2017-2018
Choral Handbook

Passion and excellence

Frontier Trail Middle School

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Commitment

Welcome to a new school year and a new commitment to the Choral Art at Frontier Trail Middle School. We all bring a lot of different choral experiences into this room so we’ll have lots to learn from each other. Our common denominator? Commitment and enthusiasm! Your teacher, Mrs. Harrison, promises to demonstrate the following types of commitment, and you, too, are expected to do the same. Deal?

Commitment to the Music

You chose to be in choir. YEA!!! I did, too! It’s our opportunity to, together, grow musically in ways that might not be familiar. We are going to learn music from the last 500 years. We will focus on music you do not know and that was not written in your lifetime! We will do that so we understand where OUR music from OUR lifetime has come from. We’ll study music from the classical masters and will learn how to read music. We will study texts, or the poetry, of music. We will study both sacred and secular music because it’s all part of a healthy musical understanding. This is just one way we’ll learn about other people and will respect their viewpoints from across the pages of history---and even into today.

Commitment to the Choir

A choir operates in a similar fashion as a family. It is only successful if each person contributes equally. You are expected to show commitment to the choir in the following ways:

- Enthusiastic participation
- Exemplary daily and concert attendance
- Consistent effort that doesn’t vary widely from day to day
- Kindness and patience
- Putting your own wishes aside for the good of the group (selflessness)

Commitment to Yourself

It will be expected that every single person will be treated with respect, understanding, and compassion. Be more! Do more!! Be your best and help others
be their best. Never give up on a valiant effort. Praise and encourage honest effort. Be satisfied only when you’ve achieved at your highest level. Encourage everyone around you to work to their best, too, with positive, heartfelt enthusiasm. Committing yourself to excellence is the only way to encourage others to work for excellence!

**Honorable Behavior**

Excellent performance is not an accident. It is the result of the daily pursuit of excellence and consistent improvement. The following behaviors are expected from everyone every day:

1. Participate enthusiastically in class every day.
2. Be in your assigned seat, with the necessary materials, before the bell rings.
3. No food, gum, candy or drinks (except plain water) in class. See me if you have a lozenge or cough drop before class.
4. If you need to visit the tissue station, do so with the greatest respect for the learning going on around you and the teaching happening in the room. Every time someone moves across the room, learning/teaching is interrupted. Better yet, bring your own tissues! 😊
5. Treat your materials with respect. Your iPad, music, folder, sight-reading materials, handouts, articles, etc. are given to you on a loan basis. Return them in better condition than you received them, if possible. If you damage something that doesn’t belong to you, you will be asked to replace it at current cost.
6. Respectful behavior is due to everyone, by everyone. No exceptions.

Since excellent performance is the goal, less than excellent behavior will not be tolerated. Class disruption doesn’t demonstrate honorable behavior, commitment to the ensemble, or commitment to the individual. **Class disruption is selfish.** Parent phone calls and detention will be assigned immediately with the intent being to get to the “root of the problem”. If disruption is exceptionally disrespectful or is of a repeated nature, office referral could result.

Excellent performance will only be achieved if everyone—simultaneously—is ready to rehearse at the beginning of the hour. **Tardy** students interrupt the learning environment and show a lack of commitment to the ensemble. If a teacher keeps you late, bring a pass signed by the teacher, and above all, enter quietly! If you don’t monitor your time wisely, expect consequences. Repeated tardiness will result in more intense discipline and a lowering of the daily grade.
I believe that undisciplined behavior is the result of a lack of opportunity to make good thoughtful behavior choices. Poor behavior often indicates a lack of awareness of character growth in certain areas. It will be my joy to teach students that great behavior and performance result when issues of character are addressed. I want students to behave well not just because it is requested and expected, but because they are growing as thoughtful, caring, and compassionate human beings. I want to help develop young musicians whose integrity is without question, both in the choir classroom and in society outside the school walls.

The bottom line is **be your best to do your best!**

*Good, Better, Best. Never let it rest until your good is better and your better’s best!!*

--Mrs. Harrison’s favorite quote and basic way of life!!

