



# **Choral Handbook and Syllabus**

## **2020-2021**

*"A painter paints pictures on canvas. But musicians paint their pictures on silence"*  
*~ Leopold Stokowski*



## *Campbell High School Chorus Handbook and Syllabus*

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August 6, 2020

Dear CHS Choral Students and Parents:

I would like to welcome you to a new year with the CHS Choral Program. What a very peculiar and unexpected time in our lives that we are currently experiencing. Regardless of the various unknowns I want you all to know that the music teaching and learning will be continuing in our classes. I have been furiously preparing and equipping myself with the tools to teach and make sure that all of you have the resources you need to start this year as flawlessly as we can virtually. I am so excited, and looking forward to working, and making music with you all! Being involved in music groups - especially choir, is a life-changing experience for everyone. It is something that touches the heart and feeds the soul like no other subject. Students learn to express their emotions in positive ways while learning teamwork and self-discipline. When you choose to be a part of the CHS Chorus, you are making a commitment to help create an ensemble that strives for musical excellence. If we do this, I have no doubt this will be another fantastic year, full of many exciting opportunities and experiences. Students in the program have the opportunity to sing, read music, play instruments, and sing a variety of repertoire ranging from traditional choral to contemporary popular music. We have some wonderful virtual concerts and events planned for all the choirs. A tentative list of concert and festival dates appears in the Calendar section of the handbook. Monthly updates of concert information, afterschool rehearsals, fundraisers, etc. will be included in monthly email blasts. Information about the policies and procedures we follow in the Choral program can be found in the Student Handbook pages.

**We will have a virtual chorus parent meeting for ALL choral parents on Tuesday August 25<sup>th</sup> at 6:00pm on Zoom. The link will be sent via email, and on our new messaging app BAND.** Parents, I hope you will become involved in our program as well, through volunteering, and chaperoning various trips that we will have throughout the year. You can always find all information that I have sent home with the students on the new Singing Spartans website. We have established a CHS Chorus Booster Association, and therefore we are asking each chorus family make a **membership donation of \$20 per year** towards the CHS Choral budget. With current budget cuts, the CHS Choral Program relies on donations and fundraisers to fund its budget. Fall CCBA Membership donations can be made through the choral payment form and paid electronically by PayPal – *due date for this as well as chorus activity fee will be dependent upon our physical return to in person instruction.* Parents please take a few minutes follow the chorus program on Twitter or Instagram, as well as join the Parent BAND app group. I love using social media to showcase your students as we begin our journey together.

In an effort to conserve paper and cut down on cost, **we are asking each student and parent to review the following documents found in the chorus handbook. These individual documents/forms are included in the full chorus handbook, linked below, and are also located on the BAND app group as well as on the Singing Spartans Chorus Website ([www.CHSSingingSpartans.com](http://www.CHSSingingSpartans.com)).**

[Choral Syllabus and Handbook](#)  
[Choral Payment Form](#)  
[Link to Student BAND app](#)  
[Singing Spartans Booster Club Bylaws](#)  
[Parent Volunteer Form](#)

[Choral Syllabus Agreement Form](#)  
[Choral Calendar](#)  
[Link to Parent BAND app](#)  
[Parent CTLS Log-in tutorial info](#)  
[Student CTLS Log-in info](#)

**After reviewing these documents, please complete the electronic form of the chorus syllabus agreement by August 21<sup>st</sup> and choral payment and form. Please add choral calendar dates immediately to your family's calendar.**

Thank you in advance for your support of the CHS Choral Program!

### Virtual Class Schedule:

<b>1<sup>st</sup> Block (Concert Choir)</b>	<b>8:00 - 9:10</b>
<b>Break</b>	<b>9:10 - 9:20</b>
<b>2<sup>nd</sup> Block (Planning Period/Office Hour)</b>	<b>9:20 - 10:30</b>
<b>Break</b>	<b>10:30 - 10:40</b>
<b>3<sup>rd</sup> Block (Advanced Women's Choir)</b>	<b>10:40 - 11:50</b>
<b>Lunch</b>	<b>11:50 - 12:20</b>
<b>4<sup>th</sup> Block (Treble Choir)</b>	<b>12:20 - 1:30</b>
<b>Student Independent Work (Office Hour)</b>	<b>1:30 - 3:30</b>
<b>Wednesday will be instructional support day</b>	<b>Follow your same daily schedule</b>

