

SOJO Choir Additional Information Sheet
Mr. Shawn Kidd, room 710
2020-2021 School Year
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Welcome to Choir! The purpose of this class is to help students love making music and develop their skills as singers and musicians.

COVID-19 Procedures

Choir classes have been identified as a high-risk class and so we are required to take each student's temperature as they enter the classroom. Any student with a temperature of 100.4 or above will be sent to the attendance office. Classes will be held in the auditorium (Kiva) to maximize social distancing. Students are required to wear masks during class, even while singing. Masks should follow the state guidelines and should fit snugly over the nose and mouth and under the chin.

Behavioral Expectations

Students should come to class each day prepared to sing and participate in class activities. Cell phones, earbuds, or other electronic devices should not be visible during class, except for school-issued Chromebooks.

Performances:

Until further notice, performances will be recorded during class time and posted online for parents and others to view. Once we have been given clearance to resume in-person performances, we will resume our posted performance schedule (see below).

For a schedule of performances and concert dress requirements, please visit the class website.

<https://sites.google.com/jordandistrict.org/sojochoirtheatre/sojo-choirs/important-dates>

Students are expected to participate in performances as part of their class and part of their grade. Please do not schedule family vacations or other avoidable conflicts during concerts. Making up a concert is difficult since there are state performance standards that still need to be assessed. Please see Mr. Kidd's website for information on making up a missed concert. While some absences are truly unavoidable, such as a death in the family, acute illness, or medical emergencies, many absences can be avoided with advance planning.

Course Standards:

Choir I (7th Grade Choir) follows and covers the standards set forth in Utah's Secondary Music-Choir-Level I Core Standards. These standards can be found here:

<https://www.schools.utah.gov/file/d1fde2c5-7463-4892-9d23-8584924537a7>

Choir II (Chamber Choir) follows and covers the standards set forth in Utah's Secondary Music-Choir-Level II Core Standards. These standards can be found at the link above.

Choir III (Concert Choir) follows and covers the standards set forth in Utah's Secondary Music-Choir-Level III Core Standards. These standards can be found at the link above.

Grading Procedures:

Many of the teachers at SJMS and in the Jordan District are moving to a standards-based grading format. Each assignment and assessment will be scored using a 4-point proficiency rubric. The instructional goal is for the student to receive a score of 3, meaning that the student can demonstrate proficiency of the standard being tested. Students may surpass the criteria for mastery and receive a 4. Please see the school-wide disclosure for how standards-based scores will be converted to letter grades.

Each quarter a student's grade will be based on the following categories:

Assessments 80%

Practice Work 20%

Examples of assessments that may be used in each quarter include:

1. Music Skills Assessment

- Aural skills (interval and scale recognition)
- Dictation skills (rhythmic and melodic)
- Sight reading skills (rhythmic and melodic)
- Intonation/Pitch accuracy
- Tone production/quality
- Choral posture

2. Rehearsal Skills and Concert Preparation

- Engaged in rehearsal
- Listens to feedback and applies it to performance
- Knows music (notes and lyrics) as soon as possible before performance
- Behaves appropriately as an ensemble member in rehearsal

3. Concert Performance Assessment

- Comes to concert on time
- Behaves appropriately as an audience member
- Dresses appropriately as a concert performer
- Performs appropriately as a concert performer

4. Music Theory Assessment

- Staves and clefs
- Repeats and signs (D.S. and D.C. and Coda)
- Pitch notation
- Rhythmic notation
- Accidentals
- Key signatures
- Articulations
- Dynamics

5. History/Listening Assessment

- Renaissance Era
- Baroque Era
- Classical Era
- Romantic Era
- 20th Century
- Jazz and Contemporary Vocal

Examples of practice work include:

1. Theory Assignments

2. Music History Assignments (including composer biographies)

3. Sight Reading Practice

4. Dictation Practice

5. Aural Skills Practice

6. Journal Responses