

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

OFFICE OF FINE ARTS

FINE ARTS
DEPARTMENT
HANDBOOK

2020-2021

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SAISD MISSION STATEMENT

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

FINE ARTS DEPARTMENT MISSION STATEMENT

The mission of the SAISD Fine Arts Department is to educate, challenge, and inspire our students through the fine arts, thereby enabling them to reach their artistic, creative, and expressive potential.

FINE ARTS DEPARTMENT GOALS

1. To teach the Texas Essential Knowledge and Skills through sequential lessons designed to provide a foundation in fine arts literacy, improvement of technical skills, and nurture artistic development;
2. To nurture creativity and self-expression;
3. To develop critical thinking skills, including decision-making, reasoning, and problem solving;
4. To develop self-discipline, integrity, and personal responsibility in an environment of cooperative learning;
5. To provide a variety of performance, exhibition, and enrichment activities;
6. To produce groups and individuals which attain the highest standards of performance in art, dance, music and theatre.
7. To provide opportunities for achievement and recognition for individuals and groups;
8. To compete within the rules and guidelines established by the University Interscholastic League, the Texas Music Educators Association, the Texas Educational Theatre Association, the Texas Art Education Association, the Texas Dance Educators Association, the State Board of Education and the San Antonio Independent School District;

SAISD Fine Arts Staff

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Gilbert Elorreaga
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Robert Reynolds
Asst. Instrument Repair Technician

Elizabeth Ruiz
Executive Secretary

Michelle Torres
Administrative Clerk

FINE ARTS PROCEDURES & GUIDELINES

General Responsibilities and Compliance

- Teachers & Directors are required to review SAISD Administrative Procedures regarding all aspects of their respective programs.
- All programs will comply with the rules and policies of the University Interscholastic League, the Texas Music Educators Association, Texas Educational Theatre Association, Texas Art Education Association, Texas Dance Educators Association, the Texas Education Agency, and SAISD.
- Permission for a teacher to miss school for Fine Arts functions; including contest and enrichment events must be obtained in advance from the campus principal.
- Directors / Instructors will attend all SAISD in-services, professional development training sessions, district meetings, professional organization meetings, and UIL meetings. This includes the UIL Region Meetings for all secondary music teachers. Permission to be absent requires permission in advance from the campus principal and the Executive Director of Fine Arts.
- All Directors / Instructors are expected to keep rehearsal rooms, storage rooms, practice rooms, auditorium, offices, and performance areas secure, neat, and orderly. Any damage to a room is to be reported immediately to the campus Principal.
- All concerts/performances/events will be entered by the teacher in their campus online calendar and the fine arts department online calendar. See the new calendar section for instructions.

Program Handbooks

- Each campus fine arts program (Art, Band, Choir, Orchestra, Mariachi, Dance, or Theatre) will have a Handbook aligned with district requirements and policy. This handbook will clearly outline the operations of the program in detail, and will include student / parent / teacher contracts for instruments, uniforms, attendance, conduct and travel. All signed contracts/acknowledgements are to be filed in the director's office.
- All program handbooks should be submitted to the campus principal for approval by the end of August.
- Each Director will prepare a yearly calendar with the following events to be included in the handbook: four end-of-9-weeks curriculum concerts, auditions, major district events, productions, art exhibits, campus/community events, Pre-UIL & UIL events, SAISD assessments, dance performances, etc.

Student Trips and Activities

- In order for students to miss school for any fine arts function or event, directors/teachers must obtain approval from the campus.
- Participation in contests and festivals outside of the district must obtain principal approval.
- All activities must be supervised by the director/teacher throughout the duration of the activity.
- Directors / teachers must stay with the group at all times on trips, rehearsals, performances, banquets, auditions, or other activities both on and off campus. Upon returning to school from such events, the directors / teachers must remain with students until all have been picked up by a parent or guardian.
- Directors / teachers may not withdraw any group from contests (UIL, Pre-UIL, Vase, JR. Vase, etc.) or Fine Arts District events without permission from the Principal and the Executive Director of Fine Arts.
- Schools with assistants require all directors to be involved with all activities, including rehearsals, performances, school meetings, etc. There is no "trade out" of events.
- Curriculum concerts/performances consist of all students enrolled in the organization. All students are eligible for curriculum concerts/performances unless admission is being charged. These events are "end of nine weeks" assessments, and the No Pass/No Play regulations do not affect these events.

Working outside SAISD

- Judging, attending college, or working additional jobs outside of the district should not interfere with a teaching assignment.
- Directors / teachers will not teach private lessons to their own students for remuneration. They may teach students from other schools.

Professional Organizations

- Directors / teachers are highly encouraged to join the state level professional organizations that are related to their respective subject areas and job responsibilities. Convention/conference fees are paid by the teachers and/or their respective campus.
- Some directors / teachers are required to join their professional organization in order to enter their students in competitions. These directors will have their membership fees paid for by the Fine Arts Department.

Recruiting

- Secondary Directors and Teachers are highly encouraged to visit feeder campuses to recruit for their programs every year.
- Every recruiting trip must have prior approval from campus principal and the visiting principal.

Inventory/Equipment

- Directors / teachers are responsible for the equipment issued through them to students, as well as furniture and equipment in their area. An inventory of such equipment will be taken no less than twice each year.
- Any equipment lost or stolen must be reported immediately to the campus principal, the police department. A copy of the report must be sent to the Executive Director of Fine Arts.
- No equipment is to be given away, sold, traded, or disposed of without approval of the campus Principal and permission from the Executive Director of Fine Arts.
- Any instrument or other fine arts equipment that is no longer usable is to be evaluated by the Band Instrument Repair Lab or the respective Fine Arts coordinator. Such items are to be sent to the “boys Club Warehouse” for auction. Proper documentation/forms are to be used to delete them from the campus inventory.
- Any repairs to fine arts equipment and fine arts facilities must be initiated by the campus and proper paperwork must be completed.
- Any instruments or equipment loaned to another campus must have proper transfer forms filed, with a copy sent to the Fine Arts Department.

Uniforms

- Uniforms supplied by the district must follow district guidelines for alterations / hemming, cleaning and storage. Each head director is responsible for the care, maintenance and storage of their uniforms.

UIL Regulations

- Directors are responsible for enforcing UIL academic eligibility.
- As per state law, students who are academically ineligible are to continue practicing or preparing with the group during rehearsals / class time during the instructional day, but may not participate in extra-curricular competitions or performances. Ineligible students may not be excluded from receiving equitable educational instruction during regular class periods.
- As per UIL regulations, students must be present 50% of the school day, in order to participate in a UIL event that same day or evening.

Stipend Requirements

- All directors and instructors are expected to schedule before and/or after school rehearsals to prepare their students for required performances, auditions, concerts, and competitions. These rehearsals will begin no later than one week after the first day of classes, and will continue until the week of final examinations.
- A director / teacher may spend no more than one class period outside of the specific subject area for which he / she receives a stipend. These classes must be approved by the Executive Director of Fine Arts before the first day of class.
- A director / teacher is eligible to receive no more than one stipend unless approval is obtained in advance from the Executive Director of Fine Arts. The area for which the teacher receives the stipend is their primary job, and these responsibilities are the first priority.
- For detailed requirements, look under the **Duties and Responsibilities** per strand found in the handbook.

Penalties and Consequences

- Any director not meeting their stipend obligations may also be placed on a growth plan for the following school year.
- Failure to meet the requirements of the growth plan may result in further penalties including reassignment or contract termination.

Cluster System

- Schools are divided into clusters according to feeder pattern. PLCs are formed based on clusters. A list of campuses in each cluster can be found in the clusters section of the handbook.

Transportation

- Directors / teachers are responsible for making transportation arrangements for their groups. Requests should be made 2 weeks in advance of any trip.

Budget Information

- Directors / teachers are to spend their organizational budget for curriculum and instructional needs. Directors/ teachers must not exceed their budget.
- Supply money will come from a line item in the campus budget located in the 199 funds. Additional supply and entry fee money provided from the Fine Arts office will come from a line item in the campus budget located in the 198 funds. All the available money in the 199 and 198 funds will be accessed through the campus. Please communicate with your campus secretary or bookkeeper to request a purchase order.
- Teaching supplies include small items needed for the group that do not fit the guidelines for capital equipment. These supplies may include, but are not exclusive to, the following items: office supplies, paper, mallets, small percussion instruments, art supplies, small hand tools, lumber, etc....
- The deadlines for capital equipment will come from the Executive Director of Fine Arts. This includes replacement of capital equipment. Replacement requests must include a Needs Assessment Form (Bid Form). All requests must have the approval of the Executive Director of Fine Arts.

General Notes for Fine Arts Scheduling

- Fine Arts directors/teachers should be in dialog with their feeder schools. Recruiting trips should be made prior to the distribution of choice sheets. Preliminary rosters for all classes should then be submitted to Head Counselors with a copy to the principals.
- Fine Arts classes have limitations on size. Factors include specific instrumentation required for performances, costs of supplies and materials, and the number of instruments owned by the district available for the students to use.
- Avoid conflicts between GT, AP, and Advanced (UIL) performing arts classes; these are the same students.
- Beginning level groups, and AP Music/Art classes, may be taught by one director. Larger Advanced and Intermediate groups should team taught by the Head Director and Assistant Director. Directors should share the same conference period.
- All Level I Fine Arts classes are a pre-requisite for Level II-IV Fine Arts Classes.
- Level Number (I, II, III, IV); the "Level #" indicates the number of years a student has been enrolled in the class. Example: a senior who schedules Dance for the first time is a "Level I." The level does not coincide with the students' grade level (ie. 9th, 10th, etc.).
- Advanced Fine Arts students must audition and/or be approved by the director/teacher to be placed in an advanced or Level II-IV Fine Arts class.
- 4 Year Sequence. All performing arts courses are sequential, and are designed as "4 year programs." Example: A male student was in Choir I Tenor/Bass during his 9th grade year, may be in Choir II Tenor/Bass during his 10th grade year, and continue in this sequence until graduation.
- Successful completion of a summer class in AP Music or Art by the instructor is required to teach the course.
- For middle school, classes are all separated by ability level. Directors make this determination.

Music Scheduling Standards for Middle School

	Band	Choir	Orchestra	Mariachi
Advanced Level	<ul style="list-style-type: none"> ▫Varsity Level in UIL Competition ▫45-55 students total ▫1 section of this class ▫The most experienced students ▫approved by the director ▫Grade 7 and 8 may be mixed in this class; no 6th grade students ▫Team teaching format 	<ul style="list-style-type: none"> ▫Varsity Level in UIL Competition ▫25-35 students total ▫1 section of this class ▫Single gender: girls or boys ▫Grade level: 7th and/or 8th; no 6th grade The most experienced students, approved by the Director ▫Team teaching format (if there are two teachers) 	<ul style="list-style-type: none"> ▫Varsity Level in UIL Competition ▫25-35 students total ▫1 section of this class ▫The most experienced students, approved by the director ▫Grade 7 and 8 may be mixed in this class; no 6th grade students 	<ul style="list-style-type: none"> ▫Varsity Level in UIL Competition ▫15-25 students total ▫1 section of this class ▫The most experienced students, all approved by the director ▫Team teaching format (if there are 2 teachers)
Intermediate Level	<ul style="list-style-type: none"> ▫Non-Varsity Level in UIL Competition ▫50-60 students total ▫1 section of this class ▫Students have completed beginning level, approved by the director ▫Grade 7 and 8 may be mixed in this class; no 6th grade students ▫Team teaching format 	<ul style="list-style-type: none"> ▫Non-Varsity Level in UIL Competition ▫20-30 students total ▫1 or 2 sections of this class (at the Director's option) ▫Single gender: girls or boys ▫Grade level: 7th and/or 8th; no 6th grade ▫Students have some experience, approved by the director 	<ul style="list-style-type: none"> ▫Non-Varsity Level in UIL Competition ▫20-30 students total ▫1 section of this class ▫Students have completed beginning level, approved by the director ▫Grade 7 and 8 may be mixed in this class; no 6th grade students 	<ul style="list-style-type: none"> ▫Non-Varsity Level in UIL Competition ▫15-25 students total ▫1 section of this class ▫Students have completed beginning level; approved by director ▫Team teaching format (if there are 2 teachers)
Beginning Level	<ul style="list-style-type: none"> ▫Sub Non-Varsity Level in UIL Competition ▫20-25 students per Teacher ▫Multiple sections of this class ▫Teachers teach in separate rooms (Ex: 1 teaches brass, 1 teaches woodwinds) 	<ul style="list-style-type: none"> ▫Sub Non-Varsity Level in UIL Competition ▫20-25 students per teacher ▫Multiple sections of this class ▫Single gender: boys or girls ▫Single teacher format (if two teachers, they teach in separate rooms) 	<ul style="list-style-type: none"> ▫Sub Non-Varsity Level in UIL Competition ▫20-25 students per teacher ▫1 Section of this class 	<ul style="list-style-type: none"> ▫Sub Non-Varsity Level in UIL Competition ▫10-15 students per teacher ▫Multiple sections of this class ▫Teachers teach in separate rooms (if there are 2 teachers) (Ex: 1 teaches violin, 1 teaches guitar, vihuela, and guitarron)

General Notes:

- All music students are auditioned by the director(s); no students should be placed in an advanced/intermediate group without the approval of the director.
- All music classes are separated by ability level. Advanced students are placed with other advanced students, intermediate students are placed with other intermediate students, and beginners are placed with other beginning students. No Beginners should **ever** be placed in Advanced or Intermediate groups.
- Choir students are organized according to gender as well as ability level. One group will be identified as Advanced, one group as Intermediate, and the rest as Beginning.
- After one Advanced group and one Intermediate group are established, the rest of the instructional day is filled with Beginning Classes. Example: In a 7-period format, each teacher would have 1 Advanced Group period, 1 Intermediate Group period, 4 Beginning Group periods, and 1 Conference period. A period for a specialty group such as Jazz Band or Show Choir may be added in place of one of the multiple Beginner Groups.
- Orchestra directors all work on 2 campuses, and therefore should have no more than 3 classes on any given campus.
- Advanced performing classes should not be scheduled at the same time as any GT or “singleton” AP classes. (These will be the same students.)

