

Treble Choir Handbook

2017 – 2018

**Guidelines for a successful
year**

This handbook is a detailed explanation of the requirements for this course. In essence, it is a contract between Mr. Paltrowitz, the students, the officers, and the parents. I hope that together we can create an unforgettable experience musically, educationally, and socially. The handbook provides the nuts and bolts that create the structure in which such an environment can be fostered. This handbook will be explained in class, and should be read by parents as well. To students and parents, if there are any specific issues or concerns regarding the expectations listed in this handbook, please do not hesitate to contact me. I will always listen to your concerns and do my best to accommodate your needs. If every student tries his/her very best to meet our expectations, not only will they be rewarded academically, they will be rewarded with a once-in-a-lifetime experience.

-Mr. Adam Paltrowitz

Dates to remember:

Thursday, December 1st- Sunday December 4th - All-State in Rochester (for those selected)

Monday, December 18th - 6:30pm-9:00pm – Winter Tech/Dress Rehearsal

Thursday, December 21st – 7:00pm – WINTER CONCERT

Friday, January 5th – Winter Night of A-Cappella (6:30pm & 8:30pm)

January 9th-13th – All-County (for those selected)

Tuesday, March 20th - Wednesday, March 21st - Vocal NYSSMA for Freshmen

Friday, May 11th - Saturday - May 12th - All-State Auditions for Sophomores and Juniors

Friday, May 18th - Spring Night of A-Cappella (6:30pm & 8:30pm)

Monday, June 4th – 6:30pm-9:00pm – Spring Tech/Dress Rehearsal

Tuesday, June 5th – 7:00pm – SPRING CONCERT

Friday, June 8th – 5pm-8pm – CHORAL FORMAL

Table of Contents

A)General Questions/Expectations of Behavior

B)Grading Policy

- 1. Participation (30%)**
- 2. Lessons (30%)**
- 3. Performance/Assessment (30%)**
- 4. Homework - Smartmusic (10%)**

C) Additional Questions

Frequently Asked Questions!

A) General Questions/ Behavioral Expectations

1) What is expected of me at each daily rehearsal?

You are expected to be on time in your assigned seat before the sounding of the bell. On your lap should be only your choir binder and a pencil. All non-related materials should be placed under your chair. When Mr. Paltrowitz plays the opening chord on the piano, you are expected to stand up and place the binder on your chair. Please keep the pencil in your hand unless told otherwise. Throughout the class you are asked to follow all specific directions given by Mr. Paltrowitz and observe the rules as listed below. You are

expected to fully participate until Mr. Paltrowitz dismisses you. The ending bell is a signal for Mr. Paltrowitz to dismiss you; please do not dismiss yourself!

2) What is the Rehearsal Culture?

The Rehearsal culture consists of Guidelines, Consequences, and Routines that we are all expected to observe.

Guidelines

- 1) Follow directions the first time they are given*
- 2) Raise your hand and wait to be acknowledged before you speak*
- 3) Be in your assigned seat with all prepared choir materials out before the bell rings*
- 4) Only specified Choir materials may be accessible during class unless specific permission has been granted. This includes cell phones.*
- 5) Water is the only beverage or food permitted. This includes gum.*

Consequences

When a student doesn't follow a guideline, he/she will receive a WARNING as a consequence. The second time during the same period he/she will receive a Consequence Form that consists of two parts. Part I requires the students to check off the guidelines they didn't follow. Part II requires students to write out the guidelines they didn't follow along with what steps they will take to improve their behavior. List below is the specific consequences in order of how they are received.

- 1) Warning*
- 2) Consequence Form - Part I*
- 3) Consequence Form - Part I & II*

4) Consequence Form - Part I & II, parents must sign

5) Consequence Form - Part I & II, parents must sign - referral sent to main office

**If a student is out of control he/she will receive the severity clause and will be sent to directly to the office, a referral will be sent and parents will be called.*

3) Why do we have a Guidelines and Consequences?

The Guidelines and Consequences ensures that every student has an equal opportunity to learn. By creating clear guidelines, every student can be treated fairly and therefore have the opportunity to be successful. When students does not follow a guideline, they are hurting the environment for other students. As a result, they will receive the appropriate consequences as listed below. Consequences only occur when students choose to ignore rehearsal guidelines.

4) What is the Consequence Form?

