



# Colorado RE:View

The Newsletter of the Colorado Chapter of the American Choral Directors Association  
Vol. 30, No. 1 Fall 2012

## Inside this issue . . .

Middle School All State Choir	3
Upcoming Events	4
Encouraging Student Participation in ACDA	5
Exhibits at Summer Workshop	6
Editor's Last Word	7



## From the President

Bill Erickson  
Cherry Creek High School



Moving forward; fostering programs that enhance in our students an artistic, academic and personal integrity.

One of my favorite education quotes is, "Great teachers show evidence of being great scholars." Being a scholar of our art, of choral music, is an integral part of the success of each of our programs. We are a community of scholars.

When I think back on decades of CoACDA summer workshops, it is always a striking remembrance of all those well-seasoned choral music educators and ACDA members who were consistently in attendance, actively participating in engaging discussions. They served the attendees in both their professional contributions to the workshop by participating in round table discussions, presenting interest sessions and reading sessions, or they served on the board, planning detailed and effective experiences for their colleagues.

Always looking up to these amazing choral musicians, I marveled at their sincere approach to learning, being fully aware of the fact that they represented some of the finest programs in the state and region. What did they possess that made them lifelong learners? Why would someone who had such a successful program need to nurture such an insatiable thirst for knowledge, for new techniques, for new as well as tried and true publications, for great recordings of great choral ensembles, for new ideas? What made them tick?

Whatever it was, I wanted to be like these folks. The need to continue to grow, to learn became more and more evident as the years went by. In other words, the old saying, "the more you know, the less you know," rang loudly in my ears. The love of learning is something we all try to convey to our students. They'll sniff that trait out in a heartbeat and they'll deeply respect it.

Good teaching is good teaching in any specified area found in our institutions. Seeking out great teachers on our campuses can't be stressed enough. Visiting classrooms of those "rock star" teachers in the English, Social Studies and Language departments was always a treat for me. "Stealing" their quotes and what worked so effectively for them always worked for me in the choral rehearsal. We are truly in this together. The greater sense of community on our campuses can be a powerful thing, if pursued. We are connected.

Being a diligent student of the voice, how to "listen for" and develop critical listening skills, of developing that sense of belonging and the team spirit, "keeping the spirit in the rehearsal high" (Richard Larson, 1995), of growing from alright to good,

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## From the President, cont.

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from good to great, from great to excellent, from excellent to exceptional IS a lifelong journey. And, it is so worth it.

In times of continued budget cuts, salary cuts and program cuts as well as emerging changes in the definitions of tenure, it is definitely in our best interest to put forth the best product possible. Being visible in our communities is critical to promoting what we do for kids, their artistic lives as well as presenting a strong defense in support and enhancement of the entire academic community. We are community.

That said, regularly scheduled administrator visits to our rehearsals need to occur. Sometimes, this means personal invitations need to be implemented. When they see, on a regular basis, what we do and how we work with kids, how they work with each other and what is accomplished implementing multiple disciplines surely speaks loudly.

They'll see organizational skills, authentic assessments, team building, respect for one another, assisting special needs students, and learning that working for the corporate good is an irreplaceable trait. They'll see that working hard doesn't have to be hard work. They'll see a love of learning. They'll see mastery. They'll see a healthy side of our society that promotes each and every student equally, no matter what their academic, financial or athletic status. Teach them how to listen! They'll listen; truly listen.

By now, you've all set the wheels in motion. You've completed securing concert attire and robes, the performance calendar is set and the rehearsal expectations, pacing and rigor are now a part of the atmosphere in the rehearsal room. Most of you have completed your first performances or have been providing music for regular services at your houses of worship. Keep fostering the spirit of learning, of growing, of taking risks. "Life is not a dress rehearsal" (Lorenzo Gonzales, 1998). Keep remembering that what you give comes back 10-fold. What a reward it is in what we get to do in this life. Have a fantastic year!

