

Gorham High School Treble Choir 2 *Bella Voce*

Class Syllabus

Instructor: Mr. Murray
Credit: 1 Fine Arts
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“...this thing which we are trying to do together is somehow greater – more important and more rewarding – than most things which we attempt alone.”

~ Robert Shaw ~

Overview and Goals:

The single agenda of the GHS Choirs is to be one of the leading High School choral programs in New England. Toward that end, you will:

- Learn vocal techniques that strengthen your personal vocal qualities
- Learn rehearsal techniques that develop a unified ensemble sound
- Learn rehearsal techniques that enhance the musicality of specific musical selections in preparation for performance
- Rehearse and perform choral literature that reflect educational considerations
- Develop the skills of teamwork, trust, commitment, self-esteem and respect

General Rehearsal Expectations (Graduation Standards 1 and 3)

Prima non nocere (First, do no harm)

This ancient maxim, which is so often applied to the medical field, will also be applied in this course. Unlike most other classes in this school, your behavior, maturity level, attention, and work ethic have a direct effect on every other student in this class. The number one expectation is that no student will hinder the progress and overall well being of the other students in the class. Period.

With that in mind, be in your assigned seat with your folder, on time and ready to work. Be prepared to make a positive impact on the ensemble every time you enter the room. Students may only leave class with a previously issued pass or for other unique circumstances. Food, gum and drinks (except water) are not permitted in class.

Be here...on time. (Graduation standards 1 and 3)

Unexcused absences and tardiness are unacceptable and will be dealt with in accordance with school policy, which is clearly defined in the student handbook (pages 10-12 and 18-20). The ensemble experience for which this class is so unique happens in real time and cannot be replicated authentically. Therefore, unexcused absences and tardiness on a given day will make it impossible for the student to fully meet the standard for Graduation Standards 1 and 3 on that day.

Concerts and Dress Rehearsals (Graduation Standard 2 and 4)

There are many required concert performances each semester. Absences from these will only be excused in the case of family emergencies, AND with a note and phone conversation with a parent or guardian (refer, again, to the student handbook). Absences for any other reason will require a make-up assignment and will heavily impact your grade. Refer to **General Rehearsal Expectations** for further explanation.

Concert attire: Black formal gown or black pants and shirt (provided), black nylons, black shoes, string of faux pearls.

Assessment:

Graduation Standards:

1. **Disciplinary Literacy:** Students show literacy in the arts by explaining or demonstrating concepts, skills, terminology, and processes.
2. **Creation, Performance, and Expression:** Students create, perform, and express ideas through the arts.
3. **Creative Problem Solving:** Students approach artistic problem solving using multiple solutions and the creative process.
4. **Aesthetics, Criticism, and Connections:** Students analyze, interpret, and evaluate artistic works, and make connections among the arts and to other disciplines.

Students will be held accountable for meeting each of the three graduation standards over the span of the term. Instead of traditional “grades” or percentages, a number for each standard will be given: 1 (does not meet the standard), 2 (partially meets the standard), 3 (meets the standard) or 4 (exceeds the standard).

GRADE EQUIVALENTS

Proficiency Score	A,B,C Score	100-Pt. Score	Proficiency Description
4	A	100	Distinguished - The student consistently exceeds the proficiency requirements for the course level. Performance indicators show that the student grasps, applies, generalizes, and extends key concepts, processes, and skills independently.
3.75	A	96.7	
3.5	A	93.3	
3.25	B	90	Proficient - The student consistently meets the proficiency requirements for the course level. Performance indicators show that the student, with limited errors, grasps key concepts, processes, and skills for the course/grade level and understands and applies them.
3	B	86.7	
2.75	C	83.3	
2.5	C	80	Developing - The student is progressing toward the proficiency requirements for the course/grade level. Performance indicators show that the student is beginning to grasp key concepts, processes, and skills for the course/grade level, but demonstrates inconsistent understanding and application of concepts.
2.25	C	76.7	
2	D	73.3	
1.75	D	70	Emerging - The student is making some progress toward meeting the competency requirements. Performance indicators show that the student is not demonstrating understanding of course-level concepts, processes and skills and requires additional time and support.
1.5	D	66.7	
1.25	F	63.3	
1	F	60	
IE	Insufficient Evidence		

* Note: Scores lower than a 60 will not be given to students using this grading scale.

Performance Indicators: Proficiency Levels: