

**2019-2020  
Lincoln High School Choirs  
Policies and Procedures**

**Lincoln High School Choral Department  
2900 South Cliff Avenue  
Sioux Falls, South Dakota 57105  
(605) 367-7990  
[lincolnchorus.org](http://lincolnchorus.org)**

## 2019-2020 CHOIR DEPARTMENT CALENDAR

July 28-August 2	SD Senior Honor Choir – Augustana University
August 9	Patriot Power Day
August 13	Concert Choir Retreat – 8:30 am to 12:00 pm (LHS Choir Room)
September 25	All-State Chorus Auditions – 3:15 pm (LHS Choir Room)
October 1	SD Jr Honor Choir & Regional Honor Choir Audition Deadlines
October 1	Augustana VikeSing Festival (Augustana)
October 1-8	Reserve Auditorium for Fall Concert
October 3	Coronation – Chamber Singers
October 8	Combined Rehearsal with 8 <sup>th</sup> Graders - 6:00 PM (LHS Auditorium)
October 8	Fall Concert – 7:00 PM (LHS Auditorium)
October 10	SDSU All-State Day
November 1&2	All-State Chorus & Orchestra (Sioux Falls)
December 4	Ensemble Tea Concert – 11:30 AM – 1:30 PM (LHS Choir Room)
December 9	Reserve Auditorium for Winter Concert
December 16	Winter Chorus Concert – 7:00 PM (LHS Auditorium)
January 15	Middle School Department Tour
January 22	Middle School Department Tour
January 17-18	SD Junior Honors Choir (Rapid City)
January 29	Ensemble Auditions – 3:30 PM (LHS Choir Room)
February 3	Concert Choir – Concert with Gustavus Choir – First Lutheran – 7:30 PM
February 13	South Dakota Music Conference Performance (Concert Choir Only) SDSU
February 13-15	South Dakota Music Conference
March 4-7	Regional ACDA Honor Choir/Conference (Milwaukee, WI)
March 10	Region II Solo/Ensemble Contest
April 3-4	SD Honor Choir Auditions
April 7-11	Concert Choir Rotational Travel
April 15	Region II Large Group Contest (Brandon)
May 4	Ensemble Dessert Show – 6:30 & 8 PM (Central Oak Room)
May 11	Dress Rehearsal for Spring Concert
May 11	Spring Pavilion Concert – 6:30 PM
May 24	Graduation – 1 PM

### CONCERT ATTIRE

All students will wear robes for our concerts, which will be provided, however they must have the proper attire to wear underneath the robe.

\*\* All chorus students must purchase a choir t-shirt each school year\*\*

Boys: Dress black pants, dress black shoes, black socks, t-shirt

Girls: Black character shoes (purchased through Choir department), skin-toned nylons, skirt or dress, t-shirt

### REMINDERS

- **EACH STUDENT IS REQUIRED TO BRING 1 BOX OF KLEENEX!**
- **CHORUS WEBSITE:**  
Please visit the chorus website for updates and information on our chorus program.

**<http://lincolnchorus.org>**

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# Welcome

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Welcome to the Lincoln High School Vocal Music Department. You are now a member of a Music Department that has a history of excellence. This excellence has been attained by singing quality choral literature in many periods and styles of music, learning how to read music, developing good vocal technique, and performing music as the composer intended to have the music performed. Every year the directors and students together strive to raise the bar of excellence even higher. You will be proud to be a part of this musical experience.

Mrs. Linda Conrad  
Mrs. Kathy Ferguson

# Goals

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The goal of the Lincoln High School Vocal Music Department is to produce quality performing choirs and ensembles through outstanding music education. The LHS program prepares students to not only enjoy, but also appreciate and participate in performing music for the rest of their lives.

# Choirs

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At Lincoln High School there are three major choirs and six vocal ensembles. The choirs rehearse daily for 50 minutes. Composition of the choirs is as follows:

## **Choirs**

Concert Choir – Auditioned Mixed Choir of 11<sup>th</sup> and 12<sup>th</sup>

Cadet Choir – Non-auditioned Mixed Choir, 9-12<sup>th</sup> Boys, 10-12<sup>th</sup> Girls

Girls Chorale – Non-auditioned 9<sup>th</sup> Girls

# Concert Choir

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## **COURSE DESCRIPTION**

Concert Choir is a two-semester course which focuses on the rehearsal and performance of serious choral literature from Renaissance through the 20<sup>th</sup> Century. Fundamentals of music theory are incorporated in their study of music. Students prepare repertoire for various performances throughout the year: Fall Concert, Winter Concert, Dessert Theater, Convention performances, Masterworks and/or Spring Concert. Concert Choir members are also members of 1 of the 6 select vocal ensembles.

## **COURSE OBJECTIVES**

The student will:

1. Develop an appreciation and love for music that will provide enriching experiences throughout his/her life.
2. Demonstrate an understanding of, and attention to the individual songs and their unique challenges by marking the printed score.
3. Demonstrate knowledge of, and sensitivity to the music rehearsed by singing a part in a quartet of voices after several weeks of regular, directed practice.
4. Identify musical terms and symbols found in the scores rehearsed.
5. Examine and perform choral literature of the Renaissance, Baroque, Classical, Romantic and 20<sup>th</sup> Century traditions.
6. Understand and demonstrate basic sight-singing skills through class drill.
7. Demonstrate the ability to function well in a cooperative group endeavor.
8. Demonstrate an awareness of various cultural concerts and musical careers by learning to be a discriminate, active, knowledgeable listener, audience member and consumer.

