

Hartford Public Schools
Arts Handbook



HARTFORD

PUBLIC SCHOOLS

Where the future is present.

2017 EDITION

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For more information or questions, contact:

Tracy Avicoli
Director of Arts and Wellness
tracy.avicoli@hartfordschools.org
860-695-8818

Kara Arnold
Curriculum Specialist for ELA & the
Arts/Wellness
GAGLK001@hartfordschools.org
860-695-8792

Welcome to the HPS District Arts Handbook!

Whether you are a new or returning arts teacher, this handbook has information that will be useful in the coming year. To begin, below are overarching statements that guide the work of Hartford Public Schools.

2017 HPS Strategic Operating Plan (SOP)



"Every student and every school thrives"

Office of Academics Theory of Action

If we improve our ability to provide high quality, culturally competent Tier 1 instruction to all students, correctly identify students in need of additional support and provide the appropriate research-based interventions, then all students will achieve at high levels and achievement gaps will be eliminated.

Belief Statement for the Arts in HPS

The arts are academic subjects promoting joy and engagement through rigorous and meaningful learning experiences. With regular practice, students develop self-discipline as well as expertise in key concepts, knowledge, and skills intrinsic to the art form and relevant across disciplines. Because the arts provide opportunities for creativity and self-expression, students find their voice, gain self-esteem, and discover self-efficacy. The collaboration required by arts disciplines promotes respect, positive relationships and understanding of various perspectives. In essence, the arts both build community and foster cultural understanding.

2017-2018 Arts Teacher Leaders

Tom Franklin, Music Teacher, Hartford Magnet Trinity College Academy

Laura Gray, Music Teacher, Naylor School

Steven Costa, Visual Art Teacher, Asian Studies Academy at Bellizzi School

Tina Taylor, Visual Art Teacher, Global Communications Academy

Ingrid Howe-Green, Dance Teacher, Kinsella Magnet School of Performing Arts

Eddie Duran, Theater Teacher / Instructional Coach, Kinsella Magnet School of Performing Arts

Status of K-12 Curriculum Development for the Arts

During 2013-14, Hartford Public Schools embarked on a curriculum mapping process modeled after Boston Public Schools, a district that began its process one year earlier.

Since 2013, the national landscape guiding arts learning could be described as transitional. During the summer of 2014, a nationwide coalition comprised of representatives from professional arts education associations, higher education institutions, and public education finalized the National Core Arts Standards (NCAS) - the first time a comprehensive set of standards for all disciplines had been written since 1994. (For more information, visit www.nationalartsstandards.org)

Any current or future work dedicated to arts curricula development should align with the new NCAS standards. Last year, our team of teacher leaders, with feedback from district arts teachers, was dedicated to mapping out the grade-level expectations (scopes) of the performance standards K-12 in each arts discipline.

Now, these K-8 Scope and Sequences for all arts disciplines will be used by teachers as they plan for instruction for the 2017-2018 school year. This work will provide the focus for district-based arts professional learning during 2017-2018 school year, as we move towards increased student-centered learning and providing more opportunities for students to use critical thinking skills, collaboration, and reflection in their arts experiences in school. The following is the revised plan for curriculum development over the next year:

Phase III (2017-18):

- Develop K-8 units of study for each arts discipline.
- Provide professional learning on implementation of arts curricula.
- Continued work on High School Arts Courses.
- Conduct learning walks to assess implementation of curricula.

Below is an example of the K-8 Scope and Sequence for each arts discipline.