When students choose to ignore the guidelines their action affects the entire group. On any given day, the first time a student doesn't follow a guideline, they receive a warning. After the 1st behavioral issue, they will receive a Consequence Form with escalating sections. The first step is becoming aware of the guidelines that were not followed. The next step is writing what could be done for the student to better instill the importance of these guidelines. Next, parents will become aware of the student's behavioral choices. And finally, the administration will become aware of the student's failure to follow clearly defined behavior class guidelines.

5) What happens if I come to school, but feel too sick to sing during rehearsal?

First, you must immediately tell your section leader that you are too sick to vocally participate. You are then expected to sit quietly in you seat with your music out and a pencil. You must follow along with what the choir is doing, making the appropriate markings in the music; your participation grade will not be penalized. In addition, you may be asked to participate in other ways such as filling out a written evaluation to be graded, making verbal comments, etc. A GENTLE REMINDER: ONLY CHOIR MATERIAL MAY BE OUT, EVEN WHEN SICK. Should you not participate appropriately, you will lose 5 points off of your Calculated Participation Grade

6) What happens if I need to use the bathroom during class?

You may have up to three bathroom visits during each marking quarter. You may leave the room only if the pass is available. Students must wait to leave the room until after the warm-ups are completed. Only one student may leave at a time. Exceptions will be made for students with documented medical emergencies. Every time you choose to leave the room during class, you have potentially caused two separate distractions. Please try to minimize bathroom visits to times of emergency!!

7) What happens if I forget to bring my music binder to class?

You must inform your section leader that you are unprepared at the beginning of class and they will give you a borrowed binder for the period. You will be marked unprepared (-1) but will get full credit for participation. IF YOU DO NOT TAKE A BORROWED BINDER, you will be marked unprepared and could lose up to 5 full points off of your Calculated Participation grade, since you are not participating appropriately without having music.

8) What happens if I lose my music binder?

You will be appropriately charged for a new binder. You will not be marked unprepared for the days you are using a borrowed binder once you pay to replace the binder. Please speak to your choir librarian.

B) Grading Policy

1) How am I graded in Treble Choir?

The final grade of each marking quarter is composed equally of three sections:

Rehearsals/Participation - 30%

Lessons - 30%

Performance/Assessment - 30%

Homework/Smartmusic - 10%

Frequently Asked Questions regarding Rehearsals/Participation, Lessons, and Assessment/Performance grading are listed under each respective section.

B1) Rehearsals/Participation (30% of overall average)

1) What makes up the daily participation grade? (30% of overall average)

please note the points and percentages listed below total 30%, NOT YOUR TOTAL CHOIR GRADE

There are two parts to the participation category: The Calculated Participation and the Daily/Overall Participation - both are equal in value.

Calculated Participation – Students start with 100 points to begin the marking quarter. Deductions will be made when a student does not complete all of the daily tasks given. Listed below are many of the possible deductions.

- 1 for being unprepared (u)
- 1 for unexcused lateness (l)
- 1 for not following specific directions (d)
- 1 for not remaining on task during rehearsal (t)
- 5 for cell phone being accessible and/or used during class (p)
- 5 for not actively participating when “too sick to sing” * (s)
- 10 for cutting class (if cut is confirmed at the end of the marking quarter) (c)

Additional explanations:

UNPREPARED:- A student is considered prepared for class when they have completed all of the following:

- a) have their folder, music, and a pencil at rehearsal
- b) hands in any specified assignments such as permission slips on due date
- c) places all non-choir related materials under specified assigned seat.
- d) exits the choir room with all assigned choir-related materials

*** ACTIVE PARTICIPATION WHEN TOO SICK TO SING:** If a student is not singing due to illness, they are still expected to participate, just as they would in any other class. Participation means a student has their music out, follows along, and makes appropriate markings in their music in order to effectively learn and gain knowledge from the daily rehearsal.

GENERAL EXPECTATIONS AND FOLLOWING DIRECTIONS: *There are typical expectations that are expected on a daily basis. Each student is expected to:*

- a) Start participating in the warm-up immediately after the bell rings
(if entering class after warm-up begins, either immediately joining the warm-up or entering the room quietly)
- b) Follow all directions given by Mr. Paltrowitz and/or designated leader
- c) Demonstrate focus throughout the rehearsal
- d) Demonstrate proper eye contact with Mr. Paltrowitz at all times
- e) Make appropriate markings and corrections in the music
- f) Raise hand before speaking
- g) Listen and follow along in the music when others are singing
- h) Demonstrate proper body alignment during times of singing and non-singing instruction
- i) Hold music properly when singing or reading