Concert Choir auditions are held in January for the following school year. These auditions consist of:

1. Sight-reading on solfege (syllables) on three or four exercises.
2. Clapping and counting three or four rhythmic exercises of various time signatures.
3. Sing chromatic scale a cappella using solfege syllables.
4. Tonal memory – tonal passages will be played twice and the student will sing back the passage once. The whole tone scale will be included as one of the tonal memory exercises.
5. Sing a portion of a song that has been worked on in class. The song will be of the director's choice.

## **Cadet Choir**

### **Course Description**

Cadet Choir is a two-semester chorus in which the students will learn basic musical skills and proper tone production. The development of good choral habits will be stressed. Particular attention will be paid to strong four-part singing and to encourage independent singers. Many different styles of music will be explored. The students will also prepare repertoire for various performances throughout the season: Fall Concert, Winter Concert, Masterworks and/or Spring Concert and other individual performances at the discretion of the director.

## **Course Objectives**

The student will:

1. Develop an appreciation and love for music that will provide enriching experiences throughout his/her life.
2. Demonstrate an understanding of, and attention to the individual songs and their unique challenges by marking the printed score.
3. Demonstrate knowledge of, and sensitivity to the music rehearsed by singing a part in a quartet of voices after several weeks of regular, directed practice.
4. Identify musical terms and symbols found in the scores rehearsed.
5. Examine and perform choral literature of the Renaissance, Baroque, Classical, Romantic and 20<sup>th</sup> Century traditions.
6. Understand and demonstrate basic sight-singing skills through class drill.
7. Demonstrate the ability to function well in a cooperative group endeavor.

## **Girls Chorale**

### **Course Description**

Girls Chorale provides an opportunity for girls to study and perform two, three, and sometimes 4-part music. The development of good choral habits, basic musical knowledge and singing skills are stressed. The students will also prepare repertoire for various performances throughout the season: Fall Concert, Winter Concert, Masterworks and/or Spring Concert.

## **Course Objectives**

The student will:

1. Develop an appreciation and love for music that will provide enriching experiences throughout his/her life.
2. Demonstrate an understanding of, and attention to the individual songs and their unique challenges by marking the printed score.
3. Demonstrate knowledge of, and sensitivity to the music rehearsed by singing a part in a quartet of voices after several weeks of regular, directed practice.
4. Identify musical terms and symbols found in the scores rehearsed.
5. Examine and perform choral literature of the Renaissance, Baroque, Classical, Romantic and 20<sup>th</sup> Century traditions.
6. Understand and demonstrate basic sight-singing skills through class drill.
7. Demonstrate the ability to function well in a cooperative group endeavor.

# All Choirs

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## REHEARSALS

Good rehearsal techniques are crucial in developing an outstanding choir. Every day in class you will be expected to meet the following criteria:

Singing      YOU are important. You are a member of a large organization and it is crucial that as an individual you demand excellence of yourself.

All cell phones should be stored in the student's backpacks. If they do not have a back pack, they may place their cell phone on the piano up by the teacher. **Students are not allowed to have cell phones on their person during rehearsal. If a cell phone has not been properly put away by the student during rehearsal, the phone will be taken and brought to the principal. The student will be sent to the principal as well as their quarter grade being lowered one letter grade/cell phone incident.**

Each singer should pick up their assigned folder and be in his or her assigned chair or on the risers prepared to begin rehearsal by the time the bell rings. Those students not in their assigned seats will be swept. Being late causes you to miss a portion of warm-ups, limiting your ability to get the most out of rehearsal. Rehearsal is not over when the singer thinks it is, but rather when the conductor says it is over.

You will be expected to work on improving your vocal skills (breathing, phrasing, diction) every day.

If your section is singing, you need to be singing to the best of your ability.

Singers are expected to remain actively engaged in the rehearsal always. If your section is not singing out loud, you will be expected to sing your part inaudibly (audiation) to hear how your part fits in with that being rehearsed.

You will be expected to listen at all times, even if the director is talking to another section. This is where you can "transfer" the information being given and apply the same techniques when you



are asked to sing.

There is always room for improvement in individual performance. Hard work is expected. It is not optional.

Posture	Excellent singing begins with excellent posture. Whenever singing, you must: <ol style="list-style-type: none"><li>1. Stand tall – both feet on the floor shoulder width apart, one foot slightly ahead of the other.</li><li>2. Sternum high</li><li>3. Head tilted slightly down</li><li>4. Arms hanging relaxed at sides.</li></ol>
Pencils/Folders	Pick up your assigned folder and be in your assigned seat, with a PENCIL in hand, when the bell rings. Every student must have his or her folder with the music in it every day. Students will be expected to mark their scores with pencil.
Music	Music and any other instructional materials will be supplied by the school district. These items will be checked out to each student, and the student will be responsible for them. If a student loses a folder or any music, he/she will be expected to replace the lost items or pay for them at the current market price.
Warm-ups	Every period begins with vocal and physical warm-ups. Everyone stands, everyone participates. If you are in the room, you rehearse. <b>No one studies or sits out for illness.</b> If you are having throat problems, PLEASE: <ol style="list-style-type: none"><li>1. Tell your director RIGHT AWAY. Please don't assume your director already knows or can "read your mind".</li><li>2. Take your music out and follow what is being rehearsed, <i>silent singing</i> should take place in your head.</li></ol>
Gum	No gum is allowed in the choir room.
Room	Furniture, including rehearsal chairs, should be left in their designated areas. Please refrain from walking on the furniture. All four legs of the chair must remain on the floor. Singers are responsible for the care of the choir room. When rehearsal is completed, put all supplies away, throw away trash, and take all personal items with you as you leave.
Water Bottles	For proper vocal health, each student is encouraged to bring a FULL water bottle to class every day. DO NOT SHARE WATER

## BOTTLES!

Restroom Restroom and locker passes are permitted ONLY in emergencies.

