

Andover High School Choirs



Student Handbook 2019 – 2020

Dear Andover High School Choir Member and Parent/Guardian:

WELCOME to all new and returning members of the Andover High School Choirs! We are excited that you have elected to be a part of the excellent music program here at Andover just as much as we are excited to be your directors. Because of this excellence, the choral program enrollment is thriving which allows for five curricular choirs including Concert Choir (Level I, grades 10, 11 & 12), Bel Canto (Level II, grades 10, 11 & 12 SSAA), Cantabile (Level II, grades 10-12 mixed), Cantemus (Level I, grades 9 TTBB), and Colla Voce (Level I, grade 9 SSAA).

Learning music opens your mind like nothing else, and performing in a school music ensemble is both rewarding and challenging. Music encourages creativity while instilling self-discipline. Music increases self-esteem and improves thinking skills. Learning music develops “spatial IQ” which helps students tackle challenging subjects like math and science. The abilities developed in learning to perform well will assist and enhance your immediate and future successes. Your participation in choir will not only improve your intellectual, emotional, and physical abilities, but will develop those abilities through traditional values such as teamwork, cooperation, responsibility, and effort.

The Andover High School choral program is dedicated to providing students with a well-rounded and complete music education. Therefore, music that is sacred, secular, and diverse (ethnically and religiously) is included in the music curriculum. Each piece of music is thoughtfully selected for study in order that students can better understand its place, contribution, and importance in the many cultures throughout the world.

Andover High School takes great pride in its musical high standards and choral excellence. To maintain this choral excellence, all students must be willing to work hard in daily rehearsals, attend after school performances and occasional rehearsals, assist with fundraising activities, and exemplify dedication to this choral program which provides so many unique and quality opportunities for all students involved.

We wholeheartedly look forward to working with each of you. It will be our privilege to experience your musical and personal growth throughout the 2018-2019 school year. Please feel free to contact either of us at any time with any questions or concerns you may have.

Sincerely,

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Philosophy of the Andover Choral Program:

Why do we teach vocal music at Andover High School?

I. ***Music is a Science.*** It is exact, specific, and it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody, and harmony all at once and with the most exact control of time.

II. ***Music is Mathematical.*** It is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.

III. ***Music is a Foreign Language.*** Most of the terms are in Italian, German, or French; and the notation is certainly not English - but a highly developed kind of shorthand that used symbols to represent ideas. The semantics of music is the most complete and universal language.

IV. ***Music is History.*** Music usually reflects the environment and times of its creation, often even the country and/or racial feeling.

V. ***Music is Physical Education.*** It requires fantastic coordination of fingers, hands, arms, lip, cheek, and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.

VI. ***Music Develops Insight and Demands Research.***

VII. ***Music is all these things, but most of all, Music is Art.***

It allows a human being to take all these, dry technically boring, (but difficult) techniques and use them to create emotion. That is one thing science cannot duplicate; humanism, feeling, emotion, call it what you will.

That is why we teach music:

Not because we expect you to major in music...

But so you will be human

So you will recognize beauty

So you will be closer to an infinite beyond this world

So you will have something to cling to

So you will have more love, more compassion, more gentleness, more good - in short, more Life.

“No matter what it may do for the intellect, a student’s education is impaired if it does not also touch the soul, and music can be the key to reaching a student’s innermost being.

-Allan Miller and Dorita Coen

Classroom Expectations

Personal Growth:

- Improve each day. Don't ever settle for mediocrity.
- Enjoy the process. Many of our goals will take time. Do your best, but be patient.

Habits to build – Choices to make:

- Place cell phone in assigned slot and go directly to your seat with music and pencil by the time the bell rings – this reflects the kind of dedication and attention to detail that we need in a rehearsal.
- Do not talk when the director or classmates are speaking.
- Check your posture regularly whether you are sitting or standing.
- Display focused silence when other parts are rehearsing.
- Ask “wise” questions by raising your hand.

Classroom Contributions:

- Be respectful of the director and your classmates at ALL TIMES.
- Take part in all activities - we all participate fully and as a team.
- Be supportive of one another - help make choir a “safe” place
- Dare to take risks and take chances.

Group Skills / Leadership:

- Lead by example...yelling for people to be quiet does not work.
- Follow your part when other sections are rehearsing.

