

Chamblee OnStage Handbook & Syllabi for Chorus, Drama, and Musical Theatre

Chamblee Charter High School, 2016–2017

Teacher: Ms. Linda Lirette
Rooms: 1206 and Auditorium

Tutorial/Lessons: by appointment
Tutorial Location: 1206

Class meetings:
2nd & 4th periods, Musical Theatre
5th period, Mixed Chorus
6th period, Drama
7th period, Women’s Chorus

Website: www.school.lrlirette.com
Email: [Linda A Lirette@dekalbschoolsga.org](mailto:Linda_A_Lirette@dekalbschoolsga.org)
Phone: 678-676-6902,
Alt Phone: 678-676-6975

Welcome!

Chamblee OnStage connects Ms. Lirette’s classes (Chorus, Drama, and Musical Theatre) and our extracurricular programs (especially the CCHS spring musical production). This handbook contains general guidelines and policies that apply to the entire program as well as course-specific details in each syllabus. I reserve the right to change any part of this document in order to better meet the needs of our ensembles. The most updated version of this handbook can always be found at school.lrlirette.com.

Our booster club provides financial support by collecting dues and coordinating fundraisers. The parents of students enrolled in Chorus, Drama, or Musical Theatre or participating extracurricularly (e.g., in the musical) are invited to support and participate in booster club activities. More information about our booster club can be found in our Articles of Incorporation.

I am excited to have each of you in this class, and I am looking forward to a successful year!

Expectations

I have high expectations for your behavior and your work. I also understand that sometimes life interferes with one’s plans. Please communicate with me if something interferes with your learning. If I know about it, then I can help.

All of CCHS and DCSS rules apply. In addition...

| The rule | What it includes |
|------------------|---|
| 1) Be prepared. | • Be punctual, in your assigned seat when the bell rings. |
| | • Have all materials in hand. |
| | • Complete all assignments and be ready to turn them in or perform them. |
| 2) Be present. | • Participate the whole time! Attend performances. Focus. |
| | • Listen and learn while others are performing. Take notes. |
| | • If you must leave class for any reason, adhere to our Hall Pass Policy http://bit.ly/XUq2lr . |
| | • Be willing to try new things and to make mistakes, and support your fellow performers when they do the same. |
| 3) Be your best. | • Respect yourself: present your best self and allow personal growth. |
| | • Respect others: support each other. Raise your hand to speak. |
| | • Respect our space: Clean up after yourself. No food, gum, or drinks. Water is welcome in a closed container. |

Communication

I see the educational process as a team effort, where parents, teachers, and students work together. I aim for all of our interactions to be guided by kindness, thoughtfulness, generosity, and professionalism.

Make sure you can hear from me:

- Visit school.lrlirette.com. Find posts and documents related to our classes and performances, including assignments, lesson resources, the calendar, etc. Please check weekly.
- Sync our Google calendar with your calendar (more details below).
- Check Infinite Campus. Track student grades in this class.
- Read Email Newsletter: “The Latest from Ms. Lirette.” I use email address(es) provided in the family survey.
- Follow @mslirette on Twitter
- Use Remind App: sign up to receive text messages. Remind may be more useful to students than parents, but all are welcome. Remind texts will be used for short, one-off messages that cannot wait for the next newsletter.
 - To subscribe, send a text to this phone number: 81010. For chorus, drama, and musical theatre, respectively, the body of the text should say
 - @yaychorus
 - @love2act
 - @piqueturn
 - If you want to subscribe to more than one, send a separate text to 81010 for each one.
- In addition to the above methods, we regularly review important dates and deadlines in class. We talk about them, have them written on the board, have posters up at school, etc.

Throughout the year, I would like to showcase student performances. To do so, I am requesting parental permission to post student work on the internet. Please complete DeKalb’s [media release form](#) and **initial the box** on the signature page that you return for this syllabus. I will not use students’ last names in any class publications on our e-newsletter or webpage.

How you reach out to me:

Please complete the [Family Survey](#) online so I can get to know you!