**Organizations and Opportunities**

**Sixth Grade Choir**

Sixth grade choir is the introductory choral ensemble at FTMS. There are two options: semester choir and full year choir. Both choirs perform on the FT concerts as independent choirs and as combined 6th grade choirs. Some of the concepts they will learn include the following:

- Music literacy (notes, symbols, performance markings, rhythms)
- Sight-reading (the ability to read a piece at sight without hearing it prior to performance)
- Voice development (changing voice, vocal physiology, vocal health issues)
- Performance skills (stage and audience protocol, performance anxiety management)

There are two young women’s choirs at FTMS. Placement is completely dependent upon the singer’s documented position in female vocal change. The choirs are not ranked as 1st and 2nd, good and bad or any other such comparative language. Students are simply divided by vocal maturity using Lynne Gackle’s book, “Finding Ophelia’s Voice, Opening Ophelia’s Heart: Nurturing the Adolescent Female Voice”, Heritage Music Press, 2011.
Belles Chansons

Belles Chansons is choir of 7th and 8th grade young women. Students were placed in this choir based on spring voice placement data in reference to female voice change. Most young women in this choir are at the earlier stages of voice change. Literature selection is influenced by the physical maturity of the voices in this group. This choir will pursue continued choral and vocal growth through exposure to more advanced literature. Hard work and commitment to musical growth will be expected. Students will work to achieve musical excellence in the following areas:

- Music literacy
- Sight-reading
- Female voice development
- Performance skills
- Music performance evaluation skills
- Competitive performance

Bel Canto

Bel Canto is a 7th and 8th grade young women’s choral group. Students were placed in this choir based on spring voice placement data in reference to female voice change. Most young women in this choir are at the later stages of voice change. Literature selection is influenced by the physical maturity of the voices in the group. The highest level of musicianship and personal commitment are expected. Bel Canto members can expect to grow in the following areas:

- Music literacy
- Sight-reading
- Female voice development
- Performance skills
- Music performance evaluation skills
- Competitive performance

Men’s Choir

The Men’s Choir will focus on male voice development, technique growth and an appreciation for the choral art from a distinctly masculine perspective. Young men will travel out of the building frequently as part of the course. They will pursue growth in the following areas:

- Music literacy
- Sight-reading
- Male and female voice development
❑ Performance skills
❑ Music performance evaluation skills
❑ Competitive performance

Frontier Trail “7:00 a.m Coffee Choir”

This extra-curricular choir is comprised of highly advanced, competent, cooperative, dedicated and creative 8th grade choral musicians. Rehearsals occur outside of the school day during semester 2. This choir will sing very advanced SATB literature at a high level of excellence. Consistent attendance is required. Coffee is optional. ☺

Olathe Middle School Honor Choir:  November 20, 2017

Each middle school will audition 16 singers (4 from each section) to be part of the Olathe Middle School Honor Choir Festival. The rehearsal and performance date is November 20, 2017. It is an all-day event. Auditions will happen at FT and are open to 7th and 8th grade students currently enrolled in choir. This is a wonderful experience for all students. It is a competitive audition procedure. Only the most musical and most motivated will be chosen. Students will be expected to practice independently with rehearsal tracks. Rehearsals will also take place outside of the school day to check music learning. A very high level of commitment is expected to participate in this group. Auditions for this choir will be held in early September.

Kansas Choral Directors Association Children’s Honor Choir:  Feb. 23, 2018

This audition-only group is affiliated with the state choral directors’ association. Interested students will audition by CD. Recordings are due on 10/2/17. Students are chosen by a blind listening panel with only the finest treble (no changed voices) voices being accepted. Students who make this group will be expected to learn the music independently with the help of a rehearsal tracks in mp3 format. The choir rehearses and performs in Wichita, KS during the state Kansas Music Educator’s Association In-service on Friday, Feb. 23, 2018.


This choir is a mixed choir for singers in grades 7-9. Male voices must be changing or changed. It is an auditioned choir. Students will be chosen by a neutral panel of judged via recorded audition. Recorded auditions are due on October 1. This choir will also rehearse and perform in Wichita on Friday, Feb. 23,
The same high standards apply to students in this choir as in choirs mentioned above.

**Responsibilities**

**Absence from Class**

You are not penalized for missing class; however, you *do* need to make up the points you miss. There are 2 things you can do to make up missed points:
1. Listen to recordings of our music found on YouTube and turn in a short review.
2. Complete an outline in class during the next rehearsal detailing our work for the day.

As always, it will be your responsibility to get make-up work. I won’t chase you down for it.

**Absence from Performance**

*Performances are REQUIRED*

Concerts are like a unit or chapter test in other classes. Your personal attendance is mandatory. Excused absences (personal illness, family emergency, and death in the family) will need to be made up. Excused absences, when possible, should be cleared with the director 3 days before the concert.

