed or non-mixed), with an emphasis on high quality choral music, as well as advanced concepts in singing, music literature, history, theory, music appreciation, and vocal presentation. Both sacred and secular music is studied. This course requires participation at all performances, as well as some out of school rehearsals. There will be extensive out of school commitments required of this ensemble. Outside of class performances and trips are part of the course. Some cost will be necessary to cover uniforms and travel, but all efforts will be made to minimize financial impact on students and families. During this course, the student will work towards performance proficiency in the following areas:

- Rhythm - demonstrate, through performance, different rhythmic styles reflecting various musical periods and genres
- Melody - demonstrate accurate sight-reading skills, relative minor key signatures, and an understanding of the different roles melody plays in various styles and genres
- Harmony - demonstrate an understanding of the relationships and roles of simple and complex chords
- Texture - identify, by listening, the texture styles (i.e. homophony, monophony, polyphony)
- Form - demonstrate an understanding of large formal structures, and recognize repetition and patterns that shape form
- Expressive elements - analyze the interaction of the text and music, and apply expressive elements appropriately to enhance the meaning of the text
- Timbre - demonstrate proper use of timbre according to the style of music
- Aesthetics - verbalize the intrinsic value of a given musical work
- Culture - identify and describe the characteristics that make a genre or style unique within a given composition
- Performance - evaluate the opportunities available in various musical careers, and recognize the skills and commitment necessary to pursue a musical career

**Texts:** Texts will be selected from published works of varied cultures ranging in time period from antiquity to the present, as well as the occasional unpublished work or arrangement of the director or various students. Texts will be selected according to the overall proficiency of the ensemble.

**Course Fee:** There is a \$25 dollar course fee, which covers local travel, guest clinician/speaker fees, festival entries, and an EHS Choral Union T-shirt. Course fees may also be used to commission a new composition for one of the EHS choral ensembles. Additional costs to students will include uniform rental, out of area travel, and extras (such as recordings, workshops, and honor choir participation) and will be estimated and outlined early in the year.

## **Mens Concert Choir: MAN Choir, Chapter VI**

### **Course Syllabus**

**Instructor:** Seth McMullen

**Course Number:** 804-01

**Pre-requisite:** None

**Course Overview:** A non-auditioned performance based course, open to any male-voiced students with a desire to sing. This course focuses on vocal skill building concepts, including beginning concepts in singing, music literature, history, theory, music appreciation, and vocal presentation. Both sacred and secular music is studied. This course requires participation at all performances, as well as some out of school rehearsals. Outside of class performances are part of the course. Some cost will be necessary to cover uniforms and local travel, but all efforts will be made to minimize financial impact on students and families. During this course, the student will work towards performance proficiency in the following areas:

- Rhythm - distinguish basic rhythmic patterns and tempo markings
- Melody - recognize major key signatures and demonstrate melodic patterns and phrasing
- Harmony - recognize tension and release, and demonstrate harmonically-accurate pitch and vowel production
- Texture - demonstrate an understanding of homophony, monophony and polyphony
- Form - apply understanding of formal patterns
- Expressive Elements - demonstrate, through performance, effective expression of the text
- Timbre - recognize timbre choices and their appropriateness to musical expression
- Aesthetics - demonstrate how music facilitates the communication of emotions and ideas
- Performance - demonstrate the proper production of sound, proper performer and audience etiquette, as well as the visual and sensory elements of performance

**Texts:** Texts will be selected from published works of varied cultures ranging in time period from antiquity to the present, as well as the occasional unpublished work or arrangement of the director or various students. Texts will be selected according to the overall proficiency of the ensemble.

**Course Fee:** There is a \$25 dollar course fee, which covers local travel, guest clinician/speaker fees, festival entries, and an EHS Choral Union T-shirt. Course fees may also be used to commission a new composition for one of the EHS choral ensembles. Additional costs to students will include uniform rental, out of area travel, and extras (such as recordings, workshops, and honor choir participation) and will be estimated and outlined early in the year.