Class Follow directions...the first time they are given. Positive and cooperative attitudes result in a fun and productive atmosphere. Don't ask why, just do it!

Due to the large group, you will be expected to raise your hand to speak. A mutual respect among students and the directors is expected. Respect others and they will respect you.

### Defining "RESPECT"

**R – RESPECT.** Listen to each other, respect differing opinions.

**E – EFFORT.** Attend class, do your job, participate in rehearsals/performances

**S – SUCCESS.** Promote goals and objectives established by your teacher/director

**P – POSITIVE ATTITUDE.** Establish an open-minded environment.

**E – EXCELLENCE.** Strive for high performance.

**C – COORDINATION.** Have same goals and objective to maximize achievement.

**T – TEAMWORK.** Collaborate to affect learning.

**STAY INFORMED** by updating your personal calendar! Listen; read all communications for updates; check the board; check the calendar; check the website; ask, if you are unsure of something. The more involved you are, the more fun choir can be.

Talking Talking without permission will not be tolerated.

**GRADING** for choir is based on a point system. Points are earned through PARTICIPATION, PERFORMANCE, AND EVALUATION. All students are expected to practice and maintain the highest standards of academic integrity. Stealing, cheating, plagiarism, and academic dishonesty will not be tolerated!

## I. PARTICIPATION

1. Daily points will be earned through a student's class participation and rehearsal technique. Your grade depends on your daily attendance and participation. Your inability to abstain from TALKING

will not be a positive influence on your grade. Choir students are traditionally from the upper 25% of their class.

2. NO STUDENT has the RIGHT to DISTRACT this class or any member of this class during the choir rehearsal. It is an INFRINGEMENT on other students, on the director, on the process of learning and the enjoyment of music. NO ONE will be permitted to interrupt the education of others. (See previous section on rehearsals to know the expectations.)
3. Participation in a choir/ensemble is a privilege and students should view it as such and know that expectations are very high. Students should always display exemplary attitude and attendance.
4. Private voice lessons are strongly encouraged!!! A student will grow immeasurably when working with a private voice teacher. A listing of voice teachers is available upon request.

## II. PERFORMANCE

1. Attendance at, and participation in scheduled outside of regular school hours rehearsals and performances IS REQUIRED. Students and parents need to plan accordingly, (this includes college visits, vacations and transportation issues). This is a performance based class and it is nearly impossible to pass if a student does not participate in the required rehearsals/performances.
2. If a student knows he/she is going to miss either an extra rehearsal or performance, notification or communication of the absence must be made TO THE DIRECTOR. If no communication is forthcoming, the absence will be considered unexcused. **Students will only be excused for the following kinds of absences: extreme illness, funeral, family emergency, and other irresolvable school activity conflicts.** If the absence has been excused, the student will be allowed to make up the points missed by completing approved recovery options.
3. Students are not allowed to have cell phones on their person or on stage during a performance. Any student who chooses to keep/use their phone during a concert will lose all points tied to that performance. It would be a complete failure of implementing appropriate rehearsal and performance technique and etiquette.

## III. EVALUATION

### A. Written Evaluation Criteria

1. The student will receive a music vocabulary list each

quarter and will be expected not only to define the terms, but also to relate the terms to the music being studied.

2. Written tests will be given to assess the student's knowledge of musical terms, key signatures, rhythmic patterns and the current literature being studied.

#### B. Vocal Evaluation

All students will sing for their director each quarter to assess their vocal progress.

### IV. SEMESTER TESTS

Semester tests are required and count for 15% of the semester grade. The Sioux Falls School District grading scale will be used:

- A: 93-100%**
- B: 85-92%**
- C: 76-84%**
- D: 65-75%**
- F: 0-64%**

We have included several rubrics that are used in the grading process to give you an accurate picture of what is expected in rehearsals/performances/evaluations.

# REHEARSAL TECHNIQUE

	Fulfills Grade level Expectation 5pts	Secure 4pts	Demonstrates skill 3pts	Developing 2pts	Beginning 1pt	This skill not shown 0pts
Posture	Standing/sitting straight -Shoulders back -Spine, legs straight -Feet flat on floor -Head up -Never needs to be reminded about posture	Standing straight -Shoulders back -Spine and legs straight -Feet flat on floor -Head up -Must be reminded about posture	Standing straight -Standing -Shoulders collapsed -Head not consistently up -Must be reminded about posture	Standing, but either slouching or leaning -Sitting tall without both feet flat on the floor.	Sitting -Slouching -Leaning on furniture -Standing with one knee popped	Will not follow directions for standing or sitting properly
Projection	Singing at appropriate volume(not shouted) Independently	Singing at appropriate volume(not shouted) with prompting from teacher.	Singing with confidence, but without consistent proper breath support	Singing, but without confidence and poor breath support	Not singing Mumbling	Will not sing
Tone Quality	Singing with appropriate fullness of tone for grade level. -Good breath support -Tension free -Appropriate vibrato -Uses proper head voice	Singing with appropriate fullness of tone for grade level. -Good breath support	Singing with poor breath support	Singing with poor breath support -too little physical effort	-mumbling -speaking -shouting	Will not sing, or sings inappropriately
Accuracy of Pitch	Sings on pitch in correct pitch register all of the time independently. -sings all notes in center of pitch	Sings notes in center of pitch, correcting notes when incorrect independently	Sings notes in center of pitch, correcting notes when incorrect in a group setting	Sings several notes sharp or flat	Sings most notes sharp or flat	No pitch accuracy
Attitude	Student participates to the best of their ability. -always responds positively to constructive criticism -always demonstrates team work	Student participates to the best of their ability -usually responds positively to constructive criticism -usually demonstrates team work	Student participates consistently	Student usually participates and produces at their ability level	Student does not participate at ability level	Refuses to participate

