**Chorus 2015**

**Epic Choice Board**

**READ THIS INFORMATION: YOUR GRADE DEPENDS ON IT!**

You must submit at least 100 points worth of projects by the end of the chorus rehearsal on March 6th.

You must sign up for each project on the chart posted on the chorus bulletin boards, and you can only work on one project at a time.

Most questions can be answered by reading the project instructions or rubrics. Please take the time to read these, as I may not be available at all times to answer questions.

If you earn more than 100 points, any extra points will be considered extra credit.

If you choose to work with a partner or group, all members of the group are eligible for the full point value of the project as long as it is clear that all group members contributed an equal amount of work. Be prepared to show proof of how you contributed to group projects.

You should work on these projects during class time as well as at home. Every class you should bring any materials that you need to work on your project. Supplies may be kept in my office. Bring a box to store your supplies in, if necessary.

All of this information will be available at www.autreymillchorus.com. If you lose any of your assignment sheets or rubrics, you are responsible for downloading a new copy.

If you have a question that cannot wait until the next rehearsal, you may email me. Otherwise, please ask questions during class time. (msedwards@ammslions.org)

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| **Verbal/Linguistic**  10 points  Create a Crossword puzzle using musical terms and corresponding definitions  5 points  Write and teach two rhyming mnemonics to remember rhythm, note names, or technique (must be unique) | **Logical/Mathematical**  20 points  Create a game to teach note names or rhythmic values  25 points  Create a timeline of choral composers and major choral works from early music (ex. Monteverdi) to contemporary (ex. John Rutter) | **Visual/Spatial**  15 points  Create an inspiration board about why singing is good for your physical and mental health  10 points  Create a ceiling tile design for the chorus room. |
| **Interpersonal**  20 points  Survey 10 classmates and community members about how music has played a role in their lives and create a book of their stories  10 points  Teach a cooperative music game | **Bonus!**  20 points  Make a music video from a recorded song (clean lyrics) You may earn 40 points by making a video with a song that you compose and perform  40 points  Make a Chorus recruitment video for upcoming 6th graders. | **Body/Kinesthetic**  5 points  Create and teach a physical warm-up that teaches posture or breathing  30 points  Build a model of the breathing process or the vocal process (how we produce sound) |
| **Musical**  50 points  Compose a song for the chorus  10 points  Write a song that teaches about breathing and posture or note names and rhythms | **Naturalist**  20 points  Use recordings of nature sounds (animals, wind, thunder, bugs, birds) to create a song  50 points  Compose, notate and perform/record a song about the environment | **Intrapersonal**  25 points  Plan a concert of two-part choral music around a theme  5 points  Imagine and write about your future life as a musician |

**Verbal Linguistic:**

**10 Points Create a Crossword Puzzle**  (This may be completed twice, creating two separate crossword puzzle with entirely different terms and definitions)

* Create a crossword puzzle that contains at least 30 musical terms and definitions.
* Use the definition of the term as the clue, and the term as the answer.
* You should include the language that the term is derived from (French, German, Italian, etc.) in the definition.
* You may use an online crossword creator, such as <http://worksheets.theteacherscorner.net/make-your-own/crossword/> or <http://www.puzzle-maker.com/CW/>.
* You may use terms that you know (mf, f, crescendo, etc.) or get the terms from a source such as <http://www.laco.org/glossary/>. There are tons of online sources for musical terms and definitions. Make sure you are using a reliable source.
* Any sources used to create the puzzle (puzzle creator site and source of definitions) must be noted at the bottom of the page.

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| **Number of terms** | 1  Puzzle contains less that 15 musical terms with correct spelling | 2  Puzzle contains at least 15 musical terms with correct spelling | 3  Puzzle contains at least 20 musical terms with correct spelling | 4  Puzzle contains at least 25 terms with correct spelling | 5  Puzzle contains at least 30 terms with correct spelling |
| **Definitions** | 1  Puzzle contains less than 15 accurate definitions, including language they are derived from | 2  Puzzle contains at least 15 accurate definitions, including language they are derived from | 3  Puzzle contains at least 20 accurate definitions, including language they are derived from | 4  Puzzle contains at least 25 accurate definitions, including language they are derived from | 5  Puzzle contains at least 30 accurate definitions, including language they are derived from |

**5 points Write and teach two rhyming mnemonics to remember rhythm, note names, or technique (This may be completed twice, writing and teaching up to 4 mnemonics)**

* Each mnemonic should teach at least one musical concept such as note names or rhythmic values (quarter note, half note, etc.).
* The mnemonic has to make sense so that it is fairly easy to remember.
* You must create a NEW and unique mnemonic – nothing that you have learned in previous classes.

