



CPS Department of Arts Education
**All-City Performing
Arts Handbook**

SY2020-2021



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Program Overview

All-City Performing Arts (ACPA) is a free program offered by the Department of Arts Education (DAE) for students in grades 3–12 at all CPS schools (district-managed, contract, charter, and options). Students rehearse in music, theatre, and dance ensembles virtually every Saturday during the fall semester, leading up to a virtual performance in a Winter Showcase in December. Ensembles are taught by highly-qualified CPS arts teachers and teaching artists from across the district.

Students from the Winter Ensembles may then be eligible for nomination to the All-City Performing Arts Ensembles, which perform virtually in a Spring Showcase in May.

Accommodations

All-City Performing Arts ensembles are committed to providing access to all students, including diverse learners.

Non-academic and extracurricular activities in which a student with an IEP will or may participate should be discussed by the IEP team, including discussing any supports or accommodations needed to participate in the activities.

If your child has an IEP, please feel free to discuss the ACPA program with their IEP team.

Please share any known IEP or modifications for your student with All-City Performing Arts directors and staff when applicable.

Ensemble Descriptions

ORCHESTRA

Violin, viola, cello, and string bass musicians will come together in the Orchestra to rehearse and perform various music. Orchestra members will have the opportunity to perform in a full orchestra, a string orchestra, and a chamber orchestra for advanced players. Ensemble members will show superior leadership by consistent virtual rehearsal attendance and at-home practice.

Grade Levels: 6th through 12th grade (alumni are welcome to volunteer)

Preferred Experience Level: n/a

Placement Information: [View Placement Information here.](#)

SYMPHONIC BAND I AND II (*formerly Concert and Symphonic Bands*)

In Symphonic Band, beginning/Intermediate wind-instrumental musicians will rehearse a wide array of wind band repertoire ranging in difficulty, style, and time. There will be a focus on developing fundamental ensemble skills, including tone, balance, blend, musical expression, phrasing, intonation, and rhythm. Students will work in collaboration with directors and fellow musicians.

Grade Levels: 3rd through 12th grade

Preferred Experience Level: Students should have at least one year of playing experience, either in-band or through private lessons.

Placement Information: [View Placement Information here.](#)

PERCUSSION ENSEMBLE

Percussion students will rehearse a variety of pieces written for a range of percussion instruments. Students will have a direct focus on their instrument in a setting that allows them to play familiar instrumentation and take a more unconventional approach to percussion instruments.

Grade Levels: 6th through 12th grade (and 4th and 5th graders in ACPA Bands)

Preferred Experience Level: Students should have at least one year of performing experience on a percussion instrument.

Placement Information: Placement into ACPA Bands guarantees placement into Percussion Ensemble. Any student who is not in an ACPA Band and who wishes to ONLY perform in the Percussion Ensemble must audition (see the Symphonic Band Placement Information). [View more Placement Information here.](#)

JAZZ BAND

Students in Jazz Band will rehearse and perform a varied repertoire of music in combo and big-band formats by playing, listening, and improvising in various jazz styles. Instruments include trumpet, trombone, saxophone, guitar, bass, piano, and drums.

Grade Levels: 4th through 12th grade

Preferred Experience Level: Students should have at least one year of playing experience, either in a band or through private lessons.

Placement Information: [View Placement Information here.](#)

CHOIR

Students in Elementary and High School Choir will develop individual vocal skills while strengthening their ability to perform as part of an ensemble. Students will explore their vocal capacity and receive training in music theory and vocal technique, including developing good tone quality, vowel uniformity, breathing techniques, and blend. Through exercises, rehearsals, and performances, students will receive exposure to and experience different choral music.

Grade Levels: 3rd through 12th grade

Preferred Experience Level: Students of all experience and skill levels are welcome in this ensemble.

Placement Information: [View Placement Information here.](#)

THEATRE

The Theatre ensemble includes 6-12 grade theatre artists focused on creating original content that resonates with young audiences.

Grade Levels: 6th through 12th

Preferred Experience Level: Students at all experience levels are welcome.

Placement Information: [View Placement Information here.](#)

DANCE

The dance ensemble is designed to benefit dancers of various levels ranging from beginning to advanced dance and building upon Classic and Contemporary Jazz and Ballet Technique's foundation and vocabulary. Time will be divided into one hour of technical training and one hour of breakout sessions that will offer various styles and choreography to strengthen students' knowledge of dance and performance skills.