## LISTENING JOURNAL

5pts	4pts	3pts	2pts	1pt	0pts
Consistently completes listening journal -uses paragraph form -uses a variety of descriptive words -makes connections with curricular vocabulary	Consistently completes listening journal -uses paragraph form -uses a variety of descriptive words	Consistently completes journal -uses paragraph form	Usually completes listening journal -writes in sentences	Sometimes completes listening journal -uses incomplete sentences or bullets words	Refuses to complete listening journal

## CONCERT ATTENDANCE AND EVALUATION

5pts	4pts	3pts	2pts	1pt	0pts
Attended concert and provided written assessment in paragraph form. Student demonstrates a strong grasp of curricular vocabulary. Conveys connection from audience attendance to personal performance.	Attended concert and provided written assessment in paragraph form making some connections to personal performance and curricular vocabulary.	Attended concert and provided written assessment with complete sentences. Used some of the curricular vocabulary.	Attended concert, but used incomplete sentence structure and minimal information.	Attended a concert with no written evaluation	Did not attend or evaluate a concert

## TEXT ANALYSIS

5pts	4pts	3pts	2pts	1pt	0pts
<ul style="list-style-type: none"> <li>-Demonstrates collaboration with assigned group</li> <li>-Remains engaged throughout the entire activity.</li> <li>-Demonstrates understanding of the personal, social, cultural and historical significance of the text.</li> <li>-Clearly conveys the groups collective ideas about the text to the class</li> <li>-Listens actively to other group's presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates collaboration with the assigned group.</li> <li>-Remains engaged throughout the entire activity.</li> <li>-Conveys most of the group's ideas clearly to the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Inconsistent collaboration with the assigned group.</li> <li>-Not consistently on task.</li> <li>-Conveys some ideas to the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently off task, but still contributing</li> <li>-Conveys minimal understanding of text to the class.</li> </ul>	Engaged in discussion but not contributing	Refuses to participate in the activity

## EXPLORING REHEARSAL TECHNIQUE

5pts	4pts	3pts	2pts	1pt	0pts
<ul style="list-style-type: none"> <li>-Demonstrates collaboration with assigned group</li> <li>-Remains engaged throughout the entire activity.</li> <li>-Conveys a clear progressive plan for teaching the piece of music with justifications for the choices made.</li> <li>-Clearly conveys the groups collective ideas to the class</li> <li>-Listens actively to other group's presentations</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates collaboration with the assigned group.</li> <li>-Remains engaged throughout the entire activity.</li> <li>-Conveys most of the group's ideas clearly to the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Inconsistent collaboration with the assigned group.</li> <li>-Not consistently on task.</li> <li>-Conveys some ideas to the class or group.</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently off task, but still contributing</li> <li>-Conveys minimal understanding of concepts to the class or group.</li> </ul>	Engaged in discussion but not contributing	Refuses to participate in the activity

## CONCERT DRESS

1. All chorus members will wear choir robes for formal concerts. By the middle of October, each student will be assigned a robe and stole for the school year. Before each concert, students will check out their assigned robe with the designated robe official(s). After the concert, students must return their robe to the robe room, hang up their robe, zip up the robe, and return the robe and stole to the correct place on the rack. Underneath the robe, the following will be worn:
  - a. Women will wear matching character shoes. Your director will give you the details about shoe purchase. Natural colored nylons should be worn with the shoes. A lightweight t-shirt or blouse and skirt or dress whose length may not be longer than the robe should be worn underneath.
  - b. Men should wear black pants, black dress shoes and black socks. If you have black dress shoes, you may wear them. If not, black dress shoes may be purchased at Payless Shoes. Your choir director will give further directions.
2. Please shower before the concert and put on plenty of deodorant. Women – no cologne, perfume or hair spray. Men – no cologne or hair spray. You will probably be standing for the entire concert and under those “hot” lights; any odor at all will be magnified.
3. Women are not to wear jewelry or hair items that are big, colorful and/or distracting. The purpose is to all be uniform.
4. Your robe is your concert dress. Once your robe is on, the robe should always be zipped up with your stole in place. Once your robe is on, you need to stay in the assigned choir area. The audience should not see you until you walk on stage.
5. You must hang up your robe properly, zip it up with stole in place and return it to the correct place on the rack. Make sure you check your robe IN and OUT with the designated robe official(s).
6. Students who are not properly dressed for the concert will not be allowed to perform.



## CONCERT BEHAVIOR EXPECTATIONS

1. Always perform to the very best of your ability. Take care of yourself. Remember that your body is your instrument. Get enough rest and drink plenty of water.
2. Have your music memorized before the concert. Remember all the musical elements worked on in class. Sing musically with animated faces and with a passion for the music.
3. Line up in concert formation, walk in silence to the performance site. Concentrate on the high level of performance that is expected of you.
4. Walk quickly and silently to your place on the riser. Remember to make sharp corners when walking on or off the risers. The order of walking onto the risers is row 1, 5, 4, 3, 2. Walking off the risers, the order of rows is 2, 3, 4, 5, 1.
5. When standing on the risers, always keep your focus on the director. Absolutely no talking or looking around. If only one choir is singing, focus your attention on that choir.
6. If you are sitting in the audience waiting for your choir to sing, you are still a part of the program. Focus your attention on the stage and the choir that is singing.
7. Absolutely NO CELL PHONES during a concert. A student is not allowed to have their cell phone on their person during a concert/performance. **A student who is caught with or uses their cell phone during a concert will lose all points for that performance and will not be allowed to make them up.**
8. All of the above concert etiquette will make you truly proud to be a part of the Lincoln High School Choirs.

