

STEP IN!
STEP UP!
STEP OUT!

Desert Hills High School
Choral Music Handbook
2009-2010

Desert Hills High School
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I. General Information:

Desert Hills Choral Department Mission Statement:

The students will have opportunities to develop musicianship and leadership skills, become educated consumers of music, and be involved in the decision-making processes that will set the precedence for the future of the choir program at Desert Hills.

Desert Hills Choral Department Motto:

- STEP IN! • Get Involved
 STEP UP! • Discover your music and leadership potential
 STEP OUT! • Lead on and make way for others to follow for years to come

Power Standards/Learning Content Areas:

Students will develop correct techniques in each of the following music learning content areas:

- Warm-ups
- Pronunciation
- Tone Quality
- Intonation
- Music Theory
- Listening
- Sight Singing
- Expression

National Standards/Utah Core Standards:

Students will also demonstrate proficiency in the following National Standards of Music Education, and Utah Core Standards for Secondary Music:

National Standards of Music Education (see Appendix A):

1. Singing alone and with others, varied repertoire of music.
3. Improvise melodies, variations and accompaniments
4. Compose/arrange music within guidelines.
5. Reading & notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding the relationship between music, the other arts and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Utah Core Standards for Secondary Music (see Appendix B):

1. Perform
2. Create
3. Listen/Analyze/Evaluate
4. Discover Meaning

Essential Question:

Students will explore the following question as it relates to music and other academic areas:

- What is “Good”?

Academic Goals:

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works go beyond their original settings and continue to appeal to humans through their timeless and universal attraction. Through **singing and composing**, students can **express themselves creatively**, while a knowledge of notation and performance traditions enable them to **learn new music independently** throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to **recognize and pursue excellence in their musical experiences** and to **understand and enrich their environment**. Because music is an integral part of human history, the ability to **listen with understanding** is essential if students are to **gain a broad cultural and historical perspective**.

Performance Goals:

Students will also have the opportunity to demonstrate the skills they acquire in class through **multiple solo and group performances** in class and in the community. Students will also have the opportunity to **perform in at least one festival/competition**.

Leadership:

A successful activities program is multi-faceted, and it is necessary to develop support structures beyond the director alone. If a program relies on the talents of one, it will only be as “good” as one. Our program at Desert Hills will rely on the talents of many. The establishment of the following three leadership organizations is necessary to help plan and execute all choral music activities:

DHHS Choir Council:

The choral department along with each class will have appointed officers, for which all students are eligible by application through www.mollyperson.com and click on the ‘DHHS Choir Council Application’ tab at the top. Council officers will give the student body a voice in decisions about activities and performing venues. Class leadership will be responsible for helping the director recruit members for the choirs. Choir leaders will be trained in house management, concert etiquette, library and uniform management, organizing tours, beginning class with warm-ups, running sectional rehearsals and other rehearsals as necessary.

The atmosphere in choir will be free from negative language; insulting remarks or yelling will not be tolerated. Miss Person will help maintain a supportive positive environment so the creative process can thrive. Students must not take advantage of the good-natured atmosphere by being disruptive or by not paying attention in rehearsal. The council members will assist in the structuring and maintenance of the positive learning environment.

The duties and responsibilities of each of the council positions are as follows:

Council President (only one):

- Set-up regular meetings to communicate and confer with other council members
- Communicate student ideas and concerns to Miss Person
- Help plan and facilitate fundraisers
- Help plan and organize trips

Vice President (one per class):

- Begin class if Miss Person cannot
- Arrange with other officers, pianists and leaders to play warm-ups
- Assist the president with all the above duties
- Coordinate with students in class for "Student Spotlight"

Secretary (one per class):

- Assist with roll taking and/or seat assignments
- Assist in the distribution of music/folders
- Coordinate with the section leaders

Section Leaders (one per section, per class):

- Work with sections as leader/conductor or accompanist during sectional rehearsals
- Make sure your section has their music/materials every day
- Report any delinquency within the section to Miss Person