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| 1  1 mnemonic is created  Mnemonic is hard to understand & remember, or doesn’t teach a useful musical concept | 2  1 mnemonic is created  Mnemonic is fairly easy to understand & remember, and teach a somewhat useful musical concept | 3  2 mnemonics are created  Mnemonics are hard to understand & remember, and teach a somewhat useful musical concept | 4  2 mnemonics are created  Mnemonics are fairly easy to understand & remember, and teach a somewhat useful musical concept | 5  2 mnemonics are created  Mnemonics are easy to understand & remember, and teach a useful musical concept |

**Logical/Mathematical**

**20 points Create a game to teach note names or rhythmic values or another musical concpet**

* Your game can be a board game, an active game (like a game you might play in PE), a card game or a game show. If you have an idea for another kind of game, please see me before you start.
* Your game must include directions and any other materials needed to play it.
* Your game should teach a range of information on the topic that you choose.
* Your game should be playable by your classmates. It should review or teach information at an appropriate lever for your grade. If a game is too easy, it will count against your grade. It should help you and your classmates learn or review musical information. I recommend having a few friends play it to see.
* Your game must include at least 20 musical facts.

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| **Facts** | 2  Game contains less than 5 correct facts.  Facts are not appropriate for your classmates, with many facts that are too challenging or too easy. | 4  Game contains at least 5 correct facts.  Facts are somewhat appropriate for your classmates, with several facts that are too challenging or too easy. | 6  Game contains at least 10 correct facts.  Facts are fairly appropriate for your classmates, with some facts that are too challenging or too easy. | 8  Game contains at least 15 correct facts.  Facts are mostly at an appropriate level for your classmates, with a few facts that are too challenging or too easy | 10  Game contains at least 20 correct facts.  Facts are at an appropriate level for your classmates. |
| **Playability** | 2  Game rules and directions are hard to understand and hard to follow | 4  Game rules and directions are somewhat easy to understand and somewhat easy to follow | 6  Game rules and directions are fairly easy to understand and fairly easy to follow | 8  Game rules and directions are mostly easy to understand and mostly easy to follow. | 10  Game rules and directions are easy to understand and follow. |

**25 points Create a timeline of choral composers and major choral works from early music (ex. Monteverdi) to contemporary (ex. John Rutter*)***

Your timeline should include 15 composers with the name of a famous piece that they composed. It should include the composer’s birth and death dates, what country they lived in and a famous choral work that they composed.

You can create your timeline as a poster or as an infographic.

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| 5  Timeline does not contain at least 5 composers, only some dates, countries and famous works are missing/incorrect. | 10  Timeline contains at least 5 composers with mostly correct dates, countries and famous works for some composers. | 15  Timeline contains at least 10 composers with mostly correct dates, countries and a famous work for each. | 20  Timeline contains at least 15 composers with mostly correct dates, countries and a famous work for each. | 25  Timeline contains at least 15 composers with correct dates, countries and a famous work for each. |

**Visual/Spatial**

**15 points Create an inspiration board about why singing is good for your physical and mental health**

Your inspiration board should include at least 10 facts about why singing is good for your health. An inpiration board should be made on poster board or a similar project board. You may use any kind of visual representation of the information that you think is appropriate.

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| 3  Information is not represented in an interesting visual display. Most information is incorrect. At least 2 facts are presented. | 6  Information is sometimes represented in an interesting visual display. Some information presented is incorrect. At least 4 facts are presented. | 9  Information is represented in a fairly interesting visual display. Information presented is mostly correct and informative. At least 6 facts are presented. | 12  Information is mostly represented in an interesting visual display. Information presented is mostly correct and informative. At least 8 facts are presented. | 15  Information is represented in an interesting visual display. Information presented is correct and informative.  At least 10 facts are presented. |

**10 points Create a ceiling tile design for the chorus room.**

Create a ceiling tile design that is appropriate, interesting and will stand the test of time. The ceiling tile design could highlight your particular choral group or a choral concert/event that happened this year. It should also be visually interesting and emphasize the theme. Your design can be created on a poster board, a square piece of paper 12x12” ), or in a digital format. All information should be included on your poster/paper.