## **Concert Choir: Bel Canto Course Syllabus**

**Instructor:** Seth McMullen

**Course Number:** 805-01

**Pre-requisite:** None

**Course Overview:** A non-auditioned performance based course, open to any students with a desire to sing. This course focuses on vocal skill building concepts, including beginning concepts in singing, music literature, history, theory, music appreciation, and vocal presentation. Both Sacred and Secular music is to be studied. This course requires participation at all performances, as well as some out of school rehearsals. Outside of class performances are part of the course. Some cost will be necessary to cover uniforms and local travel, but all efforts will be made to minimize financial impact on students and families. During this course, the student will work towards performance proficiency in the following areas:

- Rhythm - distinguish basic rhythmic patterns and tempo markings
- Melody - recognize major key signatures and demonstrate melodic patterns and phrasing
- Harmony - recognize tension and release, and demonstrate harmonically-accurate pitch and vowel production
- Texture - demonstrate an understanding of homophony, monophony and polyphony
- Form - apply understanding of formal patterns
- Expressive Elements - demonstrate, through performance, effective expression of the text
- Timbre - recognize timbre choices and their appropriateness to musical expression
- Aesthetics - demonstrate how music facilitates the communication of emotions and ideas
- Performance - demonstrate the proper production of sound, proper performer and audience etiquette, as well as the visual and sensory elements of performance

**Texts:** Texts will be selected from published works of varied cultures ranging in time period from antiquity to the present, as well as the occasional unpublished work or arrangement of the director or various students. Texts will be selected according to the overall proficiency of the ensemble.

**Course Fee:** There is a \$25 dollar course fee, which covers local travel, guest clinician/speaker fees, festival entries, uniform (if available), and an EHS Choral Union T-shirt. Course fees may also be used to commission a new composition for one of the EHS choral ensembles. Students are expected to provide their black close-toed dress shoe with a heel that does not exceed one inch.

### **1.1) Student Behavior Expectations:**

- Students will be expected to behave in accordance with all school and district policies outlined in the student handbook.
- Students will be prepared and punctual to all rehearsals and performances.
- Students will treat their peers and the facility with dignity and respect
- Students will promote an environment of appropriate creative artistic expression

### **1.2) Assignments:**

- Any homework assignments given are due at the beginning of class.
- Late homework due to illness and other school-approved absence will be accepted as outlined by district and building policies (85% 1<sup>st</sup> day, 70% 2<sup>nd</sup> day, 60% until end of unit).
- Late homework that does not fall under the auspices of district and building policies will be accepted for half credit within two school days of the due date. Late assignments will not be accepted after this two-day period.

### **1.3) Exams and assignments:**

A final exam will be given at the end of each semester, during exam time. See section 3.1 for more information about assignments and projects.

### **1.4) Cell Phones:**

It is NEVER acceptable to use a cell phone during ANY concert, festival, performance, or visit by guest clinician. On the rarest of occasions, cell phone use will be allowed in class, but must be used precisely as prescribed by the instructor. When not being used in a prescribed manner, cell phones are expected to be OFF during instructional time. Any violation of cell phone policy will be handled in accordance with the student handbook. Any student in a varsity ensemble (Sonous, Bella Voce, Premium Blend) that violates the cell phone policy twice in a semester will be reassigned to a lower ensemble for the next semester. Furthermore, any student out of compliance with cell phone policy during a concert, festival, performance, or visit by guest clinician may be held out of varsity ensembles, at the instructor's discretion.

### **1.5) Eligibility:**

As per district policy, students must be in attendance for the entire educational day to perform or travel. If a student misses class due to truancy or illness, they will not be allowed to participate in any choral ensemble activities after school that day, including travel. At EHS, students that have a failing grade in ANY class are declared academically ineligible. **Ineligible students cannot perform with their choir.** In addition, to travel as a part of any EHS choral ensemble when the trip causes the student to miss ANY class time, students must have C's or better in ALL their classes. This includes trips at the beginning of the semester. It is expected that students be academically eligible for ALL performances.

### **1.6) Financial Responsibility:**

Varsity ensembles will be required to travel, and costs will be assessed accordingly. Some of the money that is fund-raised during the year will be used to defray the costs to students. Trips that cost more than \$100 per student may require a non-refundable down payment in advance. Please note that bus and hotel costs are contracted ahead of time; if a student backs out of a trip, the choir will still be billed for their share of bus and hotel costs. Therefore, if a student has committed to a trip, and then backs out or cannot travel due to academic ineligibility, they are still responsible for their bus and hotel costs, so as not to unfairly burden the other students financially.

