

# Junior High Choir Syllabus - Spring 2025

Director: Ms. Emily Giannotta

Email: [egiannotta@isd599.org](mailto:egiannotta@isd599.org)

Phone Number: 218-945-6953 (Ex. 124)

Room: Choir Room (124)

Google Classroom Code: **cqnlxk4**

## Course Overview:

In Junior High Choir, students will explore a variety of musical genres and styles of singing, develop healthy vocal techniques and rehearsal skills, and engage in discussions with their peers about the music they perform. Students will also develop crucial music theory skills and sight reading abilities, and intentionally prepare for performances throughout the semester.

## Course Objectives:

1. Develop vocal skills and techniques through a diverse repertoire.
2. Analyze musical pieces and their historical, musical, and emotional significance.
3. Build rehearsal and performance skills.
4. Foster collaboration and teamwork within the choir.
5. Explore and develop music theory knowledge and application.

## Grading Scale:

A = 100-93

C = 76-73

A- = 92-90

C- = 72-70

B+ = 89-87

D+ = 69-67

B = 86-83

D = 66-63

B- = 82-80

D- = 62-60

C+ = 79-77

F = < 59

## Class Assessments:

- 45% - Rehearsal Skills Assessments
- 30% - Performance Attendance and Skills
- 25% - Various Work As Assigned (Performance Reflections, Choral Juries, Music Theory Exercises)

## Assignment Descriptions:

- **Rehearsal Skills Assessments** - As opposed to being graded on their participation or effort in choir, singers will be graded for their work in class based on specific rehearsal skills that are crucial to successful rehearsal processes and healthy singing. Ms. G will watch students during rehearsal and note whether or not certain rehearsal skills are occurring. These skills are:
  - Choral Posture: when seated and singing, sitting up straight with both feet on the floor, no crossing legs or leaning against the back of the chair; when standing and singing, standing with good posture, hand at your side of holding music/folder, feet shoulder-width or wider apart to a reasonable degree
  - Engagement with Music: Holding music and folder so they can see Ms. G and their music simultaneously, following along with the physical music to their ability level (DOES NOT MEAN ABILITY TO READ THE MUSIC WITHOUT MISTAKES)
  - Engagement with Director: generally following along with the instructions, gestures, conducting, etc. of Ms. G and refraining for talking or other activities that would distract other singers

About every two weeks, Ms. G will gather data taken from class and rate each students' consistency in these categories using a rubric between 1-10 points for each category. Students who are absent will only be graded on the days they are in choir and able to display these skills. The students will also rate themselves on this rubric, and completion of this self-assessment will be worth  $\frac{1}{4}$  of the overall points given for each rehearsal assessment.

- **Performance Attendance + Skills** - Students receive a large portion of their grade simply for showing up for performances throughout the semester and showing enthusiastic participation because performance is crucial to what we do. (see below "Important Dates"). If a student is unable to attend any performances, THEY MUST LET MS.G KNOW AT LEAST 2-3 WEEKS PRIOR TO THE EVENT IN ORDER TO BE ELIGIBLE FOR MAKEUP. Please also have a parent or guardian reach out to confirm your absence if at all possible. You will have a makeup assignment to account for those points.
  - Note: I understand emergencies come up that are completely out of your control, communicate with me and we can discuss what to do in any given situation!
- **Performance Reflections** - After performances, students will complete a brief reflection on the performance they gave both individually and as a choir. A few short questions will be provided to answer.
- **Choral Juries** - Various times throughout the semester, students will be asked to use their computer's audio recorder to record themselves singing their part within a choral

piece to submit for feedback. In order to prepare, students are HIGHLY ENCOURAGED to take their folder with music home to practice with the provided resources. Grade is given based on completion.

- **Music Theory Exercises** - Starting the week of January 27th, students will have short theory lessons every other Tuesday for “Theory Tuesday” covering topics like reading notes and rhythms, figuring out key signatures, and using solfege. As a part of these lessons, students will have short assignments in class to show their understanding of the lesson for the day that will be graded for completion. All content for Theory Tuesdays will be in the slides and the content will be able to make up for those who are absent.

**Materials Needed:**

- Assigned Folder
- Pencil/Pen
- Water bottle with WATER ONLY

**Class Expectations:**

Students and their director will agree upon a collectively made classroom agreement which lays out the guidelines and expectations Ms. G has for the students, the students have for their director, and the students have for each other. This will be the go-to document for questions regarding class expectations for anyone looking to read them.

