

LONG PRAIRIE-GREY EAGLE  
PUBLIC SCHOOL DISTRICT #2753

MUSIC INFORMATION  
DECEMBER 2010

Jon Kringen, Superintendent

## **Mr. Kennedy's Responsibilities**

### **Concert Band (70 Students)**

Concert band is the cornerstone of the High School band curriculum. The focus of the concert band is learning to read and perform music of a variety of styles, forms, cultural origins and difficulty levels. The concert band meets daily for 50 minutes and performs at 3 concerts, large group contest, and Veteran's and Memorial Day Ceremonies. The director is responsible for selecting music, managing the music library and instrument inventory, among many other organizational details. This course is offered as a part of the CIS program.

### **Marching Band - (35-70 Students)**

The Marching Band is both a school year curricular activity and a summer extra-curricular activity. During the school year the marching band meets for part of 1st and 4th quarter to prepare for the Homecoming and Memorial day parades. During the summer, the marching band meets week nights from 6-9pm, performs at several parades (both competition and non competition), and travels every 2nd year to a national parade event. The Director is responsible for selecting the music, writing the drill or routine, selecting parades, budgeting for equipment, managing uniform care and storage, etc.

### **Pep Band (70 Students)**

The Pep Band is featured at 12 regular season events per year as well as many pep fest events and post-season games. This gives students a chance to explore the realm of pop and rock music as well as learn about community service. Students who are in the concert band are also part of the pep band.

### **Jazz Ensemble (20 Students)**

The Jazz Ensemble is an opportunity to expose students to Jazz, Swing, Rock, Latin, and blues styles. Students perform for various events around the community, the spring band concert and are featured at the Solo/Ensemble Competition each year. Members of this group rehearse Monday nights from 8-9:30 during 2-4th quarter.

### **Solo/Ensemble Contest (30 students)**

This is a MSHSL sponsored activity in which band students can prepare and perform a solo or ensemble piece for a judge. This judge provides feedback and constructive criticism to help the student improve their musicality and performance skills. Students can perform an individual solo or a piece as a small group. The Band director is responsible to teach the students how to practice and prepare the music for this contest, and choose music at the appropriate level for the student. The director is also responsible for chaperoning the contest and arranging transportation to and from contest.

### **Large Group Contest (70 students)**

This is a MSHSL activity where the band performs for a panel of three judges. The judges provide feedback and work with the band to help improve their overall performance. The director is responsible for setting up logistics of travel and meals, etc.

### **Instrumental Lessons (70 High School students, 38 5th and 6th grade students - 19 each)**

All band students in 5th -12th grade participate in the lesson program. These lessons last 15 minutes long and are given to each student weekly or bi-weekly. Lessons provide an opportunity

to work on instrument-specific knowledge and techniques. During these lessons, students work on building technique, proper tone quality, alternate fingerings and techniques as well as solo literature. These lessons are vital to the growth and improvement of any band program.

### **7/8<sup>th</sup> Band (65 students)**

The 7/8<sup>th</sup> Band is an opportunity for students to explore various styles much like the high school band, but at a level appropriate for young musicians. A focus on listening skills, technique, tone production, and group dynamic is an emphasis. These young musicians perform at 2 concerts each year and are given the opportunity to experience marching band in the fall and spring as a part of the Homecoming parade and the Memorial day services in Grey Eagle and Burtrum.

### **Auditions and Other Performances (about 20 students per year )**

The Band Director prepares students for various other performances such as playing the National Anthem at events, Recitals, and Talent Shows held throughout the year. In addition, I help students prepare for various college and scholarship auditions, Minnesota All-State band auditions, Honor bands, and accompany several students at solo and ensemble. I run the technology end of the recording process for nearly all of our high school students (band and choir) who audition for college scholarships.

### **AP Music Theory (10 students)**

The ultimate goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a written musical composition. The achievement of these goals is achieved by using both listening and written exercises. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody or composing an original piece of music. This course is offered as a part of the CIS program.

## **Ms. Danzinger's Responsibilities**

### **Concert Choir –**

#### **Auditioned High School Mixed ensemble (39 students)**

This ensemble provides the opportunity for students to learn and perform complex music. It is the most advanced choral ensemble in our program. Students have the opportunity to learn music from a variety of genres, in a multitude of languages and cultures, often singing music that is six - eight parts. The women of Concert Choir must first spend a year in Harmonia to teach them the basics of healthy singing and choral techniques.

### **Women's Choir –**

#### **Non-auditioned High School Women's ensemble (55 students)**

Women's Choir features all of the women in the LPGE High School Choral program. This ensemble provides leadership opportunities for upper-classmen as it is a 9-12 ensemble. It gives less-experienced singers the opportunity to glean knowledge from their peers, as well as the chance to sing complex three and four part music. This ensemble also caters to needs of the developing female voice, continuing the goal of healthy vocal production.

### **Carolers**

#### **Auditioned Extracurricular High School Mixed Ensemble (18 students)**

The Carolers group is a long-standing tradition at LPGE High School. This is an auditioned ensemble, chosen from the very best members of Concert Choir. This group travels around the community and has performed for a variety of functions including: Coborn's Taste of the Holidays, Literary Club, various Christmas parties, and the Winter Choir Concert. Students meet before school from September – December if they are selected for this ensemble.

### **Vocal Jazz**

#### **Auditioned Extracurricular High School Mixed Ensemble (18 students)**

The Vocal Jazz ensemble was started three years ago as an opportunity to expose students to a different genre of music. Students in this ensemble are selected from the Concert Choir and meet before school to learn the difficult style and vocal technique required to sing jazz music. Students perform for various events around the community and are featured at the Solo/Ensemble Competition each year. Members of this group rehearse before school from January – April.

### **Solo/Ensemble Contest (over 50 students participating)**

This is a MSHSL sponsored activity in which choir students can prepare and perform a solo or ensemble piece for a judge. This judge provides feedback and constructive criticism to help the student improve their musicality and performance skills. Students can perform an individual solo or a piece as a small group. Typically, at least 70% of choir students perform in this contest. Teachers are responsible to teach the students the music for this contest, help choose music at the appropriate level and genre for the student and for contest, as well as accompanying the student on the piano. The directors

also are responsible for chaperoning the contest and arranging or providing transportation to and from contest.

**Large Group Contest (71 students participating)**

This is another MSHSL activity that allows all four of our High School Choral ensembles to perform for a panel of three judges. The judges provide feedback and work with the choir to help improve their overall performance. All of our choral students participate in this, as it is a fantastic learning tool.

**Vocal Lessons (71 High School students, 51 Middle School students, given by Stacy Mancini, Sarah Carlstrom, Tiffanie Danzinger)**

All choir students in 7-12<sup>th</sup> grade participate in vocal lessons. These lessons last 15 minutes long and are given to each student bi-weekly. Lessons serve as an assessment tool for the teacher by showing progress and allowing the teacher to provide enrichment opportunities for all students, beginner to advanced. During these lessons, students work on building vocal technique, in addition to working on challenging solos, and learning to navigate voice changes. These lessons are the cornerstone to our successful program and are the reason we have so many talented students excel at Solo/Ensemble Contest.

**7/8<sup>th</sup> Grade Girl's Choir (39 students)**

The 7/8<sup>th</sup> Grade Girl's Choir is a unique and valuable part of the LPGE Choral program. This ensemble provides girls an opportunity to sing with other girls in a gender-specific setting. During the middle school years, students face unique challenges as they experience voice changes and the pressure to look and act a certain way. Having gender specific choirs allows these students to learn to navigate their voices with other students, undergoing similar changes. These groups also provide a safe and nurturing classroom where students gain confidence and a positive self-image in a setting where they are separate from the opposite sex. This high achieving group certainly helps prepare students for being successful in the high school choirs and beyond by teaching them a strong foundation of choral skills.

**6<sup>th</sup> Grade Choir (34 students)**

In 6<sup>th</sup> Grade Choir, students are first exposed to the reading and notation of choral music. This group is a blend of General Music and a Choir class, so as to teach students to navigate musical scores and terms. Students learn how read tempo and dynamic markings and learn how to sing in two parts with a well-supported, blended tone.

**5<sup>th</sup> Grade General Music (3 sections total, 1.5 sections taught by Glenda Forster and 1.5 sections taught by Tiffanie Danzinger)**

Students in 5<sup>th</sup> Grade Music continue to learn and expand on their knowledge of basic concepts of music including melody, rhythm, harmony, dynamics, tone color, texture, and form. They are exposed to these concepts through singing, listening, moving, and playing pitched and un-pitched instruments.

**Piano Accompanist**

I frequently accompany for performances at the Elementary, Middle, and High School levels. I also accompany a large number of students for Solo/Ensemble Contest.

**Auditions and Other Performances**

I prepare students for various other performances such as singing the National Anthem at events, Homecoming Coronation, Veteran's Day, Recitals, and Talent Shows held throughout the year. Additionally, I help students prepare for various auditions, including Minnesota All-State Choirs, Youth Chorale, scholarships, and college choirs.

**Mrs. Sarah Carlstrom**  
**Vocal Music:**  
**Classes, Responsibilities and Schedule**

**Men's Choir –**

**Non-auditioned High School Men's ensemble (16 students directed by Sarah Carlstrom)**

This ensemble is made up of all of the men in the LPGE High School Choral program. Within this ensemble, students have the opportunity to work on the specific needs of the changing men's voice, helping it to mature in a healthy way. Men's Choir provides students the confidence and skill needed to successfully sing multiple parts in Concert Choir. In a society where it is not always "cool" for guys to sing, this ensemble provides the young men a sense of belonging and the experience of working together as a team.

**Harmonia –**

**Non-auditioned High School entry-level Women's ensemble (32 students directed by Sarah Carlstrom)**

Harmonia is our entry-level Women's Chorus. All women participate in this ensemble prior to auditioning for Concert Choir. This group focuses on producing a healthy sound, learning to sing two and three part music, and improving music literacy.

**Vocal Lessons (71 High School students, 51 Middle School students, given by Stacy Mancini, Sarah Carlstrom, Tiffanie Danzinger)**

All choir students in 7-12<sup>th</sup> grade participate in vocal lessons. These lessons last 15 minutes long and are given to each student bi-weekly. Lessons serve as an assessment tool for the teacher by showing progress and allowing the teacher to provide enrichment opportunities for all students, beginner to advanced. During these lessons, students work on building vocal technique, in addition to working on challenging solos, and learning to navigate voice changes. These lessons are the cornerstone to our successful program and are the reason we have so many talented students excel at Solo/Ensemble Contest.

**7/8<sup>th</sup> Grade Boy's Choir (12 7/8<sup>th</sup> Grade Boys, directed by Sarah Carlstrom)**

The 7/8<sup>th</sup> Grade Boy's Choir is a group that meets every other day. It provides the opportunity to young men to sing, learn to read music and develop their voices in a healthy way. The separated boy's and girls choir provides the opportunity for boy's and girls to learn to navigate their changing voices without the distraction of the opposite gender. Research shows that gender specific choirs are the most effective way to teach choral music at this age level.

**7/8<sup>th</sup> Grade Boy's Guitar Class (6 7/8<sup>th</sup> Grade Boys, directed by Sarah Carlstrom)**

This class meets every other day opposite of the Boy's Choir and provides the opportunity for students to learn play an instrument, read and perform music. Playing guitar also provides the unique experience of playing an instrument while also improving their listening and pitch matching ability and overall musicality. This is an addition to the program this year. The school was awarded a grant from the VFW that allowed us to purchase 5 guitars to begin the program. The department purchased another 2 guitars with the yearly choir budget and has been awarded a grant from the Five Wings Arts Council to purchase another 5 guitars for the projected growth of the program for next year.

**Kindergarten Music**

(40 students - 2 sections, team taught by Stacy Mancini and Sarah Carlstrom,

20 students – 1 section, taught by Stacy Mancini,

20 students – 1 section taught by Glenda Forester.)