### In-Person Main Schedule:

<b>1<sup>st</sup> Block (Concert Choir)</b>	<b>8:20 - 10:01</b>
<b>2<sup>nd</sup> Block (Planning Period/Office Hour)</b>	<b>10:09 - 11:40</b>
<b>3<sup>rd</sup> Block (Advanced Women's Choir)</b>	<b>12:05 - 1:51</b>
<b>4<sup>th</sup> Block (Treble Choir)</b>	<b>1:58 - 3:30</b>

### CHS Curricular Choirs

Beginning Mixed Choir

Intermediate Mixed Choir

Advanced Concert Ensemble

### CHS Extracurricular Choral Ensembles

Spartan Blue a capella group, audition only

CHS Chamber Ensemble, audition only

### Philosophy

The Campbell High School Choral Program is designed to fulfill the musical needs of students who enjoy singing or would like to learn how to sing. Each choir is devoted to the diligent study, rehearsal and performance of great choral music. Students are exposed to a variety of choral literature, representing different styles and cultures. We offer opportunities for individual and group performances and activities.

Research studies have proven that the study of music enhances performance in academics. Participating in a choir teaches students the basic musical skills and vocal production in addition to developing professionalism, self-discipline, teamwork and a greater appreciation for all the Arts. The study of music incorporates concepts from other disciplines: **Science** – it is exact, specific and demands exact acoustics and production; **Math** – it is based on divisions of time into precise units; **History** – music reflects the environment and culture relative to the time period in which it was written; **Language** – music terms are in Italian, German, and French; students will sing text in Italian, Latin, German, French and English; **Art** – it demands creativity and develops what other disciplines cannot duplicate: humanism, feeling, and emotion; **Physical Education** – singing requires control of muscles, coordination and responses to aural stimuli. Core subjects take on a deeper meaning and understanding with the study of music.

## Goals and Objectives

Our year will be full of new and enriching, exciting musical experiences. We have a busy schedule for our ensembles. Our ensembles will be focusing on music for multiple honor clinics and various workshops throughout the year. We have at least (4) concert opportunities throughout the year. All choruses will focus on the basics of singing and will present music at the Fall and Winter Concerts. During each semester we will study proper vocal production and music fundamentals. Students will have the following opportunities at their disposal:

- Develop correct vocal technique
- Acquire fundamental skills in music theory, sight singing and ear training
- Strengthen critical listening skills as a performer and listener
- Identify musical elements in varying styles and genres of choral literature and express such style appropriately
- Gain a basic understanding of music history and the role it plays in music of all periods
- Recognize and demand outstanding musicianship, quality repertoire, choral blend, balance, appropriate style, flawless intonation, beautiful tone and superior performance expectations
- Experience the commitment and dedication necessary to develop an outstanding standard of performance and poise
- Strengthen leadership skills, teamwork and self-discipline
- Implement and develop a rewarding avenue for self-expression
- Become an independent musician

## In-Person Classroom Management Plan

In order for the choirs to meet their goals there must be a structured and safe environment in the classroom both in person and virtually. To guarantee students have this excellent educational environment that he/she deserves, the following classroom management plan will be in effect at all times:

## Student Expectations

- Take responsibility for your own development as a musician
- Every time you sing make it a quality experience
- Work to master basic musical skills
- Develop an attitude of wanting to improve everyday
- Be willing to try new things
- Display an attitude of effort at all times
- Come to class prepared to work and learn
- Be present for all rehearsals and *all* performances
- Exhibit appropriate classroom behavior at all times
- Listen carefully during rehearsals. Critical listening improves the quality of the choir
- Show a willingness to work with others
- Choir is a group effort, but every individual counts
- Respect the effort of others. Respect others at all times
- Practice concert etiquette at all times, especially during rehearsals

Make a positive contribution, don't be a distraction to the choir  
Enjoy experiencing and making beautiful music!

### **In-Person Classroom Rules**

**Be in your SEAT 2 minutes after the bell rings with your music folder, and a pencil.**

**No food, drink, or gum in the chorus room (bottled water is the only exception).**

Students must take care of all music. It will be the students' responsibility to replace any defaced or lost music (usually costs between \$1.00 – 2.50 per copy).

The piano is not for student use please do **NOT** touch.  
Follow all other school policies.