Music Scheduling Standards for High School

	Band	Choir	Orchestra	Mariachi
Advanced Level	<input type="checkbox"/> Varsity Level in UIL Competition <input type="checkbox"/> 50-65 students total <input type="checkbox"/> 1 section of this class <input type="checkbox"/> The most experienced students <input type="checkbox"/> Students approved by the director <input type="checkbox"/> Team teaching format	<input type="checkbox"/> Varsity Level in UIL Competition <input type="checkbox"/> 25-35 students total <input type="checkbox"/> 1 section of this class <input type="checkbox"/> Membership is approved by the Director. <input type="checkbox"/> The group may be single gender or mixed gender, to be determined by the Director. <input type="checkbox"/> Team teaching format (if there are two teachers)	<input type="checkbox"/> Varsity Level in UIL Competition <input type="checkbox"/> 25-40 students total <input type="checkbox"/> 1 section of this class <input type="checkbox"/> The most experienced students, approved by the director	<input type="checkbox"/> Varsity Level in Competition <input type="checkbox"/> 15-25 students total <input type="checkbox"/> 1 section of this class <input type="checkbox"/> The most experienced students, all approved by the director <input type="checkbox"/> Team teaching format (if there are 2 teachers)
Intermediate Level	<input type="checkbox"/> Non-Varsity Level in UIL Competition <input type="checkbox"/> 40-50 students total <input type="checkbox"/> 1 section of this class <input type="checkbox"/> Students have completed beginning level, approved by the director <input type="checkbox"/> Team teaching format	<input type="checkbox"/> Non-Varsity Level in UIL Competition <input type="checkbox"/> 25-35 students total <input type="checkbox"/> 1 or 2 sections of this class (at the Director's option) <input type="checkbox"/> Membership is approved by the Director. <input type="checkbox"/> The group may be single gender or mixed gender, to be determined by the Director. <input type="checkbox"/> Team teaching format (if there are two teachers)	<input type="checkbox"/> Non-Varsity Level in UIL Competition <input type="checkbox"/> 20-30 students total <input type="checkbox"/> 1 section of this class <input type="checkbox"/> Students have completed beginning level, approved by the director	<input type="checkbox"/> Non-Varsity Level in UIL Competition <input type="checkbox"/> 15-25 students total <input type="checkbox"/> 1 section of this class <input type="checkbox"/> Students have completed beginning level; approved by director <input type="checkbox"/> Team teaching format (if there are 2 teachers)
Beginning Level	<input type="checkbox"/> Sub Non-Varsity Level in UIL Competition <input type="checkbox"/> 10-20 students per teacher <input type="checkbox"/> Multiple sections of this class <input type="checkbox"/> Teachers teach in separate rooms (Ex: 1 teaches brass, 1 teaches woodwinds)	<input type="checkbox"/> Sub Non-Varsity Level in UIL Competition <input type="checkbox"/> 20-25 students per teacher <input type="checkbox"/> Multiple sections of this class <input type="checkbox"/> Single gender: girls or boys <input type="checkbox"/> Single teacher format (if two teachers, they teach in separate rooms)	<input type="checkbox"/> Sub Non-Varsity Level in UIL Competition <input type="checkbox"/> 15-20 students per teacher <input type="checkbox"/> 1 Section of this class	<input type="checkbox"/> Sub Non-Varsity Level in Competition <input type="checkbox"/> 10-15 students per teacher <input type="checkbox"/> Multiple sections of this class <input type="checkbox"/> Teachers teach in separate rooms (if there are 2 teachers) (Ex: 1 teaches violin, 1 teaches guitar, vihuela, guitaron)

General Notes:

- All music students are auditioned by the director(s); no students should be placed in an advanced/intermediate group without the approval of the director.
- All music classes are separated by ability level. Advanced students are placed with other advanced students, intermediate students are placed with other intermediate students, and beginners are placed with other beginning students. No Beginners should ever be placed in Advanced or Intermediate groups.
- Choir students are organized according to gender as well as ability level. One group will be identified as Advanced, one group as Intermediate, and the rest as Beginning.
- After one Advanced group and one Intermediate group are established, the rest of the instructional day is filled with Beginning Classes. Example: In a 7-period format, each teacher would have 1 Advanced Group period, 1 Intermediate Group period, 4 Beginning Groups, and 1 Conference period. A period for a specialty group such as Jazz Band or Show Choir may be added in place of one of the multiple Beginner Groups.
- HS Band directors are each given 2 periods to travel to feeder schools.
- Orchestra directors all work on 2 campuses, and therefore should have no more than 3 classes on any given campus.
- Advanced performing classes should not be scheduled at the same time as any GT or "singleton" AP classes. (These will be the same students.)

Music, Art & Theatre Scheduling Standards for Elementary Schools & Academies

	Music	Art	Theatre
Elementary	<ul style="list-style-type: none"> <input type="checkbox"/> All grade levels (with the exception of PK) will take music and art once a week for a minimum of 45 minutes. <input type="checkbox"/> Campuses with an existing music program can emulate the art schedule just like the music schedule. <input type="checkbox"/> Students will have a minimum of music once a week, art once every other week and PE three times a week. <input type="checkbox"/> The art schedule should be consistent throughout the school year, just like the music schedule. <input type="checkbox"/> Classes in music, art and theatre are recommended not to exceed the 22:1 standard elementary student/teacher ratio. <input type="checkbox"/> Classes could be combined in order to meet the 22:1 ratio if needed. 		
Academy	<ul style="list-style-type: none"> <input type="checkbox"/> All grade levels (with the exception of PK) should take music, art and theatre once a week for a minimum of 45 minutes. <input type="checkbox"/> Campuses with an existing music program can emulate the art and theatre schedule just like the music schedule. <input type="checkbox"/> The art and theatre schedule should be consistent throughout the school year, just like the music schedule. <input type="checkbox"/> Classes in music, art and theatre are recommended not to exceed the 22:1 standard elementary student/teacher ratio. <input type="checkbox"/> General education classes could be combined in order to meet the 22:1 ratio. 		

MUSIC

BAND MARIACHI ORCHESTRA CHOIR

SAISD MUSIC GOALS

To provide students a foundation of music whereby the students can perform musically/artistically in groups and individually; can make an aesthetic and knowledgeable judgment of music; to develop music literacy skills in music reading, critical listening, theory; and to demonstrate that music is an integral part of life as evidenced through history, society, culture, and tradition.

Band Director / Teacher Responsibilities:

Head Band Director (HS Level):

The head band director must enter and compete / participate in the following events:

SAISD Marching Band Showcase (evening event)

Pre UIL Concert & Sight-Reading Evaluation

UIL Marching Contest

UIL Concert & Sight-Reading Contest

UIL Solo & Ensemble Contest (one day)

Texas State Solo and Ensemble Contest

SAISD District Honor Band Auditions (high school and middle school)

SAISD District Honor Band Clinic and Concert (one evening and one Saturday)

TMEA District, Region, Pre-Area, and Area Auditions (as many as five Saturdays)

TMEA Region Clinic and Concert (one evening and one Saturday)

Community Parades according to the rotation schedule

Four Curriculum Concerts (each band performs once each 9-week period)

TMEA Fall & Spring Meetings (two Saturday or Sunday afternoons)

The following criteria also apply for this position:

- In charge of administering and overseeing the implementation of the District's band curriculum throughout their vertical team, this includes the formation of a well-rounded band program in each campus in which all students from the beginner level through high school are being taught proper foundations of music literacy and performance.
- The director will hold section rehearsals and / or individual lessons no less than 3 days out of each week throughout the school year. These rehearsals should be no less than 45-60 minutes in length and may be held before and / or after school.
- The director will begin rehearsals with marching band students no later than the day following the close of the Texas Bandmasters Association Convention.
- The director will travel to middle schools in the vertical team to work with students in those programs no less than three times each week, as indicated on his / her schedule.
- The director will submit copies of the inventory to the band repair lab twice each year.
- The director will work no less than three days following the last day of classes in order to complete end-of-year activities including instrument inventories, transport of instruments to the repair lab, filing of music, cleaning and organization of band hall and preparation for marching season.
- When music students are participating in SAISD Honor auditions or TMEA District/Region/Area/State auditions, the directors must attend, be present, and perform any duties assigned for the duration of the audition.
- Directors who have students attending SAISD Honor clinic & concerts or TMEA Region clinic & concerts will be in attendance throughout the event. Directors who do not have student participants may be expected to work and be in attendance.
- The director will coordinate with dance instructor to organize half-time performance music for upcoming dance team performances for marching season.

Assistant Band Director (HS Level):

The assistant band director is under the direction of the head band director and must assist the head director with all activities listed above. Additionally, if a non-varsity group is present at the high school, the assistant director will enter students in the following:

SAISD Marching Band Showcase (evening event)

Pre UIL Concert & Sight-Reading Evaluation

UIL Marching Contest

UIL Concert & Sight-Reading Contest

UIL Solo & Ensemble Contest (one Saturday)

Texas State Solo and Ensemble Contest

SAISD District Honor Band Auditions (high school and middle school)

SAISD District Honor Band Clinic and Concert (one evening and one Saturday)

TMEA District, Region, Pre-Area, and Area Auditions (as many as five Saturdays)

TMEA Region Clinic and Concert (one evening and one Saturday)

Community Parades according to the rotation schedule

Four Curriculum Concerts (each band performs once each 9-week period)

TMEA Fall & Spring Meetings (two Saturday or Sunday after

The following criteria also apply for this position:

- Will work with the HS Director in making sure their program's curriculum is align with cluster's/ or district's established curriculum, this includes the formation of a well-rounded band program in each campus in which all students from the beginner level through high school are being taught proper foundations of music literacy and performance.
- The director will hold section rehearsals and / or individual lessons no less than 3 days out of each week throughout the school year. These rehearsals should be no less than 45-60 minutes in length and may be held before and / or after school.
- The director is expected to begin rehearsals with marching band students no later than the day following the close of the Texas Bandmasters Association Convention.
- The director travels to middle schools in the vertical team to work with students in those programs no less than four times each week, as indicated on his / her schedule.
- The director will submit copies of the inventory to the band repair lab twice each year.
- The director will work no less than three days following the last day of classes in order to complete end-of-year activities including instrument inventories, transport of instruments to the repair lab, filing of music, cleaning and organization of band hall and preparation for marching season.
- When music students are participating in SAISD Honor Auditions or TMEA District / Region / Area / State Auditions, the directors are expected to attend, be present, and perform any duties assigned for the duration of the audition.
- Directors who have students attending SAISD Honor Clinic & Concerts or TMEA Region Clinic & Concerts are expected to be in attendance throughout the event. Directors who do not have student participants may be expected to work and be in attendance.

Head Band Director (MS / Academy Level):

The head band director must enter and compete / participate in the following events:

SAISD Marching Band Showcase (evening event)

Pre-UIL Concert & Sight-Reading Evaluation

UIL Concert & Sight-Reading Contest

SAISD Solo & Ensemble Contest Grades 6-8 (one Saturday)

SAISD District Honor Band Auditions (high school and middle school)

SAISD District Honor Band Clinic and Concert (one evening and one Saturday)

TMEA All-Region Band Auditions (one Saturday)

TMEA All-Region Band Clinic and Concert (one evening and one Saturday)

Four Curriculum Concerts (each band performs once each 9-week period)

TMEA Fall and Spring Meetings (two Saturday or Sunday afternoons)

The following criteria also apply for this position:

- Will work with the HS Director in making sure their program's curriculum is aligned with cluster's / or District's established curriculum, this includes the formation of a well-rounded band program in each campus in which all students from the beginner level through high school are being taught proper foundations of music literacy and performance.
- The director will hold section rehearsals and / or individual lessons no less than 3 days out of each week throughout the school year. These rehearsals should be no less than 45-60 minutes in length and may be held before and / or after school.
- The director is expected to rehearse with incoming band students for 5 days during the summer months.
- The director will submit copies of the inventory to the band repair lab twice each year.
- The director will work no less than three days following the last day of classes in order to complete end-of-year activities including instrument inventories, transport of instruments to the repair lab, cleaning and organization of band hall and filing of music.
- When music students are participating in SAISD Honor Auditions or TMEA District / Region Auditions, the directors are expected to attend, be present, and perform any duties assigned for the duration of the audition.
- Directors who have students attending SAISD Honor Clinic & Concerts or TMEA Region Clinic & Concerts are expected to be in attendance throughout the event. Directors who do not have student participants may be expected to work and be in attendance.
- The director will organize fall recruiting performances at elementary schools in preparation choice slips, organization of sixth grade beginner classes.
- The director will organize spring semester beginning band instrument placement drives in preparation class placement/schedule procedures.

Assistant Band Director (MS / Academy Level):

The assistant band director is under the direction of the head band director, and must assist the head director with all activities listed above. Additionally, if a non-varsity group is present at the high school, the assistant director will enter students in the following:

SAISD Marching Band Showcase (evening event)

Pre-UIL Concert & Sight-Reading Evaluation

UIL Concert & Sight-Reading Contest

SAISD Solo & Ensemble Contest Grades 6-8 (one Saturday)

SAISD District Honor Band Auditions (high school and middle school)

SAISD District Honor Band Clinic and Concert (one evening and one Saturday)

TMEA All-Region Band Auditions (one Saturday)

TMEA All-Region Band Clinic and Concert (one evening and one Saturday)

Four Curriculum Concerts (each band performs once each 9-week period)

TMEA Fall and Spring Meetings (two Saturday or Sunday afternoons)

The following criteria also apply for this position:

- Will work with the HS Director in making sure their program's curriculum is align with cluster's / or District's established curriculum, this includes the formation of a well-rounded Band program in each campus in which all students from the beginner level through high school are being taught proper foundations of music literacy and performance.
- The director will hold section rehearsals and / or individual lessons no less than 3 days out of each week throughout the school year. These rehearsals should be no less than 45-60 minutes in length and may be held before and / or after school.
- The director is expected to rehearse with incoming band students for 5 days during the summer months.
- The director will submit copies of the inventory to the band repair lab twice each year.
- The director will work no less than three days following the last day of classes in order to complete end-of-year activities including instrument inventories, transport of instruments to the repair lab, cleaning and organization of band hall and filing of music.
- When music students are participating in SAISD Honor Auditions or TMEA District/Region Auditions, the directors are expected to attend, be present, and perform any duties assigned for the duration of the audition.
- Directors who have students attending SAISD Honor Clinic & Concerts or TMEA Region Clinic & Concerts are expected to be in attendance throughout the event. Directors who do not have student participants may be expected to work and be in attendance.
- The assistant director will assist the head director in organizing fall recruiting performances at elementary schools in preparation choice slips, organization of sixth grade beginner classes.
- The assistant director will assist the head director in organizing spring semester beginning band instrument placement drives in preparation class placement and scheduling procedures.

BAND MUSIC CONTESTS, EVENTS & PLANNING

Fall Semester

Texas Bandmasters Association

TMEA Region XXIX Fall Meeting

SAISD Fine Arts Professional Development

SAISD Marching Band Showcase

UIL Marching Contest

SAISD Honor Band HS/MS Auditions

- Directors will serve in assigned capacity for contest days

SAISD Honor Band HS/MS Clinic and Concert-Directors are to be present to assist

HS/MS Region Auditions

- Directors will serve in assigned capacity for contest days

HS/MS Region Band Clinic/Concert

SAISD Entry DEADLINES for all events

Entries for TMEA and UIL events

SAISD Honor Band HS/MS Clinic and Concert-Directors are to be present to assist

Curriculum Concert performances reflecting student's development and growth in repertoire

Community Performances

Vertical alignment for program development with feeder school, a reciprocal arrangement advantageous for both.

MS, Academy performances with vertical team HS at HS football games

Recruiting performances at elementary schools in preparation choice slips, organization of sixth grade beginner classes.

Spring Semester

UIL Solo and Ensemble music selection

UIL Concert and Sight-Reading music selection

SAISD Music Department Professional Development

TMEA Convention

SAISD Entry DEADLINES for all events

Entries for UIL events

SAISD Middle School Solo & Ensemble Contest (to assist directors with contest)

SAISD Honor Band HS/MS Clinic and Concert-Directors are to be present to assist:

Pre-UIL Concert & Sight-Reading

UIL Concert and Sight-Reading Contest

UIL High School Solo and Ensemble Contest

District Solo & Ensemble event

Region Solo & Ensemble event

Curriculum Concert performance reflecting student achievement

Community Performances

Vertical Alignment concerts for program development with feeder school, a reciprocal arrangement advantageous for both

TMEA Region XII Spring Meeting Recruiting

Battle of Flowers/ Flambeau Parade

Organize spring semester beginning band instrument placement drives in preparation class placement/schedule procedure

UIL State Solo and Ensemble Contest Curriculum-Concert

School Owned Instruments and Supplies

- A. All students and their parents/guardians will be notified in person at a recruitment meeting, or by letter, that their child has been admitted to the instrumental music program for the following school year. Students and parents/guardians are responsible for district owned instruments while they are checked out to them. Students who receive a school owned instrument and their parents/guardians are required to sign a usage agreement with SAISD, indicating that they will take proper care of the instrument, and return it in good condition.
- B. A fee may be assessed for musical supplies and materials, not to exceed a total cost of \$25 per semester (or \$50 per year). These supplies and materials may include, but are not exclusive to the following items: reeds, valve & slide oil, general lubricants, music, and an organization shirt.
- C. Musical instrument repair will be made through the SAISD Band Repair Lab Technicians.
- D. Lost or Stolen Instruments:
1. Notify the Principal and the Executive Director for Fine Arts Immediately.
 2. Submit a copy of the police report to the Principal, Executive Director for Fine Arts and the SAISD Fixed Assets Department.
 3. The director(s) will actively work with the students, parents/guardians and police to recover the instrument.