Strand 1- Creating									
Students can develop and express their individual ideas through creating music.									
SUBSTRANDS									
	K	1	2	3	4	5	6	7	8
Compose: Imagine, Develop, Refine and Present Music	<p>With guidance, create musical ideas. (I.e. movements or melody) (Mu:Cr.1.1.Kb)</p> <p>Create music using musical elements. (high/low, fast/slow) (Mu:Cr.1.1.Kb)</p> <p>With guidance, use iconic notation or objects to demonstrate musical ideas. (Mu:Cr.2.1.Kb)</p> <p>Apply feedback from a variety of sources to refine musical ideas. (Mu:Cr.3.1.Ka)</p>	<p>With guidance, create musical ideas, (I.e. question answer). (Mu:Cr.1.1.1b)</p> <p>Create music in which expresses mood (creating a happy song or sad song) and using a steady beat. (Mu:Cr.1.1.1b)</p> <p>With limited guidance use iconic or standard notation to demonstrate musical ideas. (Mu:Cr.2.1.1b)</p> <p>Apply feedback from teacher and self to refine musical ideas. (Mu:Cr.3.1.1a)</p>	<p>Create musical ideas within a tonality (major/minor) and using a steady beat. (Mu:Cr.1.1.2b)</p> <p>Use iconic or standard notation to demonstrate musical ideas. (Mu:Cr.2.1.2b)</p> <p>Identify and apply feedback from a teacher, peers and self to refine musical ideas. (Mu:Cr.3.1.2a)</p> <p>Present a final version of personal music to an informal audience. (Mu:Cr.3.2.2a)</p>	<p>Create musical melodies and rhythms within a tonality (major/minor) and given meter. (Mu:Cr.1.1.3b)</p> <p>Use iconic or standard notation to demonstrate rhythmic and melodic musical ideas. (MU. Cr. 2.1.3b)</p> <p>Use teacher feedback and collaboratively-developed criteria to refine musical ideas. (Mu: Cr. 3.1.3a)</p> <p>Present a final version and describe connection to expressive intent. (MU. Cr3.2.3a)</p>	<p>Create musical melodies, rhythms, and simple accompaniment patterns within a tonality (major/minor) and given meter. (Mu: Cr.1.1.4b)</p> <p>Use iconic or standard notation to demonstrate rhythmic, melodic and simple harmonic musical ideas (MU. Cr. 2.1.4b)</p> <p>Use teacher feedback and collaboratively-developed criteria to refine musical ideas. (Mu:Cr.3.1.4a)</p> <p>Present a final version, and explain connection to purpose and context. (Mu:Cr.1.1.4a, Mu:Cr.3.2.4a)</p>	<p>With guidance, the use of primary chords (I, IV, V) in creating music. (Mu:Cr.1.1.5b)</p> <p>Use standard, iconic, and/or recording technology to document musical ideas. (Mu:Cr.2.1.5b)</p> <p>Use teacher feedback and collaboratively-developed criteria to refine musical ideas. (Mu:Cr.3.1.5a)</p> <p>Present a final version that demonstrates craftsmanship. (Mu:Cr.3.2.5a)</p>	<p>Demonstrate understanding of form through composition. (Mu:Cr.2.1.6a)</p> <p>Use standard/iconic notation or technology to document personal simple rhythmic phrases, melodic phrases and two chord harmonic musical ideas (Mu. Cr. 2.1.6b)</p> <p>Self-evaluate work using specific provided criteria. (Mu:Cr.3.1.6a)</p> <p>Present a final version that demonstrates expressive intent, with a beginning, middle, and end. (Mu:Cr.3.2.6a)</p>	<p>Demonstrate understanding of form through composition. (Mu:Cr.2.1.7a)</p> <p>Use standard/iconic notation or technology to document collaboratively or individually created musical ideas. (Mu:Cr.2.1.7b)</p> <p>Self-evaluate and peer-evaluate work using specific criteria. (Mu:Cr.3.1.7a)</p> <p>Present a final version that demonstrates collaborative or individually created ideas. (Mu:Cr.2.1.7a, Mu:Cr.3.2.7a)</p>	<p>Demonstrate understanding of form through composition. (Mu:Cr.2.1.8a)</p> <p>Use standard/iconic notation or technology to document personal musical ideas. (Mu:Cr.2.1.8b)</p> <p>Self-evaluate and peer-evaluate work using specific criteria. (Mu:Cr.3.1.8a)</p> <p>Present a final version that demonstrates individual ideas. (Mu:Cr.2.1.8a)</p>
Improvise Music	<p>Experience and explore a variety of musical concepts such as beat and contour through vocalization and movement. (Mu:Cr:1.1.Ka)</p>	<p>(Mu:Cr.1.1.1a)</p>	<p>Improvise rhythmic and melodic patterns for a specific purpose. (Mu:Cr.1.1.2a)</p>	<p>Improvise, using musical elements, and explain the connection to purpose or context. (Mu:Cr.1.1.3a)</p>	<p>Improvise using musical elements and relate to relevant cultural ideas. (Mu:Cr.1.1.4a)</p>	<p>Improvise using musical elements, and relate to relevant cultural and historical context. (Mu:Cr.1.1.5a)</p>	<p>Improvise simple rhythmic, melodic and harmonic phrases within AB and ABA form. (Mu. Cr 1.1.6a)</p>	<p>Improvise simple rhythmic, melodic and harmonic phrases over harmonic accompaniment within AB/ ABA or theme and variation form. (Mu. Cr 1.1.7a)</p>	<p>Improvise simple rhythmic, melodic and harmonic phrases over harmonic accompaniment within expanded forms. (Mu. Cr 1.1.8a)</p>
<p>Enduring Understandings:</p> <p><i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. (AS1)</i></p> <p><i>Musicians' creative choices are influenced by their expertise, context, and expressive intent (AS2)</i></p> <p><i>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. (AS3)</i></p>									