Classroom Policies:

- No gum – use the wastebasket at the door.
- **No candy or food in rehearsal rooms. However, WATER is encouraged for healthy singing.**
- **Cell phones will be placed in numbered slot everyday.**
- Do not write on the white boards or bulletin boards without permission.
- Students must pay for any lost or damaged music, folders, or robes.
- If you are ill and cannot sing, please talk to the director *before* class.

Attendance and Tardiness Policy:

- Daily attendance – Unexcused absences and tardies will follow Andover HS Attendance Policy.



2019-2020 Performance Schedule

6:30PM Concerts will feature Cantemus, Colla Voce and Concert Choir

7:00/7:30PM Concerts will feature choirs marked

8:00PM Concerts will feature Bel Canto, Cantabile and Concert Choir

An X means required attendance

DATE	EVENT	TIME/ LOCATION	CONCERT CHOIR	BEL CANTO	CANTABIL E	CANTEMUS	COLLA VOCE
10/6/19	District 11 Choral Festival Rehearsal	6:30-9:00 Anoka HS	X	X			
10/13/19	District 11 Choral Festival Rehearsal	6:30-9:00 Anoka HS	X	X			
10/14/19	District 11 Choral Festival	7:30 pm Orchestra Hall	X	X			
10/23/19	Region 7AA Treble Festival	School Day Princeton HS					X
11/4/19	Fall Choir Concert	6:30/8:00 Auditorium	X	X	X	X	X
11/11/19	Veterans Day Program	School Day Andover HS	X				
11/18/19	Andover Sings! (Oak View/AndHS)	7:00 Andover Gym	X	X	X	X	X
12/13/19	Café Onstage	Evening Andover HS	X	X	X	X	X
12/19/19	Holiday Choir Concert	6:30/8:00 Auditorium	X	X	X	X	X
1/23/20- 1/26/20	Concert Choir Tour/ Concordia Festival	Concordia College	X				
1/29/20	7AA Mixed Festival	School Day St. Francis HS			X		
2/3/20	NWSC Preview Concert	7:00 pm Andover HS	X				
2/10/20	NWSC Music Festival	School Day Totino Grace	X				
2/11/20	NWSC All-Conference Concert	7:00 Totino Grace	Selected by Director				
TBD	A-H Men's Festival/ Timberwolves Game	After school Anoka HS				X	
3/2/20	Solo/Ensemble Contest	3-9PM Andover HS	X	X			
3/26/20	Spring Concert	6:30 and 8:00 Auditorium	X	X	X	X	X
4/22/20	Region 7AA Large Group	School Day North Branch	X	X			
5/27/20	Finale Choir Concert	6:30 and 8:00 Auditorium	X	X	X	X	X
6/7/20	Graduation	4pm Mariucci	Seniors Only	Seniors Only	Seniors Only	Seniors Only	Seniors Only

Concert Attendance Policy

Attendance at concerts is a required part of our course, and is vital to our performances. *Talk to your family and check work schedules now - make changes if needed. Missed concerts WILL lower your grade. Dates with X's are required for your choir. Again, get them in your family calendar right away.*

This is a graded activity. Students will also stay for the duration of the concert. This may require advance planning by parents to line up transportation. Students will receive partial credit if they leave after their choir is done performing. Listening is as much a part of learning as performing is. Evaluations will be completed regarding the entire concert the next day in class. All students are extremely valuable members of the performance teams! Few excused absences will be granted.

Concert Absence Approval (Teacher Notification Required)

- Applies to MN State High School League regional or state athletic contests. Other school athletic contests must be discussed with director and athletic coach (not including school athletic practices). Make-up work is required to restore concert grade.

Excused Concert Absence (Teacher Verification Required)

- Student illness/family emergency. Make-up work is required to restore concert grade.

Unexcused Concert Absence

- No prior teacher verification in above categories: skipping concert or leaving early without permission, or concert absence for any reason not allowed by choral music department.
- School athletic practices.
- Community or club sports practices or games.
- Any non-State High School League sports event.

To obtain an excused concert absence: The parent must contact the director **by email/phone** in advance of the concert using the contact information on the front page. Please try and notify us as soon as you are aware of the absence.