This class meets daily. The students fulfill the Music Standards as required. Each section was originally scheduled to be taught separately, but due to the lack of enough room space available at that time of the day, two of the sections were put together to be team taught by Mrs. Mancini and Mrs. Carlstrom. This class learns the basics of music, healthy singing, improve listening skills, develops teamwork skills and so much more.

**Solo/Ensemble Contest Section and State Level (over 50 students participating)**

This is a MSHSL sponsored activity in which choir students can prepare and perform a solo or ensemble piece for a judge. This judge provides feedback and constructive criticism to help the student improve their musicality and performance skills. Students can perform an individual solo or a piece as a small group. Typically, at least 70% of choir students perform in this contest. Teachers are responsible to teach the students the music for this contest, help choose music at the appropriate level and genre for the student and for contest, as well as accompanying the student on the piano. The directors also are responsible for chaperoning the contest and arranging or providing transportation to and from contest.

**Large Group Contest (71 students participating)**

This is another MSHSL activity that allows all four of our High School Choral ensembles to perform for a panel of three judges. The judges provide feedback and work with the choir to help improve their overall performance. All of our choral students participate in this, as it is a fantastic learning tool.

**Piano Accompaniment (For a variety of groups and levels.)**

Another responsibility of Mrs. Carlstrom is to provide piano accompaniment for a variety of the groups. In the past she has piano accompaniment in performances for the Concert Choir, Women's Choir, 7/8<sup>th</sup> Grade girl's choir, 6<sup>th</sup> grade choir, K – 2<sup>nd</sup> grade programs, 3 – 5<sup>th</sup> grade programs, Veteran's Day programs and for solos and ensembles at Solo/Ensemble Contest.

**Real Men Sing (Men's Choir)**

This year the Long Prairie – Grey Eagle Men's Choir was invited to take part in the Real Men Sing Festival hosted by the Staples Area Men's Chorus. The men took part not only in the Festival Chorus which consisted of men from High School, College and the Staples Area Men's Chorus, but were also invited to sing in the Featured High School Choir.

This choir consisted of men from the Brainerd High School Choir, Staples-Motley High School Choir and the Long Prairie – Grey Eagle High School Choir.



### Class Schedule

Time	Period	Class	Classroom
9:19 - 10:09	2nd Period	M-W-F Harmonia	HS Band Room
		T-Th Men's Choir	HS Band Room
10:10 - 11:10	3rd period	HS Lessons	HS Choir Office
11:10 - 11:25	Travel		
11:25 - 11:45	Lunch		
11:45 - 12:25	Prep		
12:35 - 1:23	5th Period	7/8th Boy's Choir	Room 220 MS
1:30 - 2:00	6th Period	Kindergarten Music	Room 422 Elem

**GLEND A FORSTER**  
Music Opportunities In Our School  
November 24, 2010

**My Responsibilities:**

During the School Day:

Kindergarten Music

Fifth Grade Music

Fifth Grade Band

Sixth Grade Band

Fifth – Eighth Grade Band Lessons

Middle School Marching Band Assistant

Ordering supplies for students from music store

Sending in middle school repairs

Other:

Middle School Summer Band

**Kindergarten and Fifth Grade Music:**

**Class Description:**

In music class we explore a wide variety of music including selections from America as well as around the world. Students learn and perform music that allows them to meet the Music Standards appropriate for their grade level. Concepts are taught in several ways to help meet the needs of all learners and all learning styles.

**Benefits of these classes:**

- Meets the State Standards for Arts. (Please refer to Mrs. Mancini's report for a more detailed explanation of the standards)
- Music is a "whole brain" activity. More research is showing there is a strong correlation between studying music and success in other academic areas, especially reading and linguistics.
- Provides a creative outlet for students that is important in a well rounded education.
- Music is an intricate part of our society and societies all over the world. It historically reflects the opinions and events relevant to each generation. Music provides an way to explore other cultures as well as our own in a unique and important way.

**Enrollment:**

Kindergarten Music: One section that meets daily (17 students)

Fifth Grade: One and one half sections (31 students) that meet together three days a week.