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| Visual Presentation | 2  The ceiling tile representation doesn’t have a theme and is very plain. | 4  The ceiling tile representation somewhat represents a theme and is not visually interesting. | 6  The ceiling tile representation somewhat represents a theme and is visually interesting. | 8  The ceiling tile representation mostly represents a theme and is visually interesting. | 10  The ceiling tile representation presents a them quite well and is visually interesting. |

**Interpersonal**

**20 points Survey 10 classmates and community members about how music has played a role in their lives and create a book of their stories**

* Ask at least 10 people that you know how music has played a role in their lives. You might ask if they have played an instrument or if they enjoy listening to a particular style of music and why. Make sure that you get some details in their responses.
* Summarize their answers, including a quote or two from each of them. Write each summary on a separate page and create a book with the responses.

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| 3  Book includes at least 2 survey responses that are somewhat detailed/easy to understand. Responses don’t include quotes. Book is not presented in an organized manner. | 6  Book includes at least 4 survey responses that are somewhat detailed/easy to understand, and some include quotes. Book is presented in a somewhat organized manner. | 9  Book includes at least 6 survey reponses that are detailed/easy to understand, and most include quotes. Book is presented in an organized manner. | 12  Book includes at least 8 survey responses that are detailed/easy to understand and most include quotes. Book is presented in an organized manner. | 15  Book includes at least 10 survey responses.  Responses are detailed.  Summaries are easy to understand and include quotes. Book is presented in a organized manner. |

**10 points Teach a cooperative music game** (This may be completed twice, learning and teaching two different games)

Learn how to play an existing cooperative music game. You may find the game online, in a book, or use a game that you know. You must be able to demonstrate that you can teach the game to a group of at least 4 of your classmates. You may either teach the game in front of me during class time, or make a video of yourself teaching it.

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| Understanding and knowledge of the game | 1  The student does not demonstrate an understanding of the rules and how to play the game. It is clear that the student has not played it before or doesn’t demonstrate understanding. | 2  The student demonstrates an understanding of some of the rules and how to play the game. The student has not played it before, or has played it before but don’t demonstrate understanding. | 3  The student demonstrates an understanding of the rules and how to play the game fairly well. The student has not played it before, or has played it before but doesn’t demonstrate understanding. | 4  The student demonstrates an understanding of the rules and how to play the game well. The student has played it before and understands how the game works | 5  The student demonstrates an understanding of the rules and how to play the game very well. The student has played it before and understands how the game works. |
| Ability to teach the game | 1  The student is not able to explain or demonstrate how to play the game. | 2  The student is somewhat able to explain and demonstrate how to play the game. | 3  The student is fairly able to explain and demonstrate how to play the game. | 4  The student is mostly able to explain and demonstrate how to play the game. | 5  The student is able to explain and demonstrate how to play the game clearly and easily. |

**Bonus! (page 1)** *(There are two pages of Bonus!)*

**20 points Make a music video from a recorded song (MUST be labeled as “clean”. Songs may not contain any violent or inappropriate language.) *\*\*for 40 points you can make a music video of a song that you compose and perform or ask a friend to perform!! Check the rubric for more information.***

* Choose a song to make into a music video
* Make sure the song is at least 2 minutes long
* Plan your video. It will be very helpful to make a storyboard that shows what you will do for each section of the song - make a list of the sections of the song and what you plan to do in each section.
* Rehearse before you record. Try doing several takes so that it comes out the way you want it

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| Length of Video | 2  Song/video is less than 30 seconds long | 4  Song/video is 30 seconds to 1 minute long | 6  Song/video is 1 – 1.5 minutes long | 8  Song/video is 1.5 – 2 minutes long | 10  Song/video is at least 2 minutes long |
| Performance | 2  Video is not planned out or rehearsed, performance shows little or no preparation | 4  Video is somewhat well planned out and rehearsed, performance shows little preparation | 6  Video is fairly well planned out and rehearsed, performance shows some preparation | 8  Video is mostly well planned out and rehearsed, performance shows preparation | 10  Video is well planned out and rehearsed, performance shows preparation |

\*\*\* For composition and performance (twenty extra points)

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| 5  Song uses only one voice or instrument, song is poorly organized and doesn’t makes sense, song is performed with poor technique | 10  Song uses only one voice or instrument, song is somewhat organized and makes some sense, song is performed with some good technique and some poor technique | 15  Song uses at one voice and one instrument, song is fairly well organized and makes sense most of the time, song is performed with fairly good technique | 20  Song uses appropriate lyrics and at least one voice and one instrument, song is well-organized and makes sense, song is performed with good technique |