## Special Reminder:

National ACDA Convention in Dallas, Mar. 13-16, 2013.

If you haven't already done so, put the plans in motion to attend the convention now. It will change your life!



## Coming in 2013-14: The Middle School All State Choir

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Philip Drozda and Emily Martin, Colorado Middle School R&S co-chairs  
Mesa Middle School and Louisville Middle School

Exciting things are on the horizon for middle school choral music in Colorado! One of our chief goals as the Middle School R&S Chairs for Colorado ACDA is to facilitate the formation of a network of middle school choral directors across the state. Presently, the cornerstone of our efforts to strengthen collaboration among middle school choral educators is the establishment of a Colorado Middle School All State Choir.

For the past several years, both of your R&S co-chairs have felt the need for middle school choral students in our state to have the highest level of musical experience possible. Independently, Dr. Jill Burleson from the University of Northern Colorado came to the same conclusion: there is a need for an all-state choir at the middle level. Middle school is the “critical gap” for many young singers, the time when young singers are navigating massive changes in their voices and their lives. In addition, middle school is often the time when many young singers make the decision whether to continue on with their pursuit of vocal music. A “mountain top” experience showing our students what is possible can make the difference in many of our students continuing on a musical path. With the successful implementation of the Elementary All State Choir earlier this year, providing middle school students with this experience seems a logical and very exciting next step that is essential to the growth of middle school choral music and to the establishment of a network of middle school choral teachers in our state.

This past July at the ACDA Summer Workshop we held an interest session for educators attending the conference regarding the establishment of the CMASC. Response from the educators in attendance was overwhelmingly positive. A steering committee of middle school educators from across the state has been assembled and will soon begin holding meetings. There is much work to be done, but our goal is to hold the inaugural Middle School All State Choir during the 2013-2014 school year. Following the path set by the Elementary All State Choir, we are completely committed to making this a truly “all state” event, with representation from the eastern plains, mountains, Western Slope, and San Luis Valley regions in addition to the Front Range. We wish to keep middle school choral directors informed once the details of the event take shape, so please email [pdrozda@cherrycreekschools.org](mailto:pdrozda@cherrycreekschools.org) to be added to our middle school network.

We wish to keep you informed not only about the CMASC, but also about other opportunities for middle school choral music in Colorado. Our annual Middle Level Festival is coming up on February 15, 2013. All middle school choirs are welcome at this non-competitive, adjudicated event. Please email [pdrozda@cherrycreekschools.org](mailto:pdrozda@cherrycreekschools.org) to obtain registration information.

Please keep us in mind when you have questions, want advice, or even need a shoulder to cry on! Emily Martin is also available for conversations as well as clinics and workshops. (She’ll be even more available next year, when she has retired from full time teaching!) Currently, her email is [emily.martin@bvsd.org](mailto:emily.martin@bvsd.org) and office phone is 720-561-7435.

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## Upcoming Events

### **10<sup>th</sup> Annual Choral Celebration at MSU Denver**

Thursday, Nov. 1 and Friday, Nov. 2

### **ACDA Collegiate Choral Festival**

Friday, Nov. 9, 7:00 pm

Hosted by MSU Denver

King Center Concert Hall on the Auraria Campus

Free and Open to the Public

- ❖ Collegiate choirs from around the state gather to perform for and with each other in this evening of shared music. Dr. Dana Ihm of CSU-Pueblo will conduct the closing mass choir piece, "If Ye Love Me," by Thomas Tallis.

