

# CHORUS

## HANDBOOK

Director: Katherine Crumrine

### ONLINE RESOURCES

- Chorus Website:  
[www.mandarinmusicmakers.com](http://www.mandarinmusicmakers.com)
- Flipgrid.com
- Remind.com
- Microsoft TEAMS
- FOCUS
- Voices in Concert text
- Instagram  
[@mandarinmusicmakers](https://www.instagram.com/mandarinmusicmakers)
- Facebook: Mandarin Middle  
School Music Makers

### CONTACT INFO

Director Email:  
[crumrinek@duvalschools.org](mailto:crumrinek@duvalschools.org)

Chorus Room Phone:  
(904) 455-3680  
Rm 128

Chorus Parent Email:  
[Boosters@mandarinmusicmakers.com](mailto:Boosters@mandarinmusicmakers.com)

### COURSE DESCRIPTION

Chorus classes at Mandarin Middle School are performance-based ensembles designed to give students the opportunity to develop and improve individual musical and vocal skills. Since these ensembles are performance-based, students are required to attend all extra-curricular activities including after school rehearsals and performances for their ensembles. We will be assessing the current situation as it comes to determine what outside performances will occur. In the meantime, we will find alternate ways to participate in live performance opportunities.

**PLEASE COMPLETE THE ONLINE HANDBOOK FORM BY SEPT 25**  
**Form available on Chorus website Handbook page**

# General Information

MANDARINMUSICMAKERS.COM

## MUSIC SELECTION

Director's choice

Variety of periods and styles

Expose students to many traditions.

Students may make suggestions to the director in writing – email is best.

## MATERIALS

1. Folder with pockets and 3-hole center, preferably plastic or 1/2 binder
2. Singing Mask and/or Breathing cage with well-fitting mask
3. Pencil
4. Music
5. Notebook paper

## FUNDRAISING & FAIR SHARE

- Each student is responsible for **Chorus Fair Share \$30 DUE OCTOBER 15**
- This covers purchase of music, supplies, uniform, transportation, special event food, fees, incentives, piano tuning, masks, etc.
- Fundraising is optional and available to all chorus students
- Online ONLY, no contact fundraising this year starting 9/16
- Donations are WELCOME
- Checks payable to **MMS Chorus Boosters**

# General Information

MANDARINMUSICMAKERS.COM

## CHORUS STUDENT OFFICERS

Director's choice

Recommendations from  
rising 9th grade officers

President, Vice President,  
Secretary, Historians,  
Librarians, Member-at-large

Each class will also have  
Section Leaders

## SAFE SINGING

- 1.2 Medical-grade Air Purifiers
2. Singing Mask and/or Breathing cage with well-fitting mask
3. Social Distancing when possible
4. Sing no longer than 30 minutes
5. Face the same direction
6. No shared materials
7. Sing outside when possible
8. No risers, chairs ONLY

## UNIFORMS

- Our Performing Arts Department will be only using T-shirts to keep costs down and still have a uniform
- We don't know when we will be able to perform LIVE face-to-face
- We still want a sense of pride and unity
- REQUIRED UNIFORM:
  1. Performing Arts t-shirt
  2. Blue jeans - NO HOLES
  3. Closed-toe shoes - sneakers are allowed

# General Information

MANDARINMUSICMAKERS.COM

## MUSIC PERFORMANCE ASSESSMENT

Annual Evaluation

Mandatory participation

All choirs in our district  
participate in performance  
and sight-reading  
assessment

You must maintain 2.0 GPA  
to attend

## CHORUS CODE OF CONDUCT

1. Respect others, including substitutes
2. Enter classroom quietly
3. No food or drink other than water
4. No Gum
5. Make everyone feel welcome
6. Leave all areas cleaner than you found them
7. Wear your mask correctly
8. Be flexible and open to new ideas

## CALENDAR

We do not know when our regular performances will resume.

Our Fall Concert presentation will be virtual. Date TBD.

