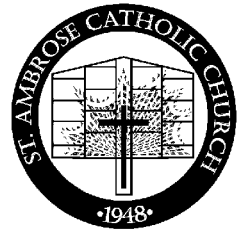


# J.E. Cosgriff Catholic Elementary School

## Disclosure Statement for the Liturgical Choir

Mr. Huntzinger

WELCOME TO THE LITURGICAL CHOIR!



### THE PURPOSE OF THIS CLASS

A solid understanding of the liturgy (Mass) is crucial to applying the ideals taught in the classroom. Catholic identity also comes from studying the lives of the saints, the church's doctrine and Tradition. When the purpose of the liturgical actions and significance of their symbols are fully understood worship of God 'happens and lives are changed for the good.

This class is designed to help students discover the meanings behind the actions and to unfold the purpose of liturgy. We discuss the scriptures, saints, tradition, doctrine and rehearse the songs for every school liturgy. We involve as many students as possible giving them the opportunity to learn by doing. A major part of the class is giving back to the school community and the parish by singing at class-hosted Masses and Sacramental liturgies in the spring—This comes from the strong community service element inspired by the Gospel (to help the stranger as Jesus taught) and is an important piece of the overall mission statement of J.E. Cosgriff.

A healthy relationship with God that will build faith occurs when God is worshipped and adored. We will nurture this relationship with Christ and His Church as we explore the many ways in which we can use this gift of liturgical worship that draws us into that close relationship with Jesus.

### ABOUT THE CHOIR

The institution of the choir has served as an integral part of Catholic Worship for hundreds of years. The Catholic Church practically 'invented' the Liturgical Choir as it's known today. The church document: "Music in Catholic Worship" from the United States Conference of Catholic Bishops Committee on Divine Worship puts it this way:

*A well trained choir adds beauty and solemnity to the liturgy and also assists and encourages the singing of the congregation. The Second Vatican Council, speaking of the choir, stated emphatically: "Choirs must be diligently promoted," provided that "the whole body of the faithful may be able to contribute that active participation which is rightly theirs."*

*"At times the choir, within the congregation of the faithful and as part of it, will assume the role of leadership, while at other times it will retain its own distinctive ministry. This means that the choir will lead the people in sung prayer, by alternating or reinforcing the sacred song of the congregation, or by enhancing it with the addition of a musical elaboration. At other times in the course of liturgical celebration the choir alone will sing works whose musical demands enlist and challenge its competence."*

*"The primary instrument in Catholic worship is the human voice—the voice of the soul."*

The Choir is a great microcosm of people, unified in purpose, doing something good for others—they don't exist for their own purpose but to serve the wider community. Children have served in choirs (both mixed with adults and as children alone) for centuries and some of the greatest composers began in liturgical choirs as children.

### EXPECTATIONS

-It is a physiological fact that *almost all* children **can** sing (not true with all adults).

The students are expected to give their very best effort. Some students will like some songs more than others.

Effort and Attitude are graded on every piece of music employed.

-In regard to class work: Actively participate in the pursuit of a sound knowledge and understanding of the liturgy and rites of the Catholic Church. Participate in discussions and demonstrate excellent active listening skills.

### CLASSROOM MATERIALS

All music and liturgical music/documents will be handed out in class.

## GRADING

Students will be assessed by using the (attached) rubric. Students will be acknowledged for *Commendable* or *Satisfactory* overall effort. If work is needed they will receive markings indicating the student *Needs Improvement* (*usually*) in their overall effort.

## 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.** (*Emergencies ONLY - you 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.

## RULES

**School Wide Rules for Respect of Self, Others, and Property:** (1) Follow directions the first time they are given. (2) Keep your hands, feet and objects to yourself. (3) Be on time (be there, be ready). (4) Use appropriate language. Our Lord, the great Teacher, has given us the model of behavior: "Love one another as I have loved you."