If a student brings a note, it will be ignored by the director. We would like the opportunity to dialogue with the parent about the absence and the make-up assignment. Absences are granted for extreme illness and funerals. See above for other circumstances. Transportation problems and job conflicts are NOT excused. Many other students would be willing to help with transportation issues. The make-up assignment for excused absences is to sing the concert music for the director and evaluate a recording of the concert, with no penalty. We are understanding and generous with students who are honest and have serious illness or a family tragedy.

Unexcused absences are a student choice. They result in a loss of your performance grade.

Concert Choir and Cantabile Concert Attire

MEN: T-shirt without collar. BLACK dress pants, BLACK socks, and BLACK dress shoes – NO TENNIS SHOES. A school-issued choir robe will be provided.

WOMEN: T-shirt without collar. FLESH colored nylons/bare legs, BLACK CLOSED-TOE dress flats. A school-issued choir robe will be provided.

Bel Canto Concert Attire

Bel Canto will wear school-issued dresses. Student will be responsible for getting the dress temporarily hemmed to fit. Dresses will be returned at the end of the year so permanent hems are not an option. You need to provide black, closed-toe dress flats.

Cantemus Concert Attire

WHITE LONG SLEEVED DRESS SHIRT, BLACK dress pants, BLACK socks, and BLACK dress shoes – NO TENNIS SHOES. A school-issued tie will be provided to each student.

Colla Voce Concert Attire

Dressy WHITE top and BLACK bottom (knee-length skirt or dress pants), FLESH colored nylons/bare legs, BLACK CLOSED-TOE dress flats.



Grading Structure

Evaluation

Students are graded in the following areas:

1. Rehearsal Skills
2. Sight-Singing
3. Theory
4. Reflection
5. Performance
6. Composition (Trimester 3 only)

Grading Policies

Formative Assessments

Formative work is provided as guided and independent practice and doesn't affect a student's grade but must be completed prior to taking summative assessments.

Late/Missing Work

Formative work: Formative grades are not individually calculated into the final grade. Late formative work will be accepted through the Friday before finals week.

Missing Work: Summative assessments are opportunities for students to demonstrate mastery of the learning targets. Therefore, students must complete all summative assessments. Formative assignments prepare students for summative assessments; therefore, formative assessments must be completed prior to retaking the corresponding summative assessment.

Relearning/Reassessment

Students can relearn and retest on all formative assessments as we have limited time in class for this, but retakes can be done outside of class. Students are allowed to retake more than once, but there needs to be proof of new learning and practice between the last retake and the next.

Anoka-Hennepin Choir Learning Targets

Level 1 (Colla Voce and Cantemus)

Level 1 Sight Singing Targets

- I can sing stepwise motion from Do to La.
- I can correctly identify solfege syllable names.
- I can sing quarter note rhythms with a steady beat.

Level 1 Theory Targets

- I can identify note names on the treble clef.
- I can identify note names on the bass clef.
- I can identify note names using ledger lines.
- I can identify the symbols for note values.
- I can identify the symbols for rest values.
- I can define assigned music vocabulary words.
- I can write the counting for a rhythmic passage.

Level 1 Performance Targets

- I can demonstrate proper singing posture.
- I can sing my part on an assigned song with accurate intonation.
- I can sing my part on an assigned song with rhythmic accuracy.

Level 1 Respond Targets

I can evaluate a performance of music based on rhythm and/or intonation.

Level 1 Composition

I can compose a melody using steps and skips.

Level 2 (Cantabile and Bel Canto)

Level 2 Sight Singing Targets

I can sing a melody that uses Do-Mi-Sol skips.

I can sing a variety of rhythms with a steady beat.

I can correctly identify solfege syllable names.

Level 2 Theory Targets

I can identify note names on the treble clef.

I can identify note names on the bass clef.

I can identify note names using ledger lines.

I can define assigned music vocabulary words.

I can write the counting for a rhythmic passage.

I can identify intervals using their numeric names.

Level 2 Performance Targets

I can demonstrate a low, silent, relaxed inhalation.

I can sing my part on an assigned song with accurate intonation.

I can sing my part on an assigned song with rhythmic accuracy.

Level 2 Responding to Music

I can identify characteristics of a variety of genres and styles of music.

I can analyze music by applying self-selected criteria.

I can justify my choices of self-selected criteria based on my knowledge of music fundamentals.

Level 2 Composition

I can divide words into syllables.

I can assign at least one note per syllable of text.