### **Fifth Grade Band:**

#### **Class Description:**

Fifth grade band is available to all 5<sup>th</sup> grade students in Long Prairie-Grey Eagle Public and Parochial Schools. Students choose and begin to learn how to play an instrument. They participate in weekly lessons and also in large group rehearsals twice a week. Band members play a variety of music and work towards meeting the Music Standards appropriate this level.

The fifth grade band performs each year at the Spring Concert. Attendance at the concerts is mandatory and an important part of each member's grade.

### **Sixth Grade Band:**

#### **Class Description:**

Sixth Grade Band is available to all sixth graders in Long Prairie-Grey Eagle Public and Parochial Schools. This is a year -long class that meets daily. Students study and perform a variety of music. They will also learn several elements of music including theory, rhythmic accuracy, and music history for example.

The sixth grade band performs a minimum of two concerts each year. Attendance at the concerts is mandatory and an important part of each member's grade.

Students also have the option and are encouraged to participate in the sixth grade choir as well as band. Students that are in both band and choir alternate between the two on an every other day schedule.

Although most band members begin learning how to play an instrument in fifth grade, it is still not too late to join band later. In this case, new students wishing to join will meet with the band director to discuss their instrument options. They will then take lessons until they have progressed to a level where they can successfully participate in the large band rehearsals. Students will be placed in choir until they are ready to play in the band.

Students will also be able to learn more about their own instruments and improve their individual skills during private and small group lessons.

### **Benefits of Fifth and Sixth Grade Bands:**

- All of the benefits listed under Kindergarten and Fifth Grade classroom music are also relevant for band as well.
- Music is a whole brain activity and learning how to play an instrument requires the same thought process that it necessary to do higher-level math.
- Participating in band enhances team-work, self discipline, and self-esteem.
- Band provides students with a means of self-expression.
- A large number of Hispanic students participate in the bands.
- The public attendance at concerts is a good public relations activity for our school.

**Class Enrollment:**

Fifth Grade Band meets twice a week and there are 46 students enrolled.

Sixth Grade Band meets daily and there are 45 students enrolled

**Band Lessons:**

**Description:**

All students enrolled in band are involved in either small group or individual lessons. Students are grouped according to instrument and ability. During lessons students work from a lesson book that teaches skills needed for each instrument. Students also are able to ask questions about music they are working on during band rehearsals.

Lessons are held before, during, and after school.

**Benefits:**

- Although band is a class, students need individual skills in order to be successful. Lessons provide students with an opportunity to learn how to play their instruments so they can be successful in the large group setting.
- This is the only way we have to help students individually (in a small group setting) to progress. We do not have the opportunity to send students to BOLT or another program to help them if they are struggling.
- Lessons provide an opportunity to work with Hispanic students and explain concepts that they may not understand due to language barriers in the large group rehearsals. This small group setting has been very successful for these students.
- The success students have during lessons is evident in the large group performances.

**Class Enrollment:**

All 7<sup>th</sup> and 8<sup>th</sup> grade lessons , 62 students. Students have lessons on an every other week schedule.

Fifth Grade Band Lessons are held weekly. I teach lessons to 27 5<sup>th</sup> graders.

Sixth Grade Band Lessons are held weekly. I teach lessons to 26 6<sup>th</sup> graders.

**Middle School Marching Band:**

I march with the middle school band at Homecoming and also on Memorial Day. This allows us to have both the middle school and high school bands march in the Homecoming Parade. It also allows us to provide bands at both Long Prairie and Grey Eagle for their respective ceremonies on Memorial Day.

**Summer Band:****Class Description:**

The middle school summer band program is held during the month of June. The schedule consists of a large group band, private and small group lessons, and various ensembles. Band members perform in a concert at the end of the month.

Students that are eligible for Summer Band include all band members that were in band grades 5-7 during the school year and also new students that would like to be in band in the coming school year.