## PERFORMANCE GUIDELINES FOR AUDIENCE MEMBERS:

The Sioux Falls Schools Fine and Performing Arts Department has a goal to educate their audiences as well as their own students. In this spirit, we have outlined what is widely considered appropriate behavior for audience members at a fine arts performance. We acknowledge that in today's world that there are many types of activities in which our students participate. What may be appropriate at a sporting event may not be appropriate in the performance setting. Please take these suggestions in the spirit that they are given. It will increase everyone's enjoyment of the performance.

### A good audience member:

1. Arrives on time for the performance.
2. Enter and exits through the non-performers' doors.
3. **Remembers to turn off all electronic devices (cell phones, watches, pagers, etc.) for the duration of the performance.**
4. Is responsible for the appropriate behavior of ALL children.
5. Leaves his/her seat only in an emergency and returns at intermission or an appropriate break in the performance
6. Remains quiet and attentive during the performance, and avoids creating any unnecessary noises (paper wrappers from candy/gum, cough drops, breath mints, etc.)
7. Does not try to distract the performer by waving, calling out, fanning one's self, or any other inappropriate gesturing. Whistling and yelling are not appropriate at a performance.
8. Requests permission before using flash photography.
9. Does not consume food or drink in theatres and concert halls. Most facilities for performances prohibit food or beverages inside the performance hall, and participants will respect this rule, whether it is posted or not.
10. Uses appropriate receptacles for disposal of waste.
11. Shows his/her appreciation by applauding at the end of the performance. If you feel that you have observed a particularly exceptional performance, a standing ovation is an appropriate acknowledgment.

*Thank you for contributing to a productive performance setting.*

## VOCAL ENSEMBLES

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Further opportunity for vocal enrichment is participation in a vocal ensemble. Vocal ensembles rehearse 25 minutes daily opposite lunch periods. Members of an ensemble are required to be a member of a large choir and members of Concert Choir are required to be in an ensemble.

Acceptance into a vocal ensemble is by audition only. Auditions will be held in January (check the calendar in this book for next year's audition date). These are open auditions, and all students are expected to stay until the end of the audition process. Students will audition in quartets (SATB). Numbers will be drawn from a cup to determine the order in which students will be auditioning. A minimum of two judges from outside of LHS will help in the selection process.

There are two major concerts during the year for the vocal ensembles. In December, an Ensemble Tea is held in the choir room during the students' lunch periods 11:30 am – 1:30 pm. Ensembles will perform for their families during their regular rehearsal time. In April or May, a Spring Vocal Ensemble Concert/Dessert Theatre Show will be held at a location to be determined. LHS Ensembles are frequently asked to sing for community functions. If you are interested in having an ensemble perform, please call the music office to schedule a time.

Participation in an ENSEMBLE is a privilege and students should view it as such and know that expectations are very high. Students should display exemplary attitude and attendance. Students who are participating in an ensemble will sign a contract agreement and agree to follow guidelines and expectations.

### ***Canto Fratelli (Singing Brothers) 9<sup>th</sup>-12<sup>th</sup> Boys***

In Canto Fratelli we will work on the foundations of singing and good tone production. Students will gain expertise in the use of their head voice which will help students through their voice change. Students become strong, independent singers and delight in singing TTBB literature.

### ***Cantare (To Sing) 9<sup>th</sup> Girls***

This ensemble will focus on the foundations of beautiful singing. Unison, two and three-part literature will be explored.

### ***Bel Canto (Beautiful Voice) 10<sup>th</sup> – 12<sup>th</sup> Girls***

Continuing on with beautiful tone production, girls will be exposed to more difficult literature.

### ***Sotto Voce (Subdued Voice) 10<sup>th</sup> – 12<sup>th</sup> Girls***

Singing challenging women's literature at its peak, students will be expected to be independent singers with strong sight-reading skills.

***Cliff Avenue Singers – Mixed 10<sup>th</sup> – 12<sup>th</sup>***

Students sing a variety of songs from madrigals to contemporary music in four-part mixed voice singing. Students will be expected to have good music reading skills and to be a strong independent singer.

***Chamber Choir – Mixed 11<sup>th</sup>-12<sup>th</sup> (must be members of Concert Choir)***

Chamber Choir is composed of a highly select group of mixed voices singing very challenging literature ranging from madrigals to jazz. Students must possess excellent sight-reading skills, a keen ear, rhythmic skills and an excellent work ethic.

***LHS Men of Note – Combination of all the men from the 6 select ensembles.******LHS Women of Note – Combination of all women from the 6 select ensembles.***

There is a place in the Lincoln High School Vocal Music program for any student who wishes to sing. However, elite, auditioned ensembles may not be the best fit for every student. Members of auditioned ensembles are held to an even higher standard of excellence and will move at an elite pace. Judges will score and recommend placement and directors will place students in the ensembles that they feel the student will be most successful. Any student who wishes to be in a Lincoln High School auditioned ensemble must be able to demonstrate only the highest levels of proficiencies in the areas of vocal performance, music knowledge and classroom participation in order to be considered for any auditioned ensemble. Prior membership in a Lincoln High School Auditioned ensemble is not taken into consideration by judges and is therefore not a good forecaster of audition results. While membership in an auditioned ensemble gives a student invaluable experience heading into an audition, groups will be created based on, not only individual proficiency levels, but also the ability of an individual to function as a member of an elite ensemble.

