



School Choir Teacher *Role Statement*

School Choir Teachers play an integral role in the development of choirs participating in the Primary Schools Music Festival (PSMF) program.

This document should be read in conjunction with the HPI Accompanist Role Statement if one has been allocated to your school. All staff must be familiar with the PSMF Professional Conduct Standards and the documents referred to within those standards.

The role of the School Choir Teacher is to:

- work collaboratively with an Accompanist (if allocated)
- teach and rehearse the choral repertoire, including any other aspects involved in the presentation of the Festival; such as choreography, Auslan signing, block moves
- encourage and support students in developing their skills and talents
- encourage students to take advantage of performance opportunities as a soloist, host, orchestra/troupe member or guest artist
- ensure all aspects of required organisation and communication within the school community are in place.

Skills required by School Choir Teachers

School Choir Teachers are required to:

- use appropriate teaching strategies that include physical preparation of the students for choir sessions, attention to the care of the students' voices including changing voices, and other related issues
- use appropriate positive behaviour management strategies as outlined in the PSMF Behaviour Management document
- develop a positive working rapport with the students
- sing accurately all choral parts (pitch and rhythm)
- model appropriate choral techniques including clear focused tone, accurate pitch, clear diction with correct vowel formation, vowel modification, abdominal breathing, breath control and smooth transition across vocal registers and dynamics
- utilise appropriate and accurate conducting gestures that can be used to bring in the accompanist: start / stop / pause; indicate tempo; show dynamics
- detect and rectify inaccuracies in students' pitch and rhythm.

Responsibilities of the School Choir Teacher:

- behave according to the Department's Code of Conduct
- attend Conference 1 (Term 1) and Conference 2 (Term 2) and connect with the HPI Accompanist (if allocated)
- liaise with the Accompanist (if allocated) to establish the rehearsal schedule and expectations
- confirm rehearsals times, days and dates in advance, noting school closures, sporting event clashes etc
- plan the curriculum to ensure that the repertoire is taught within identified timelines

- develop and maintain a high choral standard (rhythm, pitch, melody, tempo, lyrics, pronunciation, behaviour, stagecraft)
- become familiar with the Teacher Resources on the Festival of Music website
- liaise with the Accompanist (if allocated) with regard to choir rehearsal planning and content
- keep up to date with communication sent to schools and the information on the Festival of Music website
- disseminate resources, manage paperwork, collect money and attend off-site rehearsals and performances (including transport)
- disseminate information regarding extra performance opportunities for students such as a soloist, host, orchestra/troupe member, choreography leader or Guest Artist, and support successful students in preparation for their performance
- organise choir attendance at Festival of Music rehearsals and performances
- check choir video is recorded and submitted according to instructions
- promote the use of the Festival of Music website and the Festival of Music App to students and families
- if possible have the Festival of Music App downloaded onto school devices
- bring to the attention of appropriate personnel any situation which threatens the safety of the students
- be aware of responsibilities as a mandated notifier.

Responsibilities shared with the HPI Accompanist (if allocated):

- teach specific choir etiquette eg. sitting / standing tall, watching conductor, responding to cues, etc.
- organise piano tuning, maintenance, adjustment and cleaning
- ensure adequate lighting, seating and ventilation for the Accompanist
- identify and facilitate school and community performances
- discuss and develop strategies which may improve the training of the choir such as placement/position of the voices and piano, and choral warm up routines to improve vocal techniques
- ensure the expected choral standard (rhythm, pitch, melody, tempo, lyrics, pronunciation) is achieved
- develop a common language of communication to ensure everyone knows the responsibilities of their role.

Communication

For positive learning outcomes to be achieved, rapport needs to be developed between the Choir Teacher and the Accompanist (if allocated). This will require an understanding and respect for each party's needs, roles, responsibilities, and priorities.

In particular Choir Teachers need to:

- liaise with the accompanist before the first choir rehearsal to establish the rehearsal schedule
- confirm times, days and dates in advance noting school closures, sporting event clashes etc.
- discuss the structure and format of choir sessions with the accompanist
- bring inaccuracies in playing to the attention of the Accompanist at an appropriate time and in a positive manner.

Learning Improvement

Members of the PSMF conducting team provide support for the Choir Teachers' continuous improvement through informal and written feedback on the learning outcomes of their students as part of the assessment process.