We are planning a **2-night** Winter Concert to encourage social distancing combined with Mandarin High School Chorus in their auditorium

**December 1st & 2nd at 7pm**

We will not set dates for the Spring until we have more information about health and safety. Events attended virtually will be announce as details are available.

# Grading Policy

## GRADING SCALE

100-90 A

89-80 B

79-70 C

69-60 D

59-0 F

Extra credit available upon request

## PARTICIPATION

- **50% of your grade**
- Positive attitude
- Willingness to learn
- Demonstration of standards
- Musical talent is not a factor

## ASSIGNMENTS, QUIZZES, & TESTS

**20% of your grade**

Tests, quizzes, and written work

## PERFORMANCES

- **30% of your grade**
- Public performances are part of DCPS standards
- Each concert has a required dress rehearsal
- All rehearsals and performances are for a grade
- Appropriate concert etiquette is required to earn full credit

## PRIORITIZED

### PRACTICE/ REHEARSAL

**Secondary**

Must communicate conflict **in advance**

### GAME/ PERFORMANCE

**Primary**

Must communicate conflict **in advance**

### MAKE-UP WORK

Available to replace a grade for conflicting event with **advanced communication**

# CHORUS BOOSTERS

Parent Involvement

## WHAT WE DO

- Organization
- Ideas
- Fundraising opportunities
- Chaperones
- Money management
- Uniform assistance
- Mask making
- Costumes
- Ushers
- Construction

Membership meetings are **once a month** to be determined by the NEW Booster Officer Board. These will be virtual until further notice. All parents welcome!

Contact Info:

[Boosters@mandarinmusicmakers.com](mailto:Boosters@mandarinmusicmakers.com)

## OFFICERS NEEDED

All of our previous officers were 8th grade parents and due to COVID we did not transition to new officers. Our previous board has stayed on and will train and transition our new officers.

PRESIDENT

VICE PRESIDENT

SECRETARY

TREASURER

Please consider becoming an officer - especially if you have a 6th or 7th grader this year!

## CHAPERONES

Required for all off-campus performances and are encouraged for on-campus activities

We must have 1 chaperone per 10 students

All chaperones must be registered volunteers. This must be completed EVERY SCHOOL YEAR.

To register, please visit:

<https://dcps.duvalschools.org/domain/10569>



# COURSE STANDARDS - CHORUS 1

Bella Voce @mmsbv & @mmmchorus

MU.68.C.1.1: Develop strategies for listening to unfamiliar musical works.

MU.68.C.1.4: Identify, aurally, a variety of vocal styles and ensembles.

MU.68.C.2.2: Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

MU.68.F.3.2: Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.

MU.68.H.1.1: Describe the functions of music from various cultures and time periods.

MU.68.H.2.3: Classify the literature being studied by genre, style, and/or time period.

MU.68.H.3.1: Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

MU.68.H.3.2: Discuss how the absence of music would affect other content areas and contexts.

MU.68.O.1.1: Compare performances of a musical work to identify artistic choices made by performers.

MU.68.O.3.1: Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

MU.68.S.1.1: Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

MU.68.S.1.3: Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

MU.68.S.1.4: Sing or play melodies by ear with support from the teacher and/or peers.

MU.68.S.3.1: Sing and/or play age-appropriate repertoire expressively.

MU.68.S.3.2: Demonstrate proper vocal or instrumental technique.

MU.68.S.3.3: Sight-read standard exercises and simple repertoire.

MU.68.S.3.5: Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LAFS.6.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LAFS.6.SL.2.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

MAFS.K12.MP.5.1: Use appropriate math tools strategically.

MAFS.K12.MP.6.1: Attend to mathematical precision.

MAFS.K12.MP.7.1: Look for and make use of mathematical structure.