I can revise a text and assign appropriate note values to the syllable, adding up to the appropriate number of beats per measure.

Level 3 (Concert Choir)

Level 3 Sight Singing Targets

I can sing a melody that uses skips and leaps.

I can sing a variety of rhythms with a steady beat.

I can correctly identify solfege syllable names.

Level 3 Theory Targets

I can identify note names on the treble clef.

I can identify note names on the bass clef.

I can identify note names using ledger lines.

I can define assigned music vocabulary words.

I can write the counting for a rhythmic passage.

I can identify all diatonic intervals and major/minor 2nds and 3rds.

I can identify all major key signatures.

Level 3 Performance Targets

I can demonstrate appropriate use of dynamics in an assigned passage.

I can sing my part on an assigned song with accurate intonation.

I can sing my part on an assigned song with rhythmic accuracy.

Level 3 Responding to Music

I can analyze music by applying self-selected criteria.

I can justify my choices of self-selected criteria based on my knowledge of music fundamentals.

Level 3 Composition

I can divide words into syllables.

I can assign at least one note per syllable of text.

I can revise a text and assign appropriate note values to the syllable, adding up to the appropriate number of beats per measure.

I can revise a melody while keeping it recognizable and singable.

Rehearsal Skills-All choirs

I can evaluate and refine these things as I rehearse with my fellow ensemble members:

- Tone Quality

- Intonation

- Rhythm

- Balance and Blend

- Technique

- Interpretation and Musicianship

- Diction

- Facial Expression

- Body Alignment

- Poise

- General Mannerisms

I am fully engaged in the rehearsal process listening to my fellow ensemble members and watching my conductor for cues and phrasing.

I work with my teacher and my ensemble peers to mark my music with agreed upon expression marks, dynamics, breath marks, articulations, and word accents.

Lettering Policy

Purpose: To recognize and reward significant student contributions of time and talent for the success and musical growth of the AHS Choir program.

Letter Awards: 15 points = 1st Letter Award 45 points = 3rd Level
30 points = 2nd Level 60 points = 4th Level

- Points accumulate year to year.
- Students must have at least 5 points in a single year to receive their next level.

Point Schedule for Letter Awards:

I. In-School Activities and Events

- Co-curricular ensemble (2-3 rehearsals/week) 1 point/term
- Festival of Styles at St. John's (TBD) 1 point
- NWSC All-Conference Choir 3 points
- ACDA/MMEA Honor Choirs
 - Audition 1 point
 - Selection and participation 3 points
- MN All-State Choir
 - Audition 1 point
 - Selection and participation 5 points
- School Musical 1-3 points/production
- Misc. School Performance 1 point/3 perf.
(e.g. national anthem, homecoming, etc.)
- Accompanist for choir 1 point per piece
- Choir Officer 1 point per term
- Section Leader 1 point per term
- Solo/Ensemble Contest
 - First event 3 points
 - Each additional event 1 point

II. Out of School Activities and Events

- Private Voice lessons 1 point/9 lessons
 - (w/verification from voice instructor)
- Community Choir rehearsals 1 point/9 rehearsals
 - (w/verification from director)
- Music Camps/Clinics (director approved) 1 point/event
- Public performances (director approved) 1 point/event
- Other (director approved) points vary

PLEASE SIGN AND RETURN THIS FORM

DUE: Friday, September 6th

Student Name: _____

Grade: 9 10 11 12 (circle)

Choir (circle): Concert Choir (Level III) Cantabile (Level II)

Bel Canto (Level II) Cantemus (Level II) Colla Voce (Level I)

By signing this, I am accepting responsibility for the policies of the AHS choir program and have read the choir handbook and syllabus (available on Mrs. Kjellberg and Mr. Halland's school websites). I understand the concert schedule and the policy for excused/unexcused concert absences.

Student Signature: _____

Student Cell Phone: _____

Student Anoka-Hennepin Email: _____

Parent/Guardian Signature: _____

Primary phone number: _____

Parent/Guardian Email Address:

Parents/Guardians: There are various volunteer opportunities throughout the year. In order for Andover Choral Department to be as successful as possible, WE REALLY NEED YOUR HELP. Are you willing to volunteer for the Andover High School Choral Department at some point during the year?

_____ YES! I am willing to volunteer for the Andover Choral Department!