Grade Levels: 6th through 12th grade

Preferred Experience Level: Students at all experience levels are welcome.

Placement Information: [View Placement Information here.](#)

ELEMENTARY AND HIGH SCHOOL MODERN BANDS

Elementary and High School Band students select rock repertoire and related genres to play as an ensemble. Students play guitars, basses, keyboards, drums, and they sing. High School Modern Band is intended for students interested in learning and further developing the skills necessary to perform in a rock band setting. Whether in-person or remote, our goals as an ensemble are to collaborate, develop skills on our chosen instrument, and find ways to create and share music.

Grade Levels: Elementary: 5th through 8th grade; High School: 9th through 12th grade

Preferred Experience Level: Students should ideally have at least a year of experience on their desired instrument. Students should be able to read charts for their instrument and be able to play independently.

Placement Information:

[View Elementary Modern Band Placement Information here.](#)

[View HS Modern Band Placement Information here.](#)

MUSIC AND MEDIA PRODUCTION

Students in Music and Media Production engage in student-driven, music composition, improvisation, recording, and performance using songwriting and recording studio techniques. This ensemble centers digital music tools and approaches to instrumental instruction and production. Students will decide what music they create through the creative process and if/how to promote their work on music-sharing platforms.

Grade Levels: 6th through 12th grade

Preferred Experience Level: This ensemble is open to students of all experience levels and musical talents. Students must have a strong desire to create original music and a willingness to experiment. Exposure to digital music production software is preferred.

Placement Information: [View Placement Information here.](#)

MARIACHI

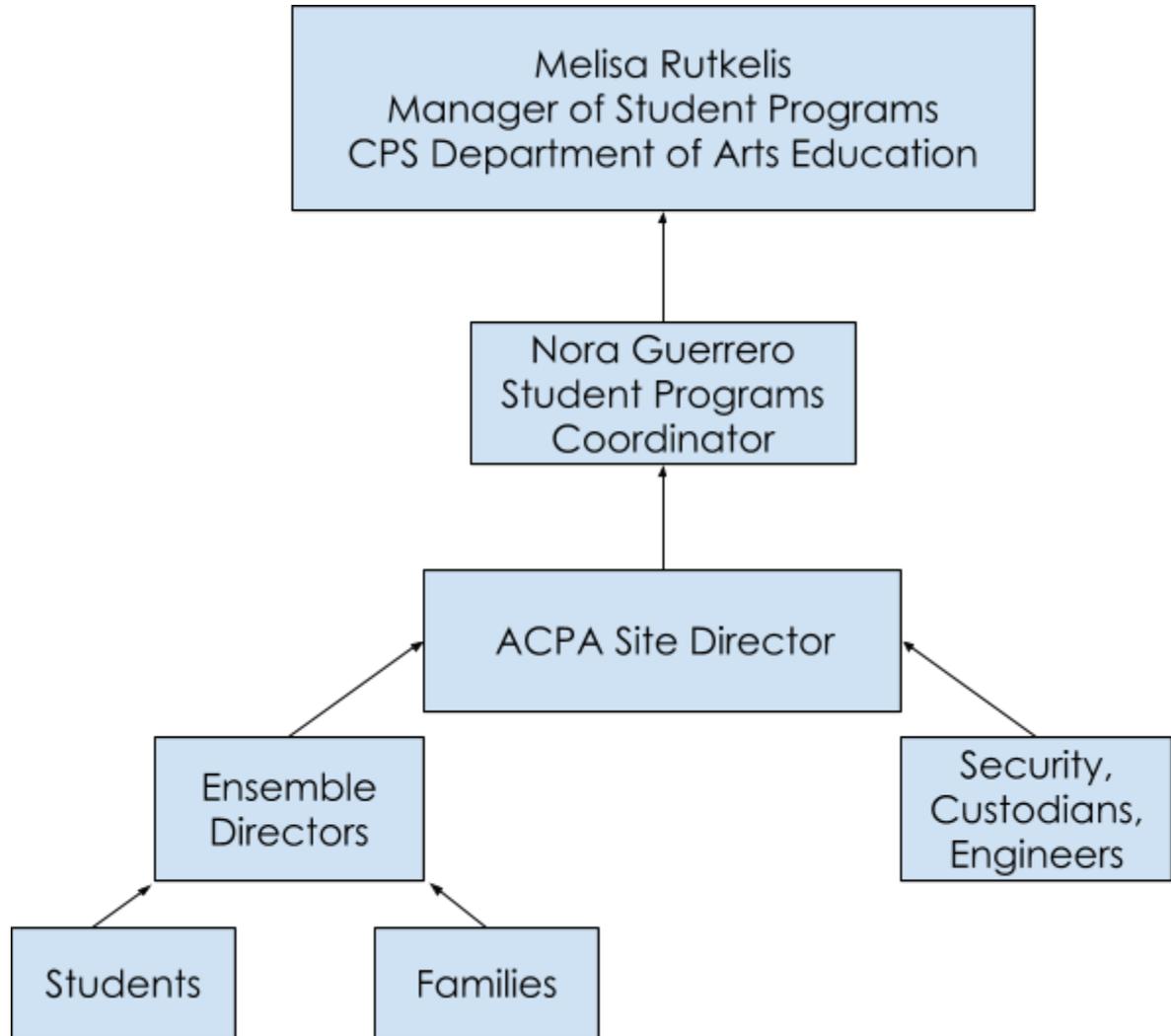
Mariachi ensemble will comprise students who play the violin, trumpet, guitar, *vihuela*, *guitarrón*, harp, and *guitarra de golpe*; however, other instrumentalists or vocalists will be considered. This performance-driven ensemble will focus on traditional mariachi song styles and techniques and explore how the mariachi culture has evolved through the present day.