Arts Professional Learning Plan 2017-18

As a certified HPS teacher, you will attend professional learning sessions planned both at the district and building levels. Days dedicated to professional learning in your building will be planned by the leadership team at your school. The plan for professional learning to take place on ‘district PD days’ is outlined in the table below, as well as other opportunities for arts professional learning.

Type of Support	Description	Timeline / Dates	Roles / Purpose
District PD Days	Implementing the National Core Arts Standards by using student-centered strategies in the arts classrooms.	<p>August 24, 2017(Full Day)</p> <p>October 4, 2017(Half Day virtual learning)</p> <p>November 7, 2017(Full Day)</p> <p>February 20, 2018(Full Day)</p> <p>March 7, 2018 (Half Day virtual learning)</p>	<p>Facilitator: Director of Arts and Wellness, Teacher Leaders</p> <p>Audience: Teachers (music, visual arts, theater, dance)</p> <p>Purpose for K-8 teachers: Teachers will be able to reflect on their current practices, understand and implement student-centered instructional strategies driven by the K-8 scope and sequence for music, visual arts, theater, and dance.</p> <p>Purpose for Secondary teachers: Teachers will be able to reflect on their current practices, understand and implement student-centered instructional strategies driven by the National Core Arts Standards for High School music, visual arts, theater, and dance.</p>

All of the 2017-2018 Professional Learning District Days for Arts and Wellness Teachers will be held at Hartford Public High School, 8:30-3:30, with an hour for lunch.

School Offerings of Dance, Music, Theatre, Visual Arts, and Hartford Performs

School Name	Grade Level	Art	Dance	Music	Theater	Hartford Performs
Alfred E. Burr Elementary School	PK4-8	✓		✓		✓
Asian Studies Academy at Dwight Bellizzi School	PK4-8	✓		✓		✓
Betances STEM Magnet School	4-8	✓		✓		✓
Breakthrough Magnet School, South Campus	PK3-8	✓		✓		✓
Breakthrough Magnet School II, North Campus	PK3-8	✓		✓		✓
Bulkeley High School	9-12	✓		✓		
Burns Latino Studies Academy	PK4-8	✓		✓		✓
Capital Preparatory Magnet School	PK3-12	✓		✓		✓
Capital Community College Magnet Academy	11-12	✓		✓		
Classical Magnet School	6-12	✓		✓	✓	
Culinary Arts Academy	10-12	✓				
Dr. Frank T. Simpson-Waverly	PK4-8			✓	✓	✓
Dr. James H Naylor CCSU Leadership Academy	PK3-8	✓		✓		✓
Dr. Joseph S. Renzulli Gifted and Talented Academy	4-8	✓		✓		✓
Dr. Michael D. Fox School	PK4-8	✓		✓		✓
E.B. Kennelly School	PK4-8	✓		✓		✓
Environmental Sciences Magnet School at Mary Hooker	PK3-8	✓		✓		✓
Expeditionary Learning Academy at Moylan School	PK4-5	✓		✓		✓