OUTDOOR REHEARSAL GUIDELINES-HOT WEATHER

Marching Band, Dance, Cheer, and Pep Squad Directors,

As we begin a new Marching / Football season during a time of high-level heat and periodic drought, we must all take extra care for our students' health and well-being. To ensure their safety, all must adhere to the following directives:

- Students (and directors) must stay hydrated. Begin drinking water an hour before rehearsal, all must:
- Have water bottles, and should have breaks throughout rehearsal, and after rehearsal is concluded.
- Wear light colored clothing to reflect the sun and heat.
- Outdoor rehearsals should be scheduled in the early mornings or in the evenings to avoid being outside during the hottest part of the day. Midday times should be used for indoor rehearsals.
- Allow students time to acclimate to the outdoors, by rehearsing for shorter periods of time at first, then increasing rehearsal periods over time.
- Take frequent breaks, spend time in the shade whenever possible.
- Keep watch of the temperature and take the heat index into account.
- Keep water, ice, spray bottle, first aid kit, and your Automatic Electronic Defibrillator on site at all times.
- Have cell phone access in the event someone needs immediate medical attention.
- Review the signs of heat stroke and heat exhaustion with your students. Everyone should be on the lookout for the symptoms in themselves and in others.
- If anyone says they don't feel well, give them immediate attention.

Three documents are attached to this email. One is from the UIL website, and is titled "Health Tips for Marching Band." The other two are from the Mayo Clinic website, and provide information on the symptoms and treatment for heat stroke and heat exhaustion. All directors are to copy them, read them, review them with your students, and post them in the band hall.

Although the extreme heat is providing us with many challenges, attention to these directives will help to ensure the safety of our students throughout this marching season

Health Tips for Marching Band

Timely Recommendations to Ensure Band Members are Well Prepared for Activity

Source: National Athletic Trainers Association

NATA recommends the following tips for parents, band directors, medical professionals and marching band members:

- **Prepare for Activity:** Parents should make sure that students are in good general health and fit to perform.
- **Put a Plan into Place:** Develop a written emergency plan in consultation with an athletic trainer and local emergency medical service. Share it regularly and review it with the appropriate band directors/supervisors, school administrators and medical staff.
- **Get Ready to March:** Band directors, athletic trainers and parents should ensure that students are physically and mentally conditioned for marching band activities. Encourage students to start with 20 minute walks outside and gradually increase distance of time approximately four weeks before the marching band season starts. Limber up with appropriate stretches and warm ups and cool downs after practice. Increase rigorous routines gradually so students can tone their muscles and increase strength. This will help to reduce aches and pains as well as fatigue from long practices and challenging routines.
- **Acclimatize to the Heat:** Acclimatize students to outdoor warm weather conditions. Start routines slowly and build endurance. By working out and walking in the heat or non-air-conditioned environments, students can condition their bodies to adapt and better perform in the heat.
- **What to Wear:** Wear light or white colored shorts and t-shirts to avoid overheating during practice. This is especially important for anyone carrying heavy instruments for long periods of time. Save the formal attire – heavy hats, dark clothing and shoes – for dress rehearsals and get comfortable in them before game day. Be aware that the weight of the material and dark colors keep heat “in.”
- **Hydrate, Hydrate, Hydrate:** Establish a hydration plan that allows band members to drink water or sports drinks such as Gatorade throughout practice sessions (about 7-10 ounces every 10-20 minutes). It is important to hydrate before AND after routines. Without proper hydration, they are at risk of developing exertional heat related illnesses. Make sure that band members have sports drinks and water available.
 - Don't assume they can share with sports teams.
- **Seek Shade:** Be smart when it comes to the sun. Stand in the shade during rest breaks or half time to cool down before and after practices and performances.
- **Fuel for Success:** Incorporate healthy foods in the daily diet including grains, fruits and vegetables, dairy and meat/poultry/fish to give them the fuel they need to exercise. A balanced and moderate approach is always the best bet.
- **Make Use of Musical Instruments:** Students should hold and manage sousaphones, drums, flutes and other instruments correctly to avoid ergonomic injuries.
- **Stay Fit in Formation:** Since bands are often in formation and standing still for long periods of time – especially when on parade routes or during practice – students should move fingers, knees and toes slightly to keep circulation flowing and joints loose and flexible.
- **Monitor Band Members:** Band members should be monitored at all times on the field for signs of heat illnesses by a parent, band director, certified athletic trainer or other individual.
- **Inspect Fields and Routes:** Remove debris, water, rocks and other hazards from the field or parade route. These small obstacles can lead to twisted ankles, bruised knees, scraped elbows or other more serious injuries.
- **Stock the Kit:** Stock a first aid kit and keep it onsite for medical emergencies. Include supplies for wound management and bee stings, such as elastic wraps and band aids, disposable ice packs, tape and wound cleanser, among other items.

Heat Exhaustion

Definition

Heat exhaustion is a condition whose symptoms may include heavy sweating and a rapid pulse, a result of your body overheating. It's one of three heat-related syndromes, with heat cramps being the mildest and heatstroke being the most severe.

Causes of heat exhaustion include exposure to high temperatures, particularly when combined with high humidity, and strenuous physical activity. Without prompt treatment, heat exhaustion can progress to heatstroke, a life-threatening condition. Fortunately, heat exhaustion is preventable.

Symptoms

Signs and symptoms of heat exhaustion may come on suddenly or may develop after days of heat exposure.

Possible heat exhaustion signs and symptoms include:

- Cool, moist skin with goose bumps when in the heat
- Heavy sweating
 1. Faintness
 2. Dizziness
 3. Fatigue
- Weak, rapid pulse
- Low blood pressure upon standing
- Muscle cramps
- Nausea
- Headache

When to see a doctor

If you think you're experiencing heat exhaustion:

- Stop all activity and rest
- Move to a cooler place
- Drink cool water or sports drinks

Contact your doctor if your signs or symptoms worsen or if they don't improve within 60 minutes. Seek immediate medical attention if your body temperature reaches 104 F (40 C) or higher.

Causes

Your body's heat combined with environmental heat results in what's called your core temperature — your body's internal temperature. Your body needs to regulate the heat gain (and in cold weather, heat loss) from the environment to maintain a core temperature that's normal, approximately 98.6 F (37 C).

Impaired cooling mechanism

In hot weather, your body cools itself mainly by sweating. The evaporation of your sweat regulates your body temperature. However, when you exercise strenuously or otherwise overexert in hot, humid weather, your body is less able to cool itself efficiently.

As a result, your body may develop heat cramps, the mildest form of heat-related illness. Signs and symptoms of heat cramps usually include heavy sweating, fatigue, thirst and muscle cramps. Prompt treatment usually prevents heat cramps from progressing to heat exhaustion.

You usually can treat heat cramps by drinking fluids containing electrolytes (such as Gatorade or other sports drinks), getting into cooler temperatures, such as an air-conditioned or shaded place, and resting.

Other causes

Besides hot weather and strenuous activity, other causes of heat exhaustion include:

- **Dehydration**, which impedes your body's ability to sweat and maintain a normal temperature
- **Alcohol use**, which can affect your body's ability to regulate your temperature
- **Overdressing**, particularly in clothes that don't allow sweat to evaporate easily

Risk factors

Anyone can develop heat exhaustion, but certain factors increase your sensitivity to heat. They include:

- **Young age or old age.** Infants and children younger than 4 and adults older than 65 are at higher risk of heat exhaustion. The body's ability to regulate its temperature isn't fully developed in the young and may be inhibited by illness, medications or other factors in older adults.
- **Certain drugs.** Medications that affect your body's ability to stay hydrated and respond appropriately to heat include some used to treat high blood pressure and heart problems (beta blockers, diuretics), alleviate allergy symptoms (antihistamines), calm you (tranquilizers), or reduce psychiatric symptoms such as delusions (antipsychotics). Additionally, some illicit drugs, such as cocaine, amphetamines and Ecstasy, can elevate your core temperature.
- **Obesity.** Carrying excess weight can affect your body's ability to regulate its temperature and cause your body to retain more heat.
- **Sudden temperature changes.** If you're not used to the heat, you're more susceptible to heat-related illnesses, such as heat exhaustion. Traveling to a warm climate from a cold one or living in an area that's experienced an early heat wave can put you at risk of a heat-related illness because your body hasn't had a chance to acclimate to the higher temperatures.

Complications

Untreated, heat exhaustion can progress to heatstroke, a life-threatening condition that occurs when your body temperature reaches 104 F (40 C) or higher. Heatstroke requires immediate medical attention to prevent permanent damage to your brain and other vital organs that can result in death.

Treatments and drugs

In most cases, you can treat heat exhaustion yourself by doing the following:

- **Rest in a cool place.** Getting into an air-conditioned building is best, but at the least, find a shady spot. Rest on your back with your legs elevated higher than your heart level.
- **Drink cool fluids.** Stick to water or sports drinks. Don't drink any beverages that have alcohol or caffeine, either of which can contribute to fluid loss.
- **Apply cool water to your skin.** If possible, take a cool shower or soak in a cool bath. Don't use alcohol on your skin.
- **Loosen clothing.** Remove any unnecessary clothing and make sure your clothes are lightweight and nonbinding.

If you don't begin to feel better within 60 minutes of using these treatment measures, seek prompt medical attention. You may be given intravenous (IV) fluids to help you rehydrate. Immersion in cold water, misting your skin, placing you in front of fans, or using cold or ice packs and cooling blankets are some of the techniques that may be used to bring down your body temperature.

Prevention

You can take a number of precautions to prevent heat exhaustion and other heat-related illnesses. When temperatures climb, remember to:

- **Wear loosefitting, lightweight, light-colored clothing.** Excess, dark or tight clothing holds in heat and doesn't let your body cool properly because it inhibits sweat evaporation.
- **Avoid sunburn.** If you're going to be outdoors, wear a lightweight, wide-brimmed hat or use an umbrella to protect yourself from the sun, and apply sunscreen to any exposed skin. Having a sunburn reduces your body's ability to rid itself of heat.
- **Seek a cooler place.** Being in an air-conditioned building, even for just a few hours, is one of the best ways to prevent heat exhaustion. If your home doesn't have an air conditioner, consider spending time at a library or shopping mall. At the least, find a well-shaded spot. Fans alone aren't adequate to counter high heat and humidity.
- **Drink plenty of fluids.** Staying hydrated will help your body sweat and maintain a normal body temperature. If your doctor has told you to limit fluids because of a health condition, be sure to check with him or her about how much extra you need to drink when the temperature rises.
- **Take extra precautions with certain medications.** Ask your doctor or pharmacist whether the medications you take make you more susceptible to heat exhaustion and, if so, what you can do to keep your body from overheating.
- **Avoid hot spots.** On a hot day, the temperature in your parked car can rise 20 F (about 11 C) in just 10 minutes. Let your car cool off before you drive it. Never leave children or anyone else in a parked car in hot weather for any period of time.
- **Let your body acclimate to the heat.** If you travel to somewhere hot, or the temperatures suddenly jump in your area, it can take several weeks for your body to get used to the heat. You'll still need to take precautions, but working or exercising in heat should become more tolerable. If you're on vacation, you probably don't have several weeks to wait, but it's a good idea to wait at least a few days before attempting vigorous activity in the heat.

It's best not to exercise or engage in any strenuous activity in hot weather, but if you must, follow the same precautions and rest frequently in a cool spot. Taking breaks and replenishing your fluids during that time will help your body regulate your temperature.

Heatstroke: First aid

Original Article:<http://www.mayoclinic.com/health/first-aid-heatstroke/FA00019>

Heatstroke is the most severe of the heat-related problems, often resulting from exercise or heavy work in hot environments combined with inadequate fluid intake.

Young children, older adults, people who are obese and people born with an impaired ability to sweat are at high risk of heatstroke. Other risk factors include dehydration, alcohol use, cardiovascular disease and certain medications.

What makes heatstroke severe and potentially life-threatening is that the body's normal mechanisms for dealing with heat stress, such as sweating and temperature control, are inadequate. The main sign of heatstroke is a markedly elevated body temperature — generally greater than 104 F (40 C) — with changes in mental status ranging from personality changes to confusion and coma. Skin may be hot and dry — although if heatstroke is caused by exertion, the skin may be moist.

Other signs and symptoms may include:

- Rapid heartbeat
- Rapid and shallow breathing
- Elevated or lowered blood pressure
- Cessation of sweating
- Irritability, confusion or unconsciousness
- Feeling dizzy or lightheaded
- Headache
- Nausea
- Fainting, which may be the first sign in older adults

If you suspect heatstroke:

- Move the person out of the sun and into a shady or air-conditioned space.
- Call 911 or emergency medical help.
- Cool the person by covering him or her with damp sheets or by spraying with cool water. Direct air onto the person with a fan or newspaper.
- Have the person drink cool water or other nonalcoholic beverage without caffeine, if he or she is able.

SAFETY TRAINING:

1. **Must be completed every year.**
2. **There is a certified trainer on the coaching staff of each HS.**
3. **Verification must be on file at the Fine Arts office and the Superintendent's office.**

AUTOMATED EXTERNAL DEFIBRILATORS

The District shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002. Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, **marching band director**, **cheerleading coach**, and any other employee specified by the Commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction;
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

EXTRACURRICULAR ACTIVITY SAFETY TRAINING

The following persons must satisfactorily complete the extracurricular safety-training program developed by the Commissioner:

- A coach or **sponsor for an extracurricular athletic activity**;
- A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;
- A physician who is employed by the District or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and
- **A director responsible for a school marching band**.

The training may be conducted by the District, the American Red Cross, the American Heart Association, or a similar organization, or by the University Interscholastic League (UIL).

Education Code 33.202(b), (f); 19 TAC 76.1003

Fine Arts / Music Rehearsal Observation Guide

Name _____

Date _____

Common Best Practices across all Areas: Notate with +, -, or N (not observed).