**Excused absences** may be made up in one of two ways:

1. Sing your concert music for me before or after school.
2. Complete a written make-up packet about basic music theory concepts. School policy regarding make-up work time frames will be followed.

Again, you will not be chased down to complete the work. Completion of make-up work is your responsibility. Your absence is your responsibility; your work to recover from your absence also is your responsibility.

**Unexcused absences** (skipping the concert, attending a conflicting non-school event, failure to secure a ride, not having the uniform ready to go, not telling your parents, etc.) **will only be eligible for 50% credit.** Your make-up work will be a report chosen from a variety of topics. You will have 2 days to complete the report. Once more, it is the student’s responsibility to get the topic for the research work.
Concert Dress

Each choir has a uniform. Why do Olathe middle school choirs wear nice uniforms?

1. Everyone looks alike.
2. The audience and singers can focus on the music, not the fashion.
3. It assures that all students are able to wear the same level of clothing.
4. Last minute “I don’t have anything to wear!!” issues are avoided. 😊
5. Research studies indicate a strong link between uniforms and a high level of performance.
6. Uniforms also help instill and grow a sense of pride.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Formal Uniform</th>
<th>Informal Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Choir T-shirt</td>
<td>Choir T-shirt</td>
</tr>
<tr>
<td></td>
<td>Khaki Pants</td>
<td>Jeans</td>
</tr>
<tr>
<td></td>
<td>Dark Dress Shoes (flats for girls)</td>
<td>Casual shoes (not boots)</td>
</tr>
<tr>
<td></td>
<td>Dark Socks</td>
<td>Hair up and away</td>
</tr>
<tr>
<td></td>
<td>Hair pulled up and secured off the face.</td>
<td></td>
</tr>
<tr>
<td>7th/8th Grade</td>
<td>The uniform is ordered from a uniform company—</td>
<td>Choir T-shirt</td>
</tr>
<tr>
<td>Grade Girls</td>
<td>Black Stretch Velvet Shirt</td>
<td>Jeans</td>
</tr>
<tr>
<td>(Bel Canto and</td>
<td>Skirt in specific choir color</td>
<td>Comfortable shoes (not boots)</td>
</tr>
<tr>
<td>Belles</td>
<td>Black flat shoes with no decoration</td>
<td></td>
</tr>
<tr>
<td>Chansons)</td>
<td>Hair up and securely away</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No jewelry</td>
<td></td>
</tr>
<tr>
<td>7th/8th Grade</td>
<td>The uniform is ordered from a uniform company—</td>
<td>Choir T-shirt</td>
</tr>
<tr>
<td>Grade Boys</td>
<td>Black tux pants</td>
<td>Jeans</td>
</tr>
<tr>
<td>(FT Men’s Choir)</td>
<td>Black tux shirt</td>
<td>Comfortable shoes</td>
</tr>
<tr>
<td></td>
<td>Black vest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bow tie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solid Black socks that extend to mid-calf.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black dress shoes---not</td>
<td></td>
</tr>
</tbody>
</table>
Uniform payment:

Students will be responsible to purchase their own uniform. It can be purchased new or used (if available). The ladies’ skirts are owned by the school and are simply borrowed. The girls do have to pay for the velvet top to go with the uniform. Young men have traditionally worn a tux. Purchase price is about $60.00. The components of the tux can be used for many occasions. More information will come home soon. The 6th grade uniform has traditionally been a choir t-shirt and khaki pants. The t-shirt costs about $15.00. You will be asked to choose your own khaki pants, so you can control your costs on that end.

Performance Calendar
Frontier Trail Middle School
2017-2018

Tues./Wed., Sept. 5-6: FTMS Honor Choir Auditions in class. All interested choir students invited to audition.

Tues, Sept. 12: Uniform orders due.

Wednesday, Sept. 13: Olathe South-area Men’s Choral Festival – daytime event for all FTMS male singers

Fri., Sept. 22: Pep Assembly with National Anthem Performance by Volleyball and Football Players

Mon., Oct. 2: Recording Deadline for KCDA Treble Honor Choir---see honor choir information on the choir website for additional information.

Tues., Oct. 24: Musical Auditions for “The Little Mermaid” (after school)


Mon., Oct. 30: Kansas Women’s Choral Festival at KU—Bel Canto and Belles Chansons will participate. The event will include a daytime workshop on the KU Campus and an evening concert in the Lied Center, KU’s preeminent performance hall. Both informal and formal uniforms will be utilized.