### **1.7) Contact Information**

Please feel free to contact Mr. McMullen - preferably by email.

Prep: A Day – 9:30 – 11:02 AM, B Day – 1:27 – 2:57 PM

(208) 350-4235 x 1508

Email: [mcmullen.seth@meridianschools.org](mailto:mcmullen.seth@meridianschools.org)

## 2.0) Eagle High School Grading Policies for Performance Vocal Music Courses

- 1) Students are expected to be in attendance, prepared, and participate in **all** rehearsals. In performance-oriented classes, every session brings new material, techniques and editing of literature. Missing rehearsals causes the instructor to re-teach old materials, techniques, etc., causing further loss of class time that could be spent with new techniques and materials. All students are valued members of their ensemble. Their classmates and directors rely on their attendance and participation. If conditions exist that prevent the student from actively participating in rehearsal, students are expected to pay attention, take notes and follow along in their music. All students will be provided with a folder and music. It is expected that students bring their folder, music, and a pencil to **all** rehearsals. **Application: Students are allowed three (3) absences per semester without losing credit, as concurrent with district policy. Students have the opportunity every week to earn up to thirty points for attendance/participation. Failure to be prepared for rehearsal will result in partial or no participation credit for that rehearsal. Failure to participate and causing disturbances that interrupt the spirit of the rehearsal will result in partial or no credit for that rehearsal. Tardiness constitutes a disturbance, and will result in point loss. Large-scale disturbances may also result in disciplinary action. Attendance is considered part of the “Rehearsal Assessment” grade.**
- 2) Students are expected to be in attendance at **all** ensemble performances. In addition to home concerts, students will participate in assorted festivals and out-of-school performances. Home Concerts (quarterly performances in the EHS Auditorium) are scheduled before the beginning of the school year. Call times, which usually range from 4 to 6 PM for home concerts, are determined the week before, and vary according to which group has set up responsibility. Students are expected to be at the venue ready to rehearse at the specified Call Time. Students, not teachers, should make athletic practice arrangements with coaches. Missed concerts cannot be made up, unless there are unusual circumstances beyond student control, according to District Policy. Students who plan on missing more than one home concert per year should consider taking a different class. The director reserves the right to keep any student from performing if they have not shown adequate attendance, acceptable behavior or knowledge of the music. A concert is not only part of your grade, it is also a *privilege!* **Application: Attendance at all performances is required. Students receive 100 points per home concert performance, and up to 100 points per festival. If a student misses a performance, they will not receive credit for that performance. Students excused in accordance with District Policy will be given an opportunity to make-up credit (see item 6 below). Students late for call will be penalized 25% of the performance grade. Students that miss a Call Time rehearsal may not be allowed to perform, resulting in the loss of performance credit. EHS Music department will follow district and building policies and procedures regarding all festivals and overnight trips, including academic eligibility (see previous page). Home Concerts and Festivals are considered part of the “Tests” grade.**
- 3) Students may be given quizzes, or assigned lunch sectionals or homework. **Application: Quizzes, homework, and sectionals are considered part of the Rehearsal Assessment Grade.**
- 4) Students will receive a final exam before the end of each semester. Finals may be comprehensive, or they may cover a specific unit or area of music theory or history. Specific information regarding final exam topics will be provided at least two weeks prior to examination. Finals will vary from class to class. **Application: Finals will be 10% of the semester grade.**
- 5) All Ensembles will have a semester project assigned. More on semester projects can be found in section 3.1. **Application: Semester Project will be 10% of the semester grade.**
- 6) Students are expected to approach their teacher concerning make-up work. Opportunities for extra credit and make-up work can only be made available at the discretion of the ensemble director. Missed points may be made up during the last three weeks of a semester. **Application: Points will be rewarded according to difficulty level of work per student and overall quality of work. Points awarded are non-negotiable.**

**2.1) Grading Scale:** Grading scale will be consistent with the district-wide scale.

**Grade Weight and Percentages**

Concerts and Festivals: 40%  
Rehearsal Assessments: 40%  
Semester Project: 10%  
Final: 10%

**2.2) Lettering in Choir**

To receive a Varsity Letter in Choir, a student must complete the following criteria over the course of the current school year:

