

2024 | 25 High School Choir Residency

Lyric

Program Overview

Grade Levels: 9–12

Duration: 30 sessions (typically once a week) plus a field trip to a Lyric final dress rehearsal

Session Length: one full class period (50–60 minutes) for each participating class

This program supports and enriches vocal instruction in high school choir programs by providing regular, year-round assistance from a Lyric professional teaching artist. Teaching artists work collaboratively with choir teachers to deliver student instruction and foster student growth. At the core of this program is Lyric's commitment to supporting music teachers' efforts and bolstering student success in the arts, in alignment with the CPS Arts Education Plan. The program features three integrated components:

1. Regular, ongoing music learning support in the choral classroom
2. Special guest artists in-school visits
3. Option to integrate an *Opera Discovery Project* into the High School Choir Residency

**This program requires participating classroom teachers to attend a Professional Development Workshop in August of 2024.*

Program Goals

- Develop and strengthen students' vocal technique
- Develop and strengthen students' confidence and performance skills
- Support the existing choir curriculum and music learning objectives
- Support choir teachers' efforts to develop and strengthen the school's choir program
- Enrich students' arts learning with special presentations by professional guest artists
- Enhance the music learning curriculum with the optional *Opera Discovery Project* unit of study

Program Details

1. Classroom Support

Lyric aims to support student learning and music teachers' program goals through full-day, weekly, year-round assistance in the choral classroom. Learning goals and outcomes are determined collaboratively between the music teacher and Lyric teaching artist and regular meetings are scheduled to assess student progress and adjust teaching strategies as needed.

Examples of how a Lyric teaching artist might assist in the classroom include:

- Leading warm ups and/or technique building exercises
- Conducting sectional work
- Providing individual or small group lessons
- Presenting master classes or demonstrations
- Preparing students for solo & ensemble or college auditions
- Providing college and career advice
- Serving as a resource or professional collaborator for teachers
- Other music knowledge and skill development activities as determined by the music teacher

2. Guest Artists Presentations

Schools may be provided opportunities to engage with Lyric guest artists (performers, artistic or technical staff) through in-school events such as clinics, master classes, and Q&A sessions.

3. Opera Discovery Project (optional)

Opera Discovery Project engages students in grades 6–12 in the study of opera through activities that integrate language arts, music, drama, and performance skills. Students gain a rich understanding of a selected work, its history and context, and important themes. Working in collaboration with the classroom teacher, a Lyric teaching artist guides students through a creative process to reinterpret select operatic scenes with their own words and music. The program includes a field trip to the Lyric Opera House to attend a final dress rehearsal. Teachers can determine a session schedule that coordinates with the established class meeting schedule.

Time Commitments

- A teaching artist will visit each participating classroom a total of **30** times over the course of the year:
 - **26** sessions will be devoted to supporting vocal instruction
 - **4** sessions will be devoted to the *Opera Discovery Project* unit of study (optional)
 - **1** field trip to Lyric to attend a final dress rehearsal for *Opera Discovery Project*
 - Sessions typically occur once a week during a regularly scheduled day and time and are determined by the classroom teacher and teaching artist (e.g., Tuesdays from 3rd to 8th period)
- Participating teachers are **required to attend** a Professional Development Workshop. This **6-hour** workshop is typically held in the fall. The purpose of this workshop is to orient teachers to the program, discuss roles and responsibilities, program goals, learning objectives, and schedules with the assigned teaching artist. Teachers will receive **6 CPDUs** for participating. This workshop is **free of charge** for all participating teachers.
- At least one “prep” period per week should be used to meet with the teaching artist to discuss student progress toward learning objectives and how best to utilize the teaching artist in the classroom.
- Each session occurs in the choir classroom, during regular class meeting times (not after school).

Partnership Commitments

- Teacher provides educational leadership to the teaching artist and approaches the partnership with openness, trust, and a willingness to share pedagogical responsibility with the teaching artist
- Teaching artist supports the teacher’s daily and long-term learning objectives and provides professional vocal instruction and college/career advice for students
- Teacher and teaching artist collaborate weekly to:
 - Plan learning objectives and evaluate student progress
 - Determine how best to utilize the teaching artist’s time with students
 - Address any questions or challenges faced by students
 - Discuss any changes to the determined schedule (absences, assemblies, field trips, etc.)
- Teacher copies and distributes any necessary materials for the program
- Teaching artist develops and delivers all *Opera Discovery Project* lessons, if electing to include the program
- Teacher assists students in completing any necessary activities between *Opera Discovery Project* sessions, if electing to include the program
- Teaching Artist assesses student progress throughout the residency
- Lyric Opera provides ongoing support for classroom teacher and teaching artist in all aspects of the partnership
- Lyric Opera provides free passes to the final dress rehearsal of optional *Opera Discovery Project* selection
 - *Bus scholarships may be available for qualifying schools*

Program Costs

Through the generosity of Chicago's philanthropic community, Lyric is able to offer this program **free of charge** to a limited number of CPS and Big Shoulders school partners. Once the available partnerships have been filled, remaining qualified schools will be placed on a "wait list" and contacted should a space become available.

Application Information

- Interested schools must apply through the school's choir teacher.
 - *Applicants must have school principal approval before submitting an application.*
- Timeline
 - April – Applications available
 - April and May – Applicant interviews conducted
 - Early June – Schools notified of status
 - August – Teacher Professional Development Workshop
 - September through May – Residencies take place
- Applicants will need the following information to complete the online application:
 - School, teacher, and arts liaison (CPS only) contact information
 - Principal contact information and consent to apply
 - Choir class schedule information (number of choir classes, schedule, approximate number of students in each class)
 - A brief description of the goals for the choral program, and/or each individual choir class
 - A brief description of how a Lyric teaching artist would enhance the choral program
 - A list of any community arts partnerships planned for the upcoming year
- Lyric understands that sometimes the priorities, schedule, or personnel of a school can change. Thus, some schools may be placed on a "wait list" in case a selected school can no longer participate in the program. These schools will be contacted should a vacancy become available.

Student Learning Standards

for *Opera Discovery Project* Unit of Study

Within the given time frame (4 classroom sessions), this program aims to address the following student learning standards:

Illinois Arts Learning Standards: Music

Re7.1.1b Compare passages in musical selections and explain how the elements of music and context inform the response.

Cn10.1.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

Cn11.1.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

Illinois Arts Learning Standards: Theatre

Cr1.1.1c Use script (libretto) analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

Re9.1.1b Judge the effectiveness of production elements in conveying the theme of the drama/theatre work while respecting others' interpretations.

Cn11.1.1a Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

Common Core ELA Anchor Standards: Reading

R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Common Core ELA Anchor Standards: Speaking and Listening

SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Social Emotional Learning

1B.5b Evaluate how developing interests and filling useful roles support school and life success.

2A.4a Analyze similarities and differences between one's own and others' perspectives.

2A.4b Use conversation skills to understand others' feelings and perspectives.