



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

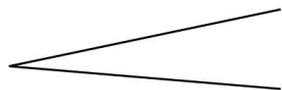


MARKING YOUR SCORE

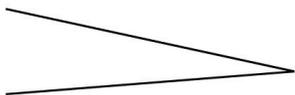
Basic Markings:

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

DYNAMICS



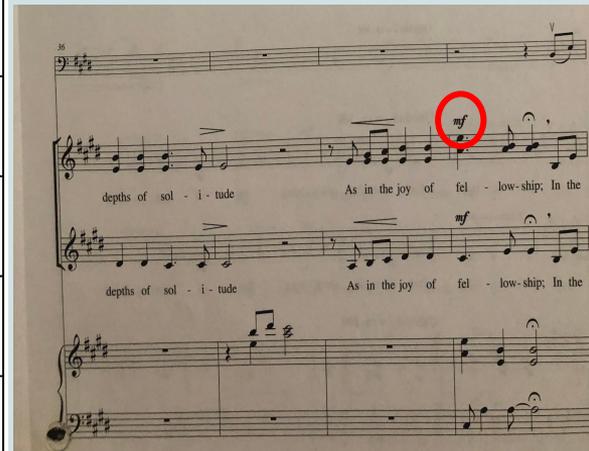
Crescendo =
Gradually get
louder



Decrescendo =
Gradually get
soft

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

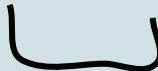
If the dynamics are already in the music but the choir isn't doing them, circle them to help you remember!



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 V-shapes for half steps and red U-shapes for whole steps. The first measure shows a half step between the first and second notes of the bass staff. The second measure shows a whole step between the first and second notes of the bass staff. The third measure shows a half step between the first and second notes of the bass staff. The fourth measure shows a whole step between the first and second notes of the bass staff. The fifth measure shows a half step between the first and second notes of the bass staff. The sixth measure shows a whole step between the first and second notes of the bass staff.

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?