- ____ 1. The rehearsal area is organized, clean, and safe, with adequate personal space for each student.
- ____ 2. Classroom rules and management procedures are posted, known, implemented, and followed by all.
- ____ 3. An outline goals and objectives for the rehearsal should be written on the white board.
- ____ 4. Developmentally appropriate lesson plans are at hand. They promote high expectations for all students.
- ____ 5. Lessons follow the SAISD Curriculum Guide. Instruction of grade/level appropriate TEKS is evident.
- ____ 6. A familiar rehearsal/lesson routine is established, with smooth transition between activities.
- ____ 7. At the bell, students are in their assigned places with music folders, pencil, and instruments.
- ____ 8. Rehearsal begins with a warm-up, technical exercises, sight-reading, and a lesson that enable improvement of student musicianship on the performance literature.
- ____ 9. After warm-up, the Fine Arts rehearsal cycle is (1) Playing, (2) Analysis of the performance, (3) Correction of mistakes, and (4) Assimilation of the corrections. Adherence to this cycle is evident.
- ____ 10. The director uses a variety of resources and instructional strategies to accommodate different learning styles.
- ____ 11. The director uses open-ended questions in order to promote higher order thinking. The students explain and justify their answers as the teacher monitors their understanding of musical concepts.
- ____ 12. Musical symbols and/or terms are posted in the room. The teacher and students use correct musical vocabulary and terminology.
- ____ 13. The director moves about the room to effectively monitor the students' progress and behavior.
- ____ 14. The students are attentive to the director and are engaged in learning, making consistent eye contact with the director. They do not talk, chew gum, text, or do other unrelated activities during rehearsals.
- ____ 15. Closure is provided at the end of the rehearsal, reinforcing the concepts and skills taught/learned during the lesson, and indicating direction of the rehearsal to follow.
- ____ 16. At the end of rehearsal, the students return music folders, supplies, equipment, and instruments to the proper storage areas.

Musical Attributes: Notate with +, -, or N (not observed).

Should See/Hear Daily	Should See/Hear Weekly	Should Never See/Hear
<input type="checkbox"/> Daily Agenda on Chalkboard <input type="checkbox"/> Meaningful warm-ups, to include breathing exercises, buzzing, long tones, lip slurs, Remington exercises & scales <input type="checkbox"/> A variety of music styles/style periods/cultures <input type="checkbox"/> Everyone with an instrument <input type="checkbox"/> Everyone with music/pencil <input type="checkbox"/> Director standing/moving around the room <input type="checkbox"/> Engaged Teaching <input type="checkbox"/> Engaged Learning <input type="checkbox"/> Students seated/standing with their Section <input type="checkbox"/> Correct embouchures from all students <input type="checkbox"/> All students sitting upright, backs away from chairs, feet flat on floor <input type="checkbox"/> Good Characteristic tone qualities <input type="checkbox"/> Well-established routines <input type="checkbox"/> Good instrument posture <input type="checkbox"/> Eye contact	<input type="checkbox"/> Physical warm-ups Standing & sitting <input type="checkbox"/> Making notes in music <input type="checkbox"/> Music improvisation skills <input type="checkbox"/> Changing seating arrangements <input type="checkbox"/> Recording for assessments <input type="checkbox"/> Listening to short performance recordings <input type="checkbox"/> Discussion of performance / concert etiquette <input type="checkbox"/> Analyzing music <input type="checkbox"/> Individual students working with computer software <input type="checkbox"/> Individual/small group/ sectional instruction <input type="checkbox"/> Teacher modeling on instruments <input type="checkbox"/> Music composition activities	<input type="checkbox"/> Students not on task <input type="checkbox"/> Extended silence <input type="checkbox"/> Extended written work <input type="checkbox"/> Talking or playing of instruments during teacher instruction <input type="checkbox"/> Chewing gum <input type="checkbox"/> Poor instrument posture <input type="checkbox"/> No warm-ups <input type="checkbox"/> Slouching in chairs <input type="checkbox"/> Poor Standing posture <input type="checkbox"/> Harsh, bright, strident or other uncharacteristic tone qualities <input type="checkbox"/> Sitting cross-legged <input type="checkbox"/> Students without music/pencils <input type="checkbox"/> Only "Pop" music <input type="checkbox"/> Students watching commercial videos/ movies <input type="checkbox"/> Students doing other work <input type="checkbox"/> Director sitting <input type="checkbox"/> Director in office

Orchestra Director / Teacher Responsibilities:

Orchestra Director (HS Level):

The orchestra director must enter and compete / participate in the following events:

Pre-UIL Concert & Sight-Reading Evaluation

UIL Concert & Sight-Reading Contest

UIL Solo & Ensemble Contest (one Saturday)

Texas State Solo and Ensemble Contest

SAISD Solo & Ensemble Contest

SAISD District Honor Orchestra Auditions (middle school and high school)

SAISD District Honor Orchestra Clinic and Concert (one evening and one Saturday)

TMEA District, Region, Pre-Area, and Area Auditions (as many as five Saturdays)

TMEA Region Orchestra Clinic and Concert (one evening and one Saturday)

Four Curriculum Concerts (one each 9-week period)

TMEA Fall & Spring Meetings (two Saturday or Sunday afternoons)

The following criteria also apply for this position:

- A. The director will hold section rehearsals and / or individual lessons no less than 3 days out of each week throughout the school year. These rehearsals should be no less than 45-60 minutes in length and may be held before and / or after school.
- B. The director will submit copies of the inventory to the band repair lab twice each year.
- C. The director will work no less than three days following the last day of classes in order to complete end-of-year activities including instrument inventories, transport of instruments to the repair lab, and filing of music.
- D. Each orchestra will perform a minimum of four curriculum concerts each year. One curriculum concert will be held at the end of each 9-week period.
- E. Students will participate in the SAISD Solo & Ensemble Contest.
- F. Students will participate in the UIL Solo & Ensemble Contest.
- G. Students will participate in the SAISD District Honor Orchestra Auditions / Clinic & Concert.
- H. Students will participate in the TMEA All-Region Orchestra Audition / Clinic & Concert.
- I. When orchestra students are participating in SAISD Honor Orchestra Auditions or TMEA District/Region/Area/State Auditions, the directors are expected to attend, be present, and perform any duties assigned for the duration of the audition.
- J. Directors who have students attending SAISD Honor Clinic & Concerts or TMEA Region Clinic & Concerts are expected to be in attendance throughout the event. Directors who do not have student participants may be expected to work and be in attendance.
- K. The director will organize fall semester recruiting performances at middle schools in preparation for choice slips, organization of high school classes.

Orchestra Director (MS Level):

The orchestra director must enter and compete / participate in the following events:

Pre-UIL Concert & Sight-Reading Evaluation

UIL Concert & Sight-Reading Contest

SAISD Solo & Ensemble Contest

SAISD District Honor Orchestra Auditions

SAISD District Honor Band Clinic and Concert (one evening and one Saturday)

TMEA District, Region Auditions

TMEA Region Clinic and Concert (one evening and one Saturday)

Four Curriculum Concerts (one each 9-week period)

TMEA Fall & Spring Meetings (two Saturday or Sunday afternoons)

The following criteria also apply for this position:

- The director will hold section rehearsals and / or individual lessons no less than 3 days out of each week throughout the school year. These rehearsals should be no less than 45-60 minutes in length and may be held before and / or after school.
- The director will submit copies of the inventory to the band repair lab twice each year.
- The director will work no less than three days following the last day of classes in order to complete end-of-year activities including instrument inventories, transport of instruments to the repair lab, and filing of music.
- Each orchestra will perform a minimum of four curriculum concerts each year. One curriculum concert will be held at the end of each 9-week period.
- Students will participate in the SAISD Solo & Ensemble Contest
- Students will participate in the UIL Solo & Ensemble Contest
- Students will participate in the TMEA All-Region Orchestra Auditions / Clinic & Concert.
- Students will participate in the SAISD Honor Orchestra Auditions
- When music students are participating in SAISD Honor Auditions or TMEA District/Region/Area/State Auditions, the directors are expected to attend, be present, and perform any duties assigned for the duration of the audition.
- Directors who have students attending SAISD Honor Clinic & Concerts or TMEA Region Clinic & Concerts are required to be in attendance throughout the event. Directors who do not have student participants may be expected to work and be in attendance.
- The director will organize fall semester recruiting performances at elementary schools in preparation for choice slips, organization of middle school classes.
- The director will organize spring semester beginning orchestra instrument drives in preparation for class placement/schedule procedures.

ORCHESTRA MUSIC CONTESTS, EVENTS & PLANNING

Fall Semester

Texas Orchestra Directors Association
Texas Orchestra Directors Association
TMEA Region XXIX Fall Meeting
SAISD Fine Arts Professional Development
SAISD Honor HS/MS Auditions-Directors will serve as judges
Directors will serve in assigned capacity for contest days
TMEA High School Region Orchestra Auditions
Directors will serve in assigned capacity for contest days
HS/MS Region Orchestra Clinic/Concert
SAISD Entry DEADLINES for all events
Entries for Region and UIL events
Curriculum Concert performances
Community Performances
Vertical Alignment for program development with feeder school
District Solo & Ensemble event
Region Solo & Ensemble event
UIL Solo and Ensemble music selection
UIL Concert and Sight-Reading music selection

Spring Semester

UIL Solo and Ensemble music selection
UIL Concert and Sight-Reading music selection
SAISD Music Department Professional Development
TMEA Convention
SAISD entry DEADLINES for all events
Entries for UIL events
SAISD Honor Orchestra High School/Middle School
Clinic and Concert –Directors will assist Pre-UIL and UIL Concert and Sight-Reading Contest
Pre-UIL and UIL High School Solo and Ensemble Contest UIL State Solo and Ensemble Contest
Concert performances reflecting student achievement
Community Performances
Vertical Alignment for program development with feeder school, a reciprocal arrangement advantageous for both
TMEA Region XII Spring Meeting
Recruitment

School Owned Instruments and Supplies

A. All students and their parents/guardians will be notified in person at a recruitment meeting, or by letter, that their child has been admitted to the instrumental music program for the following school year. Students and parents/guardians are responsible for district owned instruments while they are checked out to them. Students who receive a school owned instrument and their parents/guardians are required to sign a usage agreement with SAISD, indicating that they will take proper care of the instrument, and return it in good condition.

B. A fee may be assessed for musical supplies and materials, not to exceed a total cost of \$25 per semester (or \$50 per year). These supplies and materials may include, but are not exclusive to the following items: reeds, valve & slide oil, general lubricants, music, and an organization shirt.

C. Musical instrument repair will be made through the SAISD Band Repair Lab Technicians.

D. Lost or Stolen Instruments:

1. Notify the Principal and the Executive Director for Fine Arts immediately
2. Submit a copy of the Police report to the Principal, Executive Director for Fine Arts and the SAISD Fixed Assets Department
3. The director(s) will actively work with students, parents/guardians, and police to recover the instrument.

Fine Arts / Music Rehearsal Observation Guide

Name _____

Date _____

Common Best Practices across all Areas: Notate with +, -, or N (not observed).

- ____ 1. The rehearsal area is organized, clean, and safe, with adequate personal space for each student.
- ____ 2. Classroom rules and management procedures are posted, known, implemented, and followed by all.
- ____ 3. An outline goals and objectives for the rehearsal should be written on the white board.
- ____ 4. Developmentally appropriate lesson plans are at hand. They promote high expectations for all students.
- ____ 5. Lessons follow the SAISD Curriculum Guide. Instruction of grade/level appropriate TEKS is evident.
- ____ 6. A familiar rehearsal/lesson routine is established, with smooth transition between activities.
- ____ 7. At the bell, students are in their assigned places with music folders, pencil, and instruments.
- ____ 8. Rehearsal begins with a warm-up, technical exercises or sight-reading, and a lesson that enables improvement of student musicianship on the performance literature.
- ____ 9. After the warm-up, the Fine Arts rehearsal cycle is (1) Playing/Singing, (2) Analysis of the performance, (3) Correction of mistakes, and (4) Assimilation of the corrections. Adherence to this cycle is evident.
- ____ 10. The director uses a variety of resources and instructional strategies to accommodate different learning styles.
- ____ 11. The director uses open-ended questions in order to promote higher order thinking. The students explain and justify their answers as the teacher monitors their understanding of musical concepts.
- ____ 12. Musical symbols and/or terms are posted in the room. The teacher and students use correct musical vocabulary and terminology.
- ____ 13. The director moves about the room to effectively monitor the students' progress and behavior.
- ____ 14. The students are attentive to the director and are engaged in learning, making consistent eye contact with the director. They do not talk, chew gum, text, or do other unrelated activities during rehearsals.
- ____ 15. Closure is provided at the end of the rehearsal, reinforcing the concepts and skills taught/learned during the lesson, and indicating direction of the rehearsal to follow.
- ____ 16. At the end of rehearsal, the students return music folders, supplies, equipment, and instruments to the proper storage areas.

Musical Attributes: Notate with +, -, or N (not observed).

Should See/Hear Daily	Should See/Hear Weekly	Should Never See/Hear
<input type="checkbox"/> Daily Agenda on Chalkboard <input type="checkbox"/> Meaningful warm-ups, to include breathing exercises, buzzing, long tones, lip slurs, Remington exercises & scales <input type="checkbox"/> A variety of music styles/style periods/cultures <input type="checkbox"/> Everyone with an instrument <input type="checkbox"/> Everyone with music/pencil <input type="checkbox"/> Director standing/moving around the room <input type="checkbox"/> Engaged Teaching Engaged Learning <input type="checkbox"/> Students seated/standing with their Section <input type="checkbox"/> Correct embouchures from all students <input type="checkbox"/> All students sitting upright, backs away from chairs, feet flat on floor <input type="checkbox"/> Good Characteristic tone qualities <input type="checkbox"/> Well-established routines	<input type="checkbox"/> Physical warm-ups Standing & sitting <input type="checkbox"/> Making notes in music <input type="checkbox"/> Music improvisation skills <input type="checkbox"/> Changing seating arrangements <input type="checkbox"/> Recording for assessments <input type="checkbox"/> Listening to short performance recordings <input type="checkbox"/> Discussion of performance / concert etiquette <input type="checkbox"/> Analyzing music <input type="checkbox"/> Individual students working with computer software <input type="checkbox"/> Individual/small group/ sectional instruction	<input type="checkbox"/> Students not on task <input type="checkbox"/> Extended silence <input type="checkbox"/> Extended written work <input type="checkbox"/> Talking or playing of instruments during teacher instruction <input type="checkbox"/> Chewing gum <input type="checkbox"/> Poor instrument posture <input type="checkbox"/> No warm-ups <input type="checkbox"/> Slouching in chairs <input type="checkbox"/> Poor Standing posture <input type="checkbox"/> Harsh, bright, strident or other uncharacteristic tone qualities <input type="checkbox"/> Sitting cross-legged <input type="checkbox"/> Students without music/pencils <input type="checkbox"/> Only "Pop" music <input type="checkbox"/> Students watching commercial videos/ movies <input type="checkbox"/> Students doing other work

- Good instrument posture
- Eye contact

- Teacher modeling on instruments
- Music composition activities

- Director sitting
- Director in office

Mariachi Director / Teacher Responsibilities:

Mariachi Director (HS Level):

The Mariachi director must enter and compete / participate in the following events:

UIL Format Concert Contest

SAISD Solo & Ensemble Contest

UIL Solo & Ensemble contest

UIL State Mariachi Festival (if qualify)

SAISD District Honor Mariachi Auditions

TMEA Region Mariachi Auditions

SAISD Mariachi Assessment

SAISD District Honor Band Clinic and Concert (one evening and one Saturday)

TMEA Region Clinic and Concert (one evening and one Saturday)

Four Curriculum Concerts (one each 9-week period)

TMEA Fall & Spring Meetings (two Saturday or Sunday afternoons)

The following criteria also apply for this position:

- The director will hold section rehearsals and / or individual lessons no less than 2 days out of each week throughout the school year. These rehearsals should be no less than 45-60 minutes in length and may be held before and / or after school.
- The director will submit copies of the inventory to the band repair lab twice each year.
- The certified director will work no less than three days following the last day of classes in order to complete end-of-year activities including instrument inventories, transport of instruments to the repair lab, and filing of music.
- Each mariachi ensemble will perform a minimum of four curriculum concerts each year. One curriculum concert will be held at the end of each 9-week period.
- Students will participate in the SAISD Solo & Ensemble Contest.
- Students will participate in the UIL Solo & Ensemble Contest.
- Students will participate in the TMEA Region Mariachi Auditions
- When music students are participating in SAISD Honor Auditions or TMEA District/Region Auditions, the directors are required to attend, be present, and perform any duties assigned for the duration of the audition.

