

Dear Georgia Music Educators,

I am so honored to serve as one of this year's clinicians for the Statewide Elementary Honor Choir. Having brought students many times to this event I know what a wonderful experience this can be for our kids. Thank you in advance for preparing your students. Each student will glean so much more from rehearsals if they are confident with their music prior to arriving in Jonesboro.

Allegro Choir

Bee, I'm Expecting You

I hope your students enjoy learning this quick, rhythmic piece. Slow practice is the key to mastering the tricky rhythms and off-beat entrances. Note that on page 6, the word "the" in measure 41 is a quarter note and in measure 42 it's an eighth note.

Red Dragonflies

Please refer to the pronunciation guide on the inside cover when working with the Japanese. Please make sure your students are confident in the difference in their melody starting at measure 7 versus their melody at measure 19. Have the students sing their part at measure 19 and you sing a different part. The students should be able to hold their part against yours. Try singing the English using tall open vowels so that it sounds like this:

tOO thAh glOrEEus sAhnsEht kAhIAhs rEHd drAhgUn fIAI bEEIAhng
whEhn dId AI bEE hOO-Oh thEhm Az mAII mAhtAh kEhrrEEd mEE AhIAhng

Vivace Choir

Skylark & Nightingale

Make sure your students know the difference between their entrance at measure 9 versus measure 26. Also please observe the ritards at measures 8, 11, 17, 21, & 23. Strive for a smooth crescendo and decrescendo on each phrase. Try singing the English using tall open vowels so that it sounds like this:

whEn Ah sO rEEng skAI lAhk sEEngz, In thAh sAhn lIt sUmEhr mOhrn
AI know thAt hEvIn Iz Ahp Ahn hAI, AEnd Ahn ErTH Ah fEEldz Ahv kOhn

bAht whEn Ah nAIIt In gAEI dAHz sEEng, In thAh mOOn lIt sUmehr EEvn
AI know nAht If Erth Iz mEEr IEE Erth, OhnlEE thAht hEvIn Iz hEvn

Shady Grove

Watch out for dotted eight-sixteenth patterns versus paired eighth patterns in the verses. Also, all rhythms should be percussive & light. Go ahead and teach your students the claps (they 're fun!). When you get to measure 83 have the students sing their part and you sing a different part. The students should be able to hold their part against yours. Please note that "I'm bound" at measure 89 is a different rhythm than the "I'm bound" found at measure 35 & 53.

I look forward to this wonderful event. Together we can make this a memorable experience for each student.

Sincerely,
Craig Hurley