



2017 Singing Christmas Tree

with guests

BALLET TENNESSEE

Anna VanCura, Artistic Director

and

METROPOLITAN BELLS

Gary Bynum, Director

Friday, December 1, 2017

School Performances

PROGRAM HIGHLIGHTS:

- *Miracle on 3rd Street* features music representing several different regions of the world, cultures, and languages;
- A tapestry of musical styles, difficulties, and instrumentation will be displayed by the more than 120 members of the Chattanooga Boys Choir's five component choirs;
- A fantastic, beautifully decorated stage of an international theme will complement the traditional Singing Christmas Tree stage presentation and engage your students visually;
- Students will be treated to an incredible experience in hearing the Metropolitan Bells handbell choir perform both alone and in an accompanying role with the choir;
- Enjoy wonderful original dances routines by Ballet Tennessee in original choreographed pieces and works set to music performed by the choir;
- Celebrate the connection of arts and the community through the partnership of Children's Hospital at Erlanger, as the choir joins the hospital staff, patients, and heroes in their *Believe!* campaign to build the new children's hospital.

This curriculum guide represents a selection of pieces from the repertoire for the *Miracle on 3rd Street: Singing Christmas Tree* program. Though not all the pieces that are to be performed are represented, certain questions and activities have been generated for your use involving the pieces included here.

The curriculum standards cited are from the following sources:

- Tennessee Department of Education Curriculum Standards
- National Geography Standards
- National Standards for Arts Education
- National Foreign Language Standards
- National Council of Teachers of English Standards

Teacher Classroom Guide

Welcome to the 55th annual Chattanooga Boys Choir *Singing Christmas Tree!* We are so pleased you are able to bring your students to our school performance this year. We hope you and your students will enjoy the program, and that it will be a wonderful start to your holiday season.

One of the best parts of the *Singing Christmas Tree* performance is when the curtain rises and the giant Christmas tree appears covered in thousands of lights with singers standing upon it. There is always a great gasp-of-delight from the audience! This sets the mood for what is yet to come. Here is a bit of history about that giant tree: The CBC choristers have been standing on the same steel-framed Christmas tree for 54 years! In 1962, the steel structure was designed by a CBC father, Harold F. Torok. Mr. Torok worked for a Chattanooga steel foundry, and the Singing Christmas Tree was made right there! Mr. Torok has attended every Singing Christmas Tree concert since his son was in the choir. He loved the choir, and yearly reminded us that he was the one who designed that large, beloved tree. Sadly he passed away a few years ago and is greatly missed today. Over the years, lights and greenery have been updated on the tree, but that same steel structure Mr. Torok designed still stands proudly every year and holds all of those talented singing boys!

The theme for the 2017 Singing Christmas Tree is "Miracle on 3rd Street," inspired by the 1947 classic *Miracle on 34th Street*. However, this year's program focuses on our special collaboration with Children's Hospital at Erlanger, which is building its new hospital on the corner of Palmetto and 3rd Street in downtown Chattanooga. Throughout the program, you will hear the hospital's campaign *Believe* echoed through the literature, as well as through the stage decorations and participants who come from Erlanger. Santa will be visiting with us, too, so make sure to have your students look for him in the lobby and on the stage!

3. Hanukah, Shalom

traditional Hebrew song, Ruth Schram and Linda Marcus

This is a song that celebrates the joy and principles of Hanukkah. References to “season of joy” and “festival of light” remark about how the observance of Hanukkah is celebrated with nightly menorah lighting, special prayers and expressing care for one another.

This piece utilizes a beautiful, easy learned melody that is later complemented by harmony built through a descant that is added by another part. The metaphor of peace triumphing over conflict is present when clashing, dissonant chords are resolved in pleasing, consonant harmonies.

Musical Terms:

- a. **Melody:** the tune of the song or piece of music.
- b. **Descant:** an early form of harmony where another part, different from the melody, is added to be sung/played along with the melody.

4. Jinglin’ Bells

By Mary Donnelly and George Strid

Every voice part has a chance to sing their own melody in this delightfully catchy arrangement. While the **Jingle Bells** tune rings loud and true, additional melodies come in to complement the familiar song. “Hear the sleigh bells ring through the frosty air. Joyfully they bring laughter everywhere...” This is pure jingling fun, right up to the final shouted “Hey!” The combination of separate, distinct melodies at the same time create a form of counterpoint that adds excitement to the song.

Musical Terms:

- a. **Counterpoint:** A compositional technique setting multiple melodies in conjunction with another.

Classroom Activity:

Break up the class and have them perform *Jingle Bells* at the same time as complementary partner song, such as *Row, Row, Row Your Boat* or *Twinkle, Twinkle Little Star* (performed quickly).

5. Christmas...In About Three Minutes

by Mark Weston

Performed by the CBC Cantabile choir (changed voice choir: tenor/bass)

“Christmas in About Three Minutes” is a fun medley of twenty-two – yes, 22! – Christmas carols thrown together in one arrangement lasting just three minutes! In this performance, you will see members of the choir attempt to identify all twenty-two songs as the song flies by! Familiar favorites “Jingle Bells,” “O Christmas Tree,” “Deck the Halls,” and “Up on the Housetop” are included with several less familiar carols.

Musical Terms:

- a. **Medley:** a musical composition made up of a series of songs or short pieces.