Thurs., Nov. 2: FTMS 7th/8th Grade Choir Concert. Formal uniform.

Fri., Nov. 10: FTMS Pep Assembly. Girls BB/Boys BB sing the SSB.

Mon., Nov. 20: Olathe MS Honor Choir concert at OLATHE NORTHWEST HS at 7:00 p.m. Day-long rehearsal for FT Honor Choir members at ONWHS. Casual uniform during the day; formal uniform at evening concert.

Thurs., Nov. 30: formal choir photos for the yearbook. Daytime event. Formal Uniforms required.

Wed., Dec. 6: 6th Grade community SingOut at area retirement facilities. Day-long event. Informal uniform. (Alternate date 11/30/16)

Thurs., Jan. 18: Olathe South Area Choral Festival at FTMS from 9:30 am. To 12:00 noon. Casual Uniform.


Fri., Feb. 19: Pep Assembly Performance; cheerleaders and Drill team sing.

Fri., Feb. 23: Kansas Music Educators Association In-Service and Conference in Wichita, KS. Students selected for the All-State Honor
Choirs ONLY.


Sat., April 21: WOF Performance Date Options. Full day event. Required for 7th/8th grade singers. Formal Uniform for performance; informal uniform for park play time.

Tues., May 1: FTMS Spring Choir Concert for all choirs. Formal Uniform.


**Fundraising**

No one likes it. Every program needs it. Especially choir. Your family will be offered a few opportunities this year to help the choir department purchase music, pay for busses, pay for musicians and so on. Specifics uses of family-supported funding include:

- **MUSIC!** Olathe schools receive NO district funding for the purchase of music---our class “textbooks”, if you will; and I only receive $500 from the school. Purchasing music for the choir program costs approximately $1800.00 per year.
- **Trip support** (partial financial support for trips out of the building)
- **Clinicians**, or specialists, who come to work with the choirs and Instrumentalists (professionals) who perform with the choirs.
- **Class incentives and needs for daily productivity**

The choral program only functions well on the surface when the underlying needs are met. Your support is not only appreciated, but also necessary. Your child will bring home fundraising material. Our biggest fundraiser is the Cookie Dough/Magazine Renewal program. If all families participate at the goal level, there won’t be any need to fundraise any more during the year. The magazines make great gifts for friends and family. I definitely need part help to run the sale. *Please let me know if your can help.* ☺
If you would prefer to donate to the program rather than to participate in a fundraiser, please contact me.

Recruiting

It is my goal for the choral program at FTMS to be a huge program, full of vibrant, cool, sophisticated young men and women who love to sing and enjoy being with each other. We currently have “room for more”. Here’s the deal: If you bring in a friend who is ready to sing, work hard, have fun, AND JOINS CHOIR, I’ll buy you a soda from the teacher’s workroom. If your friend is male, you’ll get a soda AND a treat! What a deal! Share the love!

Student Leadership

Students are a powerful source of help, inspiration, and power. The best programs I know use the strength and abilities of the students to help move the program farther. Leadership roles are available in the Student Choir Council. Student leaders will volunteer to be part of the leadership council. The Council will meet in the Choir Room on Friday mornings at 7:30 a.m. Officers may be elected from that group.

Supplies for Class

1. Pencil – must be kept in the choir folder at all times – NO EXCEPTIONS. At times, I’ll give a “pencil pop test”. Be prepared. If your pencil disappears, replace it.
2. Every student needs to keep a section or folder in their binder labeled “Choir” to hold papers, forms, worksheets, etc.
3. Supply baggie: contents include 1 leg of hose, 3 breath mints, and 1 small hand mirror.
4. A fully charged iPad.
5. The ability to download choir-specific free applications for the iPad.
6. Black 3-ring binder---must be ½” in width as wider folders will not fit the choir folio slot.
Assessments

Assessments in Choir need to meet these questions:

1. Is it authentic? Does it test what we've been doing?
2. Is it important? Is it critical to show achievement?
The following chart shows activities that will make up the student’s grade for the quarter.

