

Liturgy and Choir 3rd Grade

Welcome to Liturgy and Choir for the 3rd Grade!

This year our objectives will be to explore the more complex melodies and rhythms found in choral music. We will also be focusing on the treble clef, common intervals found in most songs, two-part singing and listening to choral music from the Classical and Renaissance eras.

We will accomplish this by teaching best practice Choral Techniques (Rhythm, Melody, Harmony, Form and Timbre—tone quality) through the music we sing at the all school Masses and the Christmas concert. We will continue using the system of voice training known as Solfegé. The students will reinforce the pitches already learned with hand symbols. By the end of the year your child will be able to read melodies in a Major and Minor scale using the solfegé technique.

This year we will introduce pitch intervals and accidentals to the musical scales that the students have already learned. They will be expected to identify simple pitch intervals by hearing them and singing them. We will focus on reading (singing) intervals from the treble clef and identifying intervals on the treble clef (written). We will also begin to introduce key signatures (C, G, D, F and B^{flat}).

Liturgically, we will focus on the Ordinary at the Mass (Kyrie, Gloria, Credo, Sanctus and Agnus Dei) and the Propers of the Mass (the different texts and prayers for the Mass). We will explore where they came from and why we celebrate thematic worship associated with the Church Year.

CLASSROOM RULES – I expect all students to follow the posted School Rules:

CLASSROOM PROCEDURES

1. Enter classroom quickly, quietly and ready for instruction and singing.
2. If directed to pick up papers at the entrance do so without talking and/or sit and wait silently for the Instructor.
3. Always collect/distribute handouts and papers efficiently, quickly and quietly.
4. Raise your hand and wait to be called upon to speak.
5. Use the correct posture, breathing techniques and vowel formation to produce the best sound every rehearsal.
6. Stay in the correct position until directed to change by the Instructor.
7. **There is no use of the restroom during the class period.** (*Students take care of this at break/recess*).
8. If there is an emergency (runny nose/nose bleed or you feel 'sick') leave immediately to the restroom. Report to the teacher after class what happened and why you had to leave.

CONSEQUENCES - Choir uses a two card system for discipline:

1. A **YELLOW CARD** will be given after a student has been verbally warned and continues to cease disruptive behavior. It will be given to the classroom teacher by the student and signed and returned for records (I will verify it was given to the classroom teacher).
2. A **RED CARD** will be given if the disruptive behavior continues and will be signed and returned by parents accompanied by a phone call home.

GRADING

In order to receive full credit the students are expected to participate in every class and demonstrate a good working ethic grounded in respectful Christian behavior and attitude.

CONCLUSION

I look forward to a great year of exploration, learning, singing and fun (singing is fun!). You may contact me at any time at: chuntzinger@cosgriff.org or 801-209-3387.

Grades 2-3 Choir Grading Rubric

	POSTURE/ CLASS PROCEDURE	MUSICALITY/ TONE AND TECHNIQUE	PRESENTATION (MASS/PERFORMANCE)
<i>Commendable</i>	<ul style="list-style-type: none"> -Enters class quietly and ready for instruction. -Remains in the correct singing position. -Speaks only when called upon. -Observes classroom procedures and school rules. 	<ul style="list-style-type: none"> -Demonstrates consistent effort in learning the songs. -Tries to blend in with the surrounding students. -Always tries to produce the best sound possible (forms proper vowels). 	<ul style="list-style-type: none"> -Performs all music as rehearsed. -Responds appropriately at Mass (sung and spoken). -Pays close attention to the director or assistant(s) when performing (Mass). -Makes each performance count.
<i>Satisfactory</i>	<ul style="list-style-type: none"> -Remains in the proper singing position for <u>most</u> of the class. -Needs occasional reminders to raise head (as to not sing to the floor). -Occasionally (once a quarter) reminded to give more effort. 	<ul style="list-style-type: none"> -Sings most of time with proper vowel placement. -Observes some of the dynamics. -Blends in with surrounding students but occasionally over-sings or loses vocal control. 	<ul style="list-style-type: none"> -Pays attention during most of the performance but inconsistent. - Attention may waiver at Mass or during a performance. - Pays attention to the director or assistant(s) for most of the Mass or performance.
<i>Needs Improvement</i>	<ul style="list-style-type: none"> -Slouching. -Hands in pockets/arms and feet crossed. -Reminded to return to correct singing position. -Multiple warnings (see disclosure about multiple warnings) to cease distracting other students or remain on task. 	<ul style="list-style-type: none"> -Reminded to use proper vowel placement regularly. -Doesn't blend with surrounding students (too loud or loses vocal control) often. 	<ul style="list-style-type: none"> -Does not pay attention during performances or Mass. -Doesn't sing familiar songs. -Does not sing (unless sick). -Distracts other students. -Sings with head down. -Does not pay attention to the director or assistant(s).