**Important Dates:**

- May Concert: TBA

## 9th Grade Choir Syllabus - Spring 2025

Director: Ms. Emily Giannotta

Email: [egiannotta@isd599.org](mailto:egiannotta@isd599.org)

Phone Number: 218-945-6953 (Ex. 124)

Room: Choir Room (124)

Google Classroom Code: **wnalfdw**

### Course Overview:

In 9th Grade Choir, students will explore a variety of musical genres and styles of singing, reinforce and continue building healthy vocal techniques and rehearsal skills, and engage in meaningful discussions with their peers about the music they perform. Students will also continue to improve their music theory skills and sight reading abilities, and intentionally prepare for performances throughout the semester.

### Course Objectives:

1. Develop vocal skills and techniques through a diverse repertoire.
2. Analyze musical pieces and their historical, musical, and emotional significance.
3. Strengthen rehearsal and performance skills.
4. Foster collaboration and teamwork within the choir.
5. Enhance music theory knowledge and application.

### Grading Scale:

A = 100-93	C = 76-73
A- = 92-90	C- = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	F = < 59

### Class Assessments:

- 45% - Rehearsal Skills Assessments
- 30% - Performance Attendance and Skills
- 25% - Various Work As Assigned (Performance Reflections, Choral Juries, Music Theory Exercises)

## Assignment Descriptions:

- **Rehearsal Skills Assessments** - As opposed to being graded on their participation or effort in choir, singers will be graded for their work in class based on specific rehearsal skills that are crucial to successful rehearsal processes and healthy singing. Ms. G will watch students during rehearsal and note whether or not certain rehearsal skills are occurring. These skills are:
  - Choral Posture: when seated and singing, sitting up straight with both feet on the floor, no crossing legs or leaning against the back of the chair; when standing and singing, standing with good posture, hand at your side of holding music/folder, feet shoulder-width or wider apart to a reasonable degree
  - Engagement with Music: Holding music and folder so they can see Ms. G and their music simultaneously, following along with the physical music to their ability level (DOES NOT MEAN ABILITY TO READ THE MUSIC WITHOUT MISTAKES)
  - Engagement with Director: generally following along with the instructions, gestures, conducting, etc. of Ms. G and refraining for talking or other activities that would distract other singers

About every two weeks, Ms. G will gather data taken from class and rate each students' consistency in these categories using a rubric between 1-10 points for each category. Students who are absent will only be graded on the days they are in choir and able to display these skills. The students will also rate themselves on this rubric, and completion of this self-assessment will be worth  $\frac{1}{4}$  of the overall points given for each rehearsal assessment.

- **Performance Attendance + Skills** - Students receive a large portion of their grade simply for showing up for performances throughout the semester and showing enthusiastic participation because performance is crucial to what we do. (see below "Important Dates"). If a student is unable to attend any performances, THEY MUST LET MS.G KNOW AT LEAST 2-3 WEEKS PRIOR TO THE EVENT IN ORDER TO BE ELIGIBLE FOR MAKEUP. Please also have a parent or guardian reach out to confirm your absence if at all possible. You will have a makeup assignment to account for those points.
  - Note: I understand emergencies come up that are completely out of your control, communicate with me and we can discuss what to do in any given situation!
- **Performance Reflections** - After performances, students will complete a brief reflection on the performance they gave both individually and as a choir. A few short questions will be provided to answer.

- **Choral Juries** - Various times throughout the semester, students will be asked to use their computer's audio recorder to record themselves singing their part within a choral piece to submit for feedback. Grade is given based on completion.
- **Music Theory Exercises** - Starting the week of January 27th, students will have short theory lessons every other Tuesday for "Theory Tuesday" covering topics like rhythm reading, solfege identification, and getting started with implementing sight reading. As a part of these lessons, students will have short assignments in class to show their understanding of the lesson for the day that will be graded for completion. All content for Theory Tuesdays will be in the slides and the content will be able to make up for those who are absent.

**Materials Needed:**

- Assigned Folder
- Pencil/Pen
- Water bottle with WATER ONLY

**Class Expectations:**

Students and their director will agree upon a collectively made classroom agreement which lays out the guidelines and expectations Ms. G has for the students, the students have for their director, and the students have for each other. This will be the go-to document for questions regarding class expectations for anyone looking to read them.