### **In-Person Classroom Procedures**

Beginning of Class –

- Enter class and place phone in cell station pocket
- Check board for repertoire and assignments for the day
- Pick up music folder, and sight singing book
- Have a seat within 2 minutes after the bell has rung, and be ready to sing!

End of Class –

- Wait to be dismissed by the teacher to pack up
- Put up music folders, and textbooks
- Make sure chairs are in order
- Remove any trash around you
- Have a good rest of the day

### **Consequences**

- Warning 1 - Student conference with teacher to try and correct failure to meet class expectations
- Warning 2 - Contact parent
- 3<sup>rd</sup> Instance - Teacher detention
- 4<sup>th</sup> Instance - Parent conference
- Office referral (automatic for fighting, skipping class, etc.)

### **Virtual Classroom Rules and Expectations**

We will continue to the standard of learning off campus as we would if we were in the building for as long as necessary. With that being kept in mind here are the guidelines for both Synchronous (Live) learning sessions and Asynchronous (recorded/at your own pace):

#### *Expectations for Synchronous Learning*

- Have a space dedicated to school work and singing.
- Have a set of headphones (for listening and singing assignments).
- Be on-time (at least 5 minutes early) for online sessions.
- Check your technology prior to logging in for class.
- Follow school dress code while on camera.
- Follow school expectation for appropriate language.
- Take notes as needed.
- Don't be afraid to ask questions.

Be present and active in the lesson.  
Communicate your personal needs w/ Ms. Pittman.

#### *Expectations for Asynchronous Learning*

Have a space dedicated to school work and singing practice.  
Have a set of headphones (for listening and singing assignments).  
Take notes as needed.  
Communicate your personal needs or circumstances w/ Ms. Pittman.  
Turn in assignments on time.  
Check in with Ms. Pittman during class time for attendance and for any questions you may have.

### **Electronic Devices**

(ie. Cell phone, tablet, smartwatch) are not to be out during in-person learning. All phones are to be placed in the appropriate numbered cell station pocket at the beginning of class. Phones can be charged during this time but will not be accessible during class when in person. During live virtual learning sessions, the only electronic device that should be used is the one accessing the live session at that time.

### **Social Media Policy**

As we seek to strive for the Chorus room to be a safe space there are to be **NO** derogatory/non-school appropriate photos, videos, or posts that show the program or any member of the program in a negative light. Any discoveries of this will not be tolerated and will be dealt with by the appropriate administrator. Cyber bullying will not be tolerated.

### **Grading**

The students' grade will be determined by averaging their attendance grade for mandatory dress rehearsals and concerts, assignments and tests given, and daily effort in class. Missing a concert is like receiving an F on a final exam. Only a doctor's note or attendance at a funeral will constitute an excused absence from a dress rehearsal or a concert. An excused absence will allow the student to make up the missing grade by doing a make-up assignment without penalty. It is the responsibility of the student to ask the teacher about make-up work and to turn it in.

### **Grading Categories:**

1. 40% - Instructional Performance - that includes attendance and class rehearsal conduct.

This includes daily class rehearsal points. The following areas are considered:

Tone Quality, Intonation, Sight-reading, Blend, Posture, Diction, Phrasing (musicianship/ expression), Breath Control, Stage Presence, Daily Performance, Attention in Rehearsal, Working Up to potential, Reliability, Attitude, Promptness

2. 25% - Summative Performances (This includes recorded performances and performance assessments.)  
**Because this is a performance-based course, all performances (unless otherwise noted) are mandatory.**

The following are **NOT** acceptable excuses for rehearsal/concert absence:

- I had to baby-sit
- I did not know about the performance
- I could not get a ride to school
- I have a sore throat



- I had an athletic practice...etc.

The following are **ACCEPTABLE** excuses:

- A death in the family
- an illness with a doctor's note
- a car accident
- if there is a conflict with a performance and athletic competition, students will agree with the music teacher and the coach which event they will attend. DO NOT WAIT UNTIL THE LAST MINUTE TO DISCUSS THIS, absences of this nature should be discussed and excused by your director well in advance of the event (at least 2 weeks).

If there is an emergency please call the director at the school number 678-842-6850 ext. 1219

3. 25% - Formative Performance/In-Class Assignments and Quizzes (writing assignments, listening journals, etc)
4. 10% - Final Exams - Each student is expected to take a comprehensive final exam each semester. This can include a written and performing aspect.