You are welcome to use any of the contact information provided at the top of the syllabus to get in touch with me, but **the BEST way to reach me is via email**. I try to respond within 2 business days. In order to be fully engaged with my students in the classroom and my family at home, I can only spend about 30 minutes each day on email, and I try not to read/reply to email on weekends and holidays, but I will read your emails attentively and respond with care. For best, fastest results, please:

- Put your class period and a specific subject in the subject line of all email. For example, “2nd period, make-up work request.”
- Use professional salutations and closings, e.g. “Dear Ms. Lirette,” and “Sincerely.” Make sure to include your full name.
- Clearly and concisely state the purpose of your email and any action requested. Include any dates for time-sensitive requests.
- Consider reviewing the lesson on effective emails on page 10 of this handbook

Students, for questions concerning grades, make-up work, additional assignment instructions, or any other personal matters, please see me after class or before school or, better yet, email me. We must not lose class time to discuss these issues.

Grading

Scale and Percentages

A = 90–100, B = 80–89, C = 71–79, D = 70, F = 0–69

DeKalb County School System's Assessment Categories

- A. Formative Assessment—0%
- B. Assessment During Learning—25.0%
- C. Guided, Independent, or Group Practice—45.0%
- D. Summative Assessment or Assessment of Learning—30.0%

Many assignments will have multiple, casual assessments. To encourage students to take creative risks and to work with less self-consciousness, sometimes these will be graded, sometimes they will be “feedback only.” We want to encourage healthy reflection and critical analysis, not the kind of self-consciousness that hinders learning. In addition to grades based on assessments of skills and knowledge, students will receive grades on their participation in class and their contribution to the learning process.

Late Work, Make-Ups, and Do-Overs

Late Assignments Policy

Except for excused absences, I do not accept late assignments without penalty. Please manage your time and communicate. In extenuating circumstances, I may grant deadline extensions, but you must email me in advance.

Make-Up Policy

For work missed during official excused absences, I follow the CCHS make up policy. In such instances, when students miss something that cannot be made up, they may submit an approved make-up assignment.

Excessive absences will hurt students' chances of success in this course. There is an additional absence policy regarding rehearsals and performances that take place outside of school.

Do-over Policy

When assignments are not satisfactory, students may correct and resubmit for second consideration if possible. (For instance, do-overs are not granted for pop quizzes.)

Absences

This is a performance-based class, where you are learning and being assessed on your performance skills, so outside performances are a part of the curriculum and are required. The success of your performing group, your ensemble, depends on people making a commitment to attend rehearsals and performances. We are counting on you! Absences will negatively affect your grade.

A schedule is available on the calendar at school.lrlirette.com, and a paper copy of important dates will be given at the beginning of the term. Please clear your calendar for the required dates. Any changes to the calendar will be communicated as far in advance as possible. If any changes are made with less than two weeks' notice (truly a very rare thing!), I will accommodate any students who have pre-existing commitments.

Conflicts with other school activities

I endeavor to plan around other school events, but some conflicts are unavoidable. You are expected to honor commitments in the order that you make them. Consult your calendar regularly. "I didn't realize..." is not an excuse.

For most school competitions or productions, absences will be excused, provided this form is submitted 2 weeks in advance. Similarly, if a practice or rehearsal for another activity conflicts with one of our performances or a dress rehearsal, you are expected to attend the performance or dress rehearsal. If both activities are practice/meeting/rehearsal-type activities, you are

expected to request to SPLIT TIME (attend half of one practice and half of the other). Absences from rehearsal when a game, match, or meet begins AFTER our rehearsal ends will be deemed unexcused, accounting for reasonable travel time.

Requests to split time should go through the absence request form and through your other coach/sponsor. "Split-Time" requests require that all parties know about and approve of the arrangement. YOU are responsible for discussing this with the other teacher. If your other teacher does not express a specific communications preference, I recommend email so that everyone has a record of the request.