- Directors who have students attending SAISD Honor Clinic & Concerts or TMEA Region Clinic & Concerts are required to be in attendance throughout the event. Directors who do not have student participants may be expected to work and be in attendance.

Mariachi Director (MS Level):

The Mariachi director must enter and compete / participate in the following events:

UIL Format Concert Contest

SAISD Solo & Ensemble Contest

UIL Solo & Ensemble contest

UIL State Mariachi Festival (if qualify)

SAISD District Honor Mariachi Auditions

TMEA Region Mariachi Auditions

SAISD Mariachi Assessment

SAISD District Honor Band Clinic and Concert (one evening and one Saturday)

TMEA Region Clinic and Concert (one evening and one Saturday)

Four Curriculum Concerts (one each 9-week period)

TMEA Fall & Spring Meetings (two Saturday or Sunday afternoons)

- The following criteria also apply for this position:
- The director will hold section rehearsals and / or individual lessons no less than 2 days out of each week throughout the school year. These rehearsals should be no less than 45-60 minutes in length and may be held before and / or after school.
- The director will submit copies of the inventory to the band repair lab twice a year.
- The certified director will work no less than three days following the last day of classes in order to complete end-of-year activities including instrument inventories, transport of instruments to the repair lab, and filing of music.
- Each mariachi ensemble will perform a minimum of four curriculum concerts each year. One curriculum concert will be held at the end of each 9-week period.
- Students will participate in the SAISD Solo & Ensemble Contest.
- Students will participate in the UIL Solo & Ensemble Contest.
- Students will participate in the TMEA Region Mariachi Auditions
- When music students are participating in SAISD Honor Auditions or TMEA District/Region/Area/State Auditions, the directors are expected to attend, be present, and perform any duties assigned for the duration of the audition.

- Directors who have students attending SAISD Honor Clinic & Concerts or TMEA Region Clinic & Concerts are expected to be in attendance throughout the event. Directors who do not have student participants may be expected to work and be in attendance.

MARIACHI MUSIC CONTESTS, EVENTS & PLANNING

Fall Semester

Region XXIX Fall Meeting

SAISD Music Department Professional Development

SAISD Honor Mariachi HS/MS Auditions

- Directors will serve in assigned capacity for contest days

HS/MS Region Auditions

- 4

HS/MS Region Mariachi Clinic/Concert

SAISD Entry DEADLINES for all events

Entries for Region and UIL events

Curriculum Concert performances reflecting student's development and director's growth in repertoire

Community Performances

SAISD Solo & Ensemble music selection

SAISD Concert music selection

Spring Semester

UIL Solo and Ensemble music selection

UIL Concert music selection

SAISD Music Department Professional Development

TMEA Convention

SAISD Entry DEADLINES for all events

Entries for SAISD events

SAISD Middle School Solo & Ensemble Contest

Mariachi Concert Assessments

Pre-UIL and UIL High School Solo and Ensemble Contest

Region Solo & Ensemble event State Solo and Ensemble Contest

Curriculum-Concert performances reflecting student achievement and director's growth in repertoire

Community Performances

Recruiting

Battle of Flowers Parade

District Mariachi

Region XXIX Spring Meeting

School Owned Instruments and Supplies

- A. All students and their parents/guardians will be notified in person at a recruitment meeting, or by letter, that their child has been admitted to the instrumental music program for the following school year. Students and parents/guardians are responsible for district owned instruments while they are checked out to them. Students who receive a school owned instrument and their parents/guardians are required to sign a usage agreement with SAISD, indicating that they will take proper care of the instrument, and return it in good condition.
- B. A fee may be assessed for musical supplies and materials, not to exceed a total cost of \$25 per semester (or \$50 per year). These supplies and materials may include, but are not exclusive to the following items: reeds, valve & slide oil, general lubricants, music, and an organization shirt.
- C. Musical instrument repair will be made through the SAISD Band Repair Lab Technicians and approved vendors.
- D. Lost or Stolen Instruments:
 1. Notify the Principal and the Executive Director of Fine Arts Immediately
 2. Submit a copy of the Police report to the Principal, Executive Director for Fine Arts and the SAISD Fixed Assets Department.
 3. The director(s) will actively work with the students, parents/guardians, and police to recover the instruments.

Fine Arts / Music Rehearsal Observation Guide

Name _____

Date _____

Common Best Practices across all Areas: Notate with +, -, or N (not observed).

- ____ 1. The rehearsal area is organized, clean, and safe, with adequate personal space for each student.
- ____ 2. Classroom rules and management procedures are posted, known, implemented, and followed by all.
- ____ 3. An outline goals and objectives for the rehearsal should be written on the white board.
- ____ 4. Developmentally appropriate lesson plans are at hand. They promote high expectations for all students.
- ____ 5. Lessons follow the SAISD Curriculum Guide. Instruction of grade/level appropriate TEKS is evident.
- ____ 6. A familiar rehearsal/lesson routine is established, with smooth transition between activities.
- ____ 7. At the bell, students are in their assigned places with music folders, pencil, and instruments.
- ____ 8. Rehearsal begins with a warm-up, technical exercises or sight-reading, and a lesson that enables improvement of student musicianship on the performance literature.
- ____ 9. After the warm-up, the Fine Arts rehearsal cycle is (1) Playing/Singing, (2) Analysis of the performance, (3) Correction of mistakes, and (4) Assimilation of the corrections. Adherence to this cycle is evident.
- ____ 10. The director uses a variety of resources and instructional strategies to accommodate different learning styles.
- ____ 11. The director uses open-ended questions in order to promote higher order thinking. The students explain and justify their answers as the teacher monitors their understanding of musical concepts.
- ____ 12. Musical symbols and/or terms are posted in the room. The teacher and students use correct musical vocabulary and terminology.
- ____ 13. The director moves about the room to effectively monitor the students' progress and behavior.
- ____ 14. The students are attentive to the director and are engaged in learning, making consistent eye contact with the director. They do not talk, chew gum, text, or do other unrelated activities during rehearsals.
- ____ 15. Closure is provided at the end of the rehearsal, reinforcing the concepts and skills taught/learned during the lesson, and indicating direction of the rehearsal to follow.
- ____ 16. At the end of rehearsal, the students return music folders, supplies, equipment, and instruments to the proper storage areas.

Musical Attributes: Notate with +, -, or N (not observed).

Should See/Hear Daily	Should See/Hear Weekly	Should Never See/Hear
<input type="checkbox"/> Daily Agenda on Chalkboard <input type="checkbox"/> Meaningful warm-ups, to include breathing exercises, buzzing, long tones, lip slurs, Remington exercises & scales <input type="checkbox"/> A variety of music styles/style periods/cultures <input type="checkbox"/> Everyone with an instrument <input type="checkbox"/> Everyone with music/pencil <input type="checkbox"/> Director standing/moving around the room <input type="checkbox"/> Engaged Teaching Engaged Learning <input type="checkbox"/> Students seated/standing with their Section <input type="checkbox"/> Correct embouchures from all students <input type="checkbox"/> All students sitting upright, backs away from chairs, feet flat on floor <input type="checkbox"/> Good Characteristic tone qualities <input type="checkbox"/> Well-established routines <input type="checkbox"/> Good instrument posture <input type="checkbox"/> Eye contact	<input type="checkbox"/> Physical warm-ups Standing & sitting <input type="checkbox"/> Making notes in music <input type="checkbox"/> Music improvisation skills <input type="checkbox"/> Changing seating arrangements <input type="checkbox"/> Recording for assessments <input type="checkbox"/> Listening to short performance recordings <input type="checkbox"/> Discussion of performance / concert etiquette <input type="checkbox"/> Analyzing music <input type="checkbox"/> Individual students working with computer software <input type="checkbox"/> Individual/small group/ sectional instruction <input type="checkbox"/> Teacher modeling on instruments <input type="checkbox"/> Music composition activities	<input type="checkbox"/> Students not on task <input type="checkbox"/> Extended silence <input type="checkbox"/> Extended written work <input type="checkbox"/> Talking or playing of instruments during teacher instruction <input type="checkbox"/> Chewing gum <input type="checkbox"/> Poor instrument posture <input type="checkbox"/> No warm-ups <input type="checkbox"/> Slouching in chairs <input type="checkbox"/> Poor Standing posture <input type="checkbox"/> Harsh, bright, strident or other uncharacteristic tone qualities <input type="checkbox"/> Sitting cross-legged <input type="checkbox"/> Students without music/pencils <input type="checkbox"/> Only "Pop" music <input type="checkbox"/> Students watching commercial videos/ movies <input type="checkbox"/> Students doing other work <input type="checkbox"/> Director sitting <input type="checkbox"/> Director in office

ELEMENTARY FINE ARTS

Music

Art

Theatre

SAISD ELEMENTARY FINE ARTS GOALS

To provide students a foundation of fine arts whereby the students can perform musically/artistically in groups and individually; can make an aesthetic and knowledgeable judgment of the fine arts; to develop literacy skills in music, art and theatre and to demonstrate that the fine arts is an integral part of life as evidenced through history, society, culture, and tradition.

Elementary Fine Arts Teacher Responsibilities

Elementary Music:

The elementary music teacher must participate in the following events:

SAISD Elementary Choral Festival

SAISD Professional Development

It is recommended that the elementary music teacher participate in:

TMEA fall and spring meetings

TEAS Music Educators Association Conference (February)

Vertically aligned performances with the secondary schools in their feeder pattern

Kodaly, Orff, and/or Dalcroze training through a nationally certified organization

The following criteria also apply for this position:

- Plan and deliver quality musical instruction in compliance with the music TEKS, and the SAISD Year at a Glance program planning guide provided by the fine arts department
- Generate all lessons with a vocal premise.
- Develop music literacy. Example: solfege, rhythm reading, reading rhythm with solfege, Orff accompaniment with song selection, recorder accompaniment with song selections, song selections sung on solfege, beat and rhythm with song through audiation.
- Develop a basic knowledge of music history through lessons on musical eras, composers and their music as well as the instruments of the orchestra through extensions of the vocal lesson.
- Plan and deliver quality musical instruction correlated with the music TEKS, the SAISD Curriculum Guides and the philosophies of Dalcroze, Kodaly and Orff.
- Music teachers trained in the Kodaly philosophy will use the alternate Kodaly approach for teaching music. Approved documents outlining literacy components are online on the Vocal Tab behind the Curriculum Guides.
- Correlate appropriate STARR objectives in music instruction
- To support a campus choir whereby choir rehearsals during, before and/or after school are provided.
- Class piano, guitar and Zumba instruction during the school day is not to take place. Teachers may extend this to a before/after school activity.
- Attend and participate in SAISD elementary music events such as the Elementary Choral Festival, etc.
- Submit a calendar of events to the principal and Elementary Vocal Coordinator.
- Positively promote the music program in the school and local media.
- Secure transportation for all events.
- Seek professional development opportunities TMEA, TCDA, OAKE, AOSA, and DS

ELEMENTARY MUSIC EVENTS & PLANNING

Fall Semester

TMEA Region XII Fall Meeting

SAISD Music Department In-service/Professional development

Concert performances reflecting student's development, growth in vocal repertoire, meeting the state requirement of teaching the elementary music TEKS

Community Performance(s)

PTA Performances(s)

Vertical Alignment for program development with feeder school, a reciprocal arrangement advantageous for both

Spring Semester

SAISD Music Department Professional Development

Begin selecting literature for the 'Elementary Choral Festival' (October)

TMEA Convention (optional)

Decision of "Elementary Choral Festival" Program (November)

Concert performances reflecting student's development, growth in vocal repertoire, meeting the state requirement of teaching the elementary music TEKS Community Performance(s)

SAISD Elementary Choral Festival (March)

TMEA Region XII Spring Meeting

TCDA Convention (summer, optional)

Fine Arts /Elementary Music Observation Guide

Common Best Practices across all Areas: Notate with +, -, or N (not observed).

- ____1. The rehearsal area is organized, clean, and safe, with adequate personal space for each student.
- ____2. Classroom rules and management procedures are posted, known, implemented, and followed by all.
- ____3. An outline goals and objectives for the rehearsal should be written on the white board.
- ____4. Developmentally appropriate lesson plans are at hand. They promote high expectations for all students.
- ____5. Lessons follow the SAISD Curriculum Guide. Instruction of grade/level appropriate TEKS is evident.
- ____6. A familiar rehearsal/lesson routine is established, with smooth transition between activities.
- ____7. At the bell, students are in their assigned places with music folders, pencil, and instruments.
- ____8. Rehearsal begins with a warm-up, technical exercises or sight-reading, and a lesson that enables improvement of student musicianship on the performance literature.
- ____9. After the warm-up, the Fine Arts rehearsal cycle is (1) Playing/Singing, (2) Analysis of the performance, (3) Correction of mistakes, and (4) Assimilation of the corrections. Adherence to this cycle is evident.
- ____10. The director uses a variety of resources and instructional strategies to accommodate different learning styles.
- ____11. The director uses open-ended questions in order to promote higher order thinking. The students explain and justify their answers as the teacher monitors their understanding of musical concepts.
- ____12. Musical symbols and/or terms are posted in the room. The teacher and students use correct musical vocabulary and terminology.
- ____13. The director moves about the room to effectively monitor the students' progress and behavior.
- ____14. The students are attentive to the director and are engaged in learning, making consistent eye contact with the director. They do not talk, chew gum, text, or do other unrelated activities during rehearsals.
- ____15. Closure is provided at the end of the rehearsal, reinforcing the concepts and skills taught/learned during the lesson, and indicating direction of the rehearsal to follow.
- ____16. At the end of rehearsal, the students return music folders, supplies, equipment, and instruments to the proper storage areas.

Musical Attributes: Notate with +, -, or N (not observed).

Should See/Hear		Might See/Hear		Would Seldom See/Hear	
	Solfege		Examples of student work		Lessons without student activity or game
	Staff Board		Movement		No signing within the lessons
	Singing/Movement		Orff Instruments		Extended Silence
	All students using Curwen hand signs		Recorders		Extended written work
	Movement for melody		Keyboards		Talking during teacher instruction
	All students using rhythm names and kinesthetic activity to read rhythms		Guitars		Extended playing of vocal parts on CD while students "sing along"
	Capella singing		Discussion of performance/concert etiquette		Students watching commercial videos/ movies not exactly linked to the TEKS
	Students reading music notation		Singing alone and in small groups		The same skill level taught in multiple grade levels
	Engaged teaching		Engaged listening to folk/ classical literature of diverse styles, periods and cultures		Textbooks used for the entire period
	Engaged learning		Small group or individual instruction		
	Teacher modeling		Teacher using appropriate questioning to teach new concepts instead of "direct instruction"		
	Well established routines		Music composition activities		
	Folk songs		Music improvisation		
	Sequential teaching		Small group work		

VISUAL ART

SAISD VISUAL ART GOALS

To provide students with an art instruction program where the students can create art that will foster comprehension and synthesis of information and skills related to sensory awareness, creative expression, technical proficiency, cultural appreciation, and critical judgments.

