**Classroom Procedures/Routines**

**1. Before the beginning bell when students are filing in:**

Procedure Steps:

1. I will greet students at the door daily and welcome them into the classroom.

2. As students enter the classroom they will put their backpacks down (procedure 7), get out their planners (or journals), and begin writing in them by copying the board.

3. Students will be in there seat within ten seconds of the beginning bell ringing.

**2. When the bell rings and class begins:**

Procedure Steps:

1. Students will have three minutes from the time the beginning bell rings to finish writing in their planners/journals. (During this time, role will be taken (procedure 4).)

2. If writing in planners; students will copy down objective and any homework that will be given from the board.

3. If writing in journals; students will either answer prompt from the board, or will copy down the information given to them on the board (examples: quote of the day, mini music theory problem, etc.)

4. At the end of three minutes (at the teachers request) planners will be placed under chairs and music folders will be picked up from under chairs.

5. Students will stand to warm-up (procedure 3)

**3. Warm-ups:**

Procedure Steps:

1. Students will stand up and do a physical warm-up. (Teacher will lead warm-up if for lower grades, if for higher grades...a student may eventually be given the privilege).

2. After physical warm-up, students will vocally warm-up.

3. Entire warm-up procedure will last 4-6 minutes. (Vocal Warm-up may go a little longer for classes that meet during early morning hours).

**4. Taking Role:**

Procedure Steps:

1. While students are writing in either planners or journals, role will be taken. (Role may be taken by either teacher, or students who is assigned to do it daily.)

2. Once documented in role book (on paper). Role will be entered into computer system ASAP!!

3. As part of taking role, there will be a binder where an assigned student (one who can go above and beyond) will write down what is being written in journals/planners that day as well as dating the page and listing songs worked on during rehearsal. This binder's purpose is described in procedure 9.

**5. Bathroom Policies:**

Procedure Steps:

1. If a student needs to use the restroom, they will know where the hall pass is and are

welcome to use it when the need arises.

2. If I as the teacher feel they are taking advantage of this opportunity, I can limit their

bathroom opportunities by speaking with the student and make a plan.

**6. Posture Checks:**

Procedure Steps:

1. The procedure to be taught here is postures 1, 2 and 3. Posture 1 is the correct way to stand when singing. Posture 2 is the correct way to sit when singing. Posture 3 means relax. Once these postures have been taught and reviewed the first few weeks of school. All I will have to do is hold up my fingers (1, 2, or 3) and the students will be able to transition into the different postures very quickly and effectively.

**7. Where do backpacks go?**

Procedure Steps:

1. Students will learn that their backpacks go over the back of their chairs in which they are sitting. They will be aware that this is a privilege. If they get easily distracted by getting into their backpacks during classes, they will lose the opportunity to have them close and will have to put them against the wall behind where they are sitting.

**8. I am sick today and can't sing...what should I do?**

Procedure Steps:

1. Research has shown that if you think a song and follow along when you are in a situation where you are unable to sing it out loud, some learning still occurs.

2. If a student has no voice, or for some other reason (such as vocal rest) cannot sing on a given day, they will be expected to sit (without being a distraction) and follow along in the appropriate music and make the appropriate markings along with their classmates.

**9. I missed class yesterday...what did I miss?**

Procedure Steps:

1. This is where the binder talked about in Procedure 4 comes into play.

2. If a student misses a class period, they will first check the binder and look for the date in which they missed the class.

3. They will copy down the information appropriate for that day in the correct place (journal or planner).

4. After they have written what is in the "absent binder", they may ask any questions that they have. (Having this binder will drastically reduce the amount of time needed from me every time a student misses class.)

**10. Sectionals:**

Procedure Steps:

1. On sectional days, students will take their binders and meet in assigned classrooms or practice rooms in sections.

2. There will be a student leader appointed to each section to help lead the group along and keep them on task.

3. The students will know as part of the sectional procedure that they will be assessed on their learning at the end of a sectional day. This assessment could take place in a variety of ways. Some example include: section check, row sing-offs, quartets, octets, solos, etc.

