

HOALTC Event: Song Leading

<p>Purpose</p>	<ul style="list-style-type: none"> • Equip and encourage our youth to lead <i>a cappella</i> singing in a variety of settings (VBS, foreign missions, camps, etc.) to encourage believers, witness to unbelievers, and praise God.
<p>Expectations</p>	<ul style="list-style-type: none"> • Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, please see page 8 and complete the form by the registration deadline. • Participants will lead one of the songs in the list on the www.hoaltc.org website for group singing with the people in the room. • Overheads will not be used. A songbook that contains only the songs from the website will be provided at the convention to the participants and the audience to use. Since most of these songs have many arrangements, using the referenced songbook is strongly advised. The songbook will have the CCLI number that HOALTC has obtained for this event to enable us to copy and use these songs. See below. • Participants will check-in with the Event Coordinator at least 15 minutes before their scheduled time and will stay for the entire session. • Participants are scheduled into block sessions. To support all the participants, participants and spectators may not leave or enter the room during a session. • A podium is supplied, but the song leader can choose whether to stand behind it and use it, move around it, or set it to the side. • HOALTC follows current copyright laws concerning music. We strongly encourage all congregations and LTC participants to consider and adhere to these laws. If you are interested in obtaining a license for your own congregation, contact Christian Copyright Licensing, Inc. www.ccli.com (800) 234-2446.
<p>Rules</p>	<ul style="list-style-type: none"> • Each participant should introduce themselves and announce the song number from the songbook provided at the convention, and song title. • Participant will lead two stanzas of the chosen song, or one stanza twice if the song only has one stanza. • Singing will be evaluated on a participant's ability to pitch a song appropriately, sing on pitch, control their breathing, and use the appropriate volume. Note on pitching devices: While not required, the use of a pitching device is encouraged, especially if the participant struggles with finding an appropriate pitch for a song (too high or too low). • Dynamics will be evaluated on a participant's ability to follow and communicate the dynamics of a song to the audience. • Tempo/Beat will be evaluated on a participant's ability to use hand gestures to indicate the beat to the audience and their ability to maintain consistent tempo throughout the song. • Transitions will be evaluated based on a participant's ability to move from

	<p>one stanza to the next, if they move from one style (pitch, tempo) during the song, and how well they communicate changes to the audience.</p> <ul style="list-style-type: none"> ● Leadership will be evaluated based on a participant's confidence in leading the song, how well their actions enhance the song leading, and how well the participant conveys the mood of the song.
<p>Submission Instructions</p>	<ul style="list-style-type: none"> ● Church Coordinators will register Song Leading participants online by grade level (3-6, 7-9, 10-12). ● The selection for female participants wanting women only in the audience can be made at the Registration Portal. See page 12. ● Church Coordinators will receive information concerning time and location of each participant's session.

SONG LEADING 2019 HOALTC No Greater Love! Gospel of John		Event Coordinator's award:		
		Gold	Silver	Bronze
	Exemplary	Competent	Developing	
Introduction	<input type="checkbox"/> Introduction and announcement of song number and title spoken very clearly with excellent volume.	<input type="checkbox"/> Introduction and announcement of song number and title spoken clearly with good volume.	<input type="checkbox"/> Attention should be given to introduction and announcing song number and title clearly or with proper volume.	
Singing (as appropriate for Grade Level)	<input type="checkbox"/> Expert pitch. <input type="checkbox"/> Expert breath control. <input type="checkbox"/> Appropriate volume throughout. <input type="checkbox"/> Expert use of pitching device, if used. (Not required.)	<input type="checkbox"/> Usually on pitch. <input type="checkbox"/> Good breath control. <input type="checkbox"/> Appropriate volume most of the time. <input type="checkbox"/> If used, adequate use of pitching device. (Not required.)	<input type="checkbox"/> Somewhat on pitch. <input type="checkbox"/> Basic breath control. <input type="checkbox"/> Appropriate volume some of the time. <input type="checkbox"/> If used, pitching device could be used more effectively. (Not required.)	
Dynamics	<input type="checkbox"/> Dynamic marks in the songbook were expertly followed and communicated to audience.	<input type="checkbox"/> Dynamic marks in the songbook were usually followed and communicated to audience.	<input type="checkbox"/> Dynamic marks in the songbook were somewhat followed and communicated to audience.	
Tempo/Beat	<input type="checkbox"/> Consistently used hand gestures to expertly indicate beat to audience. <input type="checkbox"/> Maintained consistent tempo throughout.	<input type="checkbox"/> Used hand gestures to indicate beat to audience most of the time. <input type="checkbox"/> Maintained consistent tempo most of the time.	<input type="checkbox"/> Used hand gestures to indicate beat to audience some of the time. <input type="checkbox"/> Maintained consistent tempo some of the time.	
Transitions	<input type="checkbox"/> Moved expertly from one stanza to the next while letting the audience know song leader's intention. <input type="checkbox"/> Two stanzas were led. <input type="checkbox"/> Moved expertly between different styles in a verse (pitch, tempo) while letting the audience know song leader's intention. (If applicable).	<input type="checkbox"/> Moved from one stanza to the next while letting the audience know song leader's intention. <input type="checkbox"/> Moved between different styles in a verse (pitch, tempo) while letting the audience know song leader's intention. (If applicable).	<input type="checkbox"/> More practice is needed moving from one stanza to the next. <input type="checkbox"/> More or less than two stanzas were led. <input type="checkbox"/> More practice is needed moving between different styles in a verse (pitch, tempo). (If applicable).	
Leadership	<input type="checkbox"/> Very confident throughout. <input type="checkbox"/> Expertly demonstrated appropriate eye contact, clarity and projection of voice, tone and pace, and gestures significantly enhanced the ability of the song leader to lead. <input type="checkbox"/> Expertly conveyed mood of song.	<input type="checkbox"/> Confident most of the time. <input type="checkbox"/> Demonstrated appropriate eye contact, clarity and projection of voice, tone and pace most of the time, and gestures mostly enhanced the ability of the song leader to lead. <input type="checkbox"/> Moderately conveyed mood of song.	<input type="checkbox"/> Confident some of the time. <input type="checkbox"/> Demonstrated appropriate eye contact, clarity and projection of voice, tone and pace, and gestures some of the time. <input type="checkbox"/> Somewhat conveyed mood of song.	
Judge's comments:				
Please help us improve this rubric each year by submitting Feedback on the website within 30 days of the end of the convention.				