## **LEADERSHIP – CONCERT CHOIR**

As a part of the Concert Choir, you will be expected to take a leadership role in various areas, which are explained below. By being a member of a committee and performing your tasks, you will not only be a tremendous help to the choir directors but will learn skills in working with other students and parents. When appropriate, a parent will be assigned to work with a committee.

Communication is crucial for all committees. Committee members will exchange e-mail addresses and phone numbers with the parent leader and each other enabling them to keep in constant contact with the parent leader throughout the entire process.

## LEADERSHIP DUTIES

**Lead.er.ship** *n.* **1.** position or function of a leader. **2.** ability to lead or guide others. **3.** act or fact of being a leader. **4.** leaders as a group: *LHS Concert Choir parents and students.*

## LEADERSHIP TEAM

1. Leadership team members are responsible for every person in their section:
  - a. Being on task in choir.
  - b. Having good posture at all times.
  - c. Knowing their music-this will be done during sectionals.
  - d. Displaying good rehearsal techniques.
  - e. Helping students stay accountable checking in cell phones each rehearsal.
  - f. Various committees and duties will be assigned.

# Lincoln High School Choir Parents Association

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The Lincoln High School Choir Parents Association is a volunteer organization dedicated to supporting the LHS choir program. Its purposes are:

1. To encourage and maintain an enthusiastic interest in all phases of the choir program at Lincoln High School.
2. To encourage and make possible educational trips, exchange programs, and concerts that are sanctioned and approved by appropriate school officials.
3. To actively support fundraising efforts.
4. To provide an exemplary model of loyalty, respect, integrity, cooperation and dedication through parental participation in all activities of the Association.
5. To promote the Lincoln High School choirs and all school music groups in the local communities through the media and special projects throughout the year.
6. To provide opportunities for parents to become involved in the choir program through various committees. Parents who become involved in their child's activities enjoy the camaraderie that develops when meeting and working with other parents whose children have the same goals and interests.

## FUNDRAISING

In order to fund special activities of the choirs, fundraising opportunities will be provided. All students are encouraged, but not required, to take part in fundraising. Funds raised will be deposited in the chorus account and used for chorus activities and expenses. Individual accounting will be kept on each student's efforts, and these funds will be carried over from one year to the next. Students may use this money for anything that is related to the choir program – purchase of choir CD's, photographs of the choirs or ensembles, choir T-shirt, choir shoes, and/or trip expenses. Funds not expended for any individual will remain in the chorus account. **Students may not transfer money to another account. The chorus account is not a savings account for individuals, but a means of funding special chorus activities and projects.** The monies in the chorus account belong to individual students only in so far as expenditures for chorus and disbursement of the same are at the discretion of the director and the school administrator.

**Big Sioux Coupon Books** – September/October  
**Coupon Books** – September/October  
**Fruit Sale** – November  
**Pointsettia Sale** – November  
**Eileen's Cookie Dough** - January  
**Yankee Candle** – October  
**Seroogy Candy Bars** – October, January, & February  
**Seroogy Chocolate Sale** – February/March

### **HY-VEE/FAREWAY CARD FUNDRAISING**

Lincoln High School Choir Department is involved in an exciting fundraiser that will be ongoing – Hy-Vee Gift Card Sales. Cards will be available in denominations of \$50 or \$100. For every \$100, your student will receive \$4 credit in his/her student account (\$50 will receive \$2). The cards are worth the face value and can be used for groceries and/or gas at any Hy-Vee nationwide. Hy-Vee cards can be purchased on Tuesday evenings from 6:00-7:00 p.m. by the red Band Room doors.

If you would like to know what your student balance is for their ISA, please log into your student's "Charms" account. See page 30 for details.

### **VOLUNTEER OPPORTUNITIES**

As with any other organization, the activities of the choir Parents Association are run by volunteers. We need lots of volunteers to help with the many different jobs available within the committees of the Association. These committees are described below. Please look at these descriptions and find an opportunity to get involved! We have been fortunate at LHS to have such wonderful involvement of parents—you are greatly appreciated!!!!!!

Volunteer sign-up sheets will be distributed to the parents in August. You may also call the chairperson of any of the committees or the Coordinator of the LHS Choir Parents Association to find out more information. Our coordinator is the LHS Fine Arts Secretary. Her name is Angie Maxfield. [Anjannette.Maxfield@k12.sd.us](mailto:Anjannette.Maxfield@k12.sd.us)

### **BOOSTER CLUB REPRESENTATIVES**

Representatives from each grade level who will attend the monthly meetings are needed for the Booster Club. The Booster Club meets at 5:30 pm on the second Monday of every month in the Library. Important financial decisions are made at these meetings, and it is imperative that the representatives be at each meeting. Parents will meet with the head director when needed to discuss the needs of the Choir Department.

## **CONCERT CHOIR/ENSEMBLE DESSERT THEATER COMMITTEE**

Every other year the Concert Choir/Ensembles put on a Dessert Theater. A theme is chosen for the event and the theme is carried out in the costumes and decorations as well as the music. One of the most exciting things about the Dessert Theater is the opportunity for all the parents, students and teachers to work together. Parents can volunteer to be a part of the Food, Decorations,

Costumes, Set Up, Clean Up, Tickets, or Publicity committees. Students help with the decorations, sell tickets and get their own costume. The parent chairs will work with the student committee.

## **ROBES/ENSEMBLE OUTFITS**

Outfits for our select ensembles are provided for the students. They are checked out to the student and most of the time are kept at school. Each student is responsible for the performing uniform that is assigned to them. There is a \$25 usage fee that is used to dry clean, maintain, repair and replace uniforms as they are needed.