**11. Performance Day/Performance Day sign up:**

Procedure Steps:

1. Performance Days will occur every other Friday. Students may perform in groups of up to four students. Singing is not the only thing allowed, students are encouraged to show off their many talents. Students can sing anything they want to, as long as appropriate language is used. Appropriate language expectations may be found in the student handbook issued by the school.

2. Students will sign up for performance day anytime before or after class. Sign-ups must occur at least one day prior to performance day. If all the slots are full, students must sign up for the next available date.

3. On performance days students will follow normal beginning of class routines. After warm-ups, the teacher will announce the first name on the sign-up sheet and performance day will flow from there.

4. Performance day performances will help students earn points for Discovery Bank (Procedure #12).

**12. Discovery Bank/ Turning in Discovery Bank Slips:**

Procedure Steps:

1. Discovery bank is a quarter long assignment in which students must earn points by completing enough requirements to earn the needed amount of points. Some of the options students can choose from to earn discovery bank points include composer reports, performance days, or concert attendance recognition and feedback.

2. As discovery bank more of an assignment rather than a procedure this section will focus on the procedure of turning in discovery bank slips. Once students have completed a discovery bank opportunity, they must get it recorded. The student is expected to do two things. They must turn in a slip to the discovery bank deposit box completely filled out. They must also record it on their record sheet that is kept in their possession. This record sheet is for their own use so they know when they have fulfilled all the required points. These two steps must be done before class or after the five minute bell has rung.

**13. When the five minute bell rings:**

Procedure Steps:

1. When the five minute bell rings, students will be expected to continue to rehearse until excused by the teacher. Once excused, they are allowed to get up and get their backpacks. This is also the time that students can record their discover bank points that they have earned, or sign up for performance day.

2. When the final bell rings, the students may exit the classroom.

**14. Marking your music:**

Procedure Steps:

1. It is expected that students will come to class daily with a pencil and good eraser in which to mark their music.

2. Basic marking symbols will be taught in the class.

3. Students will mark their music only in pencil, and are free to mark parts of their music whenever they feel appropriate. If the teacher asks them to write something in, they are expected to do so.

**15. Using the practice room:**

Procedure Steps:

1. The practice room may be used during sectionals or if previously arranged (scheduled) with the teacher. The practice room should be used for practicing music only, not as a place for hanging out, eating lunch, or working on other homework.

2. If a student does not stick to these expectations, they will not be allowed to use the practice room at all.

**16. Music folder /binder treatment and storage:**

Procedure Steps:

1. Students will store their music binders in the binder cabinets located on the sides of the classroom. Students will get the binders at the beginning of class and will return them to their numbered slot at the end of class.

2. If a student wishes to take music home to practice, they must check it out and may only have it over night. The binder must be checked in the next day at some point before class starts.

**17. Concert Night Routines/Procedures**

Procedure Steps:

1. Students must arrive at least 30 minutes prior to the concert beginning. They must be seated by this time as well so that role can be taken.

2. Students are expected to stay for the entire concert.

3. Appropriate audience participation is expected and mandatory.

**18. Rehearsal the day of the concert (in the concert space):**

Procedure Steps:

1. When rehearsals take place in the concert space, the same classroom expectations will apply. Students will report to the classroom where normal beginning routines will take place. Following warm-ups, the choir will move to the rehearsal space, taking their backpacks with them. Class will be dismissed for the day from the concert space.

**19. Seating Charts:**

Procedure Steps:

1. On occasion I will have my classes mix up where they are sitting so they can hear different parts. Students will be taught that if this is to occur, they will see it on the board listed as part of their planner/journal writing.

2. If a change in seating is occurring, students will sit in the new area immediately. They will be taught to return to their original seats the following day unless specified on the board.

**20. Rehearsal Routines:**

Procedure Steps:

1. General expectations that become routines are listed here.

* During rehearsal, it is appropriate to ask questions by raising your hand and asking the teacher. It is not appropriate to talk to a neighbor even if discussing something on topic.
* Students should come prepared having covered the trouble spots in their music before each rehearsal.
* It is expected that if material has been covered and a student is struggling, they should either check out a binder and work on their part as homework, or they should come see me (the teacher) after school and receive help.