Historian (two total):

- Make posters and flyers for advertisement purposes
- Take photographs of special events
- Maintain a scrap book of the year's accomplishments of each class

Librarian (only one):

- Assist in organizing and maintaining the choral music library and music folders

Costume Manager (only one):

- Assist in organizing, maintaining, and assigning robes
- Help resolve costume issues/complications that may arise at performances or during trips

Assistant Conductors (numbers based on interest and audition):

- Chosen by audition
- Work with sections as leader/conductor or accompanist during sectional rehearsals
- Conduct a minimum of one song in at least one concert
- Assist in program planning
- Meet with Miss Person for conducting lessons

Overall duties of each council member will also include periodic Choir Council meetings.

Parent Committees:

Parent support is essential to the success of the choir program. Parents will be asked to assist in specific ways such as help measure and wash costumes. Fundraising events, tour planning, chaperones and award functions/parties require the dedication of great parents.

Director Responsibilities:

The director will assume full artistic and instructional responsibility for the choral music programs. The director will consult parents, student leadership and/or administration regarding artistic and academic decisions as needed. The director will aid parents, train and guide student leaders and work as liaison with administration. An open door policy exists for students, parents and administration. Appointments should be made in extenuating circumstances.

II. Academic/Performance Guidelines and Routines:Required Materials:

Every student is expected to be prepared with the following items for every class:

- Music
- Pencil (there will be periodic pencil checks which will affect your grade)
- Notebook (spiral bound 70-80 sheet wide or college ruled, or similar notebook)

Beginning Class:

- Place backpack or other books in back of room where they will be out of the way.
- Gather music folder/journal and pencil and be to your seat by the time the bell rings.
- Read the board and organize your music in rehearsal order.
- Follow any instructions regarding bell work or journaling.
- Follow instructions given by Miss Person or designated class leaders.

Class Attendance and Tardiness:

Students are expected to be on time and in class every day. When a student is absent, the parent should contact the attendance office within 2 days to excuse an absence. If the attendance office has not been notified within 2 days, the absence will be considered unexcused.

- Daily participation points will be awarded for students who are in class on time and participating with the group in the activities assigned. (20 points)
- Students in class but not participating due to illness are expected to complete a rehearsal evaluation to retain full participation points.
- Participation points will be deducted for students who are tardy with no official excuse, in writing from a faculty or staff member, or parent. (-5 points)
- Truancy (an unexcused absence) is not acceptable. If a student is truant (unexcused absence, sloughing, or cutting class) once, they will receive a warning; twice, parents will receive a phone call from me. If truancy occurs a third time, the student will be asked to find another class at the end of the term. (-20 points for each offense)
- Students who are not in the room at the bell are considered tardy and will be required to sign the tardy roll.
- Three tardies per term equals one truant absence.

Performance Attendance:

All performances scheduled and announced with two (2) weeks notice are required and are included in your final grade. (See grading scale) The list of concerts can be found on DHHS Choir website: www.dhthunderchoirs.com.

Music and Books for Rehearsals and at Home Practice:

Every student will have an assigned folder for use in class rehearsals and at home. If for some reason they are lost or returned in an unusable condition, the student assigned to that folder will be charged for the cost of the folder and music replacement (\$20-\$40).

Uniforms:

First impressions count—audience and judges often decide how a group will sound before they open their mouths based on how they appear on stage. Desert Hills choirs will wear uniforms that are clean, neat; wrinkle free and in tip-top condition. Hair and make-up will be clean and tidy. Students with dirty or incomplete uniforms (wrong shoes, missing tie/vest, etc.) will not be allowed to perform and will lose half their participation points for the concert. The following is a list of uniform requirements for each group:

CONCERT CHOIR:

Concert Choir robes are black and gold with a DHHS monogram on the yolk. Robes are stored at the school in the costume storage room, and will be removed and replaced for each performance. Students will not take their assigned robe home. An *annual* \$25 robe cleaning and alterations fee will be charged for each student enrolled in the concert choir. Replacements are \$125 each.