**Make-Up Work:** All make-up work must be completed within three school days after the student returns. All make-up tests and quizzes will be scheduled at the teacher's convenience with the student having at least 24-hours' notice. Field trip absences only get one day to make up work. If you miss rehearsal, **you are responsible** for speaking to your section leader and making sure that you know what was accomplished in the rehearsal that was missed. For any missed concert performances student must figure out a time BEFORE or AFTER school that they are able to come and perform the concert music, if the absence has been deemed excused. All unexcused absences will require a written make-up assignment.

**Plagiarism:** Plagiarism is the representation by a student of another's ideas or writing as his own. Basically, two types of plagiarism are common. The first, which is more serious, involves a deliberate attempt on the part of a student to pass off as his own work. The second is when a student uses information and does not remember to cite the sources of their research.

**Exam Exemption Policy:** Juniors and Seniors only may exempt an exam if they meet the following criteria:

- Have an **A or B** and **3 or fewer unexcused** absences in the class.
- Have not received ISS or OSS for the current semester
- Have **9 or fewer unexcused** combined tardies from classes
- If a student exempts an exam, they should not be on campus. If students are on campus, they will report to the designated area

**Exam Exemption Appeal Process:** An appeal process for absences will be in place and students must have professional documentation submitted (legal, medical, etc.) with their appeal form. Students will not be penalized for absences/tardies due to a field trip, late buses, and/or testing.

## **Conduct**

It is imperative that students conduct themselves in a proper manner at all times. Students who are unable to comply with this responsibility will face appropriate consequences. This includes following school rules at all times, maintaining academic eligibility, following time schedules, being to class on-time, and being musically prepared, and following directions the FIRST time given.

## **Discipline Policy**

**CHS Choirs are special groups and the policies set forth must be strictly adhered to. If the student fails to follow these guidelines, they will be asked to leave the class for the remainder of the year.**

## **Lettering Policy**

In order to letter in chorus, the student must 1) maintain a 95 or higher in the chorus class for the year, and participate in LGPE in the spring semester. (Students in IB may or may not be able to fulfill the two-semester requirement, but will still be eligible to letter if they participate in LGPE (or another similar evaluated concert performance) as well as number 2 below.

2) Attend **all** concert rehearsals. 3) Attend **all** concert performances. Please note students with excused absences will not qualify for letters, however their grade for the event will not be affected for the absence – unless the concert make-up assignment is not completed. These are non-negotiable. 4) Student has paid their chorus dues.

## **Materials**

### **Student Supplies:**

Pencil

Loose leaf notebook paper (college ruled)

music staff paper ([Click here to download](#))

**1/2 inch black 3 ring binder (NEW students only)**

Personal recording device (phone/tablet)

headphones

**Students will be expected to have these materials on Aug 24<sup>th</sup>, 2020**

Chorus Uniform (see chorus uniform section of syllabus)

### **Classroom Supplies (Upon return F2F):**

(2) Box of Tissue

(1) Pack of Dry Erase Markers

(1) Bottle of Hand Sanitizer

## **Concert Attire**

**\* \* Due to unprecedented times the chorus performance dress attire for this year will be the 20-21 chorus shirt, with black dress pants, dress skirt (knee length). No skin should show. All legs should be covered – whether with pants, a long skirt, or leggings/stockings worn under knee length skirt. Casual performance attire will be the chorus shirt with jeans (no holes), and black or white sneakers, vans, ballet flats \* \***

When formal public performances are once again permitted All CHS Chorus students will be sized for a uniform. Ladies in chorus in the will wear a royal blue concert dress, and the men will wear black and blue formal wear. All uniforms will be ordered through the chorus department.

- Women's shoes: wear closed-toed, black shoes with a back. Your shoes should have **no more than a 2-inch heel** (ballet flats are recommended) and you will need to wear black or flesh colored stockings with your chorus uniform when wearing the chorus dress.
- Men: Please wear black dress shoes with black socks.
- Women: Please do not alter the dress; dresses may be hemmed.
- Do not wear jewelry with the chorus uniform, except for the CHS issued pearls and small stud earrings.
- Keep hair out of your eyes.
- **Be sure your uniform is neat and pressed.**
- No cologne or perfume while in uniform.