More details about the Absence Request Form

An absence request form can be found at school.lrlirette.com. Students should use this form to notify Ms. Lirette of the need to miss a rehearsal, performance, or other event outside of regular class meetings. If a student is requesting to split time with another school-sponsored program, or if a student needs to arrive late or leave early, this form should also be submitted. This form is not needed for missing class. Students who miss class should follow CCHS procedures for absences.

This form should be submitted at least 2 weeks in advance. (Unforeseen absences due to genuine emergencies should still be recorded as soon as possible.)

Submitting this form does not guarantee that your absence will be excused. Students who are granted an excused absence for a performance will need to complete an alternate assignment in order to receive a grade for the performance.

Again, if a student is unable to attend a scheduled rehearsal or performance, he/she must:

- 1) *Submit an "Absence Request Form" online as early as possible. <http://bit.ly/1oC7VvS>*
- 2) *Complete the appropriate make-up assignment as outlined on the website.*

Calendar

A Google calendar on school.lrlirette.com lists major dates such as dress rehearsals and performances. You can choose to add this to your own digital calendar by following these steps:

- 1) go to the calendar page, school.lrlirette.com/calendar
- 2) click on the +Google Calendar button at the bottom of the calendar

OR

You can also add it to non-Google digital calendars by using this address/id

f6b9md1c00ade8upmfbigkr4m0@group.calendar.google.com

Students, keeping a calendar is an important organizational skill that will serve you well beyond Chamblee OnStage. You will be asked to show evidence of some kind of calendar system that works for you. A personal digital calendar is acceptable if it is accessible to you. You will be expected to keep track of daily assignments, larger assignments, rehearsals, and performances in your calendar.

Attire

All students will be expected to adhere to the CCHS dress code. In addition:

For Everyone

- Almost always, your attire should be black for performances. When wearing color, solid colors look better than patterns on stage.
- Your clothing should look clean and professional, ready to represent yourself and our program.
- Hair should be secured away from the face.
- Deodorant? yes. Perfume/cologne? no. One should not be able to smell you from a distance.
- Clothing and shoes should be labeled with your name. Makeup kits, bags, etc. should also be labeled.
- Don't wear jeans or sandals for performances unless specifically asked to. You should be able to walk comfortably in your shoes. If you choose to wear heels, make sure they are not too high and consider choosing a pair with straps to help them stay on.
- Think about safety when considering the appropriateness of any accessory or jewelry. Things that may snag during movement or catch the light repeatedly may be a distraction. Earrings should not dangle. Hoop earrings should not be larger than a quarter. If you'll be dancing, stick with stud earrings or none at all.

For every class and rehearsal (except chorus)

Students must wear shoes and clothing in which they can move and in which the teacher can see that they are moving correctly. Improper dress is not an excuse for not being able to participate in an activity.

For dance/movement classes (2-3 days per week) and rehearsals

Students are expected to dress in **dance attire** (listed below). Because we have a limited amount of time between classes, students may wish to wear part of their dance attire throughout the day or to change during the transition to lunch.

For auditions and juries,

Gentlemen should have a nice pair of slacks they can move in, dress shoes, and a collared shirt, preferably a button-up shirt. Jacket and tie are optional. Dark socks and dress shoes. For dance, they should have black jazz pants with appropriate undergarments (dance belt), the appropriate shoes based on the style of dance, and a white t-shirt.

Ladies should have a knee-length or full skirt, dress shoes, and a blouse. Full dresses and pant suits are also acceptable options. Closed-toe shoes. For dance, they should have a full black leotard with the appropriate undergarments, dance tights and/or black jazz pants, and the appropriate shoes based on the style of dance.

If you do not think there will be a time/place to change into dance attire, make your main outfit something you can move well in. Compromise with the outfit, but make sure you are able to show off your skills while still looking classy.