Visual Arts Scheduling Standards for High School

High School Year One	Course: Art I 9 th – 12 th Grade	Notes: 28 students Max: counts as graduation credit	Courses: Drawing II, Painting II, Ceramic & Sculpture II	Notes: Only 9 th grade students who completed 8 th grade MS Art III can take these courses in year one of HS Art. Teacher approval is REQUIRED
High School Year Two	Courses: Drawing II, Painting II, Ceramic & Sculpture II, 10 th – 12 th Grade	Notes: Pre-requisite – High School Art I 28 students Max; Teacher approval REQUIRED	Courses: Drawing III, Painting III, Ceramic & Sculpture III	Notes: Only 10 th Grade Students who have completed one of the following – Drawing II, Painting II, Sculpture II. Teacher approval is REQUIRED
High School Year Three	Courses: Drawing III, Painting III, Ceramic & Sculpture III, AP Art History	Notes: Pre-requisite – Drawing II, Painting II, Ceramics & Sculpture II 28 students Max; Teacher approval REQUIRED	Courses: Drawing IV, Painting IV, Ceramic & Sculpture IV, AP Art History	Notes: Only 11 th Grade Students who have completed one of the following – Drawing III, Painting III, Sculpture III. Teacher approval is REQUIRED
High School Year Four	Courses: Drawing IV, Painting IV, AP Drawing, AP 3D Design, AP Art History 12 th Graders	Notes: Pre-requisite – Drawing III, Painting III, Sculpture III 28 students Max; Teacher approval REQUIRED	Course: AP Drawing, AP 3D Design, AP Art History	Notes: Pre-requisite Drawing III, Painting III or Sculpture III 28 Students Max Teacher approval REQUIRED
General Notes:	<p>Art Level II – IV should not be placed in Art level I Class</p> <p>All advanced art students are selected by the teacher</p> <p>All art classes are separated by ability level and/or medium Stackable classes: AP Drawing & Drawing IV, Painting II & Painting III, Ceramic and Sculpture II & III, AP 3D Design and Ceramic & Sculpture IV</p>			

Visual Arts Scheduling Standards for Middle School

Middle School Year One	Course: Art I 6 th Grade Class 7 th & 8 th Grade Class	Notes 6 th graders ONLY, 30 students max 7 th & 8 th graders ONLY, 30 students max
Middle School Year Two	Course: Art II 7 th & 8 th	Pre-requisite: Art I, Teacher Approval REQUIRED 7 th & 8 th Graders only, 30 Students Max
Middle School Year Three	Course: Art III (HS Credit possible) 8 th Grade ONLY	Pre-requisite: Art I & II, Teacher Approval REQUIRED 8 th Graders Only Must follow High School Art I – TEKS Possible HS credit – based on portfolio & HS Director Approval
General Notes	Art II & III have a pre-requisite Art II & III – Must have Teacher Approval 6 th Graders – Must not be placed with 7 th & 8 th Graders for Art I	

Theatre Arts Scheduling Standards for High School

Year One	Course: Theatre I 9 th – 12 th Grade	Notes: 50 students Max; counts as graduation credit	Course: Technical Theatre I 9 th – 12 th grade	Notes: 25 students Max. Class size limited due to power tools	Course: Theatre Production I 9 th – 12 th Grade	Notes: Pre-requisite – MS Theatre III – or HS Theatre I Theatre Production I & II can be stacked together Theatre Production III & IV can be stacked together 50 students MAX per period Teacher approval REQUIRED
Year Two	Course: Theatre II 9 th – 12 th Grade	Pre-requisite – High School Theatre I or MS Theatre III 50 students Max; Class cannot be stacked Teacher Approval REQUIRED	Course: Technical Theatre II 10 th – 12 th Grade	Pre-requisite – Technical Theatre I class cannot be stacked. 25 students max Class size limited due to power tools Teacher Approval REQUIRED	Course: Theatre Production II 10 th – 12 th Grade	Notes: Pre-requisite – MS Theatre III – or HS Theatre I Theatre Production I & II can be stacked together Theatre Production III & IV can be stacked together 30 students MAX per period Teacher approval REQUIRED
Year Three	Course: Theatre III 10 th – 12 th Grade	Pre-requisite – High School Theatre I or MS Theatre III & Theatre II 30 students Max; Theatre III & IV can be stacked; Teacher Approval REQUIRED	Course: Technical Theatre III 11 th – 12 th Grade	Pre-requisite – Technical Theatre I & II Tech Theatre III & IV CAN be stacked. 25 students max – Class size limited due to power tools Teacher Approval REQUIRED	Course: Theatre Production III 10 th – 12 th Grade	Notes: Pre-requisite – MS Theatre III – or HS Theatre I Theatre Production I & II can be stacked together Theatre Production III & IV can be stacked together 30 students MAX per period Teacher approval REQUIRED
Year Four	Course: Theatre IV 11 th – 12 th Grade	Pre-requisite – High School Theatre I or MS Theatre III & Theatre II, III 30 students Max; Theatre III & IV can be stacked; Teacher Approval REQUIRED	Course: Technical Theatre IV 12 th Grade	Pre-requisite – Technical Theatre I, II, III Tech Theatre III & IV CAN be stacked. 25 students max – Class size limited due to power tools Teacher Approval REQUIRED	Course: Theatre Production IV 11 th – 12 th Grade	Notes: Pre-requisite – MS Theatre III – or HS Theatre I Theatre Production I & II can be stacked together Theatre Production III & IV can be stacked together 30 students MAX per period Teacher approval REQUIRED

Theatre Arts Scheduling Standards for Middle School

<p style="text-align: center;">Middle School Year One</p>	<p style="text-align: center;">Course: Theatre I 6th Grade Theatre I 7th & 8th Grade Theatre I</p>	<p style="text-align: center;">Notes: 6th graders ONLY, 30 Students Max 7th & 8th graders ONLY, 30 Students Max</p>
<p style="text-align: center;">Middle School Year Two</p>	<p style="text-align: center;">Course: Theatre II 7th & 8th</p>	<p style="text-align: center;">Pre-requisite: Theatre I, Teacher Approval REQUIRED 7th & 8th Graders only, 30 Students Max</p>
<p style="text-align: center;">Middle School Year Three</p>	<p style="text-align: center;">Course: Theatre III (HS Credit possible) 8th grade Only</p>	<p style="text-align: center;">Pre-requisite: Theatre I & II, Teacher Approval REQUIRED 8th Graders Only Must Follow High School Theatre I – TEKS Possible Hs Credit – based on portfolio & HS Director Approval</p>
<p>General Notes</p> <p>Theatre II & III have a pre-requisite Theatre II & III – Must have Teacher Approval 6th Graders – Must not be placed with 7th & 8th Graders for Theatre I</p>		

VISUAL ART

SAISD VISUAL ART GOALS

To provide students with an art instruction program where the students can create art that will foster comprehension and synthesis of information and skills related to sensory awareness, creative expression, technical proficiency, cultural appreciation, and critical judgments.

Visual Art Teacher (HS Level):

The Visual Art teacher must enter and participate in the following events:

Various Art Contests (West Art Contest, Battle of Bands Art Contest, Congressional Art Contest, etc...)

SAISD Christmas Card Contest

VASE

SAISD Visual Art Showcase

Campus Art Exhibit in Fall and Spring

Participation in SAMA Family Day

The following criteria also apply for this position:

- Work to establish open communication lines between the middle school and the high school visual arts programs
- Attend all SAISD visual art meetings and professional development meetings
- Coordinate/Oversee the methodology of art instruction (6-12 grade) to be taught in SAISD. Instruction will correlate with the TEKS/TAKS and district recommendations.
- Design, implement, and exhibit skill in two- and three-dimensional art and realistic, abstract, and nonobjective forms
- Actively participate in professional organizations such as TAEA, NAEA, SAAEA which foster and support visual arts education
- Perform any other related duties that may be assigned by the principal or the Executive Director of Fine Arts

Visual Art Teacher (MS Level):

The Visual Art teacher must enter and participate in the following events:

Various Art Contests (West Art Contest, Battle of Bands Art Contest, Congressional Art Contest, etc...)

SAISD Christmas Card Contest

JR. VASE

SAISD Visual Art Showcase

Campus Art Exhibit in Fall and Spring

Participation in SAMA Family Day

The following criteria also apply for this position:

- Work to establish open communication lines between the middle school and the high school visual arts programs
- Attend all SAISD visual art meetings and professional development meetings
- Coordinate/Oversee the methodology of art instruction (6-12 grade) to be taught in SAISD. Instruction will correlate with the TEKS/TAKS and district recommendations.
- Design, implement, and exhibit skill in two- and three-dimensional art and realistic, abstract, and nonobjective forms
- Actively participate in professional organizations such as TAEA, NAEA, SAAEA which foster and support visual arts education
- Perform any other related duties that may be assigned by the principal or the Executive Director of Fine Arts

Visual Art Teacher (Elementary and Academy Level):

The Visual Art teacher must enter and participate in the following events:

Various Art Contests (West Art Contest, Battle of Bands Art Contest, Congressional Art Contest, etc....) when age requirements allow for it.

SAISD Christmas Card Contest

JR. VASE (Academy only; grades 6-8)

SAISD Visual Art Showcase

SAISD Elementary Art Meet (SEAM)

Campus Art Exhibit in Fall and Spring

Participation in SAMA Family Day

The following criteria also apply for this position:

- Work to establish open communication lines between the middle school and the high school visual arts programs
- Attend all SAISD visual art meetings and professional development meetings
- Coordinate/Oversee the methodology of art instruction (K-5; K-8 grade) to be taught in SAISD. Instruction will correlate with the TEKS/TAKS and district recommendations.
- Design, implement, and exhibit skill in two- and three-dimensional art and realistic, abstract, and nonobjective forms
- Actively participate in professional organizations such as TAEA, NAEA, SAAEA which foster and support visual arts education
- Perform any other related duties that may be assigned by the principal or the Executive Director of Fine Arts

ART CONTESTS, EVENTS & PLANNING

Fall Semester

TAEA-Conference

Professional Development

District Contests

VASE preparation

Fall Exhibits reflecting student's development and growth in repertoire

Vertical Alignment for program development with feeder school, a reciprocal arrangement advantageous for both

Community/City Exhibits Recruitment

Field Trips to local museums

SAMA Family Day

Spring Semester

VASE selections

Various Art Contests

Professional Development

SEAM

SAISD Art Showcase-submit entries and assist in planning

Spring Exhibits reflecting student's development and growth in repertoire

Vertical Alignment for program development with feeder school, a reciprocal arrangement advantageous for both

Community/City Exhibits Recruitment

Field Trips to local museums

SAMA Family Day

SAISD Summer Musical Theatre and Visual Art Camp

Fine Arts:

Name _____

Visual Arts Class Observation Guide

Date _____

Common Best Practices across all Areas of Fine Arts: Notate with +, -, or N (not observed).

- ___ 1. The rehearsal/classroom area is organized, clean, and safe, with adequate personal space for each student.
- ___ 2. Classroom rules and management procedures are posted, known, implemented, and followed by all.
- ___ 3. A daily agenda for the rehearsal should be posted on the chalk or white board.
- ___ 4. I can statements and word wall should be visible in the classroom.
- ___ 5. Developmentally appropriate lesson plans are at hand. They promote high expectations for all students.
- ___ 6. Instruction of grade/level appropriate TEKS is evident. Lessons follow the SAISD Curriculum Suggestions.
- ___ 7. A familiar rehearsal/lesson routine is established, with smooth transition between activities.
- ___ 8. Class and warm-up begin promptly without waste of time. Students are in their assigned places with necessary supplies (if needed).
- ___ 9. Rehearsal includes a warm-up, active instruction, and a lesson that enables engaged learning and/or improvement of student dance performance.
- ___ 10. The director uses a variety of resources and instructional strategies to accommodate different learning styles.
- ___ 11. The director uses open-ended questions in order to promote higher order thinking. The students explain and justify their answers as the teacher monitors their understanding of concepts
- ___ 12. The director/teacher and students use correct vocabulary and terminology throughout the lesson.
- ___ 13. The director/teacher moves about the room to effectively monitor the students' progress and behavior.
- ___ 14. The students are attentive to the director/teacher and are engaged in learning, making consistent eye contact with the director/teacher. They do not talk, chew gum, text, or do other unrelated activities during rehearsals.
- ___ 15. A proper closure is provided at the end of the rehearsal: closure reinforcing the concepts and skills taught/learned during the lesson, and indicating direction of the rehearsal to follow.
- ___ 16. At the end of the lesson, the students return journal folders, supplies, and any equipment to the proper storage areas. Students are not dismissed late.

Visual Art Attributes: Notate with +, -, or N (not observed).

<ul style="list-style-type: none"> ___ 1. Meaningful/ proper warm-up ___ 2. Large group/ entire class instruction ___ 3. Individual/ small group instruction or collaboration ___ 4. Teacher monitoring/ constructive correction/modeling/assessing ___ 5. Engaged instruction and teaching ___ 6. Engaged learning ___ 7. Teacher modeling ___ 8. A meaningful closure at the end of instruction. ___ 9. Students actively engaged in creative design and application of principles / elements ___ 10. Varied displays of student artwork in classroom as well as throughout the campus ___ 11. Student materials are readily available ___ 12. Student illustrated ideas for artworks from direct observation, experiences, and imagination ___ 13. Students demonstrating an understanding of art history, a variety of artists, and cultures ___ 14. Students using art and design vocabulary accurately. ___ 15. Students using a variety of art media and tools in design (drawing, painting, printmaking, sculpture, computers, etc.) ___ 16. Student portfolios: physical/digital 	<ul style="list-style-type: none"> ___ 1. Group guided instruction ___ 2. Journal/ Sketchbooks ___ 3. Peer critique on projects ___ 4. Evidence of independent student involvement / work ___ 5. Cooperative learning ___ 6. Individual/group student projects ___ 7. Students assisting peers with concepts and design questions ___ 8. Teacher guided instruction on an individual basis as needed ___ 9. Students engaged in textbooks to teach or reinforce a concept ___ 10. Students using computers for art design ___ 11. Discussion of career and vocational opportunities in art ___ 12. Students moving about classroom to get materials / supplies / assistance / etc. (teacher monitored) 	<ul style="list-style-type: none"> ___ 1. Students criticizing other's work in any derogatory or negative manner. ___ 2. Students doing class work from other subjects ___ 3. Students eating/ chewing gum ___ 4. Talking during teacher instruction ___ 5. Unsafe use of equipment ___ 6. Students napping ___ 7. Extended written work ___ 8. Overuse of text books rather than active participation. ___ 9. Paper / pencil tasks ___ 10. No opportunity for student input ___ 11. Students watching videos / movies unrelated to curriculum ___ 12. Teacher not engaged in student Activity/sitting ___ 13. Extended silent reading (more than 20 minutes) ___ 14. Extended written work on a daily basis ___ 15. Same expectations and genres at every level ___ 16. Students producing or reproducing copyrighted pictures, characters, and other materials ___ 17. Coloring books or other photocopied pictures
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THEATRE ARTS

SAISD THEATRE ARTS GOALS

To provide students with a theater instruction program where the students can perform dramatically in groups and individually that will foster comprehension and synthesis of information and skills related to creative expression and performance, technical proficiency on the stage, cultural and historical appreciation and critical judgment as it relates to theatre, film, television and electronic media productions.

Theatre Director (HS Level):

The theatre director must enter and compete / participate in the following events:

Fall Production

SAISD Theatre Student Conference

SAISD One Act Play Clinic

UIL One Act Play

Spring Production (could take place in the Fall; discretion of director)

The following criteria also apply for this position:

- In the UIL One Act Play Competition, groups will advance until elimination by adjudication through Zone or District, Area, Region, and State competitions.
- The director will hold section rehearsals and / or individual lessons no less than 4 days out of each week that a play is in production throughout the school year. These rehearsals may be held before and / or after school.
- The director must attend all SAISD theatre meetings and professional development pertaining to theatre and participate in theatre arts programs including UIL One-Act Play and district sponsored performances.
- The director must maintain and upkeep the auditorium and all related areas.