- A grade of an A for the year in **all** of their choral classes with participation for the entire school year letter awarded
- Participation at **all** Home Concerts and **all** Festivals
- Participation in the D III Solo/Ensemble Festival
- Two hours of Community Service

In addition the student must accrue 12 points taken from the following list:

Ensemble Participation	1 point per ensemble, per semester
Auditioned Quartet Participation	2 points per semester, may NOT claim anthem credit
Choir Officer/Section Leader	1 point
Concert Set-up/Tear-down	1 point for each concert
Voice Lesson Participation	1 point per semester
All State/Northwest/National Choir Audition	1 point
Acceptance and Participation	2 points
EHS Musical Audition	1 point
Major Role	2 points
Minor Role	1 point
Participation in State Solo Competition	2 points
Superior at D-III Solo/Ensemble	2 points, four point max
Excellent at D-III Solo/Ensemble	1 point, two point max
Outside of school solo or choir participation	1 point, two points max
Additional Non-EHS Concert Attendance	1 point, one page write up included, four point max
National Anthem Performance	1 point, ½ point for Ensemble, three point max
Additional Community Service	1 point per every two hours, four point max

After completion of the following criteria, the student will be awarded with a Varsity Letter during the Choir Awards Banquet, in May. Varsity Letters will ONLY be awarded for the current academic school year.

### 2.3 Qualities of the “A” music student:

1. Shows that they are **ready** for class to begin immediately after the tardy bell rings.
2. Comes to class prepared, with music and pencil.
3. **Participates** at all times (during stretches, warm-ups, rehearsal)
4. Pays **attention** to the director.
5. Shows an understanding that a successful choir demands individual **responsibility** and mental **focus**.
6. Attends class on a regular basis with minimal **absences**.
7. Attends all concerts.
8. Attends all **sectionals and additional rehearsals**.
9. Does not have food, candy or beverage in the room – and doesn't need to be reminded!
10. Does not chew gum in the room – and doesn't need to be reminded!
11. Does not have personal items such as calculators, cell phones, make-up, hand lotion, perfume, hairspray, combs, hairbrushes, curling irons, mirrors etc, during class.
12. Completes all assigned worksheet and evaluations thoroughly and with attention to detail.
13. Displays **teamwork** and an understanding that a choir is only as strong as its least attentive member.
14. **Respects** the music!
15. Sits and stands with appropriate **posture**.
16. Uses a pencil to write in the music any notes provided from the director.
17. Exhibits **leadership** in his or her section and works hard to contribute to the success of the choir.
18. Treats his or her uniform with care and responsibility.
19. Always takes their folder with them at the end of rehearsal.
20. Volunteers to help out without hesitation.
21. Brings to class a positive attitude and shares it honestly and sincerely.

## **Section 3.0: Miscellaneous**

### **3.1 Concert Attire Expectations**

#### **Grooming**

**Hair:** Gentlemen: Hair must be worn in a neat, professional manner, not messy. Gentlemen must be clean-shaven, no 5 o'clock shadows. Facial hair must be neatly trimmed. Long hair must be pulled back so face, forehead, and ears are visible at all times. If you choose to wear long hair down, it must be worn so it falls behind the shoulders. Hair must be a natural-occurring color (no blue, green, pink, etc.).

Ladies: Hair must be worn in a neat, professional manner, not messy. Hair must be pulled back or worn up so face, forehead, and ears are visible at all times. If you choose to wear long hair down, it must be worn so it falls behind the shoulders. Hair must be a natural-occurring color (no blue, green, pink, etc.). No overly reflective hair clips. Some Varsity choirs may require a specific hairstyle, at the director's discretion.

**Misc.:** Because of performance lighting, jewelry must be kept to a minimum. No hoop earrings, posts only. Facial and tongue piercing must be removed prior to performance. The director reserves the right to request that students remove jewelry. Students who fail to adhere to uniform/dress policies for concerts may be kept from performing. Because of the proximity of performance space, proper hygiene must be observed. Wear deodorant, but no cologne or perfume.

#### **Uniform**

EHS Choral Union students will be provided with an official EHS Choral Union T-Shirt to be worn for casual performances, such as Homecoming National Anthem, exchanges with other choirs or when traveling. Cost of shirt is covered by the course fee. Students are encouraged to wear their T-shirts to school on concerts days.