Underneath of the robe, the students will wear the following:

Women non-collared shirt, black or dark skirt, nude/natural hose, and black close-toed dress shoes (no sandals or sneakers)

Men white button-down collared shirt and tie, long black pants, black socks, and black dress shoes (no sneakers)

MEN'S CHOIR

The Men's Choir uniform consists of jeans and sneakers with a polo shirt designed for the choir. Students are responsible for the cost of the shirt, which will be no more than \$20.

DIVINA VOCE WOMEN'S CHOIR:

Since this is the first year of Divina Voce, the students in the class will consult with Miss Person to decide on what uniform would be best for the group.

VOCI d'ORO CHAMBER CHOIR:

Students in the Chamber Choir wear either a tuxedo (men) or a black gown (women), or will wear the Concert Choir robe for Region Large Choir Festival, or other times when only the Concert Choir is performing. Students are responsible for purchasing their uniform through the school.

Men – the cost of the tuxedo uniform is \$225. We are getting our tuxedos directly from Adrian's, so you need to go directly there, he will measure you and give you the things you need, except for the shoes which we order from a different company. The men from last year will need to buy a black tuxedo shirt which you can buy directly from Adrian's—you will need to pay for them there, NOT through the school.

Women – the cost of the black gown uniform is \$150. You will need to be measured to make sure we get the right fit. You are responsible for having the dress hemmed on your own.

For those continuing from last year, the price for robe cleaning was included in the cost of the tux or dress, so this year you will need to pay the \$25 robe cleaning fee.

Trips and Travel:

Off campus performing opportunities exist for groups who meet expectations. Planning will be accomplished with the parent committees, student leadership, administration, and choral director. Students must meet state activities eligibility requirements in order to travel and perform with the choirs. Students must also turn in a parent permission form before travel off campus may occur.

Hall Pass and Bathroom Use:

Each student will be given four hall pass request forms per term. The form will request the student's name, the reason they had to leave class/rehearsal, and the date and time they left class. I will note the time of return when they bring back the hall pass. Students may only use the hall pass request form during the five minute break in the middle of each class/rehearsal. If a student uses all of their hall pass requests and has a legitimate reason for needing to leave class/rehearsal, 5 points will be deducted from their participation points for that day. Students may have the choice to turn in any unused hall pass request forms for 5 points of extra credit at the end of each term.

Vocabulary List and End of Semester Exams:

At the beginning of the second week of the school year, all students will receive a list of basic music terms that they are expected to know and learn by the end of the semester. The final exam at the end of the semester will consist of a test that will assess students' knowledge of these terms. I am confident that all of the student will be able to learn them. They will have lots of time, and lots of help from myself and other students in the choral program.

Theory Tests and Assignments:

Students will also take a series of benchmark tests to assess their knowledge of basic music reading and notation skills. They will receive a packet of information that I expect them know and be able to do in regards to music theory. If they receive a 99% on the test, they will never have to take it again, otherwise, they will be required to take it at least at the beginning and end of the school year.

Make-up Work:

Since this is a participation-based class, any student absent will miss the daily exercises that will help make them a better singer and musician. Students will not be able to make up points missed for unofficial/unexcused absence or truancy. Each student will be expected to pass off individual learning goals and meet state core curriculum objectives (national standards).

Students not meeting goals and objectives will be denied the opportunity to perform in concert, and will not be accepted into the course for the following semester.

- Students are expected to get any missed information due to absences etc, from their section leaders.
- Failed grades may only be remediated (fixed or made up) within one quarter maximum time period.

Extra Credit:

Extra Credit opportunities exist to make-up points missed due to excused absences or extenuating circumstances. Please consult with Miss Person and plan a course of action to make up missed points. Some options are as follows:

Concert Attendance 20 points per concert

- Student may attend a concert and submit a program from the event with a short two-paragraph review of the concert including comments about the performance and the music performed.