School Name	Grade Level	Art	Dance	Music	Theater	Hartford Performs
Global Communications Academy IB	K-12	✓		✓	✓	✓
Great Path Academy at Manchester Community College	9-12	✓		✓		
Hartford Magnet Trinity College Academy	6-12	✓	✓	✓	✓	
Hartford Pre-K Magnet School	PK3-PK4					✓
High School, Inc: Hartford's Insurance & Finance Academy	9-12	✓		✓		
HPHS Academy of Engineering & Green Technology	9-12			✓		
HPHS Academy of Nursing & Health Sciences	9-12	✓		✓		
HPHS Law & Government Academy	9-12				✓	
Journalism & Media Academy Magnet School	9-12	✓				
L.W. Batchelder Elementary	PK4-8	✓		✓		✓
María C. Colón Sánchez Elementary	PK4-5	✓		✓		✓
Martin Luther King Jr. Elementary School	PK4-8	✓		✓		✓
McDonough Expeditionary Learning School	6-8	✓		✓		✓
The Middle Grades Academy at West Middle	5-8	✓		✓		✓
Montessori Magnet School at Annie Fisher	PK3-6	✓		✓		✓
Montessori Magnet (Moylan/McDonough Campuses)	PK3-6	✓		✓		✓
Noah Webster MicroSociety Magnet School	PK3-8	✓		✓		✓

School Name	Grade Level	Art	Dance	Music	Theater	Hartford Performs
Museum Academy at Wish	PK4-8	✓		✓		✓
Parkville Community School	PK4-5	✓		✓		✓
Pathways Academy of Technology & Design	9-12	✓		✓		
R.J. Kinsella Magnet School of Performing Arts	PK4-12	✓	✓	✓	✓	✓
Ramon E. Betances Early Reading Lab	PK4-3	✓		✓		✓
S.A.N.D. School	K-8	✓		✓		✓
Sarah J. Rawson Elementary School	PK4-8	✓		✓		✓
Sport and Medical Sciences Academy	6-12	✓				
STEM Magnet School at Annie Fisher	K-8	✓		✓		✓
Thirman L. Milner School	PK4-8	✓		✓		✓
University High School of Science & Engineering	9-12	✓				
West Middle Elementary School	PK4-5	✓		✓		✓

DISTRICT PROGRAMS

Each year the district sponsors a variety of programs and performances. Programs and dates are subject to change.

Connecticut Association of Schools Arts Banquet

Date: TBD (Usually beginning of Feb.)

Every February since 2000, the Connecticut Association of Schools (CAS) holds a Connecticut Elementary Schools Celebration of the Arts to provide elementary schools the opportunity to recognize students who have demonstrated exceptional artistic abilities. Two outstanding students in the highest grade level of each of the elementary schools in the State are honored. These students have excelled in the areas of visual or performing arts and exhibited high levels of citizenship and cooperative skills.

In order to accommodate the large numbers, two separate banquets will be hosted in successive nights at the Aqua Turf Club in Southington. Hartford Public Schools typically attends the first day of this two-day celebration.

Early Literacy Program

Partner: Hartford Stage

During the 2017-18 school year, Hartford Stage partners with the Office of Academics to enrich a unit of the kindergarten curriculum through dramatic exploration of texts through creative play and accompanying professional learning for the classroom teacher. A Hartford Stage teaching artist visits each participating classroom to lead drama activities based on the books *Regina's Big Mistake* by Marissa Moss and *Library Mouse* by Daniel Kirk. The residency focuses on increasing students' literacy skills and will link to themes associated with the selected text and unit, while modeling for teachers arts-integrated, theatre-based teaching techniques.

District Performances

Each year, the district provides many authentic opportunities for performance. The following is a partial list of events and dates for 2017-18.

Convocation: August 28, 2017

Link Up Concert: April 19, 2018

Hartford Youth Art Renaissance Award Ceremony & Reception: May 19, 2018 (Saturday)

Teacher of the Year Banquet: May 24, 2018

Seasons Greeting Card Contest

Submission deadline: November 10, 2017

Reception date: TBD

Each year the Superintendent hosts a greeting card contest for students in all grade levels and schools. Three winners selected for each season receive a box of stationery with their own design. To celebrate the outstanding artwork, a reception with the Superintendent is held for winners, parents, and art teachers.

Hartford Youth Art Renaissance

Partner: Wadsworth Atheneum Museum of Art

Submissions due: March 12-16 (non-portfolio submissions) and April 20 for High School Portfolios

Exhibition: April 28-May 27

Award Ceremony & Reception: May 19, 2018

The Hartford Youth Art Renaissance (HYAR) is an annual celebration of the artistic expression of students attending Hartford Public Schools. HYAR began as a community art contest in 1973. The Wadsworth Atheneum Museum of Art has partnered with Hartford Public Schools for this event since 1980. Students from throughout the district in all grade levels submit work.