## **ENSEMBLE TEA COMMITTEE**

This committee is responsible for organizing workers to set up refreshments for the Ensemble Tea held in December from 11:30 am – 1:30 pm. Ensemble members provide the treats which, along with coffee and cider, are served before each ensemble performs. The ensemble tea chair will work with the student ensemble tea committee.

## **TICKET/USHER COMMITTEE**

This committee is responsible for organizing parents to sell and take tickets at the concerts during the year, as well as organizing parents to usher at concerts and work the robe room. Parents need to email workers at least two weeks in advance of the concert. Workers need to be in place one hour before the concert time. The committee chair will order tickets through the District Print Shop and procure the moneybox and money from the LHS financial secretary, Laurie Sterrett.



# WHY TEACH MUSIC

**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 with the most exact control of time.

**MUSIC IS MATHEMATICAL:** It is rhythmically based on the subdivisions of time into fractions, which must be done instantaneously, not worked out on paper.

**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 uses symbols to represent ideas. The semantics of music is the most complete and universal language.

**MUSIC IS HISTORY:** Music usually reflects the environment and times of its creation, often even the country and/or racial feeling.

**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.

**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—  
Not because we expect you to play or sing all your life—Not so you can relax—  
Not so you can have fun—

But – So you will be human  
So you will recognize beauty  
So you will be sensitive  
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.

Of what value will it be to make a prosperous living unless you know how to live??

**THAT IS WHY WE TEACH MUSIC!!!**

(Reproduced from the Pennsylvania Music Education Association Journal)

# **16 THINGS YOUR CHILD LEARNS FROM THE ARTS**

1. Develops creative thinking
2. Creates Multiple pathways in the brain
3. Provides means of communication and self expression
4. Serves as an emotional release
5. Strengthens the self-concept and confidence
6. Increases self-understanding
7. Heightens aesthetic awareness and sensitivity
8. Enhances the ability to visualize
9. Provides problem-solving/decision-making opportunities
10. Develops appreciation for the individuality of others
11. Leads to the integration of the individual
12. Serves as a balance to classroom activities
13. Aids physical coordination
14. Develops work habits and a sense of responsibility
15. Aids the adult in understanding and helping the child
16. Generates joy

## **INSPIRATIONAL QUOTES**

**“Music...gives a soul to the universe,  
Wings to the mind,  
Flight to the imagination,  
And life to everything.”  
Plato, 410 B.C.**

**“I would teach children music, physics, and  
Philosophy; but more importantly music,  
For in the patterns of music and all the arts  
Are the keys to learning.”  
Plato, 410 B.C.**

**“I must study politics and war that my sons  
May have the liberty to study mathematics  
And philosophy . . . in order to give their children  
A right to study painting, poetry and music.”  
John Adams**

**“The woods would be very silent if  
No birds sang there except  
Those that sing the best.”  
Henry David Thoreau**

**“Music is one of those things like the ability to  
Laugh, that has kept mankind going  
For thousands of years.”  
Charles M. Schultz**

**“They may forget what you said,  
But they will never forget how you made  
Them feel.”  
Carl W. Buechner**

**“In music, one must  
Think with the heart and feel  
With the brain.”  
George Szell**

**“If you can walk you can dance.  
If you can talk you can sing.”  
Zimbabwe proverb**

**“Music expresses that which cannot  
Be said and on which  
It is impossible to be silent.”  
Victor Hugo**

# Lincoln High School Vocal Music Auditioned Choir/Ensemble Information for Parents and Student

Thank you for your interest in being a member of an Auditioned Lincoln High School Vocal Music Ensemble! As a part of a vocal ensemble at LHS, you will be participating in a long-standing history of pride, tradition, and excellence. Participation in a vocal music ensemble is a great way to make friends and have wonderful performance experiences. Being involved in a vocal music ensemble will require a great deal of commitment, dedication of time, and energy. However, members will also enjoy a corresponding amount of pride and enjoyment from the work they put into the group. Ensemble members of Lincoln High School are expected to be positive role models for all Lincoln High School Vocal Music Students. Membership in Ensembles is a full year commitment.

**As part of an LHS vocal music lunchtime ensemble, you will be expected to:**

- ❖ **Attend all rehearsals.** Each ensemble will rehearse 25 minutes per day during a lunch-time block (4A, 4B, 5A, or 5B). This block of time during the school day will replace the “study hall” portion of a student’s schedule. Student attendance at rehearsals is necessary to achieve the potential of the group. Students who are selected for an ensemble are expected to use their rehearsal block for **rehearsal purposes only.**
- Please note: Any absence from a rehearsal without prior approval from the director will be considered an unexcused absence.
- **ONLY SCHOOL-SPONSORED ACTIVITY CONFLICTS WILL BE CONSIDERED “EXCUSED”.** Activity conflicts will be considered per the SFSD guidelines for activity participation
  - **If there is a performance conflict between two or more activities, the student will attend both activities whenever possible. When not possible, the student and family will choose which activity to attend.**
  - **Any performance is prioritized over any practice**
  - **School-sponsored activities are prioritized over any non-school sponsored function. (Ex. Club softball practice, game, etc.)**
  - **For practice conflicts between two activities, the participating student is expected to split a 50/50 time-share between the practices.**