### **ACDA National Convention**

March 13 – 16, 2013

Dallas, Texas

Highlights:

- Collegiate Student Conducting Competition
- Raymond W. Brock Student Composition Contest
- Community Youth/Boychoir Honor Choir
- Middle School/Junior High School Honor Choir
- High School Women's Honor Choir
- High School Mixed Honor Choir
- Music in Worship Festival Chorus



## Concerts by area professional, semi-professional, and community choirs

### **Ars Nova Singers**

Conductor Thomas Edward Morgan

"Music for Choir and Saxophone Quartet," Oct. 19, 20, 21

"Midwinter Collage," Dec. 7, 8, 14, 15

[www.arsnovasingers.com](http://www.arsnovasingers.com)

### **Cherry Creek Chorale**

Conductor Brian Patrick Leatherman

"Adventures in Song! Celebrate Colorado!," Oct. 19, 20

"The Spirit of Christmas," Dec. 7, 8

[www.cherrycreekchorale.com](http://www.cherrycreekchorale.com)

### **Colorado Chorale**

Conductor Frank Eychaner

"Music of the Bard – Choral Settings of Shakespeare," Oct. 7, 9

"Christmas Collage," Dec. 4, 9

[www.coloradochorale.org](http://www.coloradochorale.org)

### **Denver Gay Men's Chorus**

Conductor Ben Riggs

Christmas Concert, Dec. 12

[www.dgmc.org](http://www.dgmc.org)

### **Denver Women's Chorus**

Conductor Mark Zwilling

"All That Jazz and More!," Jan. 26

[www.rmarts.org/dwc.php](http://www.rmarts.org/dwc.php)

### **Harmony, A Colorado Chorale**

Conductor Bill Loper

Fall Concert, Dec. 2, 7, 8

[www.harmonychorale.org](http://www.harmonychorale.org)

### **Kantorei**

Conductor Richard Larson

2012-13 season to be published soon online.

[www.kantorei.org](http://www.kantorei.org)

### **Longmont Chorale**

Conductor Scott Hamlin

"Celtic Voices, Pipes, and Drums," Oct. 21

"Sing Gloria, All Ye Lands!," Dec. 2

[www.longmontchorale.org](http://www.longmontchorale.org)

### **Safonia**

Conductor Marla Wasson

"Naughty and Nice," Dec. 8, 9

[safonia.org](http://safonia.org)

### **St. Martin's Chamber Choir**, Conductor

Timothy J. Krueger

"Sonic Surround: Antiphonal Music of Rome," Sept. 21, 22

"All Hallows: In Memoriam," Nov. 2, 3, 4

"Lo, How a Rose: Christmas with St. Martin's," Dec. 9, 14, 15

[www.stmartinchamberchoir.org](http://www.stmartinchamberchoir.org)

# Encouraging Student Participation in ACDA

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Beth Robison, College/University R&S Chair  
Adams State University



I find myself thinking of the upcoming National ACDA Conference in Dallas, wanting to share it with my students, and just how important student participation is in the ACDA organization. Of the 644 NASM-accredited collegiate music programs in the United States, 132 have registered student ACDA chapters. In our Southwest conference, there are 118 NASM-accredited programs\* with 19 student ACDA chapters: Arkansas, 4; Colorado, 2; Kansas, 1; Missouri, 4; New Mexico, 2; Oklahoma, 2; and Texas, 6.

In Colorado, so many of our public school choral directors are members of CMEA, which is fantastic! Yet it would be wonderful to see them become members of ACDA as well. After all, we are an organization that deals specifically and totally with choral music education. What can we do to get more involvement? Perhaps one small step is to encourage our college students, many of whom will become music educators in Colorado, to join a student chapter of ACDA while still in school.

Towards that end, the National ACDA Board is offering incentives to encourage college students to become a part of ACDA. There will be a limited number of discounted memberships offered to students (\$5 for the year), as well as 5 scholarships per state that would cover the cost of student conference registration in order for them to attend the National Conference in Dallas, March 13-16, 2013.

Through fundraising efforts by the ASU Student ACDA chapter, we have been able to send members to both the 2010 SWACDA conference in Denver and the 2012 SWACDA conference in Dallas, as well as the CoACDA Summer Workshops. From the 2010 SWACDA conference, I still remember a picture of one of my students enthusiastically hugging a gracious Eric Whitacre, and others having an in-depth conversation with the singers of Voces8.