Grade Levels: 4th through 12th grade

Level of Preferred Experience: Students should have at least a few months of experience on their instrument and a strong desire to learn and contribute to the ensemble. Experience in playing the major keys of G, D, and A are preferred.

Placement Information: [View Placement Information here.](#)

ACPA Chain of Command



Site Expectations

1. Host Site Storage Expectations

- a. Instruments stored at host sites will be added to an inventory list created by the DAE and Little Kids Rock.

2. Host Site Instrument Usage Expectations

- a. Jazz, Symphonic Band, Percussion, Orchestra, and Choir ensembles will have access to instruments belonging to the host site for use each week in the ACPA program, as agreed upon by ACPA directors and host school staff.
 - i. Host sites loaning ACPA instruments to students should follow cleaning and distribution guidelines in the [SY21 Arts Education Remote Guidance](#).
 - ii. If host site instruments are damaged by ACPA program students, directors, or staff, the DAE will assume responsibility for replacement or repair.
- b. Teachers at host site schools may check out ACPA instruments for use during their school day, as long as that use does not conflict with ACPA program hours.
 - i. If ACPA instruments are damaged by host-school students or staff, the host school will be responsible for replacement or repair.

Director Expectations

1. Recruitment and Retention of Students

- a. Directors are responsible for recruiting for their ensemble. Low-threshold and capacity numbers have been established so that students in ACPA will have access to outstanding collaborative learning opportunities. Fully-enrolled programs provide ideal learning conditions for students.
 - i. If an ensemble's enrollment does not reach the low-threshold number (below) by the end of October, that ensemble may not be run.
 - ii. Low-threshold and capacity numbers are as follows:

Orchestra

Low Threshold: 16

Capacity: 55

Symphonic Band I & II

Low Threshold: 20

Capacity: Unlimited

Jazz Band

Low Threshold: 5

Capacity: 30

Choir

Low Threshold: 10

Capacity: 60

Theatre

Low Threshold: 5

Capacity: 25

Dance

Low Threshold: 5

Capacity: 40

Elementary and High School Modern Band

Low Threshold: 5

Capacity: 20 (EL)

Music and Media Production Ensemble

Low Threshold: 10

Capacity: 16

Mariachi

Low Threshold: 8

Capacity: 32

Percussion Ensemble

Low Threshold: 5

Capacity: 20

- b. The DAE will support recruitment efforts in the following ways:
 - i. Publishing ACPA information to the cpsarts.org website, DAE social media channels, the CPS Teacher Newsletter, the CPS Principal Announcements, and the CPS ONS Memo.
 - ii. Promoting the programs at CPS network events (e.g., Back to School Bashes, Town Halls, etc.).
 - iii. Design and print recruitment flyers for CPS teachers to pick up at other DAE events (e.g., professional learning sessions) and distribute them to students.
- c. At the Director's discretion, each ensemble can collectively determine the final date for adding new students to the group.