**Bonus! (page 2)**

**40 points Make a 6th grade (upcoming) chorus recruitment video!**

* Video should include a group of students (friends, family, teachers, whoever you want to enlist to help you)
* Video should include helpful information for upcoming 6th graders – what is chorus in middle school, and what should they expect? Be sure to include concerts and extra opportunity events.
* You may do the video in one take or do several takes and edit them together
* At the end of the video you should include information a list of people who were involved in your project
* Video should be at least 1 minutes long
* Performance should be practiced until you can perform it well before recording the video

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| Video length and appropriateness  (10 points) | 2  Video is less than 10 seconds long | 4  Video is 15-30 seconds long | 6  Video is 30-45 seconds long | 8  Video is 45-55 seconds long | 10  Video is at least a minute long. |
| Information included on video (20 points) | 4  All information is missing or incorrect. | 8  Some information is included and correct (3-4 incorrect or missing) | 12  Most information is included and correct (2-3 incorrect or missing) | 16  Almost all information is included and correct (1-2 incorrect or missing) | 20  Pertinent information and everyone involved in making the video are included and correct |
| Recruitment aspects  (10 points) | 2  Video is not at all exciting and would not do well in a recruitment session. | 4  Video is sort of exciting, but wouldn’t be usable in a recruitment session. | 6  Video is somewhat exciting but wouldn’t hold the attention of a 5th grader. | 8  Video is exciting and might work. Some editing will need to be done by Mrs. Edwards. | 10  Video is exciting and engaging. Students will be totally interested in joining chorus next year! |

**Body/Kinesthetic**

**5 points Create and teach a physical warm-up that teaches posture or breathing** (This may be completed twice, creating and teaching two separate warm-ups)

Create a stretching, posture or breath warm-up that will help your classmates prepare to sing. This could include anything that stetches your back/shoulders/intercostal muscles (AKA your rib cage)/belly muscles or helps create a taller posture. It may also be a breathing warm-up, to get everyone used to taking a low, full “belly breath”. You can find tons of videos to get you started online.

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| 1  Warm-up is clearly copied from somewhere, warm-up does not prepare the body for singing, student is not able to explain why the warm-up is helpful | 2  Warm-up is clearly copied from somewhere, warm-up somewhat prepares the body for singing, student is only slightly able to explain why the warm-up is helpful | 3  Warm-up is unique but based on an on idea copied from somewhere (variation), warm-up helps prepare the body for singing somewhat, student is only able to partially explain why the warm-up is helpful | 4  Warm-up is unique but based on an idea copied from somewhere (variation), Warm-up helps prepare the body for singing as listed in the description above, student is able to explain why the warm-up is helpful | 5  Warm-up is unique and not copied from anywhere, Warm-up helps prepare the body for singing as listed in the description , Student is able to explain why the warm-up is helpful |

**30 points Build a model of the breathing process or the vocal process (how we produce sound)**

Build a model using any materials you like that represents the breathing process including the diaphragm, lungs, rib cage, windpipe and mouth/nose. You should be able to demonstrate or explain how the process works when singing. You can find tons of material online regarding the breathing process.

**OR** Build a model using any materials you like that represents the vocal process, including the lungs, vocal cords (larynx), throat (pharynx), sinuses, mouth and nose. You should be able to demonstrate how the process works when singing.

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| Model | 5  Model includes few of the parts of the breathing or vocal process, model is inaccurate or missing information and doesn’t represent the process well | 10  Model includes some of the parts of the breathing or vocal process, model is inaccurate or missing informaiton | 15  Model includes most of the parts of the breathing or vocal process, model is accurate and represents the process well | 20  Model includes all parts of the breathing or vocal process, model is accurate and represents the process well |
| Demonstration/  Explanation | 2  Student cannot demostrate or explain the breathing or vocal process | 5  Student can demonstrate or explain some parts of the breathing or vocal process | 7  Student can accurately demonstrate or explain most parts of the breathing or vocal process | 10  Student can accurately demonstrate or explain the entire breathing or vocal process clearly. |

**Musical, page 1** *(There are two pages of Musical)*

**50 points Compose a song for the chorus**

* Song should be two-part (part one and part two OR treble (treble or soprano range) and baritones (low male voices).
* Song should have at least one section where the two parts sing separately or in harmony.
* Song should be able to be learned by your classmates.
* Song should be for chorus alone or chorus with piano or guitar.
* Song may include original lyrics or a poem, or may be a vocalise, with singers singing on an open vowel like “ah”
* Song should have appropriate ranges for both parts and accurate (see the last page of the packet for ranges)
* Song must be properly notated, like the music that we use in class