DA.68.S.2.1: Sustain focused attention, respect, and discipline during classes and performances.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

# COURSE STANDARDS - CHORUS 2

## Noteworthy @mmsnw or Melodiers @mmsmd & @mmmchorus

- MU.68.C.1.1: Develop strategies for listening to unfamiliar musical works.
- MU.68.C.1.2: Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
- MU.68.C.1.4: Identify, aurally, a variety of vocal styles and ensembles.
- MU.68.C.2.1: Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
- MU.68.C.2.2: Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
- MU.68.F.2.2: Describe how concert attendance can financially impact a community.
- MU.68.F.3.2: Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
- MU.68.H.1.1: Describe the functions of music from various cultures and time periods.
- MU.68.H.1.5: Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
- MU.68.H.2.1: Describe the influence of historical events and periods on music composition and performance.
- MU.68.H.2.3: Classify the literature being studied by genre, style, and/or time period.
- MU.68.H.3.1: Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
- MU.68.H.3.2: Discuss how the absence of music would affect other content areas and contexts.
- MU.68.O.1.1: Compare performances of a musical work to identify artistic choices made by performers.
- MU.68.O.3.1: Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
- MU.68.O.3.2: Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
- MU.68.S.1.1: Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
- MU.68.S.1.3: Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
- MU.68.S.1.4: Sing or play melodies by ear with support from the teacher and/or peers.
- MU.68.S.2.1: Perform music from memory to demonstrate knowledge of the musical structure.
- MU.68.S.3.1: Sing and/or play age-appropriate repertoire expressively.
- MU.68.S.3.2: Demonstrate proper vocal or instrumental technique.
- MU.68.S.3.3: Sight-read standard exercises and simple repertoire.
- MU.68.S.3.4: Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
- MU.68.S.3.5: Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
- MU.68.S.3.6: Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
- LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- LAFS.6.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- LAFS.6.SL.2.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
- LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- MAFS.K12.MP.5.1: Use appropriate mathematical tools strategically.
- MAFS.K12.MP.6.1: Attend to mathematical precision.
- MAFS.K12.MP.7.1: Look for and make use of mathematical structure.
- DA.68.S.2.1: Sustain focused attention, respect, and discipline during classes and performances.
- ELD.K12.ELL.SL.1: English language learners communicate for social and instructional purposes within the school setting.



# COURSE STANDARDS-CHORUS 3

Noteworthy @mmsnw or Melodiers @mmsmd & Treble  
the Water @mmsttw & @mmmchorus

- MU.68.C.1.1: Develop strategies for listening to unfamiliar musical works.
- MU.68.C.1.2: Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
- MU.68.C.2.1: Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
- MU.68.C.2.2: Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
- MU.68.C.3.1: Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
- MU.68.F.2.1: Describe several routes a composition or performance could travel from creator to consumer.
- MU.68.F.2.2: Describe how concert attendance can financially impact a community.
- MU.68.F.3.1: Describe how studying music can enhance citizenship, leadership, and global thinking.
- MU.68.F.3.2: Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
- MU.68.H.1.2: Identify the works of representative composers within a specific style or time period.
- MU.68.H.1.3: Describe how American music has been influenced by other cultures.
- MU.68.H.1.4: Classify authentic stylistic features in music originating from various cultures.
- MU.68.H.2.1: Describe the influence of historical events and periods on music composition and performance.
- MU.68.H.2.2: Analyze how technology has changed the way music is created, performed, acquired, and experienced.
- MU.68.H.2.3: Classify the literature being studied by genre, style, and/or time period.
- MU.68.H.3.1: Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
- MU.68.H.3.2: Discuss how the absence of music would affect other content areas and contexts.
- MU.68.O.1.1: Compare performances of a musical work to identify artistic choices made by performers.
- MU.68.O.2.2: Demonstrate knowledge of major and minor tonalities through performance and composition.
- MU.68.O.3.1: Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
- MU.68.O.3.2: Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
- MU.68.S.1.1: Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
- MU.68.S.1.3: Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
- MU.68.S.1.4: Sing or play melodies by ear with support from the teacher and/or peers.
- MU.68.S.2.1: Perform music from memory to demonstrate knowledge of the musical structure.
- MU.68.S.2.2: Transfer performance techniques from familiar to unfamiliar pieces.
- MU.68.S.3.1: Sing and/or play age-appropriate repertoire expressively.
- MU.68.S.3.2: Demonstrate proper vocal or instrumental technique.
- MU.68.S.3.3: Sight-read standard exercises and simple repertoire.
- MU.68.S.3.4: Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
- MU.68.S.3.5: Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
- MU.68.S.3.6: Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
- LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
- LAFS.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.
- LAFS.7.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- LAFS.7.SL.1.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- LAFS.7.SL.1.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- LAFS.7.SL.2.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- MAFS.K12.MP.5.1: Use appropriate mathematical tools strategically.
- MAFS.K12.MP.6.1: Attend to mathematical precision.
- MAFS.K12.MP.7.1: Look for and make use of mathematical structure.
- DA.68.S.2.1: Sustain focused attention, respect, and discipline during classes and performances.
- ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

