



**Chamber/Concert Choir Virtual Learning**

**High School Rehearsal**

**Etiquette**

**May 7, 2020**



High School Chamber/Concert Choir  
Lesson: *May 7, 2020*

**Objective/Learning Target: students will learn good rehearsal habits and expectations**

# BELL WORK

- Think of a rehearsal you have been a part of that went really well.
  - What made it go well?
- Have you been in a not so good or productive rehearsal?
  - What were the differences?



# WHO'S WHO

## **The Conductor:**

1. Decides and communicates expectations for the classroom and choir
2. Makes musical decisions with the group
3. Gives positive and negative feedback
4. Plans rehearsals

## **The Choir:**

1. Teamwork
2. Supportive
3. Hard working
4. Good listeners
5. Learns music
6. Be prepared

# BE PREPARED

- Having a successful rehearsal, begins with *everyone* being prepared
- Try to use the bathroom before class or rehearsal
  - We need everyone there and engaged
- Have a pencil with you to mark your score
- Keep water by your side to stay hydrated!
- Have all of your music with you at your seat when rehearsal begins
- Know your music!
  - Yes, we learn music together in class BUT if there is a section that is tripping you up, work on it outside of school or ask for help
  - This will make rehearsal run smoother and make you feel confident in rehearsal

# CLASSROOM ENVIRONMENT

- It is VERY important to be kind and supportive to everyone in and out of the rehearsal.
- If someone is having a rough day, reach out to them.
- Assume the best:
  - We all want us to do our best! Everyone's "best" can look a little different

- Choir is all about teamwork
  - Within your section
  - The entire choir
  - Conductor
  - Accompanist

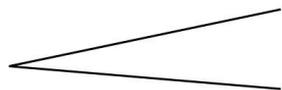


# MARKING YOUR SCORE

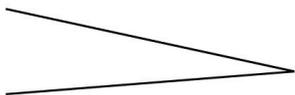
## Basic Markings:

- Dynamics
  - When the director adds other markings it's important to add them to your music

## DYNAMICS



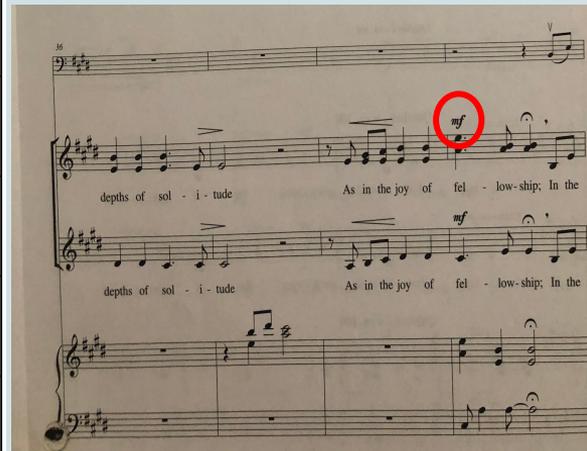
Crescendo =  
Gradually get  
louder



Decrescendo =  
Gradually get  
soft

Term	Sign	Meaning
<i>piano</i>	<b><i>p</i></b>	quiet
<i>mezzo piano</i>	<b><i>mp</i></b>	moderately quiet
<i>pianissimo</i>	<b><i>pp</i></b>	very quiet
<i>forte</i>	<b><i>f</i></b>	loud
<i>mezzo forte</i>	<b><i>mf</i></b>	moderately loud
<i>fortissimo</i>	<b><i>ff</i></b>	very loud
<i>subito forte</i>	<b><i>sf</i></b>	suddenly loud
<i>subito forte piano</i>	<b><i>sfp</i></b>	suddenly loud and soft
<i>sforzando</i>	<b><i>sfz</i></b>	forceful sudden accent

If the dynamics are already in the music but the choir isn't doing them, circle them to help you remember!



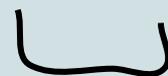
# MARKING YOUR SCORE

Accidentals in our music can be a source of confusion when you are reading. Marking the difference between whole and half steps can help you adjust and learn those intervals in your music.

Half steps =



Whole steps =



You could also use “W” or “H” to mark them as well or solfege is always great!



A musical score in 4/4 time, consisting of two staves (treble and bass clef). The score is marked with red symbols to indicate intervals between notes. The first measure shows a half step interval (marked with a red V) between the first and second notes, and a whole step interval (marked with a red U) between the second and third notes. The second measure shows a half step interval (marked with a red V) between the first and second notes, and a whole step interval (marked with a red U) between the second and third notes. The third measure shows a half step interval (marked with a red V) between the first and second notes, and a whole step interval (marked with a red U) between the second and third notes. The fourth measure shows a half step interval (marked with a red V) between the first and second notes, and a whole step interval (marked with a red U) between the second and third notes.

# MARKING YOUR SCORE

Knowing the phrasing and breaths is important so the choir can be unified.

Here are a couple of markings to show where to breathe (check mark) and when to not breathe (draw a line).

**Amazing Grace** trad.

1. A - maz - ing that grace! how sweet the sound -  
2. 'Twas grace that taught my heart to fear,

That saved a wretch like me!  
And grace my fear re - lieved;

# WHAT IS YOUR ROLE?

- Every member is extremely important
- Each person needs to lead by example
  - You can show others how to act by just doing it yourself! Your conductor will notice you doing the right thing! And so will your classmates.
- If the rehearsal isn't going well, think about what you can do to help.
- Be encouraging and positive during rehearsal
- Make everyone feel welcome and needed (because they are!)
- Know your music
  - This is the best way you can help and lead your section
- Ask your conductor questions if you need something clarified

# IN THE REHEARSAL

- During the rehearsal, there needs to be minimal distractions for everyone
- Talking in between songs can throw everyone out of focus (some is alright but it can get out of control)
- Write down questions you have during rehearsal if your director doesn't want to stop
- Rehearsal is practice for the performance. Build the good habits of being focused and on task.

**YOU CAN ONLY  
PERFORM THE WAY  
YOU PRACTICE**

# EXTRA PRACTICE

Watch this choral rehearsal.  
Observe the following:

- What does the director stop the choir for?
- How does the choir react to the conductor's instruction? Did they fix the issue?
- How is the student's behavior?



# EXTRA PRACTICE

Watch this rehearsal. They do some really great warm ups at the beginning!

Observe the following:

- What feedback does the director give?
- How does the group respond?
- How is the focus during rehearsal?



How can I support your classmates now and next year?

THINK ABOUT WHAT YOU CAN APPLY TO CHOIR NEXT YEAR.

How can I be a leader?

How can I make our rehearsals better next year?

How can I help my section grow?