Music Library Aid TBD

- Students will assist with the organization and filing of the choral music library.

Extra Performances 20 points per performance

For example: Sing in a small group (assigned choir performances don't count) or as a solo at any home sports games. A sign-up sheet will be posted in the choir room.

Music History Minute 50 points possible

- Students can work alone or as a group and develop a presentation for the class about a composer and/or historical information about one of the pieces we are working on in class. Presentation must include:
 - A poster to hang up in class with pictures and information about the topic
 - A one page paper appendix with research source information (Bibliography)
 - Oral presentation of the topic in front of the class.
 - If students work as a group they must include a short evaluation stating each persons' responsibilities. Pick up the evaluation form from Miss Person. Each person in the group must participate in the presentation.

Group Work:

- Small group work may be assigned. (i.e. Quartets)
- Students may be expected to keep a log of quartet practice time outside of class and be asked to pass off curriculum objectives working within their group.
- Memorization and musicianship goals will be measured throughout the course as needed.

Grades/Grading Scale:

Since this class is mostly participation and performance based, students' grades will be weighted according to the following scale:

- Attendance/Participation/Classwork – 60%
- Performances – 25%
- Tests (Written and Performance Based) – 15%

The grading scale is as follows:

A- = 90 – 93	A = 94 – 98	A+ = 99 – 100
B- = 80 – 83	B = 84 – 87	B+ = 88 – 89
C- = 70 – 73	C = 74 – 77	C+ = 78 – 79
D- = 60 – 63	D = 64 – 67	D+ = 68 – 69
F = 59 and Below		

Fundraisers:

Fundraising is often necessary for successful choral music programs and other activity organization in the public schools like athletics, drama, and music. Fundraising for the music program(s) help provide much-needed funds for materials like choir folders, uniforms, trips to festivals and competitions, sound equipment, etc. Our parent booster organization will determine the need and best approach for fundraising.

Information for Voci d'Oro Chamber Choir and Divina Voce Women's Choir:

The Voci d'Oro and Divina Voce are the elite auditioned choirs at Desert Hills High School. Students in these choirs are expected to maintain the highest academic and conduct standards, and are held to the same academic standards as the athletes as outlined in the Desert Hills student handbook. For those in Voci d'Oro, in addition to being enrolled in Voci d'Oro, you are also expected to be enrolled in, and participate in one other Fine Arts (Music, Drama, Dance, Visual Art) class during the day. Any student who does not meet these expectations will not be allowed to continue in the choir.

III. Student Conduct:

Classroom Behavior:

Students will take personal responsibility for meeting education goals. The music room is a place for creativity and students should feel safe to create and explore. In order for this to happen, students need to treat each other with respect, to know that they are free to perform where they will not be put down or made to feel inferior than their classmates. I believe this strongly, and any student found not treating others in the class with the utmost respect will be dealt with accordingly.

Student expectations listed in the “classroom routines” section of this handbook must be carried out by every student, every day. Participation points can be lost for the entire class and/or for individuals who cannot manage their behavior or contribute in a positive way. Some simple guidelines for the choral classroom are listed below.

- Be to class on time
- Be prepared with materials – music, pencil (there will be periodic pencil checks which will affect your grade), and notebook/listening journal
- **No Gum or Candy** (I will deduct points for every time I have to tell you to get rid of it)
- Sit in assigned seat (if applicable)
- Participate with a positive attitude

The classroom will have a zero tolerance policy regarding fighting, drugs, weapons, sexual harassment and intimidation of any kind.

Equipment:

Students are expected to treat all classroom equipment with respect. There are instruments, music, etc. that they may or may not have permission to use. The best policy is IF IT'S NOT YOURS, AND YOU HAVE NOT BEEN GIVEN PERMISSION BY THE TEACHER TO USE IT, DON'T TOUCH IT!!! (Including the pianos and organ!)