Overall Participation: 1st & 2nd Half of Each Marking Quarter

These are two separate grades, each of equal value. Each grade has a maximum of 10 points. The 1st half and 2nd half combined are of equal value to the Calculated Participation Grade. The 10 point scoring is a rubric that evaluates each student's overall quality of participation in the daily rehearsal over the course of each 5 week period. Listed below is a rough rubric of what determines each score:

10 –

- I begin the warm-up immediately with the utmost focus.*
- I am continually self-motivated and focused throughout class.*
- I am always on task, knowing precisely where to start in the music, singing at the exact moment, and zoned in to what is happening during all periods of instruction.*
- I am almost always sitting & standing properly.*
- I make consistent eye contact during times of instruction, warm-up, and while singing a piece of music.*
- I make appropriate markings in my music without needing to be told. When I make a mistake, I write in corrections.*
- I am a role model for others to watch during rehearsal.*

9 -

- I begin the warm-up almost immediately with the utmost focus, within a few short exercises.*
- I am self-motivated and focused throughout class most of the time.*
- I am almost always on task, knowing where we are in the music, usually starting at the right moment, and zoned in to what is happening during all periods of instruction when most necessary.*
- I am usually sitting & standing properly, especially when I am reminded.*
- I make consistent eye contact most of the time during times of instruction, warm-up, and while singing a piece of music*
- I sometimes make appropriate markings in my music without being told. When I make a mistake, I write in the corrections some of the time.*
- I am usually a role model, although there are some brief moments where I may not exemplify the ultimate student.*

8 -

- I begin the warm-up a little bit late, but eventually I do get very focused after I unwind.*
- I am motivated to be successful a lot of the time and try to focus, although sometimes I daydream*
- I am usually on task, although sometimes I might not be in the right place in the music, or I might start slightly after the group has started singing.*
- My body alignment isn't the greatest but it isn't that bad. I try to sit properly but I forget or it hurts. When I'm told, I will do it.*
- I try to make consistent eye contact most of the time during times of instruction, warm-up, and while singing a piece of music although it has been pointed out to me that I do forget to look sometimes.*
- I don't make appropriate markings in their music without being told.*
- I have a positive attitude in class, which is really important, although sometimes in between songs or when I get bored, I don't look a little bit bored.*

7 -

- I begin the warm-up a little bit late, and am not that focused on my own personal growth at the beginning of class.*
- I am sometimes motivated to be successful and try to focus, although sometimes I daydream (it has been pointed out to me on numerous occasions).*
- I try to be on task, although sometimes I might not be in the right place in the music, or I might start slightly after the group has started singing.*
- My body alignment is poor. I really don't see why I should sit or stand a certain way. When I'm told specifically, I will do it....reluctantly.*
- I make eye contact when I'm asked but it gets annoying. I do it sometimes without being asked.*
- I only make appropriate markings in their music when I am told to do so.*
- I do what I'm told to do, but when I'm asked to do something new or we sing a song I don't like, it's hard to want to give 100%.*
- I take bathroom breaks when I need to stretch my legs, or meet up with some friends from other classes.*

6 -

- I talk for as long as I feel like to begin the class. Warm-ups are my chance to catch up with my friends and enjoy class.*
- I want the choir to sound decent, so I try most of the time, but I do daydream a lot.*
- I try to be on task when it REALLY matter, although sometimes I might not be in the right place in the music, or I*

might sit out from time to time just because I feel like it.

-My body alignment is poor. I really don't see why I should sit or stand a certain way. I will not sit or stand the way I'm told.....it just isn't ME.

-I rarely make eye contact when I'm asked to and almost never initiate it on my own.

-I almost never make appropriate markings in my music.

-I do what I'm told to do, but when I'm asked to do something new or we sing a song I don't like, I don't try at all.

-I take bathroom breaks when I need to stretch my legs, or meet up with some friends from other classes.

2) What happens if I am late to class?

Since choir is a long walk from the other side of the building, students are allowed up to 1 minute after the bell to arrive to class. This rule only applies if a student has a long walk or needs to stop at their locker, etc. Students are not permitted to use this time to hang out on in the hallways. The warm-up will begin at the opening bell, so any student who is arriving after the bell but before the 1 minute must enter the room in silence, or participate in the current warm-up, until he/she arrives in their appropriate spot. Any student who arrives once the doors close, or enters the room within the allotted 1 minute but enters talking, will be marked unexcused late. All late passes are placed in the late-pass box in the front of the room.