Assistant Theatre Director (HS Level):

The assistant theatre director is under the direction of the head director, and must assist with competition / participation in the following events:

Fall Production

SAISD Theatre Student Conference

SAISD One Act Play Clinic

UIL One Act Play

Spring Production (could take place in the Fall; discretion of director)

The following criteria also apply for this position:

- In the UIL One Act Play Competition, groups will advance until elimination by adjudication through Zone or District, Area, Region, and State competitions.
- The director will hold section rehearsals and / or individual lessons no less than 4 days out of each week that a play is in production throughout the school year. These rehearsals may be held before and / or after school.
- The director must attend all SAISD theatre meetings and professional development pertaining to theatre and participate in theatre arts programs including UIL One-Act Play and district sponsored performances.
- The director must maintain and upkeep the auditorium and all related areas.

Middle School Theatre/One Act Play Director:

The middle school one-act play director must:

Attend all SAISD One Act Play Director meetings

Hold weekly rehearsals beginning the first week in October

Participate in the SAISD Theatre Student Conference. (Fall Semester)

Perform a minimum of two plays, one in the fall and the One-Act Play Festival in the spring.

The following criteria also apply for this position:

- The director will hold rehearsals and / or individual lessons no less than 4 days out of each week that a play is in production throughout the school year. These rehearsals may be held before and / or after school.
- The director must attend all SAISD theatre meetings and professional development pertaining to theatre and participate in theatre arts programs including UIL One-Act Play and district sponsored performances.
- The director must maintain and upkeep the auditorium and all related areas.

THEATRE CONTESTS, EVENTS & PLANNING

Fall Semester

Fall Production-performances reflecting student's development and growth in repertoire
UIL OAP script selection
Professional Development
Audition Master Class for HS Junior and seniors
SAISD Theatre Students Conference (formerly Middle School Theatre Mini-Conference)
Greater San Antonio Area Auditions (GSAA) for graduating seniors
Attend various local theatre performances (SAC, The Playhouse, The Classic Theatre, etc....)
Vertical Alignment for program development with feeder school, a reciprocal arrangement advantageous for both
Recruitment

Spring Semester

TETA
Professional Development
UIL Middle School One Act Play Festival-directors will host and/or assist.
SAISD UIL OAP Clinic
Attend additional UIL OAP Clinics
UIL One Act Play
Spring Production (production could also be in fall; director's discretion)-Performances reflecting student's development and growth in repertoire
Attend various local theatre performances (SAC, The Playhouse, The Classic Theatre, etc....)
Vertical Alignment for program development with feeder school, a reciprocal arrangement advantageous for both
Recruitment
SAISD Summer Musical Theatre Camp Planning and Auditions
UIL OAP Planning Meeting for next school year

Fine Arts:
Theatre Arts Class/Rehearsal Observation Guide

Name _____
Date _____

Common Best Practices across all Areas of Fine Arts: Notate with +,√, -, or N (not observed).

- ___ 1. The rehearsal/classroom area is organized, clean, and safe, with adequate personal space for each student.
- ___ 2. Classroom rules and management procedures are posted, known, implemented, and followed by all.
- ___ 3. A daily agenda for the rehearsal should be posted on the chalk or white board.
- ___ 4. I can statements and word wall should be visible in the classroom.
- ___ 5. Developmentally appropriate lesson plans are at hand. They promote high expectations for all students.
- ___ 6. Instruction of grade/level appropriate TEKS is evident. Lessons follow the SAISD Curriculum Suggestions.
- ___ 7. A familiar rehearsal/lesson routine is established, with smooth transition between activities.
- ___ 8. Class and warm-up begin promptly without waste of time. Students are in their assigned places with necessary supplies (if needed).
- ___ 9. Rehearsal includes a warm-up, active instruction, and a lesson that enables engaged learning and/or improvement of student dance performance.
- ___ 10. The director uses a variety of resources and instructional strategies to accommodate different learning styles.
- ___ 11. The director uses open-ended questions in order to promote higher order thinking. The students explain and justify their answers as the teacher monitors their understanding of theatrical concepts
- ___ 12. The director/teacher and students use correct vocabulary and terminology throughout the lesson.
- ___ 13. The director/teacher moves about the room to effectively monitor the students' progress and behavior.
- ___ 14. The students are attentive to the director/teacher and are engaged in learning, making consistent eye contact with the director/teacher. They do not talk, chew gum, text, or do other unrelated activities during rehearsals.
- ___ 15. A proper closure is provided at the end of the rehearsal: closure reinforcing the concepts and skills taught/learned during the lesson, and indicating direction of the rehearsal to follow.
- ___ 16. At the end of the lesson, the students return journal folders, supplies, and any equipment to the proper storage areas. Students are not dismissed late.

Theatre Attributes: Notate with +, -, or N (not observed).

Should see taking place	Might see taking place	Shouldn't see taking place
<ul style="list-style-type: none"> ___ 1. Meaningful/ proper warm-up ___ 2. Large group/ entire class instruction ___ 3. Individual/ small group instruction or collaboration ___ 4. Teacher monitoring/ constructive correction/modeling ___ 5. Engaged instruction and teaching ___ 6. Engaged learning ___ 7. Teacher modeling ___ 8. Communication using appropriate anatomical terminology and theatre terminology ___ 9. A meaningful closure at the end of instruction. ___ 10. Students practicing safe use of body and voice ___ 11. Students performing preparation and warm-up techniques ___ 12. Development of effective voice and diction for performance ___ 13. Development of effective use of body and movement for performance ___ 14. Well-established classroom routines ___ 15. Students engaged in a variety of theatrical activities and genres ___ 16. Students engaged as actor, ensemble member, director, and/or audience member ___ 17. Students using appropriate theatre vocabulary ___ 18. Use of quality dramatic literature 	<ul style="list-style-type: none"> ___ 1. Individual/ small group performance; scenes, monologues ___ 2. Group guided instruction ___ 3. Journal/ Interactive Notebooks/ note-taking ___ 4. Clips of Theatrical/ performance videos ___ 5. Cooperative learning ___ 6. Individual/group student projects ___ 6. Students building /creating/painting sets for technical theatre lessons/productions. ___ 7. Demonstration/ discussions of appropriate audience behavior and etiquette in classroom/ performances ___ 8. Students in various areas of the theatre/classroom working on projects/productions/acting scenes ___ 9. Reading and analysis of scripts ___ 10. Creative participation ___ 11. Memorization techniques ___ 12. Rehearsal techniques ___ 13. Writing of original scripts ___ 14. Operation of lights and sound to support a theatre performance ___ 15. Wearing costumes to enhance performance 	<ul style="list-style-type: none"> ___ 1. Students criticizing other's performance in any derogatory or negative manner. ___ 2. Students doing class work from other subjects ___ 3. Students eating/ chewing gum ___ 4. Talking during teacher instruction ___ 5. Unsafe use of theatre equipment ___ 6. Students napping ___ 7. Extended written work ___ 8. Overuse of text books rather than active participation. ___ 9. Students isolating themselves from the group ___ 10. Inappropriate language or subject matter (in class, script, or improvisation) ___ 11. Students watching videos / movies unrelated to curriculum ___ 12. Director not engaged in student Activity/sitting ___ 13. Extended silent reading (more than 20 minutes) ___ 14. Extended written work on a daily basis ___ 15. Same expectations and genres at every level

DANCE

SAISD DANCE GOALS

To provide students with a dance instruction program and comprehensive knowledge of dance as an art form where the students can perform dance that will foster artistic creation, an awareness of body sciences, fitness principals, and dance elements through comprehensive coursework, diverse productions, disciplined work ethic, cultural and historical appreciation, enrichment through variety of dance genres, creative choreographic process, and artistic diversity and appreciation.

Fine Arts Dance Teacher (HS & MS)

The dance teacher must participate in the following events:

Requested district sponsored events

SAISD Dance Extravaganza

SAMA Family Day (rotations)

Art Exhibit/ Fine Arts Dance Exhibitions

DEAL – Dance Educators Assessment of Learning

SAISD District Dance Assessment

Curriculum Concerts on your campus (2 required for TEKS based Fine Arts Dance)

Special performance events, dance workshops, and guest clinician opportunities

Attend a cross representation of dance workshops, dance contests and dance concerts

Attend all SAISD Dance/ Spirit meetings, professional development and workshops pertaining to Dance

The following criteria also apply for this position:

- Coordinate and implement the methodology of dance instruction. Instruction will be designed around and correlate with the Dance TEKS and standards, allowing display of skills in the various genres of dance.
- Design and implement a dance program where students actively and successfully participate in dance assessments, workshops, and exhibits within the school, the community, and the dance culture.
- Design and implement successful teaching strategies for a high school dance program.
- Communicate expectations and program goals to students, faculty, parents, community, and administration.
- Ensure proper care and control of students both in and around the classroom, rehearsals, and performances.
- Promote the dance programs within the school, district, community, and local media.
- Submit accolade achievements of Fine Arts Dance Program or individual dancers to the Fine Arts Department as well as SAISD Publications Department.
- Work to recruit students from the middle school and to establish lines of communication with the middle school PE and Dance programs to assist with recruitment.
- Perform any other related duties that may be assigned by the principal or the Executive Director of Fine Arts.
- Prepare all requisitions and purchase orders, following district procedures, for teaching supplies and dance supplies/equipment.
- Maintain accurate and current inventory of all costumes, supplies, and equipment.
- Perform any other related duties that may be assigned by the principal or the Executive Director of Fine Arts.
- Submit work orders for needed repair of dance equipment and rehearsal areas.
- Effect responsible care for all district issued equipment, costumes, dance supplies, purchased items and rehearsal areas. Lock up district sound systems daily.

FINE ARTS DANCE ASSESSMENTS, EVENTS AND PLANNING

Fall Semester

SAISD Dance Department Professional Development and planning sessions

Individual Professional Development

SAMA – San Antonio Museum of Art Family Day

Holiday Dance Extravaganza

Campus Musical Productions (in collaboration with Theater Department)

Curriculum Concert Performances reflecting student's development and director's growth in repertoire (one per semester)

Community Performances

Recruitment presentations, recruitment fairs, and recruitment visits to middle school's

Field trips and Dance Enrichment Opportunities for students - example: Nutcracker Ballet, Romeo & Juliet Ballet,

Dance performances at the Carver, Musicals, master classes, and workshops

Workshops at the Carver workshops, Dance workshops in the community

Spring Semester

SAISD Dance Department Professional Development and planning sessions

Individual Professional Development

TDEA – Texas Dance Educators Association Convention

DEAL – Dance Educator's Assessment of Learning

SAMA – San Antonio Museum of Art Family Day

SAISD District Dance Assessment

Curriculum Concert Performances reflecting student's development and director's growth in repertoire (one per semester)

SAISD Art Exhibit, solo, duet and small ensemble performances Community Performances

Recruitment presentations, recruitment fairs, and recruitment visits to middle school's

SAISD Master Class Exclusive

SAISD Summer Musical Theatre Camp Planning and Auditions

Summer Staff Development

Fine Arts:

Name _____

Dance Rehearsal/Dance Class Observation Guide

Date _____

Common Best Practices across all Areas of Fine Arts: Notate with +, -, or **N** (not observed).

- ___ 1. The rehearsal area is organized, clean, and safe, with adequate personal space for each student.
- ___ 2. Classroom rules and management procedures are posted, known, implemented, and followed by all.
- ___ 3. A daily agenda for the rehearsal should be posted on the chalk or white board.
- ___ 4. I can statements, word wall, and COLOSO are visible in the classroom.
- ___ 5. Developmentally appropriate lesson plans are at hand. They promote high expectations for all students.
- ___ 6. Instruction of grade/level appropriate TEKS is evident. Lessons follow the SAISD Curriculum Suggestions.
- ___ 7. A familiar rehearsal/lesson routine is established, with smooth transition between activities.
- ___ 8. Class & warm-up begin promptly. Students: in assigned places, dressed out, w/necessary supplies (if needed).
- ___ 9. Rehearsal includes a warm-up, emphasis on proper technique, active instruction, and a lesson that enables engaged learning and/or improvement of student dance performance.
- ___ 10. The director uses a variety of resources and instructional strategies to accommodate different learning styles.
- ___ 11. The director uses open-ended questions to promote higher order thinking. Students explain and justify their answers as the teacher monitors their understanding of dance technique, dance history, or dance concepts.
- ___ 12. The director/teacher and students use correct vocabulary and dance terminology throughout the lesson.
- ___ 13. The director/teacher moves about the room to effectively monitor the students' progress and behavior.
- ___ 14. The students are attentive to the director/teacher, engaged in learning, and making consistent eye contact with the teacher. Students do not talk, chew gum, text, or do other unrelated activities during rehearsals.
- ___ 15. A proper Cool Down and Closure are provided at the end of the rehearsal: allowing cool down of the body and muscles, closure reinforcing the concepts and skills taught/learned during the lesson, and indicating direction of the rehearsal to follow.
- ___ 16. At the end of the lesson, the students return journal folders, supplies, and any equipment to the proper storage areas. Students proceed to the locker room to dress for class. Students are not dismissed late.

Dance Attributes: Notate with +, -, or **N** (not observed).