2. Student Promotion to Spring ACPA Program

- a. Directors from the Winter Ensembles will be required to identify and promote successful students into the Spring All-City ensembles. Students will be given a letter at the Winter Ensemble's completion to inform them of their promotion. The following elements are considered for promotion to all ensembles except Modern Band (detailed below):
 - i. **Attendance:** Students should have a good standing record of attendance and regularly report their absences to the Google Form.
 - ii. **Behavior:** Students will follow the CPS code of conduct at all times.
 - iii. **Classroom Engagement:** Students will regularly practice in advance of rehearsals and performances and consistently bring all necessary materials to rehearsals and performances.
- b. Modern Band Ensemble promotion is dependent on [this rubric](#).

3. Attendance Reporting and Tracking

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- a. Weekly Attendance Reporting
 - i. Directors must use the ACPA Attendance Sheet to capture student roster information. This information must include:
 - 1. Student Name
 - 2. Parent/Guardian Phone number
 - 3. Email
 - 4. Grade
 - 5. School
 - 6. Attendance
 - ii. Directors are required to take student attendance and upload the information to the ACPA Attendance Sheet before the end of their rehearsals on Saturday. This task should be delegated between Directors.
 - iii. Attendance records should indicate *Present*, *Excused Absence*, or *Unexcused Absence, Late* (i.e., P, E, U, L)
- b. Absence Tracking
 - i. Directors are required to consistently check the [Absence Reporting Form](#) for student and family-reported absences.
- c. Absence Follow-Up Reporting
 - i. Directors must follow this process when multiple absences occur:
 - 1. Email the student after one unexcused absence (following the [Acceptable Use Policy](#)).
 - 2. Email and call the parent/guardian after two (2) unexcused absences.
 - 3. Email and call the parent/guardian, and schedule a meeting/phone call after three (3) unexcused absences. At the meeting, a plan for remediation or dismissal will be discussed.
 - ii. Directors should note their action as a comment in their attendance roster in the box where the absence-warranting action occurs.
 - 1. The director who made the communication should initial next to the result.
 - iii. Follow-up on absences should be ongoing throughout the Winter and Spring rehearsals and showcases.
- d. Attendance-related Dismissal from an Ensemble
 - i. Students who have more than three (3) unexcused absences and the directors have followed the above process can be dismissed from the ensemble roster after notification to the student and family.

4. Timesheet Submission

- a. All Directors must fill out their respective timesheets at the start of each rehearsal.
 - i. Unless noted by the DAE, Directors will log NO MORE than three (3) hours per weekly rehearsal.
 - ii. For ACPA-related meetings, Directors will be paid for the communicated amount of time and released by the displayed stop time.
- b. If an ACPA Director fails to complete a timesheet correctly, the Director will have to wait until the next pay period to receive their pay (since all timesheets must be signed and completed correctly to be submitted to the system).
- c. Payroll Timing: The [CPS calendar](#) determines pay dates for CPS teachers, charter/contract/options employees, and teaching artists.
- d. CPS (District-Managed) School Employee Timesheets:
 - i. CPS teachers should submit their hours via this [timesheet submission form](#).
- e. Charter, Options, and Contract School Employees and Teaching Artist Timesheets (MISC Employees):
 - i. Teachers at charter/contract/options schools and teaching artists are staffed as MISC employees and should access this [MISC Employee Timesheet Submission document](#) for instructions on how to submit a timesheet via DocuSign.
 1. List **Melisa Rutkelis** as your approver/sponsor on the timesheet.
 2. *Note that DAE is no longer accepting regular PDF scans of MISC employee timesheets. You must submit timesheets using this updated process.*
 - ii. Once your timesheet is submitted, you should receive a confirmation receipt from the Payroll Department via DocuSign. Review your receipt to confirm when all parties have signed the timesheet.

5. Student Forms

- a. Directors should make sure any new students have registered through the [online ACPA application](#).
- b. Directors should regularly check their attendance sheet to follow up with any students who do not turn in their **Student Forms** (includes the Student Information form, Media Consent Form, and Medical form) to the Site Coordinator within two (2) rehearsals. If any student has not turned in their forms by then, directors should ask the student to call a parent/guardian to come and complete the forms

onsite (or drop completed forms off) before they can participate in a rehearsal.

6. Director Absence Reporting

- a. Planned Director absences: Directors should communicate their absence to the Site Coordinator at least a week’s notice.
- b. Unplanned Director absences: DAE understands unexpected absences may occur. Directors should call their Co-Director and Site Coordinator immediately and discuss contingency plans.
- c. The Site Coordinator will keep a record of Director absences and share it with the DAE. More than three (3) unexcused absences could result in dismissal from the program.