# COURSE STANDARDS-MUSICAL THEATRE

Out of the Blue @mmsootb & @mmmchorus

- TH.68.C.1.2: Develop a character analysis to support artistic portrayal.
- TH.68.C.1.3: Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
- TH.68.C.1.5: Describe how a theatrical activity can entertain or instruct an audience.
- TH.68.C.2.1: Use group-generated criteria to critique others and help strengthen each other's performance.
- TH.68.C.2.2: Keep a rehearsal journal to document individual performance progress.
- TH.68.C.3.1: Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
- TH.68.C.3.3: Determine personal strengths and challenges, using evaluations and critiques to guide selection of material for a portfolio.
- TH.68.F.1.2: Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.
- TH.68.F.2.2: Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
- TH.68.F.3.1: Practice safe, legal, and responsible use of copyrighted, published plays to show respect for intellectual property and the playwright.
- TH.68.H.1.5: Describe one's own personal responses to a theatrical work and show respect for the responses of others.
- TH.68.H.2.2: Identify examples of American musical theatre productions that reflect specific correlations to American history and culture.
- TH.68.H.3.3: Use brainstorming as a method to discover multiple solutions for an acting or technical challenge.
- TH.68.H.3.4: Describe the importance of wellness and care for the actor's physical being as a performance instrument.
- TH.68.H.3.6: Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
- TH.68.O.3.3: Discuss the collaborative nature of theatre and work together to create a scene or play, respecting group members' ideas and differences.
- TH.68.S.1.1: Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
- TH.68.S.2.4: Memorize and present a character's lines from a monologue or scene.
- TH.68.S.3.1: Develop characterizations, using basic acting skills, appropriate for selected dramatizations.
- LAFS.6.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- LAFS.68.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
- LAFS.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research. LAFS.K12.SL.1.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- LAFS.K12.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- LAFS.K12.SL.2.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- MU.68.C.1.1: Develop strategies for listening to unfamiliar musical works.
- MU.68.C.2.2: Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
- MU.68.S.1.4: Sing or play melodies by ear with support from the teacher and/or peers.
- MU.68.S.2.2: Transfer performance techniques from familiar to unfamiliar pieces.
- MU.68.S.3.1: Sing and/or play age-appropriate repertoire expressively.
- MU.68.S.3.2: Demonstrate proper vocal or instrumental technique.
- DA.68.O.3.5: Use accurate dance, theatre, and anatomical terminology to communicate with others in and related to the field of dance.
- DA.68.S.3.2: Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology.
- DA.68.S.3.3: Apply the mechanics of movement transitions and weight changes.
- DA.68.S.3.4: Perform, using dance technique, with musical accuracy and expression.
- DA.68.S.3.7: Practice a variety of dance sequences to increase agility and coordination in movement patterns.
- MAFS.K12.MP.5.1: Use appropriate mathematical tools strategically.
- MAFS.K12.MP.6.1: Attend to mathematical precision.
- MAFS.K12.MP.7.1: Look for and make use of mathematical structure.
- PE.8.C.2.5: Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
- PE.8.M.1.7: Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
- ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.