In Dallas, they participated in the Collegiate Honor Choir under the directions of Dr. Geoffrey Boers, and were amazed at the performance of Berlioz' *Te Deum* by the Dallas Symphony Orchestra and Chorus, having never before experienced anything on that grand of a scale. Not to mention the interest sessions and the rest of the wonderful concerts that they heard from children's choirs on up to professional groups, including the Cherry Creek High School Meistersingers under the direction of CoACDA board member, Sarah Harrison. These have been invaluable experiences for my students, not to mention the camaraderie and networking they have been able to achieve as a group.

As teachers, we always come back from ACDA conferences re-energized and re-focused on what we want to achieve. So do our students when they attend these events, be they national, regional, or state.

If you would like more information on setting up a student ACDA chapter or the national ACDA incentives mentioned, please contact me at 719-587-7300 or [brobison@adams.edu](mailto:brobison@adams.edu).

\* Number of NASM-accredited schools in the Southwest ACDA Region: Arkansas, 13; Colorado, 12; Kansas, 14; Missouri, 21; New Mexico, 3; Oklahoma, 15; and Texas, 40.



## Exhibits at Summer Workshop

Kim Hohensee, Exhibits Chair  
Birch Elementary



Greetings from your Colorado ACDA's Exhibits Chair. My name is Kim Hohensee and I am the Exhibits Chair. I am a native of Iowa and have lived in Colorado for 24 years. My teaching experience spans 19 years teaching classroom general music and choir at the elementary, middle and high school levels. While my favorite grade level is middle school, I enjoyed my high school choir students and continue to enjoy teaching general music and directing two choirs at Birch Elementary in Broomfield. My current teaching gig is at Birch Elementary in Broomfield, and I feel very fortunate to have a job that I thoroughly love. I am also in my final year of obtaining my Masters of Education with a Principal's License from Regis University. My second job is being Music Coordinator, Chancel Choir accompanist, and Organist/Pianist at Lutheran Church of Hope in Broomfield. As the Exhibits Chair, my primary function on the board is to invite and coordinate the vendors around Colorado to our annual Summer Workshop. Having had another successful Summer Choral Workshop, I would love to continue growing the number of exhibitors at our summer workshop, although I have to remember space is limited. So if you know of any music related businesses that might benefit by being an exhibitor at future Summer choral workshops, please feel free to contact me at: [hohenseefam@q.com](mailto:hohenseefam@q.com). (The email on the website is incorrect.) I am always shopping for new exhibitors to show off their business at our workshop and am open to any and all suggestions on how we can improve exhibitor participation at our annual workshop. I wish all of you a wonderful school year filled with joy and inspiration in teaching the young and more seasoned choral students throughout the Colorado schools and communities.



# The Editor's Last Word: Care and Feeding of the Choral Conductor

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MB Krueger, Newsletter Editor  
Metropolitan State University of Denver



I feel so fortunate that I make a living doing the two things I am most passionate about: teaching and music. Given the fact that so many people toil through years of unrewarding, underappreciated work, just counting down the moments to retirement, I consider the fact that I love my job a blessing beyond measure. But even though I love it, I admit there are times when it feels like an overwhelming burden. You probably know what I mean. The first weeks of school, re-writing syllabi, having to call the supplier to track down the music that hasn't arrived in time, holding auditions, figuring out who needs the dress or the tux, collecting money, placing more orders, attending faculty meetings and committee meetings, organizing class lists through all the drops and adds, etc., etc. . . . it all adds up and can make me feel like tearing my hair out. What to do when you've reached

the end of your rope, but the world isn't ready to stop for you?

## 1. Prioritize

I am the queen of list making. I always include "make list" on my to-do list so I can cross off at least one task! Making a list of everything that is hanging over my head helps me put it all in perspective and decide which things need to be top priority and which things can wait for now. Often, seeing everything I need to accomplish in list form gives me the feeling that I can manage it all, whereas letting it all float around in my cloud of anxiety makes it feel overwhelming.