Acceptable dance attire is as follows:

- **Black jazz pants**
- **Black jazz shoes**
- Tap shoes (black or, if using a class pair, tan is ok)
- Black tight/form-fitting t-shirt
- Black leotard
- Black "biker" shorts (lengths adhering CCHS dress code) or tights
- Black character shoes (ladies only)
- Dance belt (gentlemen only)
- Any sweaters or extra dance wear must be black
- (No writing or stripes on jazz pants or shirts)

I recognize that the return to school comes with many expenses, and many students may not be able to purchase everything right away. For that reason, I have bolded the most important items we'll be using first and most frequently, which students should prioritize.

Financial concerns will not stand in the way of students' participation. Please communicate with me.

For performances

Ensemble Attire may be **Formal** or **Casual**. If you are performing a solo or a monologue or other featured piece, you may be asked to wear a costume or a different outfit. Please discuss this with Ms. Lirette in advance and plan to bring in your outfit for approval in advance.

FORMAL

Chorus

- Your uniform fee of \$30 helps purchase your concert attire. Sizing and ordering takes place at school. The \$30 includes either a full-length black satin gown or a tuxedo (pants, shirt, vest, bowtie).
- In addition, you must provide:
 - **Black dress shoes** (Closed toes, laces for gentlemen; low heels (2 inches or less) or flats. Shoes with heels should have a strap to make sure shoes stay on.)
 - Black socks or stockings/tights.
- Tasteful, subtle jewelry is *optional* and subject to approval.

Drama/Musical Theatre

You must purchase your performance attire. Budget for at least \$30. You may wish to shop at www.discountdance.com, where Chamblee OnStage has a discount code and links to suggested dress code items. The code is: TP10

First time orders receive 10% discount. Subsequent orders receive 5% discount. You are not required to buy from this site.

Your formal performance attire is:

- **Dance attire (see above)**
OR
- Black pants to go at least to your ankle. Jazz or yoga pants recommended.
- Black shirts that cover your shoulders (no straps, tanks, or baggy t-shirts; coverage to at least your elbows is preferable because of stage lighting and set pieces).
- Black closed-toe shoes you can move in. Jazz shoes are acceptable unless you will be moving set pieces.

CASUAL

All performers (Chorus, Drama, and Musical Theatre) will wear a Chamblee OnStage T-shirt and jazz pants or jeans (to be specified) and sneakers or jazz shoes (to be specified).

The Chamblee OnStage T-shirt will feature a student design as well as our logo. For students who have paid their dues, the cost will be \$10/shirt. If a student who has not paid dues wishes to purchase a shirt and there are shirts available, the student can purchase the shirt at full price (full price may vary by vendor and style).

When you audition or perform in public, you are not only representing yourself, you are also representing our performing arts program and our school.

Be prepared and professional!

Do your best, and make us proud!

Materials and Fees

Textbooks:

We will reference a variety of resources including octavos/sheet music, books, scripts, CDs, DVDs, and digital media.

Most these materials will be provided in class or students will be given directions about how to access them freely or inexpensively (library, webpages, afterschool screenings, etc.).

A working [bibliography](#) of some of these resources and a [screening/ "Clips List" request](#) for parental consent can be found at these links:

Bibliography

https://docs.google.com/document/d/1z1y3bbnLMIY5E9ywFB2jTKxzDC_cx1i-L39FoRsK6Q/edit?usp=sharing

"Clips List"

<https://docs.google.com/document/d/1JUlgCnfXOcoJnw9Z2vtzq5N7UGV9N92XpGiPkqyesnY/edit?usp=sharing>

Course Fees:

Throughout the year, there are expenses such as licensing fees, field trips, master-class fees, sets, props, etc. To offset these costs, students are asked to pay \$60 in Chamblee OnStage dues. The attached dues sheet from the Chamblee OnStage Booster Club goes into further detail.

Lost or Damaged Materials Fees

Students are responsible for replacing lost or damaged materials. Books, supplies, and reference materials can cost between \$5 and \$50 to replace.