#### **Sonous, Bella Voce, Premium, Blend, A Cappella and Man Choir Uniforms**

Uniforms are provided for a rental fee. The rental fee will vary from year to year, depending on numbers of new uniforms purchased, uniforms that must be replaced, and extent of uniform rented. The uniform fee includes dry-cleaning costs at the end of the year.

Male students must provide their own black dress shoes and black dress socks.

Female students must provide their own black closed toed dress shoes with a heel that does not exceed one inch.

#### **Bel Canto Uniform**

The Bel Canto uniform depends on the number of students and the amount of extra uniforms. When there are enough surplus uniforms for the entire ensemble, the students will be issued one. The cost of this uniform and its cleaning is covered in the Course Fee. When there are not enough extra uniforms, students will need to provide their own black dress slacks, and a white, button up blouse. Blouse must have sleeves, fit comfortably, not exposing midriff or cleavage. In either case, the student will be required to provide their own black closed toe dress shoe with a heel that does not exceed one inch.

**Students not properly attired or groomed will not be allowed to perform.**

### **3.2 Explanation of Fees**

As an active choral program, the Eagle High School Choral Union is constantly striving to provide the best educational experience for our singers. The purchase of new music, having quality professional uniforms for concert performance, inviting in guest clinicians and artists-in-residence, the commissioning of original compositions, festival participation (both local and regional), convention performances, regional tours, and the professional development of our director and staff are all signs of a thriving choral community. Unfortunately, there is a financial burden that must be paid to make this a reality. While much of the cost is paid through fundraising, there are fees attached to each ensemble to run the day to day business of choir.

#### **Course Fee (Non-Auditioned Choir) - \$25.00**

**This fee is assessed to: Concert Choir (Bel Canto) and Men's Concert Choir (Man Choir)**

The course fee provides each student with a three-ring binder, uniform (including dry cleaning) and an EHS Choral Union T-shirt. It also covers school district bus fees, guest clinician/speaker fees, and festival entries fees. Any student participating in multiple choirs will only be assessed ONE Course Fee. Members of Man Choir will need to provide their own black long sleeved button-up dress shirt (although they may instead choose to purchase the black tuxedo shirt that the boys in varsity choirs are required to wear), black dress slacks, black dress shoes, black dress socks, and a black belt. Members of Bel Canto will need to provide their own black closed toed dress shoe with a heel that does not exceed one inch.

#### **Course Fee (Auditioned Choir) - \$25.00**

**This fee is assessed to: A Cappella Choir (Cantare), Treble Choir (Bella Voce), Chamber Choir (Sonous), and Jazz Choir (Premium Blend)**

The course fee provides each student with a three-ring binder and an EHS Choral Union T-shirt. It also covers school district bus fees, guest clinician/speaker fees, and festival entries fees. Any student participating in multiple choirs will only be assessed ONE Course Fee. Uniform fee is not included because these auditioned ensembles receive newer uniforms, as well as the majority of local travel costs, guest clinicians, and festival entries.

#### **Uniform Rental Fee – Not to exceed \$50.00**

**This fee is assessed to: A Cappella Choir (Cantare), Treble Choir (Bella Voce), Chamber Choir (Sonous), and Jazz Choir (Premium Blend)**

The Uniform Rental Fee is determined by dividing the costs of new and replacement uniforms among all students receiving a uniform. This also includes a dry cleaning fee. Any student participating in multiple choirs will only be assessed ONE Uniform Rental Fee. Students still need to provide their own dress shoes.

#### **Jewelry Cost – Not to exceed \$30.00**

**This fee is assessed to: Treble Choir (Bella Voce), Chamber Choir (Sonous, girls only), and Jazz Choir (Premium Blend, girls only)**

Female singers are required to purchase uniform jewelry, which they keep. Singers in multiple choirs may be assessed a separate Jewelry cost, but ONLY if the jewelry differs between the two ensembles. Every attempt will be made to use the same jewelry for at least two years, so this is not a yearly expense. However, sometimes brokers will discontinue past jewelry, and in such a case, we would be forced to purchase in consecutive years.