7. Weekly Rehearsal Plans

- a. Directors are required to collaborate on a weekly rehearsal plan with their co-director. These plans can be requested by the Site Coordinator or a DAE representative at any time.

8. Communication with Students

- a. Directors should communicate important ACPA information to students in their ensemble via a weekly email, following the [Acceptable Use Policy](#).
- b. This student email communication should be sent by Thursday each week and may include (but is not limited to) the following information:
 - i. Rehearsal time and location
 - ii. What content will be covered in rehearsal
 - iii. What students should bring/wear to the rehearsal
 - iv. Any particular information related to All-City Performing Arts (e.g., auditions for Blue Lake; Columbia College tours, etc.)
 - v. Upcoming Showcase date and time
- c. Communication via text with students is only allowed if they have a [pre-approved text form](#) on file. NOTE: Currently, only students in grades 9–12 may complete a text form for individual texting. No individual texts should be sent to students in grades 3–8. Bulk texts may be sent to students in grades 3–12.
 - i. Individual text messages should be sent to both the parent/guardian and student.
 - ii. Bulk texts to students (via the Remind app) are only allowed if all students receiving the texts have a [pre-approved text form on file](#).

9. Winter and Spring Showcases

- a. Information Submission
 - i. Directors should adhere to deadlines when asked to provide the following information for Showcases, including:
 - 1. Accurate repertoire/piece titles and composer names for programs and/or video captions
 - 2. Student full name, school, grade, instrument/vocal part for programs and/or video captions
 - 3. Equipment needs (if applicable)
 - ii. Showcase Work Submission Deadlines:
 - 1. Student Work Submission Deadline (to Directors): TBD by Directors
 - 2. Director Work Submission Deadline (to DAE): December 12th, 2020
 - iii. Directors should submit final performances by the deadlines above to account for video editing, exporting, and upload time.
- b. Performance Time Limits
 - i. Directors are responsible for adhering to a DAE-determined time limit for ensemble performances.
- c. Spring Showcase
 - i. Submission deadlines for Spring Showcase are TBD.
 - ii. Virtual Spring Showcase Finale Piece
 - 1. Directors are responsible for collaborative participation in a virtual Spring Showcase Finale piece.
 - 2. Directors should attend virtual Finale rehearsals to support their students.
 - 3. Directors should rehearse applicable Finale sections within their normal ensemble rehearsal times.

10. Outside Performances

- a. Directors may submit requests (via email to a DAE representative) for their ensembles to engage in performance opportunities over and above the Winter and Spring Showcases.
- b. Performance approval will be subject to the following:
 - i. Available budget
 - ii. Performance description
- c. Where appropriate, Directors should collaborate across ensembles on performance opportunities.

- d. Directors should clearly communicate performance information and expectations to parents/guardians and students through email and in print, following the [Acceptable Use Policy](#). Performance information must be submitted to the DAE for sign-off before distribution to students and parents/guardians.

Student Expectations

1. Form Completion

- a. If any student does not have their **Student Forms** completed and turned in by the second ACPA rehearsal, they will be asked to call a parent/guardian to come and complete the forms onsite (or drop completed forms off) before they can participate in a rehearsal.

2. Attendance

- a. Students (or their parents/guardians) should use this [Attendance Form](#) to report any absence at least 24 hours before, unless it is an emergency.
- b. Students who have more than three (3) unexcused absences may be dismissed from their ensemble.

3. Materials and Uniforms

Students are expected to bring the following items to every rehearsal in order to participate in the program. NOTE: If an item is marked with “Provided,” it will be supplied through the program. If students do not have access to certain items on these lists, they should email allcityarts@cps.edu for assistance.

DANCE

Materials:

N/A

Uniforms/Attire:

- Uniforms/attire for Virtual Showcases will be determined by ACPA Directors and communicated to students.

ORCHESTRA

Materials:

- Instrument, bow, and required accessories (e.g., shoulder rest, rock stop, and rosin)
- Pencil
- Tuner/metronome
- iPad (if available)

Uniforms/Attire:

- Uniforms/attire for Virtual Showcases will be determined by ACPA Directors and communicated to students.

SYMPHONIC BAND I & II and JAZZ BAND**Materials:**

- Instrument and all required accessories (e.g., reeds, mutes)
- Music (provided)
- Pencil
- Tuner/metronome
- Jazz Students only: *Real Book 6th Edition Volume I* (distributed electronically)

Uniforms/Attire:

- Uniforms/attire for Virtual Showcases will be determined by ACPA Directors and communicated to students.