In my philosophy, "When we look good, we feel good, and when we feel good, we do well," so we must make sure we are in 100% compliance with PERFORMANCE ATTIRE!

### **Call Time:**

Call is when students should report back to school on the days of concert performances. Unless otherwise noted students should return back to school FULLY dressed, and ready to perform at 5:45pm. Students will sign in, in the auditorium. Students are always able to stay afterschool on the days of concerts under my supervision. However, students will need to report to the chorus room by 3:30pm in order to be allowed to stay afterschool, or they will have to make alternate arrangements. Concert days are high-stress for all and so we want to prevent any added stress by making sure that we are where we need to be when necessary.

### **Fund Raising**

There are numerous expenses involved in running a quality choral music program that are not covered by the school or the school district. These include festival fees, transportation costs, year-end awards, printing of concert programs, accompanists for concerts and festivals, instrumentalists for major works, trip costs, etc. Instead of requiring every student to pay an activity fee at the beginning of the year, we engage in choral dept. fundraisers to supplement the program. If you choose not to participate in the Choral Dept. fundraiser, you will be asked to make a donation to the Choral Dept. to aid in defraying the above-mentioned expenses. All donations to the chorus department are tax deductible!

### **Video Taping**

Throughout the year, choir performances are professionally videotaped and will be available for purchase. On some occasions, classroom rehearsals may be videotaped for evaluation purposes.

### **Overnight Trips**

Students may have the opportunity to participate in optional overnight field trips for invitational chorus performances. In order for a student to participate in this optional field trip, the CHS Chorus Booster Club require payment of the yearly choral donation in order to participate. Students who do not pay this fee upfront will have the choral fee added onto their last trip payment.

[CHS Chorus Syllabus/Handbook Agreement Form Electronic Link](#)

[The Campbell High School Chorus Parent Volunteer Form](#)

## CHS Choral Payment Form 2020-2021

Please review the following fees below and complete the form as it applies to your child.  
**IMPORTANT!!! Please read the fee descriptions found on the back of this document.**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Shirt Size: \_\_\_\_\_ Chorus Class Block: \_\_\_\_\_

Fee Type	Fee	Amount Enclosed
Chorus Donation	\$10 per semester (\$20 total for year – can pay once or in two installments each semester)	
20-21 Chorus Fees*	\$50	
All State Chorus Audition Fee (optional for all students)	\$25 (*read additional All State financial obligations on back of form)	
Optional Extra Items	Chorus Hoodie - \$20	
Total or Partial Amount		

**Please enclose this form with payment in an envelope with your child's name, chorus, and block marked on the envelope.** \*Please contact Ms. Pittman if a different payment option needs to be arranged regarding your child's chorus uniform or choral donation.

\_\_\_\_\_ I have enclosed full payment

\_\_\_\_\_ I have paid electronically using PayPal

## **CHS Chorus Fee Descriptions**

### **Chorus Donation**

The Singing Spartans Boosters asks that all Chorus Families make a \$10 per semester Chorus donation (\$20 per year), either by paying upfront or fundraising the amount need using the fall fundraiser. Due to budget cuts, the choral department is fully funded by the choral donations and is unable to function without the financial support of its participants. For your convenience, the Chorus Donation has been added to this payment form for parents who wish to go ahead and contribute their chorus donation for the year or first semester.

### **All State Chorus**

All students 9<sup>th</sup>-12<sup>th</sup> grade may choose to audition for All State Chorus. Audition and acceptance into this group opens tremendous scholarship opportunities for students. The All-State chorus is the premier choral group that is comprised of choral students from all over the state of Georgia. Prior to submitting this fee, please refer to the AHS Choral Calendar and make sure your child can attend the All State Chorus first audition, second audition, and performance in Athens, GA. The cost of the second audition is approximately \$30 and the cost of the trip to Athens is approximately \$150.

### **New Students – Chorus Uniform**

All students wear the same uniform depending upon which choir they will perform. Please refer to the Chorus Syllabus and Handbook for a description of the chorus uniform.