In a student is consistently late, not only will they 1 point each day, they will begin to lose points on their overall participation since they frequently miss the beginning of warm-ups.

Excused lateness (lateness accompanied by a legitimate pass) will never be penalized!

B2) Lessons (30% of overall average)

1) What are lessons?

Lessons are mandatory group voice classes held once a week during periods 1 through 8. In the beginning of each marking quarter you will receive a schedule of specified group voice lessons for that quarter. On days when you have a scheduled lesson you are required to go to the choir room instead of your scheduled class for that period. You should go directly to the choir room that period, not to your regular class. If you wish, you may tell your teacher a day in advance about your scheduled lesson. Since the lesson schedule rotates between six periods, a student will only miss a scheduled class once, or at most twice per marking quarter.

2) What makes up my lesson grade? (30% of overall average)

Each lesson is equally worth 4 points (roughly 4 points of your overall average). Listed below are the expectations and the penalization for infractions.

- Arriving on time to each lesson (1 point per lesson)
- Being prepared for class (having folder, music, and a pencil) (1 point per lesson)
- Participation in voice class and quality of meeting academic and musical expectation (up to 2 points per lesson)

3) What happens if I have a unit test or full-period test at the same time as a lesson?

When you have a unit test that period, you must go to your regular class to take the scheduled test. Should this occur, you must fill out a “lesson make-up request” form that is signed by your teacher in order to be granted a make-up lesson for choir. The completed form is placed in the make-up form box (right next to the late pass box).

4) What do I do if I have a quiz, pop-quiz, or science lab scheduled the same time as a lesson?

You are required to attend the lesson unless otherwise stated by Mr. Paltrowitz during extenuating circumstances. The regular class teacher will allow you the opportunity to make up the quiz or science lab if you are scheduled for a vocal lesson. Should there be any confusion regarding this policy, or miscommunication between yourself and a teacher, please speak to Mr. Paltrowitz immediately. It will be his responsibility to communicate with your teacher.

5) How does missing a regularly scheduled class for a voice lesson affect my school attendance record according to the school attendance policy?

Attendance at lessons is not considered an absence from a regularly scheduled class. According to the school attendance policy, as long as you are academically supervised (lessons, field trips, guidance appointments), you receive credit for being present. Your specific teachers in academic classes might have you marked absent in their attendance books, but the school has you marked present as long as you are accounted for by a teacher in the building.

6) How does missing physical education for a scheduled voice class affect my physical education attendance requirement for passing?

When you miss gym class for a music lesson, your gym teacher may require you to make up the gym class that you have missed, but you are not penalized for attending voice lessons.

7) What if I have lunch the same time as a lesson?

You must come directly to the lesson on time. Halfway through the lesson all students who have a scheduled lunch period will be allowed to go to the cafeteria to eat their lunch. Please notify Mr. Paltrowitz at the beginning of the lesson that you will be leaving

½ way through. Lessons are tailor-made to the students present at the beginning of the period. As a result, students who arrive late for any unexcused reason including visiting the cafeteria at the beginning of the period will lose ¼ of the lesson's credit.

8) What if I have a school trip on the same day as a lesson?

You go on your trip and fill out a "lesson make-up request form" signed by the supervising field trip teacher. Make sure you submit the form as soon as you have it signed. If you wish to receive credit for the missed lesson, you must make it up.

9) What happens if I was absent from school on a day that I had a lesson?

The day you come back to school you must fill out a lesson make-up form. If you wish to receive credit for the missed lesson, you must make it up.

10) How do I make up a missed lesson?

All lesson make-ups that are run by Mr. Paltrowitz are 10th period on Wednesday. In addition, section leaders and musical leaders will hold make-ups during 10th period on Tuesday. Make-up lessons will not cover the specific lesson that was missed at your specific lesson. They will, however, provide an enhancement to each student's overall musicianship. Once you've filled out a "lesson make-up request" form, look at your lesson schedule to find the lesson make-up most convenient for you. If none of the regularly scheduled make-ups coincide with your schedule, go to your section leader and ask when the next student-run make-up lesson is.

11) Is there ever a time I can miss a lesson without having to make it up?

No. In order to receive full credit, every lesson that is missed must be made-up. Even if you were absent or on a field trip, you are expected to make-up the missed lesson.