Students are responsible for acquiring the following materials:

CHORUS Required Supplies

- 1 1" 3-ring BLACK binder with pockets
 - to be organized reverse-chronologically, with the most recent handouts/notes on top
 - you may wish to keep sheet music and audition materials in a separate section
- Loose-leaf lined paper
- At least 10 sheets of manuscript paper (you can print some for free at <http://www.blanksheetmusic.net>)
- 2 sharpened pencils (must have for every class)
- A blue or black pen
- Attire (as described in the attire section in detail)
- Class Contribution: _____

DRAMA Required Supplies

- 1 composition notebook (NO SPIRALBOUND notebooks)
- 2 pens (blue or black ink)
- highlighter or other-colored pen
- 2 sharpened pencils (must have for every class)
- Attire (as described in the attire section in detail)
- Class Contribution: _____

MUSICAL THEATRE Required Supplies

- 1 composition notebook (NO SPIRALBOUND notebooks)
- 1" 3-ring binder or folder with pockets
 - to be organized reverse-chronologically, with the most recent handouts/notes on top
 - you may wish to keep sheet music and audition materials in a separate section
- Loose-leaf lined paper
- 2 sharpened pencils (must have for every class)
- 2 pens (blue or black ink)
- highlighter or other-colored pen
- Attire (as described in the attire section in detail)
- Class Contribution: _____

Recommended for Musical Theatre

- *The Singer's Musical Theatre Anthology 1, 2, 3, 4, or 5* for your voice part. Cost is \$20 for book only, \$45 for book and cd. If you plan on performing beyond this course, you will use this book time and time again. Students will have access to my copies during the course of the school year, but these will be "reference" copies and will not leave my classroom. Each of these editions is completely different, so it might be smart to find out what your friends are buying. If you have the same voice part, you could each buy a different edition and also look at another's book in class to see if you'd eventually like to buy it too.

Teaching and Learning Philosophy

All three courses—Chorus, Drama, and Musical Theatre—seek to instill love and respect for their respective art forms and develop students' innate talents through practice and hands-on application. We work hard and take joy in that work.

Among other things, chorus, drama, and musical theatre are:

- a means for personal growth, creative expression, and artistic development
- a means for understanding others, for exploring history and culture
- a means for developing technical mastery and critical thinking

I believe that every student can learn to sing, act, and dance. Artistic success is more about sweat and persistence than luck or talent.

Each course is designed to be accessible to the novice as well as a welcome challenge for more experienced performers. We learn from each other. Interactive learning is essential to deep learning.

Course-Specific Details and Descriptions

Chorus's Desired Course Outcomes

"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination..."-Plato

Using the voice as the primary medium, students will develop expression, tone, music reading skills, historical knowledge, self-confidence, and aesthetic appreciation of cultures and music.

Musical literature is chosen for both artistic and pedagogic value. Students will learn to sing, respond to, read, and express a variety of choral styles.

Chorus stresses individual progress as well as ensemble growth.

Students will follow the newly revised national standards for music ensembles developed by the National Association for Music Educators and found here <http://www.nafme.org/wp-content/files/2014/11/2014-Music-Standards-Ensemble-Strand.pdf> while also aligning with Georgia performance standards (<https://www.georgiastandards.org/standards/gps%20support%20docs/fine-arts-music-gps.pdf>) and the recommendations of Georgia Music Educators' Association.

- 1) Develop vocal technique
- 2) Develop aural/listening skills
- 3) Read and notate music
- 4) Understand music in relation to historical and cultural context
- 5) Create collaborative choral arrangements and perform them for peers
- 6) Evaluate and refine performances

In addition to Chamblee OnStage performances, chorus students have opportunities to audition for and attend honor choruses including District Honor Chorus, Large Group Performance Evaluations, and All-State. Details about these opportunities can be found at school.lrlirette.com

Drama's Desired Course Outcomes

In drama, students develop and apply performance skills through basic vocal, physical, and emotional exercises. These exercises include improvisation and scene study and related technical art forms.