Should see taking place	Might see taking place	Shouldn't see taking place
<ul style="list-style-type: none"> ___ 1. Meaningful/ proper warm-up using dance elements & proper conditioning ___ 2. Basic kinesthetic and spatial awareness with others ___ 3. Memory techniques ___ 4. Well – established routines ___ 5. Teacher monitoring/ constructive correction ___ 6. Engaged instruction and teaching ___ 7. Engaged learning ___ 8. Communication using appropriate anatomical terminology and dance terminology ___ 9. Use of principles of proper skeletal alignment ___ 10. A variety of dance styles & techniques. ___ 11. A range of time periods (including: classical ballet, modern, jazz, tap, social, ethnic dance, etc.) ___ 12. A meaningful/ proper cool down at the end of instruction 	<ul style="list-style-type: none"> ___ 1. Large group/entire class/or small group instruction ___ 2. Small group collaboration or group guided instruction ___ 3. Individual/ small group performance. ___ 4. Creative participation ___ 5. Journal/ Interactive Notebooks/ note-taking ___ 6. Clips of Dance/ performance videos ___ 7. Cooperative learning ___ 8. Teacher modeling ___ 9. Improvisation and original movement ___ 10. Individual student/ or student group choreography ___ 11. Study of Dances from several diverse cultures and origins ___ 12. Demonstration/ discussions of appropriate audience behavior and etiquette in classroom/ performances ___ 13. Creative work/ artistic application to Interactive Notebooks 	<p>Items seen in this column will be marked with an X. The X signifies something that should not be taking place in your class.</p> <ul style="list-style-type: none"> ___ 1. Students criticizing other's performance in any derogatory or negative manner. ___ 2. Dancing w/out proper warm-up ___ 3. Students doing class work from other subjects ___ 4. Students eating/ chewing gum ___ 5. Talking during instruction ___ 6. Unsafe dance movements/ techniques and preventable dance related injuries ___ 7. Inappropriate or questionable movement or choreography ___ 8. Un-edited/explicit/ inappropriate music ___ 9. Viewing of commercial videos/ movies ___ 10. Students napping ___ 11. Teacher(s) sitting ___ 12. Extended written work ___ 13. Overuse of text books rather than active participation/ movement opportunities

Dance Scheduling Standards for High School

Dance 4	<p>Prerequisite: Dance 3</p> <ul style="list-style-type: none"> • The most experienced students, approved by the teacher • 20-25 students total maximum • Can be combined with Dance 3, but not to exceed maximum class size of 25
Dance 3	<p>Prerequisite: Dance 2</p> <ul style="list-style-type: none"> • Experienced students, approved by the teacher • 20-25 students total maximum • Can be combined with Dance 4, but not to exceed maximum class size of 25
Dance 2	<p>Prerequisite: Dance 1</p> <ul style="list-style-type: none"> • Students approved by the teacher • Limited to Dance 2 students only • 25 - 30 students total maximum (dependent on dance room/facility size) • Multiple sections of this course
Dance 1	<p>Course: Dance 1 - Prerequisite: None</p> <ul style="list-style-type: none"> • Limited to Dance 1 students only • 25 - 35 students total maximum (dependent on dance room/facility size) • Multiple sections of this course • Students taking this course for elective and/or fine arts graduation credit

General Notes:

- If auditions are held for an advanced level class, students may be placed at the discretion of the teacher. Students placed in advance level classes will receive dance credit according to years enrolled in dance. Ex: A second year dance student, who is placed in advanced dance by audition, will receive Dance 2 credit.
- Fine Arts Dance Teachers who are also assigned as a Spirit Director or Assistant Director shall be scheduled as a teacher for their assigned Spirit Organization and during the assigned class period for the group: Dance Team, Cheerleader, and/or Pep Squad. If a Fine Arts Dance Teacher is a Spirit Director or Assistant Director in charge of all 3 groups she shall be scheduled with all 3 classes: Dance Team, Cheerleader, and Pep Squad.
- After the Dance Team, Cheerleader, and Pep Squad class periods are established at the essential time periods, the rest of the instructional day for Fine Arts Dance Teachers is filled with Dance Classes: Dance I, Dance II, Dance III, or Dance IV
- Routinely Dance Team or Cheer is scheduled first period of the day, to allow for morning rehearsal. If Dance Team is scheduled in the morning, Cheer is scheduled opposite for last period of the day. Pep Squad is frequently scheduled corresponding with the lunch period. The other class periods would be open for Dance Classes.
- Spirit Directors or Assistant Directors who are not certified in Fine Arts Dance shall be scheduled as a director/teacher during the class period of their assigned Spirit Organization. Ex: The Cheer director should be in the class period with the Cheerleaders. If a director is in charge of all 3 groups she/he should be scheduled with all 3 classes: Dance Team, Cheerleader, and Pep Squad. Directors who are not certified in Fine Arts Dance will be scheduled within their curriculum area for the remainder of the day.

Fine Arts Dance Scheduling Standards for Middle School

Middle School Dance 3	<p>Prerequisite: MS Dance 2</p> <ul style="list-style-type: none"> • The most experienced students, approved by the teacher • 20-25 students total maximum (may be smaller dependent on facility/dance room size) • Can be combined with Middle School Dance 2, but not to exceed maximum class size of 25 • Middle school students should not be scheduled with high school students
Middle School Dance 2	<p>Prerequisite: MS Dance 1</p> <ul style="list-style-type: none"> • Students approved by the teacher • Limited to Dance 2 students only (this class may be stacked with Middle School Dance 3) • 25-30 students total maximum (may be smaller dependent on facility/dance room size) • Multiple sections of this course • Can be combined with Middle School Dance 3, but not to exceed maximum class size of 25 - 30 • Middle school students should not be scheduled with high school students
Middle School Dance 1	<p>Course: MS Dance 1 - Prerequisite: None</p> <ul style="list-style-type: none"> • 25-35 students total maximum (may be smaller dependent on facility/dance room size) • Multiple sections of this course • Each section can contain mixed grade levels contained of Middle School Students • Middle school students should not be scheduled with high school students

General Notes:

- **If auditions are held for an advanced level class, students may be placed at the discretion of the teacher. Students placed in advance level classes will receive dance credit according to years enrolled in dance. Ex: A second year dance student, who is placed in advanced dance by audition, will receive Dance 2 credit.**
- **Fine Arts Dance Teachers who are also assigned as a Spirit Director or Assistant Director shall be scheduled as a teacher for their assigned Spirit Organization and during the assigned class period for the group: Dance Team, Cheerleader, and/or Pep Squad. If a Fine Arts Dance Teacher is a Spirit Director or Assistant Director in charge of all 3 groups she shall be scheduled with all 3 classes: Dance Team, Cheerleader, and Pep Squad.**
- **After the Dance Team, Cheerleader, and Pep Squad class periods are established at the essential time periods, the rest of the instructional day for Fine Arts Dance Teachers is filled with Dance Classes: Dance I, Dance II, Dance III, or Dance IV**
- **Routinely Dance Team or Cheer is scheduled first period of the day, to allow for morning rehearsal. If Dance Team is scheduled in the morning, Cheer is scheduled opposite for last period of the day. Pep Squad is frequently scheduled corresponding with the lunch period. The other class periods would be open for Dance Classes.**
- **Spirit Directors or Assistant Directors who are not certified in Fine Arts Dance shall be scheduled as a director/teacher during the class period of their assigned Spirit Organization. Ex: The Cheer director should be in the class period with the Cheerleaders. If a director is in charge of all 3 groups she/he should be scheduled with all 3 classes: Dance Team, Cheerleader, and Pep Squad. Directors who are not certified in Fine Arts Dance will be scheduled within their curriculum area for the remainder of the day.**

SPIRIT GROUPS

SAISD SPIRIT GROUP GOALS

The purpose of this organization shall be to promote harmonious school spirit, service, leadership, and sportsmanship by supporting school activities, increasing interest in school functions, and creating a spirit of school loyalty between students, faculty, administration, and the community.

STIPEND STANDARDS AND DUTIES

Dance Team, Cheerleader, and Pep Squad Directors:

The head director of all dance team, cheer, and pep groups shall meet the following requirements and participate in the following events:

- Recruit and maintain complete and active teams in the following areas: Cheerleaders (varsity and junior varsity if applicable), Dance Team, Pep Squad, Mascots and Managers, including officer positions where applicable. (Non -traditional high schools do not have a cheer squad)
- Facilitate the application, recruitment, try-out (if applicable) and notification process for all teams, including the responsibilities listed in Article V of the Spirit Organizations Constitution and By-Laws.
- Adhere to and enforce the Spirit Organizations Constitution and By Laws.
- Adhere to membership rules and requirements as described in Article IV of the Spirit Organizations Constitution and By-Laws.
- Ensure that all participants/parents have received, signed and returned a copy of the Spirit Organizations Constitution and By-Laws.
- Adhere to Administrative Procedure C6 describing Fundraising and Activity Funds Management.
- Maintain accurate budgets and accounts for spirit groups and members.
- Maintain current and required safety/training certificates.
- Provide spirit and half-time entertainment for all home Football games; provide spirit and half-time entertainment for away Football games that are within a reasonable distance and transportation is provided.
- Provide spirit and possible half time entertainment at a pre-determined amount of games for additional sports (including but not limited to: Volleyball, Basketball, Soccer, Baseball, Softball)
- Participate in the annual SAISD Dance Festival (dance, cheer, and pep)
- Participate in the annual District Spirit Assessment with determined requirements/routines (dance, cheer, and pep)
- Participate in special events at the request of the building principal. Spirit organizations serve as ambassadors of the school.
- Schedule, supervise and participate in summer camp activities (dance, cheer, and pep).
- All directors, heads and assistants, must participate and attend the SAISD Officer Leadership Camp. Varsity Officers from every campus should be in attendance.
- Schedule, supervise, and participate in competitions. This is a requirement for all Spirit Organizations: Dance Team, Cheerleaders, and Pep Squad.
- Serve on a minimum of one dance festival committee per year.
- Provide written, assistant director duties to the principal for approval no later than the end of the first week of school and to the Area Associate Superintendent no later than the beginning of the second week of school.
- Monitor UIL eligibility and check at intervals provided (3, 6, and 9 weeks) in the SAISD Dates for eligibility.
- Attend SAISD training and staff development.
- Attend professional conferences/conventions when funds and means are available.
- Provide training, guidance, and assistance to the assistant director.
- Maintain communications between designated group and the administration.
- Prepare all requisitions and purchase orders, following district procedures, for teaching supplies and dance supplies/equipment.
- Maintain an inventory for all SAISD supplies and equipment and submit checklist to principal every 9 weeks.
- Maintain accurate and current inventory of all costumes, supplies, and equipment; submit and follow up on fine cards for lost and stolen items.
- Perform other related duties that may be assigned by the principal or the Executive Director of Fine Arts.
- Submit work orders for needed repair of dance equipment and rehearsal areas.
- Effect responsible care for all district issued equipment, costumes, dance supplies, purchased items and rehearsal areas. Lock up district sound systems daily.

Head Spirit Director: Dance Team Director/Fine Arts Dance Teacher (or assigned designee) may serve as a Head Director and assist with overall coordination of the programs; however, each program has their own director, which will take the lead of the organization.

Assistant Directors (Pep Squad Director also serves as Assistant Director to Dance):

The assistant director of any spirit organization shall meet the following requirements and participate in the following events:

Assist the head director with the following activities as assigned by the Director and approved by the Principal:

- Recruit and maintain complete and active teams within the spirit organization they are assigned.
- Facilitate the application, recruitment, try-out (if applicable) and notification process for all teams, including the responsibilities listed in Article V of the organization Constitution and By-Laws.
- Adhere to and enforce the organization Constitution and By Laws.
- Adhere to membership rules and requirements as described in Article IV of the organization Constitution and By-Laws.
- Ensure that all participants/parents have received, signed and returned a copy of the organization Constitution and By-Laws.
- Adhere to Administrative Procedure C6 describing Fundraising and Activity Funds Management.
- Maintain current and required safety/training certificates.
- Maintain an inventory for all SAISD supplies/equipment and submit checklist to principal every 9 weeks.
- Provide spirit and half-time entertainment for all home Football games; provide spirit and half-time entertainment for away Football games that are within a reasonable distance and for which transportation is available.
- Provide spirit and possible half time entertainment at a pre-determined amount of games for additional sports (including but not limited to: Volleyball, Basketball, Soccer, Baseball, Softball)
- Participate in the annual SAISD Dance Festival (dance, cheer, and pep)
- Participate in the annual District Spirit Assessment with determined requirements and routines (dance, cheer, and pep)
- Participate in special events at the request of the building principal. Spirit organizations serve as ambassadors of the school.
- Schedule, supervise and participate in summer camp activities (dance, cheer, and pep).
- All directors, heads and assistants, must participate and attend the SAISD Officer Leadership Camp. Varsity Officers from every campus should be in attendance.
- Schedule, supervise, and participate in competitions. This is required for all Spirit Programs: Dance Team, Cheer, and Pep Squad
- Participate in the District Spirit Assessment
- Serve on a minimum of one dance festival committee per year.
- Monitor UIL eligibility and check at intervals provided (3, 6, and 9 weeks) in the SAISD Dates for Eligibility.
- Attend SAISD training and staff development. □ □
- Attend professional conferences/conventions when funds and means are available. All directors, heads and assistants, must participate and attend the SAISD Officer Leadership Camp. Varsity Officers from every campus should be in attendance.

Sanctions: If minimum competition standards are not met, the Director/ Assistant Director will be placed on a growth plan the following year. After the second year in which sanctions are not met, the assignment may be changed or the Director and/or Assistant Director may be relieved of all duties.

Note:

- First year Directors/Assistant Directors may be exempt from Minimum Competition Standards during their initial year in the assignment. This does not exempt you from the District Spirit Assessment.
- First year Directors may be required to attend additional meetings/ training sessions.

School Owned Spirit Uniforms and Supplies

- A. All students and their parents/guardians will be notified of student admittance into a spirit program. Once uniforms and supplies have been issued, students and parents/guardians are responsible for the care of these items. Students who receive a school owned uniform/supplies are required to sign a usage agreement with the SAISD campus, indicating that they will take proper care of the items, and return all items in excellent condition.

- B. A rental fee of \$20.00 will be assessed for district owned and issued uniforms/supplies. These uniforms/supplies may include, but are not exclusive to the following items: Formal Field Dance Uniform (multiple pieces and accessories), Hat, Cheer Uniform (multiple pieces and accessories), Pep Uniform (multiple pieces and accessories), Rain Poncho, Garment Bag, Pom Poms, Warm-up Outfit, and other campus owned performance costumes.

- C. Lost or Stolen Uniforms/Supplies:
 - 1) Notify the Campus Principal and the Executive Director of Fine Arts Immediately
 - 2) Submit a copy of the Police report to the Campus Principal and the Executive Director of Fine Arts
The director(s) will actively work with the students, parents/guardians, and police to recover stolen items
 - 3) Submit student fine/hold cards for all items that are lost or not returned in proper condition
All uniforms must be cleared and member balances to SAISD Spirit Organizations paid prior to auditioning for a Spirit Group for the upcoming year

- D. Alterations to Uniforms must be approved in advanced and be made through a professional alteration service and vendor. The campus will be responsible for the cost of alterations. Uniforms may not be cut and alterations must be able to be reversed.

Spirit Organization Scheduling Standards for High School

Dance Team	<p>Course: PE Drill Team</p> <ul style="list-style-type: none"> • Varsity Level in Competition • Number of students varies depending on auditions • Composed of those experienced students who have fulfilled pre-requisites, been approved by the director, and have auditioned and been selected for the Dance Team • Dance Team Directors (Head and Assistant) should team teach this class
Cheerleading	<p>Course: PE Cheerleading</p> <ul style="list-style-type: none"> • Varsity Level in Competition • Number of students varies depending on auditions • Composed of those experienced students who have fulfilled pre-requisites, been approved by the director, and have auditioned and been selected for the Cheerleader Squad • Cheerleader Director should be the teacher assigned to this class
Pep-Squad	<p>Course:</p> <ul style="list-style-type: none"> • Sub, Non-Varsity Level in Competition • Number of students may vary (Largest quantity of students) • Composed of those students only who have registered, received director approval, completed the appropriate application process, and have purchased the required uniforms and supplies • Pep Squad Director/ Assistant Dance Teacher (and Head Dance Director) should be in this class • Team teaching format; however, teachers may split into separate groups to teach skills and essential elements
<p>General Notes:</p> <ul style="list-style-type: none"> • Dance Team, Cheer, and Pep Squad should each have their own independent class period for each group • The varsity level courses shall meet every day, for the duration of the school year as athletics and band • No student should be placed or assigned to a performing group (Dance Team, Cheer, Advanced Dance) without prior consent of the director. Many performing groups require pre-requisites or selection by previously held auditions, as well as summer rehearsal and camp attendance • Spirit Organization classes (Dance Team, Cheerleading, and Pep Squad) should not be scheduled at the same time as any GT or “singleton” AP classes. (These will be the same students.) • Each Spirit Directors or Assistant Directors who are not certified in Fine Arts Dance shall be scheduled as a director/teacher during the class period of their assigned Spirit Organization. Ex: The Cheer director should be in the class period with the Cheerleaders. If a director is in charge of all 3 groups she/he should be scheduled with all 3 classes: Dance Team, Cheerleader, and Pep Squad. • Directors who are not certified in Fine Arts Dance will be scheduled within their curriculum area for the remainder of the day. • Spirit Directors or Assistant Directors who are certified and assigned to Fine Arts Dance: See scheduling standards for Fine Arts Dance 	