12) Is there a way to make up a lesson that I forgot to come to?

Yes. If you missed a scheduled lesson by accident or chose to attend an important class, you may attend a scheduled make-up and receive 3/4 credit. You can make up all the points lost as long as you are willing to come to extra make-up lessons.

B3) Performance/Assessment (30% of overall average)

1) What makes up the Performance/Assessment portion of my grade?

It is a requirement that all choir members attend the Winter and Spring Concert. In addition, all students are required to attend any concert that is an official choir performance, provided ample notice is given. In the event that students/families have specific conflicts on additional concerts other than the Winter and Spring Concert, the excuses will be evaluated on an individual basis, provided ample notice was provided by the student and the legitimacy of the excuse, as deemed by Mr. Paltrowitz. There will be a grade given for both the Winter and Spring concert (4x the value of any quiz or assessment in a given marking quarter). The grade of any concert will be following: 25% for arriving on time, 25% for being dressed appropriately and properly prepared, 25% for attentiveness during the rehearsal and while times of non-performing, 25% for focus on stage and during the performance. Any concerts other than the Winter and Spring Concert will be evaluated at 2x the value of any quiz or assessment.

During both class and lessons there will be several assessments throughout each marking quarter. Every marking quarter there will be a vocal assessment for the 1st and 2nd half of each marking quarter as well as other forms of assessments. Students may be tested on their understanding of music, how they mark music, memorization of lyrics, and any other concept learned in class. In addition, there will be a grade and/or penalization connected to specified required performance field trips, and wearing the specified concert attire at concerts.

Example of assessments and values:

(1x) Handbook Quiz

(1x) Notation Reading Quiz

(1x) Vocal Assessment - 1

(1x) Vocal Assessment - 2

(4x) Winter Concert

Vocal Assessment (1st half and 2nd half of each marking quarter) - This is an overall vocal grade for a student's development and achievement throughout the 1st half of the marking quarter. Listed below is a rough rubric of what is expected at each score.

10 - Student has attended all specified lessons and/or made up any missed lessons. Student is motivated to improve and works hard during the lesson. They are learning from their peers and/or helping their peers to improve. They are applying their techniques from lessons into daily class rehearsal. There has been significant growth.

9 - Student has attended just about all specified lessons and/or made up any missed lessons. Student is motivated to improve and works diligently during lesson. They are learning from their peers and/or helping their peers in some ways. They are applying their techniques from lessons into daily class rehearsal. There has been recognizable growth

8 - Student has attended most lessons and/or made up some missed lessons. Student shows some motivation to improve and works at a decent level during class. They sometimes apply their techniques from lessons into daily class rehearsal. There has been some growth, although there could be more.

7 - Student has attended some lessons. Student shows motivation to improve when they are at lessons and occasionally connects their lesson technique to class rehearsal. There is very little growth.

6 - Student has attended some lessons. Student follows the instruction given specifically to them. There is not a great deal of growth due to the infrequency of lesson attendance and/or the lack of application of the techniques in class.

5 - Student does not frequently attend lessons. There is very little, if any vocal growth taking place.

During class and lessons will be several assessments throughout each marking quarter. There will be a vocal assessment for the 1st and 2nd half of each marking quarter as well as other forms of assessments. Students may be tested on their understanding of music, sight-reading, marking music, memorization of lyrics, and any other concept learned in class. Written and performance assessments will take place both in rehearsals and in lessons. All assessments in this category will collectively comprise 30% of your overall grade. In addition, there will be a grade and/or penalization connected to specified required performance field trips, and wearing the specified concert attire at concerts. The two concerts are: Thursday, December 22nd at 7pm and Tuesday, June 5th at 7pm. In addition, there will be a Monday Evening Tech Rehearsal, the Monday before both the winter and spring concerts. Attendance and participation in both rehearsals will count as a formal assessment grade. The exact dates of the tech rehearsals are: Monday.

2) What do I wear for a performance?

Concert attire is all black. All students can wear either a long black dress, black skirt and black shirt, or black pants

3) Why are our dress code policies so strict about what we wear while we're singing? People are there to listen to us, not look at us.

Well, actually, people are there to enjoy our performance, which makes it both a visual and an aural experience for them. They are watching how connected we are to what we sing, as well as listening to our music. When we are dressed uniformly, not only does it create the feeling of a united group, the audience is less distracted by individuals dressing differently.