Habitually Disruptive/Serious Offenses Policy:

The following steps will be taken in order to ensure the classroom is kept a safe, positive environment:

1. The student will be given a WARNING
2. If the negative behavior continues, a STUDENT/TEACHER CONFERENCE will occur, in which the student may be required to write an action plan to include steps to recognizing and correcting the behavior
3. If further action is necessary, the student may receive a TIME OUT, in which they will be taken out of the class, which will affect their participation and citizenship. At this step, PARENT NOTIFICATION will occur which will include detailed information of the student's behavior.
4. At this step, an ADMINISTRATOR or COUNSELOR will be involved

In order to provide a fair representation of student behavior and action taken, documentation of behavior and intervention will occur at every step of this process.

Use of Electronic Devices:

If I see it, I take it! Students may pick up any confiscated items from the front office after school.

Tips for Maintaining a Healthy Voice:

Your voice is not indestructible, it is made up living tissue and there is only so much banging around they can take. Here are some tips to help you maintain healthy, happy vocal chords:

1. Drink lots of water. Take your weight in pounds, divide that by two, and that is how many ounces of water you should be drinking every day. (i.e. Your Weight=150 pounds. $150/2=75$. You should be drinking 75 ounces or 9 ½ cups of water everyday.)
2. Avoid excessive yelling, especially at sporting events. If you feel your voice is getting hoarse, stop using it.
3. Always warm-up before singing or athletic events.
4. Balance your voice use time with rest time (silence).
5. Learn to use your voice correctly to maximize musical effectiveness and minimize strain.
6. GET LOTS OF REST! Your vocal technique is controlled by your vocal chords, they are merely the instrument. Your whole body is involved in the singing process and if your body is not rested, you will not sing well.

IV. Disclaimer:

All information and policies are subject to change and revision as needed.

IV. Appendices (see next page):

1. Singing, alone and with others, a varied repertoire of music*Proficient:*

- Students will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- Students will sing music written in four parts, with and without accompaniment
- Students will demonstrate well-developed ensemble skills

Advanced:

- Students will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- Students will sing music written in more than four parts
- Students will sing in small ensembles with one student on a part

3. Improvising melodies, variations, and accompaniments*Proficient:*

- Students will improvise stylistically appropriate harmonizing parts
- Students will improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- Students will improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Advanced:

- Students will improvise stylistically appropriate harmonizing parts in a variety of styles
- Students will improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

4. Composing and arranging music within specified guidelines*Proficient:*

- Students will compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- Students will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- Students will compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Advanced:

- Students will compose music, demonstrating imagination and technical skill in applying the principles of composition

5. Reading and notating music*Proficient:*

- Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- Students will sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Advanced:

- Students will demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- Students will interpret nonstandard notation symbols used by some 20th-century composers
- Students who participate in a choral or instrumental ensemble or class
- Students will sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

6. Listening to, analyzing, and describing music*Proficient:*

- Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- Students will demonstrate extensive knowledge of the technical vocabulary of music
- Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Advanced:

- Students will demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example
- Students will compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style
- Students will analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

7. Evaluating music and music performances*Proficient:*

- Students will evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Advanced:

- Students will evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Understanding relationships between music, the other arts, and disciplines outside the arts*Proficient:*

- Students will explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples
- Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- Students will explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Advanced:

- Students will compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- Students will explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

9. Understanding music in relation to history and culture*Proficient:*

- Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- Students will identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them
- Students will identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Advanced:

- Students will identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- Students will identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

SECONDARY MUSIC



***Music Connections** (MU 1600) ***Guitar** (MU 1610) ***Music Aesthetics** (MU 1700) ***Composition** (MU 1750)
 ***Choir I** (MU 1620) ***Choir II** (MU 1720) ***Choir III** (MU 1760) * **Band I** (MU 1630) ***Band II** (MU 1730)
 ***Band III** (MU 1770) ***Orchestra I** (MU 1640) ***Orchestra II** (MU 1740) ***Orchestra III** (MU 1780)

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. The standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. The individual Core courses are presented in a portfolio format to facilitate student progress and to encourage the support of parents, teachers, and classmates. Listed below are all the music objectives. Each course includes the objectives relevant to its focus and provides indicators to detail the emphasis indicated in the course descriptions that follow. There are additional, elective courses available in many schools. Playback and recording technology is required for each course.