## 2. Delegate

This is one that I need to keep practicing because I am terrible at it. I find it challenging to delegate, because it is very unlikely that anyone to whom I delegate will actually complete the task in *exactly* the same way I would choose to do it, even if I feel I've communicated very clearly what I want done. Too often, I simply do the task over so that it's the way I wanted it in the first place, creating more work for myself instead of less. The art of delegation involves letting go of some control, as well as trying to match the task to a specific person who might have a talent for it. Maybe I could choose a responsible student to call when my music order doesn't arrive in time, and to organize the handing out of music during the first days of class. Perhaps one of my choir members could create a spreadsheet to help me track outfit payments. The key is being able to accept and work with the method the delegatee has chosen; if I can't do that, my attempt at delegation has backfired.

## 3. Accept Praise

I'm sure you've seen this dynamic play out. A student or colleague will spontaneously thank me for running a great rehearsal or putting on an excellent concert, and my immediate response is something like, "Well, it would have been better if . . ." Instead, I ought to be overjoyed at being recognized for my hard work/talent/efficiency/dumb luck. It's OK to accept praise instead of try to deflect it, and it might even energize me to keep plugging away.

## 4. Give Yourself Praise

Once in a while, give yourself a little pat on the back by sharing with a family member, friend, or your journal something you did that day that you feel good about. I finally made a connection with that kid who has seemed so withdrawn in Concert Choir. My Women's Choir really sounded good today, and I'm the one who got them there. I shared an idea with some of my colleagues, and they loved it. I'm really happy with the music I chose for my students this year. Since it's so easy to fall into the trap of being our own worst judges, maybe we should allow ourselves to be our own best cheerleader every now and then, too. It's about giving ourselves reasons to be eager to head back to work the next morning instead of allowing ourselves to descend into dreading it.

## 5. Revel in the Music

This has to be one of the best perks of our jobs. There has been many a day when I am cranky or headachy or stressed when I walk into a rehearsal, but a dose of Palestrina or a shot of Moses Hogan or a dollop of Mozart pulls me back to being a real human being again. All the organization, planning, plotting, emailing, grading and meeting leads to one important end: the performance of music that I deemed so great that I want my students to know it and love it as much as I do.

## 6. Revel in the Students

There are some wonderful and funky and wild and funny and talented and creative people sitting in our classrooms. Too often I'm just busy pushing my own lesson plan through, but every now and then I am bright enough to take a cue from the actual people sitting in front of me, and the tangent we take together makes my day. Recently, a student explained it is hard to perform well on singing quizzes because she feels nervous singing in front of people she doesn't know, i.e. the rest of the choir. I admit my initial, internal reaction was a scoff. I didn't want to eat up class time with this frivolous nonsense! But I tried a new activity in the next class that forged connections between students and gave them a group to belong to. The marked improvement on the next quiz made it more than worth the 15 minutes of class time it ate up.

As I write this article, I realize I am trying to talk some sense into myself as much as share these thoughts with you, my colleagues. We all need to safeguard our sanity and our psyche, even as we have a ball doing what we do.



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Mark your Calendars for the ACDA National Convention:  
**March 13 – 16, 2013 in Dallas, Texas.**

## **National ACDA Advocacy Resolution**

**Whereas** the human spirit is elevated to a broader understanding of itself through study and performance in the aesthetic arts; and

**Whereas** serious cutbacks in funding and support have steadily eroded arts institutions and their programs throughout our country,

**Be it resolved** that all citizens of the United States actively voice their affirmative and collective support for necessary funding at the local, state, and national levels of education and government, to ensure survival of arts programs for this and future generations.

Learn more and find ACDA Membership Application forms at [www.acdaonline.org](http://www.acdaonline.org).

Visit the CoACDA Website:  
[www.coloradoacda.org](http://www.coloradoacda.org)