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| --- | --- | --- | --- | --- |
| 2  Song is one part with inappropriate range | 4  Song is one part with appropriate range | 6  Song is two parts with inappropriate ranges | 8  Song is two parts with some inappropriate ranges | 10  Song is two parts with appropriate ranges |
| 4  Song is not notated | 8  Song is rarely properly notated, including correct pitches, rhythms, key signatures, and time signatures | 12  Song is sometimes properly notated, including correct pitches, rhythms, key signatures and time signatures | 16  Song is mostly properly notated, including correct pitches, rhythms, key signatures and time signatures | 20  Song is properly notated, including correct pitches, rhythms, key signatures and time signatures |
| 2  Song has no harmony or echo singing section | 4  Song has one section of harmony or echo singing that doesn’t make sense with the music | 6  Song has one section or harmony or echo singing that makes some sense with the music | 8  Song has one section of harmony or echo singing that makes sense with the music | 10  Song has multiple sections of harmony or echo singing that makes sense with the music |

**Musical, page 2**

**10 points Write a song that teaches about breathing and posture or note names and rhythms**

* Song should use original lyrics
* You may use the tune of a well-known song
* Song should be long enough to mention all of the major parts of breathing, posture, note names or rhythms
* Lyrics and melody need to be submitted or a recording of yourself performing the song

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| --- | --- | --- | --- | --- |
| 2  Song does not use original lyrics, song does not mention breathing, posture, note names or rhythms, lyrics and melody or recording not submitted or do not show understanding | 4  Song uses some original lyrics, song mentions some of the major parts of the subject, lyrics and melody or recording/performance are incomplete and show partial understanding | 6  Song uses at least half original lyrics, song mentions, most major parts of the subject, lyrics and melody or recording/performance are submitted and show understanding | 8  Song uses almost all original lyrics, song mentions most major parts of the subject, lyrics and melody or recording/performance are submitted and show understanding | 10  Song uses entirely original lyrics, Song mentions all major parts of the subject (breathing, posture, etc.), Lyrics and melody or recording/performance are submitted and show  understanding |

**Naturalist, page 1** *(There are 2 pages of Naturalist)*

**20 points Use recordings of nature sounds (animals, wind, thunder, bugs, birds) to create a song**

* This project can be completed using nature sounds that you record, or recording that you find online or elsewhere.
* Use an app such as Garage Band to arrange the sounds into a piece of music at least 2 minutes long
* Include with the recording a list of what nature sounds you used, where you got the recordings, and why you chose those sounds.

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| 4  Song is less than one minutes long, using one or two nature sounds, is disroganized and doesn’t make sense, recording is unacceptable (long silences or other major issues), information is missing. | 8  Song is less than two minutes long, using one or two nature sounds, music is disorganized or doesn’t make sense (doesn’t follow any kind of pattern or progression), information is incorrect or missing. | 12  Song is less than two minutes long, using a limited variety of nature sounds, music is disorganized or doesn’t make sense (doesn’t follow any kind of pattern or progression), information is incorrect or missing | 16  Song is at least two minutes long, using a variety of nature sounds, music is arranged well and makes sense (follows a pattern or progression), information included with the recording is incorrect or missing | 20  Song is at least two minutes long, using a variety of nature sounds, music is arranged well and makes sense as a piece of music (follows a pattern or progression), a complete list of information is included with the recording |

**Naturalist, page 2**

**50 points Compose and notate or perform /record a song about the environment**

* Song should include original lyrics
* Song should be about nature and the environment
* Song should be 2 minutes long when performed (make sure you time it!)
* Song should include at least one voice and at least one pitched instrument (such as piano, guitar or ukelele)
* If you choose to notate the song, it must be notated properly. I will give you more information about this if you choose to do this project
* If you choose to record or perform the song, there must be evidence that it was carefully prepared and rehearsed