The exhibit occurs each spring allowing the public to view the talent of over 100 young Hartford artists. The exhibit culminates with an award ceremony and reception at the Wadsworth to honor all student-artists, their families, and art teachers.

An added feature, the High School Portfolio Awards, began in 2010. They are awarded to two Hartford high school students who have demonstrated exceptional creative talents in the exhibition's portfolio division. These students receive scholarships to attend the Hartford Art School's "Summer Portfolio Program," a month-long experience of diverse studio course offerings and associated visits to the Wadsworth designed to further develop student portfolios for college admissions.

Link Up

Partner: *Hartford Symphony Orchestra*

Date: *April 19, 2018*

Link Up is a national program from Carnegie Hall's Weill Music Institute that partners with dozens of orchestras across the country and local schools for a yearlong music education program that culminates in a live concert. Students and teachers in grades three through five are able to participate. The concert takes place at the Bushnell, gathering students and teachers from across the district. During the concert, students are able to play their recorders and sing with the Hartford Symphony Orchestra. Carnegie Hall's Weill Music Institute provides each student with a workbook and teachers with the curriculum. Approximately, two thousand elementary students participate each year.

For more information visit: <http://www.hartfordsymphony.org/concerts/link-up-the-orchestra-rocks/>

Hartford Performs

Hartford Performs is a nonprofit arts education collaborative network of Hartford Public Schools, arts providers, community organizers, funders and other supporters working together in a planned and integrated way to deliver quality arts education programs to Hartford Public School students.

Developed out of recommendations of the 2009 Hartford Public School's Task Force on the State of the Arts, Hartford Performs is constantly growing and evolving every year in order to work toward its vision of providing arts education programs to every Hartford Public School student through arts integration, in-school arts instruction, and out-of-school arts programming.

As of the 2016-2017 school year, Hartford Performs supports arts integration programming for all students in every PreK-8 school, and looks forward to developing arts integration programming for Hartford Public High Schools in the future.

For more information visit: <http://www.hartfordperforms.org>

Little Kids Rock

Little Kids Rock is a national nonprofit organization whose mission is to give every child the opportunity to "unlock their inner music-maker." In October 2014, Little Kids Rock partnered with SpreadMusicNow to donate 2,000 musical instruments to over 20 schools in the Hartford Public Schools. This was done as part of the launch of a new instrumental music education program called Modern Band. Modern Band teaches the popular styles of the past 60 years as a complement to existing programs such as jazz band, choral programs, marching band, and orchestral music. In February 2015, Hartford Public School teachers took part in Level I and Level II training sessions to learn how to implement Modern Band in their classrooms. In February 2016, teachers took part in a training on how to introduce music composition in classrooms. Future trainings will be communicated as they are planned.

**If you have not participated in the 101 training (Level 1), please contact me and we can get you registered so that you can also receive free instruments for your school!

For more information visit: <http://www.littlekidsrock.org/>

2017-2018 Arts Month at a Glance	
August	<ul style="list-style-type: none"> • August 17-22 New Teacher Induction • August 24 Full- Day District Based Arts PL @ HPHS • August 28 Convocation w/ student performances • August 29 First Day of School
September	<ul style="list-style-type: none"> • Sept 4 Labor Day (District Closed) • Sept 6 School Based PD (Early Release) • Sept 13 Arts Curriculum Development with Teacher Leaders
October	<ul style="list-style-type: none"> • October 4 District Based PD (Virtual Learning, Early Release) • October 24 Arts Curriculum Development with Teacher Leaders
November	<ul style="list-style-type: none"> • Nov 7 Full-Day District-Based Arts PL @ HPHS • Nov 13 Deadline: Greeting Card Contest Submission Deadline • Nov 10 Veterans Day (Schools Closed) • Nov 22 Early Release • Nov 23-24 Thanksgiving Recess (District Closed)
December	<ul style="list-style-type: none"> • Dec 6 School Based PD (Early Release) • Dec 25-Jan 1 Winter Recess (Schools Closed)
January	<ul style="list-style-type: none"> • January 10 School Based PD (Early Release) • January 15 Martin Luther King Day (District Closed) • January 17 Arts Curriculum Development with Teacher Leaders • January ? Superintendent's Greeting Card Reception (TBD)
February	<ul style="list-style-type: none"> • Feb ? CAS Elementary Arts Banquet (TBD) • Feb 19 President's Day (District Closed) • Feb 20 Full-Day District-Based Arts PL @ HPHS
March	<ul style="list-style-type: none"> • March 7 District Based PD (Virtual Learning, Early Release) • Mar 12-16 Hartford Youth Art Renaissance (HYAR): Submission Deadline (not portfolios)
April	<ul style="list-style-type: none"> • April 6 HYAR: Deadline to participate in Mobile Tour • April 10-14 Spring Recess (Schools Closed) • April 19 Hartford Symphony Orchestra: Link Up Concert • April 20 HYAR: High School Portfolio Deadline • April 28 HYAR: Exhibition at Wadsworth – May 27
May	<ul style="list-style-type: none"> • May ? HYAR Adjudication • May 17 School Based PD (Early Release) • May 19 HYAR Award Ceremony & Reception • May 24 Teacher of the Year Banquet with student performances • May 27 HYAR exhibit ends • May 28 Memorial Day
June	<ul style="list-style-type: none"> • June 4-7 HYAR: Art Pick Up at Central Office • June 7 Last Day of School