B4) Homework - Smartmusic (10% of overall average)

Smartmusic

Smartmusic is a computer program that requires a subscription, the downloaded software, and may need a separate microphone. Our school district provides every student in choir with a subscription and a microphone (if needed). As a result, students will have the tremendous benefit of improving their musicianship at home. With Smart Music, students can practice their sight-reading (and get instant feedback from the computer), work on vocal exercises, and practice their solo and NYSSMA pieces with accompaniment provided by Smart Music.

All choir members will receive 1 weekly homework assignment (approximately 10 assignments per marking quarter). All assignments will be available at the start of the marking quarter, for students who wish to complete them ahead of time. Each assignment, however, will have a strict deadline. Student have the ability to work on each assignment over and over again until they are happy with their end result. The computer gives instant feedback/grading after every “take”, so students are fully aware what their grade is going to be.

All grades for Smartmusic will appear in the smartmusic gradebook, NOT THE INFINITE CAMPUS GRADEBOOK. At the end of the marking quarter, a composite grade based on all assignments will be added to the Infinite Campus portal.

Here is how the grading will work on smartmusic assignments:

If a student scores 80% or higher - they will receive the full 1 point

If they score between 40%-79% - they will receive ½ credit

*If they score under 30% or they do not submit the assignment by the deadline, they will receive a 0 **

** Students who have logged enough time in due to practicing will receive ½ credit, even if their score is 30% or under. Some beginning students may struggle at first, and their efforts will be recognized when the effort has been made.*

** Any student who submits an assignment after the deadline can only receive ½ credit as a maximum score, and will receive ¼ credit if their score and/or effort is less than elite.*

Should a student have a technological issue at home regarding smartmusic that affects their ability to complete their assignment on time, there are 3 options:

OPTION 1

1) contact Mr. Paltrowitz or the appropriate smartmusic officers before the assignment is due. My email address: apaltrowitz@pobschools.org If I receive the email before the

deadline, you can move on to step 2.

2) complete and label the written assignment (labeling solfeggio, and rhythms). It must be handed in on the day it is due.

OPTION 2

Go to another student's house and complete the assignment on their computer. Students are also able to complete the assignments during period 9 in the choir room, any of our 3 computers that are available. This option will exist, BEFORE the due date for each assignment.

OPTION 3

Practice the assignment (with the written copy), and come 9th period on the due date and perform the assignment "live" for Mr. Paltrowitz

ADDITIONAL SMART MUSIC TECHNOLOGY ISSUES:

Smartmusic has moved to a web-based version, so technical difficulties should be minimal. If any student has technological issues with smartmusic, please call the company directly, or speak with our smartmusic officer, the exec board, or Mr. Paltrowitz for help. If you are having a specific problem, chances are that someone else in the choir is having that same problem.

C) Additional Questions

1) What additional singing opportunities related to choir are available?

A-CAPPELLA CLUB

This club is currently comprised of 8 auditioned student-run ensembles. These ensembles rehearse on Sundays and perform throughout the year. Auditions take place in September, January, and June. The club also holds workshops open to anyone in the school to learn about many aspects of a-cappella. Students who are not accepted into a student-run ensemble can participate in all workshops, volunteer to work at all A-Cappella events, and attend all performances from guest ensembles.

NYSSMA SOLO FESTIVAL

Every student may participate in the New York State School Music Association (NYSSMA) Solo Festival. In addition, students who receive high NYSSMA ratings may be eligible for All-County and/or All-State chorus the following year.

SIGHTREADING FACTORY

Every student will receive a free subscription for the year. This program will generate unlimited sight-reading exercises and allow additional practice at home.

SMARTMUSIC

Every student will be given a 1-year subscription. This program will allow students to improve their sight-reading, vocal technique, and repertoire performance. This program has the ability to drastically improve each student's musicianship in the comfort of their own home.....on their own time.

SUMMER CHORAL CLINIC

This is a special summer choral program open to all incoming 6th through 12th graders during the first two weeks in August. The rehearsals will take place in the evenings and will be coordinated by Mr. Paltrowitz. In addition, a guest conductor will be chosen to conduct the choir for the second week, followed by an informal concluding concert. This summer program is free of charge to all POB students and is one of the pinnacle experiences for choral singing that is offered in our district.

2) Should I take private voice lessons outside of school in addition to choir?

If you are interested in improving further as a singer, Mr. Paltrowitz would strongly

recommend studying privately. Please see Mr. Paltrowitz for a list of recommended voice teachers.