We are rooted in historical analysis of drama. In addition to developing performance skills, we will study the history of the theatre and its cultural connections. Our goals, which align with GA Standards found here https://www.georgiastandards.org/standards/GPS%20Support%20Docs/Fine_Arts_Theatre_GPS_Final_2-11-2010.pdf are as follows:

1. To develop high quality artistry in regards to diction, movement, character study, form, and connections to culture and history.
2. To foster performance skills: etiquette, decorum, and work ethic will be demonstrated in performances throughout the year.
3. To develop audition skills: students will develop repertoire and materials as well as confidence.
4. To evaluate work so students can track their growth: progress, daily work, homework, exams, and performance tests will be given throughout the semester.
5. To make creativity a habit: **journals** will be used to assess at-home practice as well as self-reflection.

Acting, as described by Sanford Meisner, is “living truthfully under imaginary circumstances.” So in a way, studying the art of drama is for those who wish to learn to live.

Musical Theatre's Desired Course Outcomes

Musical theatre is for those who wish to excel not simply in singing, acting, or dancing, but in all three areas—to become, in the parlance of Broadway auditions, “triple threats.” This is a performance-based course, rooted in historical analysis of the musical theatre genre. In addition to developing performance skills, we will study the history of musical theatre and its cultural connections.

In musical theatre, I recommend that students have a foundation in drama or chorus first, as we won't have a lot of time to go over those fundamentals. If you are new, please email me right away so that we can plan to make sure you have the appropriate foundations to succeed in class.

The course will be an excellent preparation and complement for participation in community theatre and school-wide productions. Although this course cannot be all-encompassing, with additional foundation (such as voice and dance lessons and production/performance experience), it will be useful for students who wish to enter post-secondary training programs (i.e., college) and establish careers in the performing arts.

Our course objectives are aligned with all 11 Georgia Performance Standards for Musical Theatre, which you can find [here](#) (my easy-read formatting) or [here](#) (in the original pdf pp. 64–65).

Students will:

- 1) Develop a solid and imaginative **foundation in voice, acting, and dance**. TAHSMTI.7
 - In VOICE, students will demonstrate healthy technique and knowledge of the music-learning process, including breath support, resonance, harmony, and interpretation.
 - In ACTING, students will practice movement and gesture, inhabit characters, tell stories, and collaborate on both scripted and improvisatory performances.
 - In DANCE, students will demonstrate a capability to correctly identify dance terminology and execute sequences in rhythm.
- 2) **Rehearse and perform** as developed characters in formal and stagings of scenes and songs, effectively using voice, sense of drama, physicality, and gesture. TAHSMTI.3 TAHSMTI.5 TAHSMTI.6 TAHSMTI.7
- 3) Understand **conventions of the genre** involving elements of production, design, and the business of musical theatre. TAHSMTI.9
- 4) Become familiar with the **history** of musical theatre and its **cultural connections** by tracing major developments and contexts from its emergence to the present day. TAHSMTI.6 TAHSMTI.8
- 5) **Recognize and analyze** major musical works by major composers, librettists, lyricists, and choreographers. TAHSMTI.1 TAHSMTI.2 TAHSMTI.4 TAHSMTI.5
- 6) Understand the differences between various musical styles and use this knowledge to **make informed performance choices**. TAHSMTI.2 TAHSMTI.6
- 7) Observe **audition and audience etiquette**, critically reflect upon, analyze, and **evaluate** musical theatre in performance. TAHSMTI.10 TAHSMTI.11

How to write an effective email and also (how to request a recommendation)

MusTh Pd 4: Rec request - Google Chrome

- □ ×

https://outlook.office365.com/owa/projection.aspx

Send Attach Add-ins Discard ...

To Linda Lirette (Chamblee High) ×

Bcc

Cc

MusTh Pd 4: Rec request

1) Good subject = detailed and concise

Hi Ms. Lirette,

I'm preparing an audition for Boston University's Summer Theatre Institute, and the application requires a teacher recommendation. Because we worked together on the musical and I'm in your classes again this year, I would be very grateful if you could give the selection committee your honest and most flattering opinions about me.