**Tuxedo Shirt Cost – Not to exceed \$30.00**

**This fee is assessed to: Chamber Choir (Sonous, boys only), and Jazz Choir (Premium Blend, boys only), Men’s Concert Choir may choose to purchase as well**

Male singers are required to purchase a uniform tuxedo shirt, which they keep. Every attempt will be made to use the same tuxedo shirt for at least two years, so this is not a yearly expense. However, sometimes brokers will discontinue past shirts, and in such a case, we would be forced to purchase in consecutive years.

**Sonous Tour – Not to exceed \$400**

**This fee is assessed to: Chamber Choir (Sonous)**

Every spring Sonous tours a part of the Western United States (usually the Pacific Northwest). The tour is an essential educational experience for the students; there are multiple opportunities for performance, as well as chances to meet top high school choirs and workshop with highly qualified professionals in the choral community. Yes, the students also have a lot of fun, but tours are “business trips,” with a strong focus on improving our craft. This year’s tour will be to the Portland and Seattle area. The final cost will include most meals, activities, transportation and lodging, as well as two uniform shirts. All efforts will be made to reduce individual student costs through fundraising.

The EHS Choral Union has and always will do as much as possible to minimize costs. We are committed to our pledge that no student be excluded from the choral music process due to financial hardship; 10% of the money we fundraise is pledged to our scholarship fund. To obtain assistance, students and/or parents are encouraged to approach Mr. McMullen in private – we will keep your information confidential! Money is usually dispersed in the form of work/study: Students will be asked to assist with concert set-up or music library assistance. Rate of pay is Mr. McMullen’s discretion.

<b>Ensemble</b>	<b>Course</b>	<b>Uniform</b>	<b>Jewelry</b>	<b>Shirt</b>	<b>Tour</b>
Sonous (Girl)	\$25	<\$50	<\$30	no	<\$400
Sonous (Boy)	\$25	<\$50	no	<\$30	<\$400
Bella Voce	\$25	<\$50	<\$30	no	no
Cantare	\$25	<\$50	no	no	no
Man Choir	\$25	no	no	optional	no
Bel Canto	\$25	no	no	no	no

### **3.3 Fundraisers**

The Eagle High School Choral Union has five fundraisers throughout the course of the school year. Fundraisers are spread out so not to overly burden the community of Eagle. Ten percent of all money fundraised goes to scholarships.

#### **Season Ticket Sales**

One-hundred and ten (110) seats in the auditorium are sold every year as season tickets. These seats will be held for ticket holders until five minutes prior to the start of the concert. Season ticket holders are given the opportunity to re-purchase their seats for the following concert year at the End-of-Year concert at a slight discount. The remaining season tickets are sold in September. Season tickets are good for the following events:

- Fall Concert (both performances)
- Holiday Concert (one of the three)
- Pre-Festival Concert (both performances)
- Sonous Live!
- End-of-Year Concert

Funds raised by season ticket sales will pay for our walk-on coaches and guest clinicians not adequately covered by the course fee, as well as fall maintenance costs (piano tuning, sound system). Any overage will go to the purchase of new music and professional development. Season tickets are \$75 for the 2013-14 concert season.

#### **Holiday Concert**

The Holiday Concerts are ticketed events. There will be three performances this year. Funds raised by the Holiday Concerts go to cover spring semester operational costs: spring maintenance costs, music purchases, local transportation, festival fees, guest clinician fees, state solo competition entry fees, lunches for the D-III Choral Festival, and spring coach salaries. Overages will be rolled over for future capital projects. Holiday Concert tickets go on sale at the Fall Concert, and when they are sold out, there will be no more. Tickets are \$10 for adults, \$8 for over 65 and under 18, and \$7 for EHS students with activity card.

#### **A Night in Italy**

“A Night in Italy” is a dinner, dessert, and auction fundraiser for the Varsity Choirs. The ensembles will be previewing their Festival music and Premium Blend students will be finishing their Jazz standards project. Funds raised by “A Night in Italy” will be used to lower travel costs for Varsity choirs. Any overages will be used to further fund spring semester expenses (see Holiday Concert above). More information regarding “A Night in Italy,” including admission costs, will be available by the Holiday Concerts.

#### **Sonous Live!**

At the end of April, Sonous performs in concert by themselves. It is a special evening for the students, where we honor their contributions to the Choral Union. Funds raised from admission are used to provide start-up capital for the CD recording. Any overage will be used to fund start-up for the next school year (see CD sales). Just as the Holiday Concerts, tickets are \$10 for adults, \$8 for over 65 and under 18, and \$7 for EHS students with activity card.

