VOCALESSENCE WITNESS

PARTICIPANT GUIDEBOOK



WITNESS: The Poet Sings will explore how social change evolves through music and poetry. Students will work with Teaching Artists to study historical griots of West Africa alongside present-day griots such as spoken word artist and rapper Nur-D.

2026-27 School Program: *The Poet Sings*

WELCOME TO WITNESS

Welcome to the 2026–27 VocalEssence WITNESS School Program!

WITNESS is an exciting opportunity for Minnesota students and teachers to explore the contributions African Americans have made—and continue to make—to the fine arts and our shared cultural heritage.

This year's program, **WITNESS: *The Poet Sings***, explores how social change evolves through music and poetry. Students will study historical griots of West Africa alongside present-day griots, including spoken word artist and rapper **NUR-D**.

Throughout the year, students will engage with the WITNESS curriculum, work directly with VocalEssence Teaching Artists through in-class workshops, and experience a participatory Young People's Concert at Orchestra Hall.

WHAT YOU'LL EXPERIENCE

Teaching Artist Workshops

Students learn directly from VocalEssence Teaching Artists through live, in-class workshops. Teaching Artists explore the annual WITNESS theme through their respective artistic disciplines, connecting African American culture with art, music, social studies, literature, character building, and other academic areas of the school curriculum.

Standard Schedule: Each participating class receives **two Teaching Artist visits** through the WITNESS program.

Block Schedules: Schools on block schedules may receive up to four workshop days if necessary to accommodate their schedules. Teachers should work with their Teaching Artist to condense visits to two days whenever possible to minimize travel and maximize meaningful engagement.

Workshops are designed to **enhance and deepen the WITNESS curriculum—not replace it.** Students should have already begun engaging with the WITNESS curriculum before their Teaching Artist arrives.

Young People's Concert

On **Friday, February 26, 2027**, students will gather at Orchestra Hall in downtown Minneapolis for an immersive, approximately 50-minute Young People's Concert.

Performance Times: 10:00 AM | 11:35 AM | 1:15 PM — if demand requires

The concert features VocalEssence Teaching Artists, the VocalEssence Chorus and Ensemble Singers, Singers Of This Age (SOTA), Vintage Voices, and special guest artists.

Ticket Cost: FREE

Transportation: VocalEssence WITNESS provides free concert tickets in lieu of bus reimbursement. If your school faces financial barriers securing transportation to the concert, contact WITNESS Education Manager Emma Jirele at **emma@vocalessence.org** to discuss case-by-case support options.

ABOUT VOCALESSENCE

VocalEssence champions choral music of all genres, celebrating the vocal experience through innovative performances, commissioning of new music, and engaging with diverse constituencies As a leading Minnesota arts organization, VocalEssence uses the power of choral music to enhance our community by producing innovative vocal music events that stir people's souls. We engage people of all ages and cultures through innovative, enticing choral music programming, such as performing ensembles, school curricula, elder learning initiatives, and advocacy projects.



PHILIP BRUNELLE, artistic director and founder of VocalEssence, is an internationally renowned conductor, choral scholar and visionary. Philip has conducted symphonies, choral festivals and operas on six continents. He holds five honorary degrees, served 9 years as Vice President of IFCM (International Federation for Choral Music), and has been recognized for his commitment to choral music by the governments of Norway, Hungary, Sweden, Mexico, and the United Kingdom. In 2019 he was awarded the American Prize in Choral Conducting and in 2020 will be given the Honorary Member Award by the Society for American Music. His thoughts on music are at RenaissanceManpodcast.com. philip@vocalessence.org



G. PHILLIP SHOULTZ, III, Associate Conductor and Director of Learning and Engagement, is known for fostering community and inspiring action among people of all ages and abilities. Phillip has conducted choirs and workshops across the United States and in Canada, England, Estonia, Finland, France, Mexico, Germany, and Russia. He has taught at the University of St. Thomas, the University of Minnesota, and Georgia State University and his work in the public schools garnered multiple Teacher of the Year honors. The winner of the 2015 ACDA Graduate Conducting Competition and an International Conductors' Exchange Program Participant, Phillip believes in the transformative power of shared singing experiences. gps@vocalessence.org