- ❖ **Attend all Performances.** Performances usually take place outside of regular school hours during evenings and weekends. Part of being involved in a select performance ensemble is adjusting your schedule to be available for all performances.
- ❖ **Participate in the choral program at LHS.** All students involved in an auditioned ensemble must also be enrolled in Freshman Girls Chorale, Cadet Choir, or Concert Choir.
- ❖ **Support ALL other ensembles and their members** It is in the nature of performers to put forth their very best efforts and to be highly involved both personally and emotionally in what they are doing. As such, it is critical that members of ensembles ENCOURAGE, SUPPORT and remain POSTIVE throughout rehearsals and throughout the school year. The vocal music program is a welcoming place for students of all personalities, abilities, and backgrounds. Students must consistently display behavior that is uplifting, encouraging, and supportive and does not distract fellow members.
- ❖ **Attend all Outreach performances.** Throughout the year, the vocal music ensembles may participate in outreach performances for community or school events that conflict with the school day. These events are vital to the recruitment and publicity, and therefore, survival, of the vocal music ensemble program. All outreach performances will be scheduled to minimize the amount of class time that is missed. As a member of an ensemble, students will be expected to participate fully in the outreach events and make up any missed class time.
- ❖ **Be an ambassador of Lincoln High School.** As a member of a vocal music ensemble at Lincoln High School, you are representing the school and the vocal music department AT ALL TIMES. Ambassadors of Lincoln High School are expected to display great integrity, honesty, focus, positivity, and the determination to succeed in ALL AREAS of their high school experience. When visiting any non-LHS location, students are expected to maintain the highest levels of respect for the venues we are visiting.

## **Concert Choir**

Lincoln High School's Concert Choir is considered the most elite of the Lincoln High School choral ensembles. Concert Choir membership is reserved for male and female students who demonstrate an elite ability to remain positive and focused in rehearsal and independently sing a wide variety of choral literature that ranges in style from Baroque to 20<sup>th</sup> Century compositions. Concert Choir primarily meets only during the school day. However, members of Concert Choir will be expected to participate in numerous performances that take place outside of normal school hours. In addition to performances on the Fall, Winter, and Spring Chorus Concerts, it is an expectation that all Concert Choir members participate in the 1<sup>st</sup> Semester Concert Choir Kick-Off, Region II Solo and Small Ensemble Contest, Region II Large Group Contest, as well as all Outreach events. The 2019-2020 members of Concert Choir will be expected to serve as Ambassadors of Lincoln High School as well as positive role models for all Lincoln High School Vocal Music Students. Membership in Concert Choir is a full year commitment.

## Choir/Ensemble Commitment Contract

I, \_\_\_\_\_ (*student*) have read the Lincoln High School Vocal Music Choir/Ensemble Commitment Contract and, by signing this contract, I agree to comply with the information contained therein. I understand that a failure to adhere to this commitment and/or a failure to uphold the expectations of membership in this group will result in loss of performance time and/or removal from the group.

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

\_\_\_\_\_  
Date

I, \_\_\_\_\_ (*parent/guardian*) have read the Lincoln High School Vocal Music Choir/Ensemble Commitment Contract and, by signing this contract, I acknowledge an understanding of the commitment and expectations my student is making to be a part of a Lincoln High School Vocal Music Choir/Ensemble. Furthermore, if selected for a Lincoln High School Vocal Music Ensemble or Concert Choir, it is my desire that my student travel with the class on any and all ensemble field trips. I understand that the Sioux Falls School Board, the school and chaperones are not responsible for any injuries that may be incurred on any trip. I give my student permission to attend and participate in full in all co-curricular excursions.

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

\_\_\_\_\_  
Date

## MANAGEMENT CONTRACT



1. I will show up on time with all the things I need to be a successful and productive member of this choir/ensemble.
2. I understand it is my “job” to concentrate during rehearsals.
3. I understand there will be times when the conductor will be working with other sections and it is important for me to remain quiet look at my part and listen – because what is being taught may affect me as well.
4. If my neighbors attempt to engage me in conversation about things other than the music, I will politely decline the invitation.

Singer's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **STATEMENT OF UNDERSTANDING**

We have read the information and understand and agree with the expectations involved in the Lincoln High Choral Program. We further understand that the directors are available for consultations and should be contacted should any problems arise.

\_\_\_\_\_  
Signature of Singer

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

\_\_\_\_\_  
Date



## How to access parent/student information in Charms

- Log on to [www.charmsoffice.com](http://www.charmsoffice.com), and click “ENTER / LOG IN” in the upper right corner.
- Locate the “PARENT/STUDENT/MEMBERS LOGIN” section of the web page.
- Login to your student’s program account using the following School Code:

**TheLincolnChorus**

- This will bring up the main “Public” page. This will allow you to look at the “public” calendar for your organization, event list, and handouts and other “publicly shared” files, as well as a few other options.
- The first time you go here, enter your child’s ID NUMBER (School Issued ID) into the **Student Area Password** field. You will be directed to the Change Password screen, to set a personal password different from the ID, for future use. You may also be directed to create both a unique Username and Password for the student. There are also mechanisms to recover/reset a lost Username/Password – when you create your new password, create a “hint” as well.
- Whenever you enter using this Username/password, another more detailed screen appears, with various button options for you to access areas in the Charms account. What appears here is partially up to the Account Administrator or Head Director.
- Area in which you can help the director/administrator maintain his/her records:
  - **Update Personal Information** – you may help make changes to your and your child’s student information page (such as updating phone numbers / cell carriers and email addresses if they change) to help them communicate with you more effectively. You may also be able to indicate which parent volunteer/resource groups you would like to participate in, if this feature is activated. Click **Update Info** to save changes.
- Most importantly, the parent page assists both you and the teacher to communicate with each other. Stay up to date on what’s going on with your student! Including access to their individual Student Account (ISA) information/balance. This is also very helpful during trip year keeping track of fundraising, trip balances, forms, and payments.
- You can also download the Charms App to your smartphone – search your App Store for “Charms Parent/Student Portal” (or “Charms Blue”). It’s the way to stay in touch on the go!