PERCUSSION ENSEMBLE**Materials:**

All percussion instruments needed for rehearsals will be provided by the program. Students should bring the following with them to each rehearsal:

- One pair of drum sticks or mallets with student initials on them
- Stick bag
- Pencil
- Black hand towel
- All-City music (provided)

Uniforms/Attire:

- Uniforms/attire for Virtual Showcases will be determined by ACPA Directors and communicated to students.

CHOIR**Materials:**

- Music (provided)

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Uniforms/Attire:

- Uniforms/attire for Virtual Showcases will be determined by ACPA Directors and communicated to students.

THEATRE

Materials:

- Paper (notebook preferable) and pencil

Uniforms/Attire:

- Comfortable clothing aligned to the CPS dress code that is easy to move in, reflecting the costume choices students will decide on throughout rehearsals.

ELEMENTARY AND HIGH SCHOOL MODERN BAND

Materials:

- Instruments and all required accessories
- All-City music (provided)

Uniforms/Attire:

- Uniforms/attire for Virtual Showcases will be determined by ACPA Directors and communicated to students.

MARIACHI

Materials:

- Instruments and all required accessories
- Pencil
- Tuner/metronome
- All-City music (provided)

Uniforms/Attire:

- Uniforms/attire for Virtual Showcases will be determined by ACPA Directors and communicated to students.

MUSIC & MEDIA PRODUCTION

Materials:

- Digital device (provided)
- Midi keyboard (provided)

- Earbuds/headphones (provided)
- Cables for midi (provided)

Uniforms/Attire:

- Comfortable clothing aligned to the CPS dress code.

4. Promotion to Spring ACPA Program

- a. Directors of the Winter Ensembles will promote successful students into the Spring All-City ensembles. Students will be given a letter at the completion of the Winter Ensembles to inform them of their promotion. For all ensembles except Modern Band (detailed below), the following elements are considered in order for students to receive promotions:
 - **Attendance:** Students should have a good standing record of attendance and regularly report their absences to the Google Form.
 - **Behavior:** Students will follow the CPS code of conduct at all times.
 - **Classroom Engagement:** Students will regularly practice in advance of rehearsals and performances and consistently bring all necessary materials to rehearsals and performances.
- b. Modern Band Ensemble promotion is dependent on [this rubric](#).

5. Behavior Expectations

- a. All students involved in ACPA rehearsals and performances will adhere to the [CPS Student Code of Conduct](#).
- b. ACPA Virtual Norms and Expectations
 - Be on camera (as much as you can).
 - Minimize distractions as much as possible (TV, siblings, etc).
 - Use non-verbals to communicate, including thumbs up/down or head nods.
 - Be an active listener.
 - Use the chat box to comment/give feedback when appropriate.
 - Follow any other community guidelines established by your Directors.

Rehearsal/Performance Schedules

WINTER ENSEMBLES

NOTE: All rehearsals and performances will take place virtually on Google Meet.

Winter Ensemble Rehearsal Dates

- **October:** 3rd, 10th, 17th, 24th, 31st
- **November:** 7th, 14th, 21st
- **December:** 5th, 12th

Winter Ensemble Rehearsal Times

9:00am-11:00am:

- Choir
- Jazz
- Symphonic Band II
- Theatre

10:00am-12:00pm:

- HS Modern Band
- Orchestra

11:00am-1:00pm:

- Percussion
- Dance

1:00pm - 3:00pm:

- Music and Media Production
- Elementary Modern Band
- Symphonic Band I

3:00 - 5:00pm:

- Mariachi

Winter Showcase Information

December 19th, 2020 | *Time TBD*

SPRING ENSEMBLES

NOTE: All rehearsals and performances will take place virtually on Google Meet.

Spring Ensemble Rehearsal Dates

- **February:** 13th, 20th, 27th
- **March:** 6th, 13th, 20th, 27th
- **April:** 10th, 17th, 24th
- **May:** 1st, 8th, 15th

Spring Ensemble Rehearsal Times

9:00am-11:00am:

- Choir
- Jazz
- Symphonic Band II
- Theatre

10:00am-12:00pm:

- HS Modern Band
- Orchestra

11:00am-1:00pm:

- Percussion
- Dance

1:00pm - 3:00pm:

- Music and Media Production
- Elementary Modern Band
- Symphonic Band I

3:00 - 5:00pm:

- Mariachi

Spring Showcase Information

Date TBD | Time TBD