I have attached a copy of my application materials (3 files: the application form, my resume, and my essay). The recommendation is a questionnaire and a short letter. The application deadline is Friday, September 30th. If you are not able to recommend me at this time, I understand. Please let me know either way by Friday, Sept. 2nd.

Smart move: Giving your recommender a date to let you know whether or not they can recommend you that gives you ample time to ask someone else.

Also, [here is a link](#) to the program in case you want to share it with other students. I'm really excited about this opportunity.

Thank you in advance.

2) Friendly, professional salutations

Sincerely,

3) Make sure your reader knows who sent such a great email and how to get in touch.

Smarty A. Student
smarty.a.student@email.com

Requests for recommendations should:
4) include the name of the program, school, etc.
5) include any materials that will help your recommender write a detailed letter
6) include the deadline
(Give as much notice as possible, preferably at least a month)

Don't forget to follow up with a handwritten thank you note.

And let your recommender know when you hear back from the program.

A A B I U A A : : < > = =

Send

Discard



ORIENTATION CHECKLIST

Please keep the handbook with you for all classes and rehearsals. After signing below, detach this page and turn in to Ms. Lirette for a participation grade and to earn your class pass.

- I have read, understand, and agree to abide by the policies outlined in this handbook and course syllabus.
- I have completed the Family Survey.
- I have familiarized myself with school.lrlirette.com, Infinite Campus, and other communications tools. I will read the e-newsletters when they are sent out.
- I have received a copy of this year's Chamblee OnStage dues sheet, and I understand my responsibilities regarding dues.
- I have obtained or will obtain the proper attire and supplies.
- I understand that this course requires participation in performances that take place outside of the school day. **I have recorded rehearsal and performance dates in my calendar.** I will keep my calendar updated when I receive updates.
- I have completed Dekalb County School's Media Release form and/or I grant permission for my child's image, likeness, and first name to appear on Chamblee OnStage publications, including the internet.
- I have reviewed the viewing materials list and grant permission for my child to view the materials on the list.
 - OR, I have sent/will send Ms. Lirette an email about any materials for which I would like my child to complete an alternate assignment. (please circle this line, if applicable)

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

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Chamblee Charter High School OnStage Boosters

OnStage Dues \$60

Your dues matter! They help to fund:

- Music licenses
- Clinicians & Master Classes
- Equipment & Repairs (lights, microphones, etc.)
- Final All-State Entry fees
- Large Group Performance Evaluation fees / Festival
- Senior Awards / Thespian Honor Society

Uniforms

We want the CCHS choral and drama/musical theatre groups to look professional. Ordering from the catalogue saves both time and money. All students are strongly encouraged to order the applicable uniform.

Choral Uniform

\$30 payable to Chamblee OnStage

Sizing session and ordering will be held during school hours. Date to be announced. *Prior members may use items from last year.*

Gowns include

- Full length skirt
- Blouse
- Neck ribbon

Tuxedos include

- Pants w/stripe
- Tuxedo shirt
- Bowtie & cumber bund

Drama / Musical Theatre

\$30 estimated cost payable online

Self order. Required pieces will be specified during class.

www.discountdance.com

discount code: TP10

First time orders receive 10% discount. Subsequent orders receive 5% discount.

Tee-Shirt \$10

OnStage T-shirts are NEW! There will be several activities where these shirts will be worn.

Additional Donation \$_____

Ms. Lirette would like to enhance the OnStage program with additional stage pieces. **Any and all donations are greatly appreciated and will fully benefit the CCHS OnStage program.**

Performer's Name: _____ 2016-2017

Grade: _____

Performer's Cell #: _____ Email: _____

2016-2017 class(es): Musical Theater Drama Chorus

Parent Name(s): _____

Parent Phone #: _____ Email: _____

| | | |
|--------|---------------------|--------------|
| Total: | Dues | _____ |
| | Uniform | _____ |
| | T-Shirt | _____ |
| | Donation | _____ |
| | Total Amount | _____ |

Cash or Check # _____
payable to CCHS OnStage Boosters