PROTOCOLS

Accessing the Arts and Wellness SharePoint

All curriculum materials and resources will be available electronically on the Arts and Wellness SharePoint page this year. To access the page:

- Sign into your email through Office 365.
- Go to the “waffle tile” in the top left corner of the screen.
- Click on the “SharePoint” tile. You should see the Arts and Wellness page.
- If you do not, go to the search area in the top left corner of the page and type in Arts and Wellness.
- Click on the page to enter. The main page is for all arts and wellness.
- For your specific discipline, click on the tile for your subject area on the top of the page (visual art, music, dance, theater, wellness).

Registering for Professional Learning

To register for professional learning sessions, you will use ProTraxx, the data management system used by the district. Once at the web address, you will need your username and password to login. If you have questions about your login information, contact Maggie Reilly at extension 58541. You must register for the 5 district sessions (8/24, 10/4, 11/7, 2/20, and 3/7) and ATTEND in order to receive credit. If you have an extenuating circumstance which does not allow you to attend one of our district Professional Learning days you **must receive permission from your building principal and please contact me in advance.**

Highlighting Students in Spotlight on Excellence

If you are interested in having an event or accomplishment highlighted in the district eNewsletter, Spotlight on Excellence, send the articles to spotlightexcellence@hartfordschools.org.

For details on the guidelines please visit:

http://www.hartfordschools.org/index.php?option=com_content&view=article&layout=edit&id=205

Twitter

@hpsarts now has 175 followers! Join the conversation and follow @HPSArts on Twitter. When tweeting about arts happenings at your school, use #HPSArts and @hpsarts, so that I can retweet.

CHECKLIST FOR COORDINATION OF STUDENT PERFORMANCES AT DISTRICT EVENTS

Separate form filled out for and by each participating school.

INFORMATION PROVIDED BY DISTRICT CONTACT		INFORMATION PROVIDED BY TEACHER-DIRECTOR	
Event title:		School:	
District contact:		Teacher-advisor:	
Date:		Group <i>(ex. middle school chorus)</i> :	
Time:		Number of students:	
Venue & Address:		Special Needs <i>(if any)</i> :	
Performance Length:		Title of performance: <i>(for program)</i>	
Performance: <i>Background, showcased, both?</i>		Duration of performance: <i>(Should match performance length in district column)</i>	
Space Details: <i>Including: floor or stage, dimensions of playing area, size of house, stage access</i>		Equipment needs: <i>Examples: piano, chairs, risers, etc.</i>	
Greenroom information: <i>(where students will wait while not on stage)</i>		Audio/digital/technical needs: <i>Examples: microphone, audio files, amplifiers</i>	
Food provisions:		Accompaniment needs: <i>Playback device/instruments</i>	
Rehearsal schedule:		Accompanist name:	
Rehearsal needs: <i>Entrances and exits to integrate performance with program.</i>		Rehearsal needs: <i>For students to practice and feel comfortable in space</i>	
Transportation: <i>(bus or families? If buses, whether district or school provides)</i>		Field trip request form submitted:	Yes or no?
Transportation Details: <i>If transportation is arranged by district, provide details re pick up times and locations.</i>		Permission slips collected:	Yes or no?
Agenda provided:	Yes or No?	Media releases:	Yes or no?
NOTES:			