*\*Please contact Ms. Pittman if a different payment option needs to be arranged regarding your child's chorus uniform and/or choral donation. All choral fees must be paid before the end of the year to prevent having an outstanding balance.*

Name: \_\_\_\_\_ Block: \_\_\_\_\_

### Vocal Music Performance Rubric

Skill/Standard	Performance Levels			
	Does not Participate 0 points	Below Mastery 3 points	Emerging Mastery 4 points	Mastery 5 points
<b>Characteristic Tone</b>		Student has moderate inconsistencies regarding characteristic tone, air support, or embouchure formation.	Student has slight inconsistencies regarding characteristic tone, air support, or embouchure formation.	Student plays with a consistent characteristic tone using appropriate air support & embouchure formation.
<b>Rhythmic Accuracy &amp; Tempo</b>		Student performs the excerpt with 3 or more rhythmic or tempo inaccuracies.	Student performs the excerpt with 1-2 rhythmic or tempo inaccuracies.	Student performs the excerpt with 0 rhythmic or tempo inaccuracies.
<b>Pitch Accuracy &amp; Intonation</b>		Student performs the excerpt with 3 or more pitch or intonation inaccuracies.	Student performs the excerpt with 1-2 pitch or intonation inaccuracies.	Student performs the excerpt with 0 pitch or intonation inaccuracies.
<b>Articulation Accuracy &amp; Style</b>		Student performs the excerpt with 3 or more articulation or style inaccuracies.	Student performs the excerpt with 1-2 articulation or style inaccuracies.	Student performs the excerpt with 0 articulation or style inaccuracies.
<b>Expression &amp; Phrasing</b>		Student performs the excerpt in its entirety with moderate inconsistencies regarding musical expression, phrasing, & dynamics.	Student performs the excerpt in its entirety with slight inconsistencies regarding musical expression, phrasing, & dynamics.	Student performs the excerpt in its entirety with accurate & consistent musical expression, phrasing, & dynamics.

## Written Assessments Rubric

### Criterion A: Knowing and Understanding

Students should be able to:

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

Achievement level	Level Descriptor	Percentage on Test
0	The student does not reach a standard described by any of the descriptors below.	0%-59%
1-2	The student: i. demonstrates <b>limited</b> awareness of the art form studied, including limited use of appropriate language ii. demonstrates <b>limited</b> awareness of the relationship between the art form and its context iii. demonstrates <b>limited</b> awareness of the links between the knowledge acquired and artwork created.	60%-69%
3-4	The student: i. demonstrates <b>adequate</b> awareness of the art form studied, including adequate use of appropriate language ii. demonstrates <b>adequate</b> awareness of the relationship between the art form and its context iii. demonstrates <b>adequate</b> awareness of the links between the knowledge acquired and artwork created.	70%-79%
5-6	The student: i. demonstrates <b>substantial</b> awareness of the art form studied, including substantial use of appropriate language ii. demonstrates <b>substantial</b> awareness of the relationship between the art form and its context iii. demonstrates <b>substantial</b> awareness of the links between the knowledge acquired and artwork created.	80%-89%
7-8	The student: i. demonstrates <b>excellent</b> awareness of the art form studied, including excellent use of appropriate language ii. demonstrates <b>excellent</b> awareness of the relationship between the art form and its context iii. demonstrates <b>excellent</b> awareness of the links between the knowledge acquired and artwork created.	90%-100%

Score: \_\_\_\_\_

### Critical Thinking Alignment

0 - Insufficient

1-3 – Below Mastery

4-6 – Emerging Mastery

7-8 – Mastery

Performance Reflection Rubrics

Self-Score: \_\_\_\_\_/24

Name: \_\_\_\_\_

Performing Group/Production: \_\_\_\_\_

1-2 **Limited** application of skills demonstrated while performing.

3-4 **Adequate** application of skills demonstrated while performing.

5-6 **Substantial** application of skills demonstrated while performing.

7-8 **Excellent** application of skills demonstrated while performing.

1. On a scale from 1 to 8, how would you rate your **own, personal** performance?

1            2            3            4            5            6            7            8

Explain your rating in complete sentences... What went well, what could have gone better?

2. On a scale from 1 to 8, how would you rate your **section/scene partner's** performance?

1            2            3            4            5            6            7            8

Explain your rating in complete sentences... What went well, what could have gone better?

3. On a scale from 1 to 8, how would you rate your **ensemble/full cast's** performance?

1            2            3            4            5            6            7            8

Explain your rating in complete sentences... What went well, what could have gone better?

4. What did you learn through the rehearsal to performance process?

5. What was the biggest success within the performance?

6. What was the biggest challenge within the performance?

7. If you had an opportunity to perform this presentation again, what would you improve?