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| Composition  \*note the different point vaules for this category compared to the others. | 4  Song includes almost no original lyrics, tune and accompaniment are not well thought out and disorganized/don’t follow any kind of pattern or progression) | 8  Song includes less then half original lyrics, tune and accompaniment are somewhat well thought out and somewhat organized/ follow a pattern or progression | 12  Song includes at least half original lyrics, tune and accompaniment are fairly well thought out and fairly organized/follow a pattern or progression | 16  Song includes mostly original lyrics, tune and accompaniment are well organized and follow a pattern or progression | 20  Song includes entirely original lyrics, tune and accompaniment are very well organized and follow a clear pattern or progression |
| Length | 2  Song is less than 30 seconds long | 4  Song is between 30 seconds and one minute long | 6  Song is between 1 and 2 minutes long | 8  Song is between 1.5 and 2 minutes long | 10  Song is at least 2 minutes long |
| Instrumentation | 2  Song includes only instrument and no voice | 4  Song includes one voice and no instrument | 6  Song includes at least one voice and one unpitched instrument | 8  Song includes one voice and one pitched instrument | 10  Song includes at least one voice and at least one pitched instrument |
| Notation and Performance | 2  Song is not notated properly or performance is not prepared | 4  Some is somewhat well notated with many errors or somewhat well prepared for performance with many errors | 6  Song is fairly well notated, with several errors or fairly well prepared for performance with several errors | 8  Song is mostly notated properly with a few errors or mostly prepared for performance with a few errors | 10  Song is notated properly or prepared well for performance |

**Intrapersonal, page 1** *(There are two pages of intrapersonal)*

**5 points Imagine and write about your future life as a musician** (this may be completed twice with two different versions of how you see your life)

Write a short essay about what you imagine your future will be like as a musician. Include whether music becomes your career or a hobby, or is no longer part of your life. Include kinds of music that you think you will listen to when you’re older, and any instruments that you think you might learn to play. Explain why you think these things.

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| 1  Essay is clearly not thoughtful and has very little information about how music will be a part of your life, and doesn’t include why | 2  Essay is somewhat thoughtful and includes a little information about how music will be a part of your life, but doesn’t include why | 3  Essay is fairly thoughtful and includes a little information about how music is a part of your life in the future and why | 4  Essay is mostly thoughtful and includes some information about how music is a part of your life in the future and why | 5  Essay is thoughtful and includes information about how music is a part of your life in the future and why |

**Intrapersonal, page 2**

**25 points Plan a concert of two-part choral music around a theme**

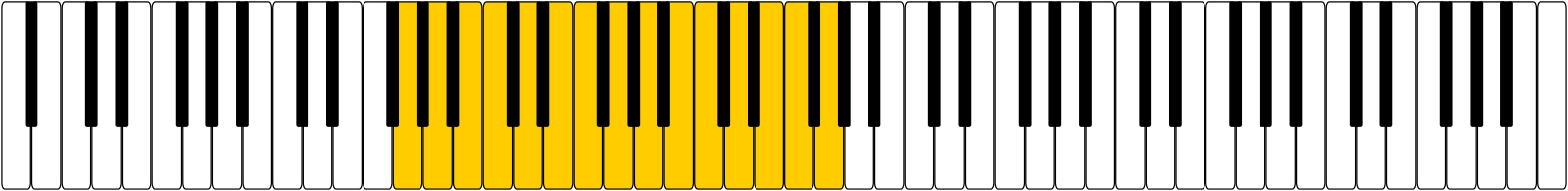
* Choose a theme for your concert.
* Go to <http://www.jwpepper.com/sheet-music/school-choir-music.jsp>
* Type in a word related to your theme in the search box in the top right corner.
* On the left side of the screen, in the “Department” category, select Choral, in the “Voicing” category select Unison or Two-part, and if you want to narrow it down to songs that have an accompaniment CD, you can go to the “Accompaniments and Recordings” category and select P/A CD.
* Listen to sample recordings to hear what the songs sound like, and choose at least 6 pieces for your concert.
* Put the songs in the order that you would have them performed, and create a program that shows the names on the songs, the names of the composers, and which chorus would perform each one (6th, 8th Bel Canto, or 7/8th ).
* The program may be as simple or fancy as you would like to make it. All that I will be looking for is the information, although I would love to see you be creative with this!

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| 5  Concert program includes less than 3 appropriate songs, information is incomplete and inaccurate, songs do not reflect the theme. | 10  Concert program includes 3 appropriate songs, information is incomplete inaccurate, most of the songs do not reflect the theme. | 15  Concert program includes 4 appropriate songs, information is fairly complete and accurate, songs generally reflect the theme. | 20  Concert program includes 5 appropriate songs, information is mostly complete and accurate, songs generally reflect the theme. | 25  Concert program includes at least 6 appropriate songs, information presented in program is complete and accurate, songs refelct the theme. |

Soprano (C4-C6)



Baritone (G2-G4)



Treble (C4-F5) Both treble voices will sing in approximately the same range, with Treble 1 favoring the higher pitches and Treble 2 the lower pitches