#### **End of Year CD Sales**

Students (and parents) are encouraged, but not required, to purchase a compilation CD of our year. Funds raised from CD sales will be used for start-up costs for the following school year; music, binders, t-shirts, uniforms, capital improvements, summer camps, professional development, and summer maintenance are all reliant on CD sales. This year the album will be

available through CD Baby, an online clearing house for music. CD Baby works with iTunes, Amazon, and Spotify, so look to those sites for future EHS Choral Music. More information about CD sales will be available at Pre-Festival Concerts and Sonous Live!

### **Parental involvement in fundraisers**

For many of our fundraisers to be successful, parental assistance is necessary. Since the varsity choirs (Sonous, Premium Blend, Bella Voce) are the primary recipients of most fundraisers, assistance from parents of varsity choir members is especially needed. In years where varsity ensembles have extensive travel plans, parental participation in the Choir Booster Club may be required.

### **3.4 Semester Projects & Sectional Rehearsals**

All students are required to complete a semester project in their respective classes. Project criteria will differ from class to class. All semester projects are due during their corresponding semester final, unless otherwise stated.

#### **Premium Blend Projects:**

Students are required to keep a “gig list” of solos (in the form of lead sheets) in the back of their folder, and need to add three new solos per semester to their collection. Students will need to research each solo, filling out and attaching an information sheet (template will be provided) to each. The solos **MUST** be a jazz standard, and student should acquire solos in a variety of styles, covering the three major jazz “umbrellas.” Once a quarter, students may be required to perform one of their solos in front of the class, chosen randomly by instructor. Premium Blend students are expected to perform at least one solo at “A Night in Italy” fundraiser dinner in February.

#### **Sonous and Bella Voce Projects & Sectionals:**

Students are required to attend two choral concerts by other Meridian School District or Treasure Valley area high school choirs per semester. At least seven concerts will be selected every semester to provide options for student schedules. Attendance will be taken both before and after the concert, and students must check in and out to receive full credit. Students should be prepared to answer questions orally regarding the concert during their next rehearsal.

2013-14 1<sup>st</sup> Semester Approved Concerts will be posted in the classroom by the 1<sup>st</sup> week of October.

Students in Sonous, Bella Voce, and Premium Blend are also required to attend four sectionals per quarter for the 1<sup>st</sup> – 3<sup>rd</sup> Quarters of the school year. Sectionals are scheduled in advance by section leaders and usually occur on during lunch. One sectional per quarter may take place off campus after school time and include a social component. Students are expected to be in attendance at all sectionals. There will be a fifth make-up sectional to allow for one miss during the four week window. Not feeling like attending a sectional is **NEVER** excused. Students who have two or more sectional absences in a semester may be dismissed from their ensemble at the semester break.

#### **Cantare, Bel Canto and Man Choir Projects:**

Following the Fall and Pre-Festival Concerts, students will be required to complete a Concert Critical Analysis form and turn in at the beginning of the class session immediately following the concert. Critical Analysis Forms will be made available to students prior to the concert.

### **3.5 Solos and Auditions**

#### **Extra-curricular Solos**

On the first Monday of March, Eagle High School participates in the District III Solo/Ensemble Festival. Students are given the opportunity to prepare a solo for this competition. Solos must be selected from the state list ([www.idahomusiced.org](http://www.idahomusiced.org)). The top two soloists in each voice category are then given the opportunity to represent the district at the State Solo Festival in May. Participation in this event is required for students to receive a Varsity Letter in Choir. It is highly recommended that students choosing to participate in the Solo Festival take private voice lessons. Mr. McMullen does not teach private voice.

#### **Curricular Solos**

Most of the choral ensembles will perform some literature that requires a soloist. Soloists are chosen in the following ways:

- Instructor Appointed: solo is awarded by director without an audition
- Closed Audition: instructor auditions soloists in a private audition
- Open Audition: instructor auditions soloist in front of class

Occasionally, an understudy will be assigned for a solo. This is usually in cases of very big features or when songs that will be performed over more than one semester. If you are assigned a role as an understudy, it does not guarantee that you will be given an opportunity to perform the solo.