**Important Dates:**

- May Concert: Monday, May 12

# 10th-12th Grade Choir Syllabus - Spring 2025

Director: Ms. Emily Giannotta

Email: [egiannotta@isd599.org](mailto:egiannotta@isd599.org)

Phone Number: 218-945-6953 (Ex. 124)

Room: Choir Room (124)

Google Classroom Code: **5hmjmt7**

## Course Overview:

In 10-12 Choir, students will explore a variety of musical genres and styles of singing, further develop healthy vocal techniques and rehearsal skills, and engage in meaningful discussions with their peers about the music they perform. Students will also continue to improve their music theory skills and sight reading abilities, and intentionally prepare for performances throughout the semester.

## Course Objectives:

1. Develop vocal skills and techniques through a diverse repertoire.
2. Analyze musical pieces and their historical, musical, and emotional significance.
3. Strengthen rehearsal and performance skills.
4. Foster collaboration and teamwork within the choir.
5. Enhance music theory knowledge and application.

## Grading Scale:

A = 100-93	C = 76-73
A- = 92-90	C- = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	F = < 59

## Class Assessments:

- 45% - Rehearsal Skills Assessments
- 30% - Performance Attendance and Skills
- 25% - Various Work As Assigned (Performance Reflections, Choral Juries, Music Theory Exercises)

## Assignment Descriptions:

- **Rehearsal Skills Assessments** - As opposed to being graded on their participation or effort in choir, singers will be graded for their work in class based on specific rehearsal skills that are crucial to successful rehearsal processes and healthy singing. Ms. G will watch students during rehearsal and note whether or not certain rehearsal skills are occurring. These skills are:
  - Choral Posture: when seated and singing, sitting up straight with both feet on the floor, no crossing legs or leaning against the back of the chair; when standing and singing, standing with good posture, hand at your side of holding music/folder, feet shoulder-width or wider apart to a reasonable degree
  - Engagement with Music: Holding music and folder so they can see Ms. G and their music simultaneously, following along with the physical music to their ability level (DOES NOT MEAN ABILITY TO READ THE MUSIC WITHOUT MISTAKES)
  - Engagement with Director: generally following along with the instructions, gestures, conducting, etc. of Ms. G and refraining for talking or other activities that would distract other singers

About every two weeks, Ms. G will gather data taken from class and rate each students' consistency in these categories using a rubric between 1-10 points for each category. Students who are absent will only be graded on the days they are in choir and able to display these skills. The students will also rate themselves on this rubric, and completion of this self-assessment will be worth  $\frac{1}{4}$  of the overall points given for each rehearsal assessment.

- **Performance Attendance + Skills** - Students receive a large portion of their grade simply for showing up for performances throughout the semester and showing enthusiastic participation because performance is crucial to what we do. (see below "Important Dates"). If a student is unable to attend any performances, THEY MUST LET MS.G KNOW AT LEAST 2-3 WEEKS PRIOR TO THE EVENT IN ORDER TO BE ELIGIBLE FOR MAKEUP. Please also have a parent or guardian reach out to confirm your absence if at all possible. You will have a makeup assignment to account for those points.
  - Note: I understand emergencies come up that are completely out of your control, communicate with me and we can discuss what to do in any given situation!
- **Performance Reflections** - After performances, students will complete a brief reflection on the performance they gave both individually and as a choir. A few short questions will be provided to answer.

- **Choral Juries** - Various times throughout the semester, students will be asked to use their computer's audio recorder to record themselves singing their part within a choral piece to submit for feedback. In order to prepare, students are HIGHLY ENCOURAGED to take their folder with music home to practice with the provided resources. Grade is given based on completion.
- **Music Theory Exercises** - Starting the week of January 27th, students will have short theory lessons every other Tuesday for "Theory Tuesday" covering topics like rhythm reading, solfege identification, and getting started with implementing sight reading. As a part of these lessons, students will have short assignments in class to show their understanding of the lesson for the day that will be graded for completion. All content for Theory Tuesdays will be in the slides and the content will be able to make up for those who are absent.

#### **Materials Needed:**

- Assigned Folder
- Pencil/Pen
- Water bottle with WATER ONLY

#### **Class Expectations:**

Students and their director will agree upon a collectively made classroom agreement which lays out the guidelines and expectations Ms. G has for the students, the students have for their director, and the students have for each other. This will be the go-to document for questions regarding class expectations for anyone looking to read them.

#### **Important Dates:**

- Solo Contest: Monday, January 27
- Ensemble Contest: Monday, March 10
- Subsection 30 Honors Concert: Friday, April 4
- Large Group Contest: Wednesday, April 9
- May Concert: Monday, May 12