

# JUNIOR CHOIR

Even Days  
1:05-2:10

Mrs. Christina Banman

204-324-6416

[BanmanC@blsd.ca](mailto:BanmanC@blsd.ca)  
[millerchoirs.weebly.com](http://millerchoirs.weebly.com)

## Course Description:

The junior choir is a non-auditioned group that rehearses three times a cycle. These classes are designed to allow all students the opportunity to make music as part of a community of singers as well as develop individual choral, musical, and performance skills.

## Course Objectives:

### *Skill Development*

- The development of listening/aural skills
- The development of music literacy skills
- The development of a sound vocal technique
- The development of music study, preparation, and performance skills
- The development of expressive and communicative musical skills

### *Personal Development*

- To enhance each chorister's self-image
- To encourage a sense of discipline, self-esteem, responsibility, and commitment in all choir members
- To develop peer leadership based on each chorister's strengths
- To foster a love and appreciation of choral music

### *Ensemble Development*

- To perform quality choral repertoire at the highest artistic standard
- To develop professionalism in all aspects of the program
- To develop the ability to sing in different languages and experience different cultures through music
- To develop the ability to perform and function as a cohesive ensemble through teamwork

## Chorister Expectations:

1. Follow instructions
2. No disruptive behaviour
3. Show respect for others and their property
4. Arrive physically and mentally prepared for rehearsal
5. Demonstrate a positive attitude and a desire to learn

\*All students have the right to feel safe and supported in class

## Music Scores:

Students will be assigned a numbered folder containing individual copies of music scores. This music should be treated as a textbook for the course and, as such, students will be responsible for returning the music in its original condition.

*Music that is damaged or remains unreturned at the end of the year will be charged to the student at replacement cost.*

## **Assessment:**

### **Sight-singing/Listening Quizzes – 20%**

Students will be quizzed periodically to assess their progress and understanding of music reading and aural comprehension skills.

### **Rehearsal Skills – 20%**

Students will be assessed as they develop competencies in a variety of rehearsal contexts by

- demonstrating conventions of group ensemble work
- selecting, encoding, and decoding music and sound (e.g., staff notation, expressive symbols and terms, non-verbal cues, hand signs, gestures, rhythm syllables) for making music
- listening critically to respond in artistic ways (e.g., in performance and interpretation, with aural cues and physical cues and gestures)
- listening critically with discrimination and purpose to
  - o situate and contextualize music (e.g., cultural/ideological/historical/social contexts, music style, genre, tradition)
  - o support enjoyment and understanding of music
  - o make and interpret music expressively and creatively
  - o inform music analysis, interpretation, appreciation, and evaluation

### **Performances – 40%**

- Candlelight concerts (2)
- Red River Valley Festival
- Spring concert

*\*Please see “Performances” section below for full details on performance assessment and expectations*

### **Singing Tests – 20%**

Students will be assessed within the context of the ensemble on their ability to demonstrate good singing technique, including but not limited to

- Singing alignment
- Expression (body and facial)
- Vowel shaping and diction
- Accurate representation of the score (dynamics, interpretation, expressive markings)
- Accuracy in part singing
- Breathing technique
- Resonance and tone production

Midterm singing test - December

Final singing test - June

## **Performances:**

Concert and festival performances are an essential aspect of the performance-oriented curriculum and should be treated as final examinations of course content. As the performance experience cannot be made up or duplicated, ***attendance is mandatory.***

In the event that you must be absent from a concert, it will be evaluated in two ways – EXCUSED or UNEXCUSED.

EXCUSED ABSENCE

Examples: Illness, accident, family emergency. All other excuses will be handled on a case by case basis. If you know in advance that there is a conflict on one of the concert dates, please let us know a minimum of *two weeks prior to the date of the concert* so we can work towards a solution. An absence will only be excused if confirmed by a parent/guardian in writing or in person.

UNEXCUSED ABSENCE

Examples: Work, forgot, a non-school activity, unable to arrange a ride. Students are expected to give concert dates to their bosses and families well in advance of the concert to ensure participation in the event.

Students may make up the full amount of an excused concert absence by completing an alternative assignment provided by the teacher. Students with an unexcused absence will only be able to make up a portion of the lost marks. All assignments will be accepted until June. **Until the assignment has been completed the student will receive a zero in place of the concert mark.**

**Performance Dress:**

**MEN:**

- Black dress pants
- Black long-sleeved dress shirt
- Black dress shoes with black socks
- Black belt
- \*Tie optional

**WOMEN:**

- Black dress pants OR floor length skirt or dress
  - mid-length skirt or dress permitted with opaque black leggings only
- Black top with sleeves
- Sensible black dress shoes
- Gold, silver, or black jewelry if desired

Please no sweat pants, jeans, or tights-as-pants  
All long hair pulled away from face (men and women)

If a suitable performance outfit cannot be acquired, arrangements will be made upon request.

-----  
**FILL OUT AND RETURN BY TUESDAY, SEPTEMBER 15**

*Please sign below to indicate that you have read and understand the policy on chorister expectations, assessment procedure, and performance requirements.*

Student name: \_\_\_\_\_ Student email: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian name: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian information**

Please indicate your preferred mode of contact:

- Phone \_\_\_\_\_
- Email \_\_\_\_\_
- I would like to be kept informed of upcoming performances and events (include email address above)

Please do not hesitate to contact me with any questions or concerns.