Courses: MS Band, Orchestra & Chorus 1, 2 & 3
HS Band, Orchestra & Chorus 1-6
HS Theater
HS Performing Arts Electives

Performance-based arts courses provide our students with tremendous opportunities to grow as artists and well-rounded students. While regular large ensemble rehearsals and performances are not feasible during a remote learning period, secondary performing arts students can take full advantage of available individual practice time, e-learning arts resources and materials.

Remote Learning Activities for Students	

M/J Band 1
M/J Band 2
M/J Band 3
M/J Orchestra 1
M/J Orchestra 2
M/J Orchestra 3
M/J Chorus 1
M/J Chorus 2
M/J Chorus 3
HS Band 1-4
HS Orchestra 1-4
HS Chorus 1-4
HS Jazz Ensemble 1-4H
	• All middle school and high school level instrumental and vocal students can utilize the remote learning time to maintain their individual musicianship in the most feasible way during a potential remote learning period
	• Middle School students should aim for 20-30 minutes of individual practice per day; High School students should aim for more, depending on grade level and experience or guidance from private instructor
	• Music to be practiced can come from pieces being performed in school ensembles, method books and solo/ensemble pieces
	• Individual practice tips for students:
	  ○ Set goals for your practice time – use a timing device to gauge where you are in your practice
	  ○ Break up your practice time into smaller increments; this helps with endurance as well as focus
	  ○ Remember ***practicing*** is not just ***playing*** or ***singing.***
	  ○ Warm-up mindfully and musically; have high standards for your tone quality at all times
	  ○ Record yourself using any device and ***play back*** those recordings; take note of both things that went well in that session as well as things that need improvement; Set follow-up goals for your practice based on those recordings

HS Band 5-6 HS Orchestra 5-6 HS Chorus 5-6	• All bullet points listed above • Honors students are reminded of their requirements for honors credit for levels 5-6 in CCPS which are linked below. Some supplemental activities can be completed during a remote learning period for students • Honors Band, Orchestra & Chorus Requirements
HS Dance Techniques/Eurhythmics	• Stretching exercises are key to a dancer's mobility and longevity in the art-form; ensuring a healthy stretch and mindful warm-up is essential to any dancer's ability

	• balance your individual practice routine with proper breaks and attention to hydration • Attempt individual choreography design using a favorite piece of music or spoken poetry o Chart out the sections of the piece of music/text where melodic material is changing; choreograph dance patterns to coincide with these movements • Utilize elements of the Auxiliary Criteria Sheet for Solo & Ensemble events in your own choreography • Auxiliary Solo Sheet

Theater	• Individually practice any assigned roles with specific attention to the following details – memorization, concentration, presence, poise, confidence, diction, projection, enunciation, character awareness and development, body movement, focus
	   o Set goals for your rehearsal – use a timing device to gauge where you are in your practice
	   o Break up your practice time into smaller increments; this helps with endurance as well as focus
	   o Remember **practicing** is not just **playing** or **singing, or acting**.
	   o Warm-up mindfully and with purpose; have high standards for your art form at all times
	• Record yourself using any device and **play back** those recordings; take note of both things that went well in that session as well as things that need improvement; Set follow-up goals for your practice based on those recordings
	• Attempt composing a short scene choosing text from a novel to turning it into an actor's script – what skills are required to turn the descriptive dialogue in a novel into a performable screen play?

Other Remote Learning Resources & Tools	
FlipGrid	• Teachers can empower students by providing prompts that require video response • These responses could be in the form of a short verbal response or a section of performed music or choreography, up to 5 minutes in length • Teachers can view the recordings to assess students • Settings can be managed to have responses viewable only to the teacher or to a class of students with feedback • Click this link for more information on using FlipGrid as a music education tool
NoteFlight	• Teachers can compose sections of music for students to perform or analyze, export those sections of music and assign to students as they see fit • Students can compose sections of music using parameters set by the teacher, export those sections of music and upload to the learning management system as an assignment
MusicTheory.net	• Students practice basic music notation, review time signatures, key signatures, rhythm, duration, intervals and more • In the "exercises" section of the site, students can practice identifying note names, staff construction and even practice ear training

Performing Arts Program Resources	
Cleanliness	• National Association of Band Instrument Repair Technicians – Instrument Cleanliness • UNLV – "Instrument Hygiene"