



Lead-In Group things to consider:

1. **Check availability of your chorus rehearsal location.**
 - a. Will it cost more to extend the time?
 - ❖ If so, will the adult chorus cover the extra charges? Or, will the youth chorus have dues to cover the cost?
 - b. Will you have to find a different location?
2. **Do you have people** (section leaders, assistant director(s), capable members, choreographer, etc.) who are willing and committed to lead this group consistently?
3. **How will you advertise to attract the young singers?**
 - a. Through the local schools?
 - b. In the newspaper? Or other media?
4. **Will you teach them only chorus songs?** Only YWIH songs? Combination?
5. **Will the girls have performance expectations?**
 - a. Sing with the adult chorus at a performance?
 - ❖ If so, plan joint rehearsal time(s).
 - b. Sing on their own?
 - c. Need costumes?

POSSIBLE SCENARIO: Your chorus rehearsal location is fine to use ahead of the normal rehearsal schedule. You will have a two-hour rehearsal where ½ hour is overlapped with the adult chorus rehearsal. (Understand that this is all up to you. You can change this however it suits your schedule.)

5:00 PM – YWIH Chorus starting time

5:00 – 5:15 – Warm-ups: Physical and Vocal
— MAKE THESE FUN as well as useful tools to help the girls get to the point that you need them to be prior to getting into the songs.

5:15 – 5:20 – Announcements and agenda for rehearsal either spoken or on a white board. (Have the announcements in a handout to be picked up after rehearsal.)

5:20 – 6:00 – Work on music — at least one song should be a song they can sing with the adult chorus.

6:00 – 6:10 – Water break, move around and socialize.

6:10 – 6:30 – Polish up the music that they will sing with the incoming adult chorus and/pull out a new tag or song to begin.

6:30 – 7:00 – Sing with the adult chorus (this may be part of their warm-ups). This is a GREAT opportunity to play some musical games where you get to know each other along with giving the girls the exciting experience of singing with the more experienced chorus. This is also a great time to teach choreography and interpretation on joint song(s).

7:00 – Girls leave (can be optional — they are welcome to stay to watch the adult rehearsal or portions of it with approval by parents and with rules of decorum, but are no longer under adult supervision because the adult time is now. Be careful with this!)

The above list and scenario is not exhaustive. As you initiate your own program, most likely there will be new situations that you encounter. If you do, please let us know so that we can update this list with pertinent information to assist others.

Good luck to you on this journey.

MUSIC AFTER FIVE



Sweet Adelines International is pleased to announce its Music After Five program. The program was established as an effective way for school-age singers to discover barbershop harmony. Young participants will learn basic vocal and performance skills, plus develop an appreciation for music.

Creating an after school hours ensemble/chorus is a rewarding experience. Prior to integrating this music program, you'll have some decisions to make.

Do you prefer to work

within the confines of one specific school? Will you pull students from that school only? Will the school's facilities be used for the program? OR, do you want to create a district-wide or community group? Will this group of young singers be a lead-in to your weekly chorus rehearsal?

Sweet Adelines International has created several outlines and scenarios for this program. The first outline provides considerations when working within a school or an entire district. The second outline suggests additional items to consider for a whole district. The final outline gives you and your chorus an example of what a successful Music After Five program may look like and tips on how to integrate it within your chorus rehearsal.



1. Determine if your school/district has an after school program in place.

- a. If so: Talk to the head of the program to find out about:
 - Cost, if any
 - Number of students required for a class
 - Number of chaperones/teachers required for a class
 - Reports, if any, to be filed before and after the program/term
 - Time frame that is allowed for classes
 - Rules for inviting students to participate
 - Room availability and consistency
 - Transportation requirements for students

b. If not: Talk to the principal(s) in the school or schools where you are interested in recruiting students for your class (chorus).

- Have a plan to present
 - What will you teach?
 - Who do you want to reach?
 - Girls
 - Boys
 - Ages/Grade Levels
 - What are your goals for the class?
 - What are the goals for the students attending the class?
 - How will you know if you've reached your goals?
 - What is your role?
 - Will you have others involved to assist — who and why?
 - What do you need from the school?
 - Space
 - Equipment
 - Schedule of potential conflicts
 - ❖ Sporting events
 - ❖ Fun days/nights
 - ❖ Holidays
 - ❖ Parent/Teacher Conference days, etc.
 - Time of day you can use their facility and duration
 - Permission Slip Rules
 - Who to Contact List
 - ❖ Janitor
 - ❖ Principal
 - ❖ Administrator in charge of after school hours
 - Transportation rules to follow and arrange, if necessary

2. After you obtain approval

- a. Decide how you will promote the program:
 - Flyers
 - Announcements on the P.A. system
 - Notes home to parents
 - Presentation to students
 - Presentation to parents
 - Other
- b. Decide on the music — don't go overboard as quality is desired much more than quantity.
- c. Create lesson plans with goals for accomplishment
- d. Contact your volunteers, if any, regarding what their role(s) will be.

- e. If you choose to audition, set up a time.
- f. Will there be a charge for music? (An option is to charge and reimburse the money when the music has been returned or used to replenish what has not been returned — with parental understanding of how the money is used up front. This may or may not be allowed in your school.)
- g. Set a performance date as a goal for the group to show off accomplishments (at the end of the class term or in conjunction with a school performance, if possible).
- h. Make sure you create a phone contact list for student emergencies and test the numbers before your first class — do NOT assume all numbers are in working order.
- i. Plan for hard work, success and FUN!
- j. Look for appropriate opportunities for media coverage to highlight the children's participation.

District-wide/Community Group additional items you will need to consider:

1. Transportation needs:

- a. Can the students use the school buses?
- b. What is the bus schedule?
- c. Will they need a ride to and from the rehearsal?
- d. Is public transportation readily available?
- e. Will there be an additional cost associated with busing?

2. Information distribution:

- a. Create an easy way to distribute information across the district
- b. Initial contact — mail drop through school mail system or go to each school personally to ensure the information is distributed in a timely manner to your intended contacts.
- c. Phone tree and/or e-mail tree
- d. Reminder notes to the schools for inclusion in announcements
- e. Appropriately communicate with all principals. Each may have different ways in which they wish you to communicate with them and their staff, students and parents.

3. Do you want to include Homeschool Students?

- a. How will you find them?
- b. How will you communicate with them (reminders, no rehearsal, etc.)?
- c. Will they have transportation issues?