## 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.

If a student receives 3 YELLOW CARDS during in the course of two quarters a conference may be called with the Principal, Parents and Classroom Teacher.

## Dates for Class-Hosted Masses

*For 2018: October 14, November 11 and December 09*

*For 2019: February 10, April 07 and May 05 (First Communion)*

If a student is in Grades 4, 5 and 6 they are members of the Liturgical Choir and are expected to be present at these Masses! Please make every effort to attend these important Masses. Students need to be at the church 30 minutes before a Mass—we meet in the Vaughan Center library.

## CONTACT INFORMATION

My office is located in the Vaughan Center. Please feel free to call me at any time (801-209-3387).

My email address is [chuntzinger@cosgriff.org](mailto:chuntzinger@cosgriff.org) and the number listed above is my direct (cell) number.

I do ask that any school related issues not be addressed with me on the weekends before or after Masses.

There are many other responsibilities with the parish and weekend ministry that require attention—

I am happy to meet with you at any time during the week.

Thank you!

-Mr. Huntzinger

# Grades 4-6 Liturgical Choir Grading Rubric

	POSTURE/ CLASS PROCEDURE	MUSICALITY/ TONE AND TECHNIQUE	PRESENTATION (MASS/PERFORMANCE)
<i>Commendable</i>	<ul style="list-style-type: none"> <li>-<u>Consistently</u> in the correct singing position.</li> <li>-Feet are always flat on floor and arms and shoulders are relaxed and head is aligned correctly with spine (without reminder).</li> <li>-Never talks unless called upon.</li> <li>-Consistently engaged in instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently attentive to the dynamics and mood of the music.</li> <li>-Consistently forms correct round vowels, correct phrasing, tempo and has great note accuracy.</li> <li>-Makes each song musical and reflective of style or genre.</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently engaged in classroom instruction and in Mass.</li> <li>-Consistently performs music <u>as rehearsed</u> at all performances.</li> <li>-Responds appropriately at Mass (both sung and spoken responses).</li> <li>-Consistently pays close attention to the director or assistant(s) when performing (for direction and for cues).</li> <li>-Makes each performance count.</li> </ul>
<i>Satisfactory</i>	<ul style="list-style-type: none"> <li>-Stays in the proper singing position for <u>most</u> of the class.</li> <li>-Needs occasional reminders to raise head (don't sing to the floor).</li> <li>-Needs to reposition arms and shoulders when prompted.</li> <li>-Needs a rare (once a quarter) reminder to give more effort.</li> </ul>	<ul style="list-style-type: none"> <li>-Sings most of time with proper vowel placement.</li> <li>-Most notes and rhythms are performed.</li> <li>-Observes most of the dynamics.</li> <li>-Blends in with surrounding students but occasionally over-sings or loses vocal control.</li> </ul>	<ul style="list-style-type: none"> <li>-Pays attention during most of the performance.</li> <li>- Attention waivers at Mass or during a performance.</li> <li>- Pays attention to the director or assistant(s) for most of the Mass or performance.</li> <li>-Maintains the proper singing posture most of the time and integrates instruction during class into the performance.</li> </ul>
<i>Needs Improvement</i>	<ul style="list-style-type: none"> <li>-Slouching,</li> <li>-Hands in pockets/arms and feet crossed.</li> <li>-Reminded to remain in correct singing position.</li> <li>-Multiple warnings (see disclosure) to cease distracting other students and remain on task.</li> </ul>	<ul style="list-style-type: none"> <li>-Reminded to use proper vowel placement regularly.</li> <li>-Doesn't blend with surrounding students (too loud or loses vocal control) often.</li> <li>-Pays no attention to phrasing, notes or dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not pay attention during performances or Mass.</li> <li>-Offers little effort on familiar songs.</li> <li>-Does not sing (unless sick).</li> <li>-Sings with head down.</li> <li>-Does not pay attention to the director or assistant(s).</li> </ul>

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