So you want a solo? As the instructor, here is my thought process in selecting soloists:

- Is this the right voice for the solo? Usually there is a specific solo sound I am looking for. This sound is dependent on the specific solo. Although voices can be coached to sound differently, it is usually best if the soloist is creating the sound in a free and relaxed manner.
- Is the singer confident and prepared? Remember, we do not mic soloists unless it is in jazz. You may have the greatest voice in the world, but if you cannot project confidently, don't expect to get a solo. If you don't know the music, are late or miss the audition, or aren't prepared, you won't receive a solo.
- Is the singer coach-able? If you cannot handle the constructive criticism involved in being a soloist, or have shown inflexibility to instruction, you won't receive a solo.
- Has the singer received a solo already this year? While I do not limit students to one solo per year, it is important to "spread the wealth," so I do take number of solos into consideration.
- What is the grade level of the singer? As a last resort, I will break a tie by awarding the solo to the student with the highest level of seniority.

## **Auditions**

Curricular Choirs rehearse during the instructional day. The different choirs progress in a stepwise manner, as follows:

### **Male Students**

Man Choir (non-auditioned Men's)  
Sonous (Varsity mixed choir)

### **Female Students**

Bel Canto (non-auditioned Women's)  
A Cappella (intermediate Women's)  
Bella Voce (Varsity Women's choir)  
Sonous (Varsity mixed choir)

Premium Blend is a mixed one-on-a-microphone vocal jazz ensemble. Singers in Premium Blend MUST be enrolled in a classical vocal ensemble as well.

The individual auditions will occur during the 4<sup>th</sup> Quarter of the year. A callback auditions may occur for students that are being considered for Varsity Choirs. After the audition process is complete, I will post the final rosters for the Choirs.

Varsity Quartet and Virtuoso! Auditions are held in May. Spots are filled by the four most qualified student from each gender, with no preference given for grade level.

So you want to be in a select ensemble? Here is what I am looking for:

- What voice parts are appropriate for the student? What notes can the student comfortably and safely sing? How is your voice progressing?
- Does the quality of the student's voice warrant placement in an advanced ensemble? Does the student have the maturity to handle the pressure of an advanced ensemble?
- How do you act in rehearsal? Are you a good student? If academic eligibility is a problem, I will not place you in touring ensembles.
- What is the most appropriate ensemble placement for the student? What will offer the student the best opportunity for personal and vocal growth?
- What are the needs of the ensemble? What is the gender balance of mixed ensembles (must be at least 40% men), as well as the balance of individual sections - you can't have 30 Sopranos in a choir of 40!
- Can you function in a team setting? What is your commitment level to the choral program?
- What is the grade level of the singer? As a last resort, I will break a tie by giving priority placement to the student with the highest level of seniority.

A student's placement in auditioned choral ensembles is at the sole discretion of the instructor.

## **Section 3.6 Financial Aid**

The EHS Choral Union has and always will do as much as possible to minimize costs. We are committed to our pledge that no student be excluded from the choral music process due to financial hardship; 10% of the money we fundraise is pledged to our scholarship fund. To obtain assistance, students and/or parents are encouraged to approach Mr. McMullen in private – we will keep your information confidential! Money is usually dispersed in the form of work/study. Students will be asked to assist with concert set-up or music library assistance. Rate of pay is Mr. McMullen's discretion.

### Section 3.7: Travel Eligibility Check List

To be eligible to leave campus with the choir, all of the following must be accounted for:

- ✓ Eagle High School Activity Card purchased
- ✓ District Participation Fee paid
- ✓ Choir Course Fee paid
- ✓ Associated Travel Costs paid
- ✓ Medical Release Form completed and returned
- ✓ Parent/Student Contract signed and returned
- ✓ Current Student Grade Check verified
- ✓ All Previous Outstanding Balances paid

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#### Parent/Student Contract

I, the undersigned have read and understand the information presented in the sections on course syllabus, behavior expectations, academic eligibility and grading policies. I have received the calendar of events and the approximation of costs list. I furthermore give permission for my child to be transported by charter bus, school bus or arranged district transportation to and from activities participated in by the Eagle High School Choral Union. I also give permission for my child to be recorded via audio, video, and/or photography and for said recording to be used for promotional purposes by and for the Eagle High School Choral Union, the Eagle High School Music Department, Eagle High School, and/or Joint School District #2.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date