<table>
<thead>
<tr>
<th>Type</th>
<th>Standard Met</th>
<th>Activity</th>
<th>Points/Day</th>
<th>Points/Week</th>
<th>Points/Quarter or Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>Performing</td>
<td>Daily Skill Demonstration</td>
<td>5</td>
<td>25</td>
<td>225</td>
</tr>
<tr>
<td>Daily</td>
<td>Connecting</td>
<td>ThinkBig: Creating Connections</td>
<td></td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Daily</td>
<td>Responding</td>
<td>Journaling</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Daily</td>
<td>Performing</td>
<td>Singing Test</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Daily</td>
<td>Performing</td>
<td>Sight-singing, Rhythmic and Melodic Dictation, Music Theory</td>
<td>5</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Daily</td>
<td>Performing</td>
<td>Home Practice</td>
<td></td>
<td>40</td>
<td>320</td>
</tr>
<tr>
<td>Perf.</td>
<td>Performing</td>
<td>Concert: Attendance</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Perf.</td>
<td>Performing</td>
<td>Concert: Focus on Skills</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Perf.</td>
<td>Performing</td>
<td>Concert: Dress</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Perf.</td>
<td>Responding</td>
<td>Concert: Reflection</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Other</td>
<td>All</td>
<td>Extra Credit</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Make-up Work</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
</tr>
</tbody>
</table>

Every lesson will be planned to align with the Music Education Standards established by National Association for Music Education (NAfME).
2014 National Association for Music Education  
National Standards

Creating
Imagine: Generate musical ideas for different contexts and purposes. 
Plan and Make: Select and develop musical ideas for defined purposes and contexts. 
Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. 
Present: Share creative musical work that conveys intent, demonstrates craftsmanship and exhibits originality.

Performing
Select: Select varied musical works to present based on interest, knowledge, technical skill and context. 
Analysis: Analyze the structure and context of varied musical works and their implications for performance. 
Interpret: Develop personal interpretations that consider creators’ intent. 
Rehearse, Evaluate and Refine: Personal and ensemble performances, individually or in collaboration with others. 
Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Responding
Select: Choose music appropriate for specific purposes and contexts. 
Analyze: Analyze how the structure and context of varied musical works inform the response. 
Interpret: Support an interpretation or a musical work that reflects the creators’/performers’ expressive intent. 
Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation and established criteria.

Connecting
The theme of “Connection” is interwoven within the preceding 3 strands in the Olathe music curriculum.
Extra Credit is exactly what it implies: work that is above and beyond the required work. Extra credit cannot be used to fill in an area you chose to not complete (like home practice or concerts or daily participation). It may be done as you desire, but only as an “above and beyond” type of work.

Extra credit options include but are not limited to the following ideas:

- Mentoring a younger choir student and journaling about your experience.
- Additional home practice (up to 50% points over total required).
- Music article summaries/reflections.
- Commission Submission – Write a letter to a composer (fictitious or real) asking for a piece of music to be written for your choir. Include description of the type of ensemble, the purpose of the composition, the price your organization can pay, and the time frame you are working with.
- Create advertising posters for upcoming concerts.
- Plan a 20-minute choral performance complete with song title choices and programming ideas. Includes song titles, performance groups, instrument needs (if any), and connecting text. Additional points awarded if songs from many different styles, time periods, and genres are selected.
- Learn some older songs that your grandparents might know and sing them for your grandparents or other people about their age. Bring in a parent note documenting and verifying your “performance”. Be sure to include how much the older folks enjoyed your performance.
- Perform outside of school. Bring in a program or parent note verifying your performance. (Church, theater, etc.)
- Write a 2-page research paper about a music topic of interest to you. See me before you begin to get permission for your topic and to agree upon the points you’ll include.
Love of Music, Life and Students

These quotes reflect how I feel about music, choir and life in general. To understand the quote is to understand a little bit about me and how I teach and live.

“You cannot teach a man anything; you can only help him find it within himself.”
--Galileo Galileo

“Every artist was first an amateur.”
--Ralph Waldo Emerson

“Where there is an open mind and a willing hand, there will always be a frontier.”
--Charles F. Kettering

“The mind is not a vessel to be filled, but a fire to be ignited.”
--Plutarch

Why I Teach Music...

Not because I expect you to major in music...
Not because I expect you to play or sing all your life...
Not so you can relax or just have fun...
But—so you will be more human, so you will recognize beauty.
So you will be sensitive, closer to an infinite beyond this work.
So you will have something to cling to.
So you will have more love, more compassion, more gentleness, and more good...in short, so you will have more life.
Of what value will it be to make a prosperous living unless you know who to live?
That is why I teach music.

I hope that these ideas give you a bit of insight into why I think music is important and into my basic philosophy of education. I love music. I love young people. As far as I am concerned, I have the best job in the world! I hope that our time together is as magical as possible!