6. Hine Ma Tov

by Allan Naplan

“Hine Ma Tov” is a traditional Hebrew song calling for peace friendship. With a text from Psalm 133, the Hebrew text is translated “How good it is for people to dwell together in peace.” The song begins with the choir singing a melody on the text “Lai Lai Lai,” which is similar to festival syllables “fa la la.” Despite its festive quality, the song is in a minor key, which is not always common to fun, upbeat pieces.

Music term to teach:

- a. **Minor key:** a musical scale designated by lowered third and sixth scale degrees

Classroom Activity:

Explore popular holiday songs in minor keys – i.e, *What Child Is This? We Three Kings*, and *O Come Emmanuel* – discuss how the minor setting of these songs affects the students’ perception of the piece.

7. **Mele Kalikimaka**

by R. Alex Anderson, arr. Althouse

"Mele Kalikimaka" (meh-leh kah-lee-kee-mah-kah) is a Hawaiian-themed Christmas song written in 1949 by Robert Alex Anderson. The song takes its title from the Hawaiian phrase *Mele Kalikimaka*, meaning "Merry Christmas". One of the earliest recordings of this song was by Bing Crosby and the Andrews Sisters in 1950. It has been covered by many artists and featured in several films.

*"Mele Kalikimaka" is the thing to say on a bright Hawaiian Christmas Day.
That's the island greeting that we send to you from the land where palm trees sway.
Here we know that Christmas will be green and bright,
the sun will shine by day and all the stars at night.*

Classroom Activity:

Find the state of Hawaii on a map and briefly explore its culture, landscape, and weather. How might a traditional Christmas celebration often seen in popular culture (snow, cold temperatures, etc.) contrast that of a Hawaiian celebration?

8. **When You Believe**

by Carlos Lopez

Students will adore this song where the beauty of winter and the faith in a young heart are brought together in this sensitive piece. Two distinct melodies are featured, with the first asking the question, "Have you seen the snow wrestle with the trees when the wind starts to blow?" This is followed by a partner song melody which affirmatively answers the first melody, "I have seen winter. I have seen snow dance on the roofs while a child sleeps below."

Musical term to teach:

- a. **Partner Song:** melodies which fit together in such a way that they sound complementary when performed together.

9. **Believe (from *Polar Express*)**

Glen Ballard and Alan Silvestri

The choir closes the program – joined with Miracle Kids and their heroes from Children's Hospital at Erlanger – with this moving piece from the conclusion of the 2004 film *Polar Express*.

The piece features all of the CBC component choirs, with singers from 3rd through 12th grades, and will collect all the performers on stage. Throughout the song, the choir returns to the popular refrain of "Believe," which echoes the dreams and desires of the Children's Hospital at Erlanger as they seek to build a new children's hospital serving the children of the Chattanooga area.

*Believe in what your heart is saying, hear the melody that's playing
There's no time to waste, there's so much to celebrate
Believe in what you feel inside, and give your dreams the wings to fly
You have everything you need if you just **believe!***

Musical term to teach:

- a. **Refrain:** a repeated section or chorus, often with different verses or sections of text in between repetitions

10. **Merry Christmas, Happy New Year**

We end our program with this traditional song sung by all of the choirs. Then entire cast and crew will join the stage in wishing everyone a "Merry Christmas and a Happy New Year".

Musical term to teach:

- b. **Finale:** the last portion or close of a musical composition or program performance

MIRACLE ON 3RD STREET: CURRICULUM STANDARDS

TENNESSEE DEPARTMENT OF EDUCATION STANDARDS, LEARNING EXPECTATIONS, AND PERFORMANCE INDICATORS: GENERAL MUSIC, GRADES 6-8 (ELEMENTARY STANDARDS VARY BY GRADE LEVEL)

<http://www.state.tn.us/education/ci/standards/music/genmusic68.shtml>

TN - 6.1	Demonstrate knowledge of the technical vocabulary of music.
TN - 6.2	Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.
TN - 7.2	Evaluate the quality and effectiveness of music performances.
TN - 9.1	Distinguish characteristics of representative music genres and styles from a variety of historical periods and cultures.
TN - 8.1	Students will compare characteristics of two or more arts.
TN - 8.2	Demonstrate ways in which the principles and subject matter of other disciplines are interrelated with those of music.

NATIONAL STANDARDS FOR ARTS EDUCATION: MUSIC

http://www.education-world.com/standards/national/arts/music/k_4.shtml

NA-M.K-4.6	Listening to, analyzing, and describing music. Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and adult voices.
NA-M.K-4.7	Evaluating music and music performances. Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
NA-M.K-4.8	Understanding relationships between music, the other arts, and disciplines outside the arts. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; geography: songs associated with various countries or regions, and dance).
NA-M.K-4.9	Understanding music in relation to history and culture. Students describe in simple terms how elements of music are used in music examples from various cultures of the world. Students demonstrate audience behavior appropriate for the context and style of music performed.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH STANDARDS

http://www.education-world.com/standards/national/lang_arts/english/k_12.shtml#nl-eng.k-12.9

NL-ENG.K-12.9	Multicultural Understanding Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
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THE NATIONAL GEOGRAPHY STANDARDS

http://www.education-world.com/standards/national/soc_sci/geography/k_12.shtml

NSS-G.K-12.2	Places and Regions All students should understand how culture and experience influence people's perceptions of places and regions
NSS-G.K-12.4	Human Systems All students should understand the characteristics, distribution, and complexity of Earth's cultural mosaics.

THE NATIONAL FOREIGN LANGUAGE STANDARDS

http://www.education-world.com/standards/national/lang_arts/f_lang/k_12.shtml

NL-FL.K-12.3	Cultural Connections Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
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