Standard 1 **PERFORM**

Students will use body, voice, and instruments as means of musical expression.

- Objective A: Produce a beautiful tone.
- Objective B: Demonstrate technical performance skills.
- Objective C: Demonstrate notational literacy.
- Objective D: Demonstrate productive rehearsal habits.
- Objective E: Demonstrate knowledge, use, and care of selected instruments.
- Objective F: Perform varied repertoire.

Standard 2 **CREATE**

Students will improvise and compose music.

- Objective A: Improvise rhythmic and melodic ideas and phrases.
- Objective B: Record musical thoughts in standard notation.
- Objective C: Create imitations of music passages.
- Objective D: Write original melodies and short compositions.
- Objective E: Orchestrate melodies and short compositions.
- Objective F: Arrange melodies and short compositions.

Standard 3 **LISTEN/ANALYZE/EVALUATE**

Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

- Objective A: Describe the elements of music.
- Objective B: Analyze and evaluate musical examples.
- Objective C: Evaluate ensemble performance.
- Objective D: Document personal growth as a musician.

Standard 4 **DISCOVER MEANING**

Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

- Objective A: Examine how music relates to personal development and enjoyment of life.
- Objective B: Experience how music connects us to history, culture, heritage, and community.

DHHS Choir Calendar 2009-2010

August 2009:

13 – School Begins

28 – Voci d'Oro Chamber Choir – National Anthem for first home Football Game. Be in the choir room at 6:15 pm. Wear jeans and Thunder shirt.

September 2009:

7 – No School – Labor Day

18 – ALL CHOIRS – National Anthem for Homecoming Football Game. Be in the choir room at 6:15 pm. Wear jeans and Thunder shirt.

October 2009:

7 – DHHS FALL CONCERT – Be in the choir room at 6:15 pm. Wear concert dress.

9-10 – All-State Choir in Salt Lake (for select students only)

15 – 1st Quarter Ends

16-19 – No School – UEA Weekend

20 – 2nd Quarter Begins

November 2009:

19-23 – Jubilee of Trees – Exact groups participating, dates, and times TBD

26-27 – No School – Happy Thanksgiving!!!

December 2009:

3-5 – Voci d'Oro Chamber Choir – Salt Lake Christmas Tour

15 – Voci d'Oro Chamber Choir – DHHS Fine Arts Celebration

16 – DHHS HOLIDAY CONCERT – Be in the choir room at 6:15 pm. Wear concert dress.

18 – 2nd Quarter Ends

January 2010:

5 – 3rd Quarter Begins

15-16 – State Honor Choir in Salt Lake (for select students only)

18 – No School

29-30 – District Honor Choir – Dixie State College (for select students only)

February 2010:

12-13 – All Choirs - Singing Valentine's (Choir fundraiser in the school and community)

15 – No School

24(?) – SUPAF – Exact date and time TBD

March 2010:

3 – PRE-SPRING CONCERT – Be in the choir room at 6:15 pm. Wear concert dress.

5 – 3rd Quarter Ends

8-15 – No School – Spring Break

16 – 4th Quarter Begins

24 – Region Vocal Solo and Ensemble Festival – Snow Canyon HS (Voci d'Oro and select students only)

April 2010:

2-5 – No School

7-11 – DISNEYLAND!!!

14 – ALL CHOIRS – Region Large Choir Festival – Pine View HS

23-24 – State Solo and Ensemble Festival – Lone Peak HS (select students only)

May 2010:

7-8 – State Large Choir Festival – TBD upon qualification

19 – SPRING CONCERT. Be in the choir room at 6:15 pm. Wear concert dress.

27 – ALL CHOIRS – DHHS Graduation – Exact time and place TBA