--Mrs. Harrison
Parent Support

Parent involvement is critical to the choir’s success AND the individual child’s confidence and pride.

- Support your child by attending concert. It’s more fun to sing to a full audience filled with caring, loving ears (and the rest of you)!
- Offer to record our concerts. You’ll get priority seating!!
- Participate in the fundraiser opportunities.
- Go on field trips with us.
- Be positive about your child’s singing and music in general. Student attitudes generally reflect parent attitudes. If you are positive, your child will be positive.
- Help out in my classroom…no matter what your child says! 😊
- If you have concerns, call or e-mail me. I’m serious!!! Generally speaking, problems are just misunderstandings or miscommunications. I’m a teacher. Not Perfect! I’ll make mistakes. Call me up. I’ll call you up, too. We’re on the same page. We both want your child to be a winner!

Meet and Contact Mrs. Harrison

- I’ve been teaching JH/MS choir since 1987.
- I taught in Blue Valley for 15 years. This is my 16th year in Olathe.
- My undergraduate degree is from Wichita State University. (Go Shocks!)
- My masters’ degree is from University of Missouri-Kansas City. (Go ‘Roo’s!)
- My post-graduate studies are from Emporia State, Baker University and Mid-America Nazarene University.
- I am the American Choral Directors Association Repertoire and Resources Chair for Youth Services.
- I am part of several leadership teams in the district.
- I hold memberships in ACDA, KMEA (Kansas Music Educators Association), MENC (Music Educator’s National Conference), and the PTA!
- I enjoy working out and do it daily.

  - I am on staff with Allegro Community Children’s Choir (www.allegrokc.org.) I direct the choir called “Vivo” and assist with “Moto”, “Brio”, “Poco”. My family is musical. My husband is a retired band director from Shawnee Mission East HS. My dad is a retired choral director and maintains an active judging/clinician calendar. My mom is a church organist. My sister is an elementary music teacher. My brother listens to music! 😊 My own children are musical.

  - We have 2 kids: Kellyn, is a first-year choir teacher in the Fort Osage (MO) school district; Cole is a senior in Music Technology at Fort Hays State University. Go Tigers!
I have no direct line and share my phone with others. This is not the most expedient way to contact me.

**Email address:**

gharrisonft@olatheschools.org

I am very quick with email contact returns. I do, however, have to input your contact information manually. There is a slower up-take to get started as I wait for your information to be returned on the Student/Parent Contract page.

**Google Classroom** is the virtual file cabinet and resource location FTMS is using this year. Separate “rooms” are set up for each choir.

Class Codes: Class codes will be posted in the classroom.

**Facebook:** I administer a Private Group for FTMS Choir students. It’s simply an information spot. I encourage family involvement. The group is called “Frontier Trail Middle School Choir”. Here’s the link:

https://www.facebook.com/groups/256083427736010/

**Text Messaging** is the communication method of the moment. I have created Remind accounts for the choirs. You may download this app on your smart phone to receive updates and communication regarding your child’s choir activities.

Subscribe via text message. Type in the following number in the “To:” line: 81010

Text Message the correct class code into the message line.

Bel Canto: Text @adcea
Belles Chansons: Text @bellesc
Men’s Choir: Text @68e9
6th Grade Choirs: @2c140
7:00 a.m. Choir: @700amc

**Twitter**

FTMS Choir families can connect at this location.

**Instagram**
Parent/Student Contract and Due Dates
8/23/17 (Semester 1) or 1/10/18 (Semester 2)

I have read, understand, and will support the policies in the choral handbook and the calendar link found on the FT Choir website.

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honorable Behavior</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Organizations</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Assessments</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Love of Music, Life and Students</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Parent Name (print)
________
Signature

Parent

Student Name (print)
________
Signature

Student

If you have any conflicts with the dates listed in the FT Choir Calendar, write them in now. Any date recorded at this point will be eligible for consideration as an excused absence.

________________________________________
________________________________________

Parent Contact Information:

Parent #1          Parent #2
Name: ________________    Name: ________________
Home Phone: ___________    Home Phone: ___________
Cell Phone: ____________    Cell Phone: ____________
E-mail: _________________    E-mail: _________________

Student Name: ____________________________

Parent Volunteer Opportunities:

Please mark the opportunities you’d like to be contacted for to help with this year.

_____ Uniforms        _____ Field Trip Chaperone
_____ Fundraiser      _____ Concert Video
_____ Hospitality     _____ Musical help