**Benefits of the Program:**

- It provides a positive activity for our students during the summer.
- A larger number of Hispanic students attend. Participation by our Hispanic students has been targeted as an area of concern by our district. This is one place where Hispanic students are participating.
- More research is showing there is a strong correlation between studying music and success in other academic areas. Music is a whole brain activity and learning to play an instrument require the same thought process that is necessary to do higher level math. Summer band allows students working at this level one additional month during the year.
- This is the only instrumental music program offered during the summer for middle school students.
- The program is a positive public relations activity for our school and brings parents and community members into our building during the summer for our band concert.
- In some cases, this is the only summer activity that they can attend because there is no cost to them and it is funded by the school.
- It provides an opportunity for new 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students that have not been in band previously a chance to start learning how to play an instrument during the summer. Summer lessons enable them to be closer to the level of their classmates when school starts.
- We are able to offer a variety of ensembles and perform music that the regular school doesn't allow time for.
- It provides an opportunity to help students become more successful and master skills that need a little more work.
- The summer schedule allows for grouping students in other ways than by grade level so we can work together to master skills, challenge students, and explore new techniques.
- It provides leadership opportunities for incoming eighth graders as they are assigned younger students to assist and mentor.

**Enrollment:**

In the last five years (since I have been the director) we have averaged approximately 50 students each summer.

The minutes from one of the board work sessions listed continuation of summer music programs as one of the topics discussed. I know that we face some tough decisions but I urge you to look at the positive impact this program has on our students when discussing it's future. Students have already asked about what we are doing this summer (even though it is only October). Thank you.

# STACY MANCINI

Music Opportunities in our School

November 29, 2010

## My School-Day Responsibilities:

- K-4 Classroom Music
- 7<sup>th</sup>/8<sup>th</sup> Grade Voice Lessons (30 min./day)

## My After-School Responsibilities:

- Youth Choir
- Accompanying middle school or high school choirs as needed

## DESCRIPTION/BENEFITS

### K-4 CLASSROOM MUSIC

- I am responsible for every section of students in kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, 3<sup>rd</sup> grade, & 4<sup>th</sup> grade (with the exception of 1 kindergarten section). Although not ideal, Sarah Carlstrom & I are currently co-teaching 2 sections of kindergarten in one time slot due to lack of space availability.
- Grades 1-4 meet every other day for 30 minutes. Kindergarten meets every day for 30 minutes.
- Students in the elementary grades learn basic concepts of music including melody, rhythm, harmony, dynamics, tone color, texture, and form. They are exposed to these concepts through singing, listening, moving, and playing pitched and un-pitched instruments.
- A goal of elementary classroom music is to meet the Minnesota Music Standards. The standards are made up of 4 strands:
  - Artistic Foundations
  - Artistic Process: Create or Make
  - Artistic Process: Perform or Present
  - Artistic Process: Respond or Critique
- Two main benefits of classroom music are:
  - Students use their brain in an entirely different way, awakening parts of the brain that are not as widely used. Music, unlike other subjects, creates connections from one side of the brain to the other. Much research has shown that students who study music have greater success in other academic areas due to the increased brain activity.
  - Students can develop a life-long skill and will have a greater appreciation of music throughout their lives.

### 7<sup>th</sup>/8<sup>th</sup> GRADE VOICE LESSONS

- Boys and girls in 7<sup>th</sup>/8<sup>th</sup> grade choirs come to voice lessons once every other week for 15 minutes. They have 4 lessons per quarter.
- Voice lessons allow choir students to get one-on-one (or two-on-one) attention that is not possible in a large-group setting. Choir teachers are not able to hand out a test to individually assess all students' singing in a timely manner, as in other subjects.
- At the middle school level, students are able to get individual help with and gain confidence in their singing ability during times of voice change for both girls and boys.

### YOUTH CHOIR (27 students in 2010-11)

- The Youth Choir is a choir made up of 4<sup>th</sup>, 5<sup>th</sup>, & 6<sup>th</sup> grade students who want an extra opportunity to sing. The choir meets after school on Tuesdays and is funded through the Integration Grant.
- The purpose of the choir is:
  - To sing in a choir
  - To meet new friends
  - To sing songs in other languages and from other cultures
  - To join students of all backgrounds in a common goal

### ACCOMPANYING MIDDLE SCHOOL/HIGH SCHOOL CHOIRS

- I am often asked to accompany choral ensembles for concerts, contest, or other performances.