ROBERT GRAHAM, Learning & Engagement Manager and Conductor of Vintage Voices, serves as both an administrator and Ensemble Singers tenor. A Minneapolis native, Robert oversees the acclaimed WITNESS School Program and conducts Vintage Voices choirs in senior living communities. He holds master's degrees in Vocal Performance and Pedagogy and Choral Conducting from Southern Illinois University-Carbondale and a bachelor's degree in Music Performance and Business Administration from Xavier University of Louisiana. robert@vocalessence.org, 612-547-1458



EMMA JIRELE, Engagement & Communications Manager, Emma provides operational leadership and logistical support for the WITNESS School Program and other school and community programs, while also supporting VocalEssence communications, marketing, and digital content. Emma is your primary point of contact throught the WITNESS program. A former middle and high school choir teacher, Emma holds a bachelor's degree in Vocal Music Education from the University of Minnesota and a master's degree in Organizational Leadership from Rider University. emma@vocalessence.org, 612-547-1457

THE VOCALESSENCE TEACHING ARTISTS

represent a wide array of artistic disciplines, and are leaders in the Twin Cities performing arts community. Not only do they teach, they are also award-winning performers with local, national, and international acclaim! They include professional dancers, choreographers, composers, music producers, actors and actresses,and musicians. Many of you will experience workshops with them in your classrooms, but at the VocalEssence WITNESS Young People's Concert, you will experience them as performers! They are delighted to share their artistic gifts with you as they collaborate with VocalEssence Associate Conductor, G. Phillip Shoultz, III, the VocalEssence Chorus, and the VocalEssence Singers Of This Age.

QUICK CONTACTS

General WITNESS Questions	Same-Day/Urgent Issues	Orchestra Hall Venue Questions
Emma Jirele **emma@vocalessence.org** **612-547-1457** Contact Emma about: • Scheduling • Teaching Artist questions • Workshops and residencies • Planning meetings • YPC questions • Transportation • Changes to plans • Problems or unexpected situations	**Emma's cell: 507-360-6712** Call rather than email when an issue needs immediate attention: • Your school has to cancel or reschedule a workshop or residency last minute • Your school is unexpectedly closed due to weather or other reasons for the YPC or a workshop or residency.	**Chris Johnson** **cjohnson@mnorch.org** Chris can answer questions about: • YPC Tickets • Bus zones and parking • Seating in the hall • Accessibility accommodations • Your school is running late to Orchestra Hall for the YPC. • Other aspects of your experience inside Orchestra Hall.

TEACHER ORIENTATION AND GETTING STARTED

Teacher Orientation (*required for program participation*)
Saturday, September 26, 2026
10:00 AM–1:00 PM
Plymouth Congregational Church
Minneapolis, Minnesota

Attendance at Teacher Orientation is **required for participation in WITNESS**. (*If the date above does not align with your schedule, please reach out to Emma to schedule a make-up session*).

Each participating school must send at least one representative; all participating teachers are strongly encouraged to attend.

Orientation covers:
- Exploration of *The Poet Sings* theme, music, and curriculum
- Introduction to the 2026–27 Teaching Artists
- Orchestra Hall YPC protocols and transportation
- Workshop and residency scheduling
- Resource Hub orientation
- (Updated) program expectations
- Snacks and refreshments
- Up to three clock hours of CEU credit

Workshop/Residency Request Form
Following Teacher Orientation, the Primary Contact teacher will receive a **Workshop/Residency Request Form** emailed to them to begin the process of scheduling your Teaching Artist.

The form will collect:
- School and teacher information

- Class schedules
- Number of participating students
- Teaching Artist Preferences
- Preferred workshop or residency dates
- Your vision and goals for the experience
- Additional scheduling or classroom information

VocalEssence staff will use this information to pair your school with a Teaching Artist who is a good fit for your school and students.

Resource Hub

Bookmark Link: www.vocalessence.org/resourcehub2627

The WITNESS Resource Hub is your central location for program resources.

It includes:

- WITNESS curriculum and lessons
- Videos
- Teaching Artist introductory videos and bios
- Past WITNESS resources
- Sheet music PDFs
- Video links
- Concert Behaviors & Expectations
- YPC student reflection
- Planning Meeting Guide
- Planning Meeting Checklist

(Note: The Resource Hub is exclusive to WITNESS partner schools. Please do not distribute externally).

COMMUNICATING WITH TEACHING ARTISTS

Initial Contact

After a Teaching Artist is selected, Emma will begin an email chain with the school's primary contact and the Teaching Artist, introducing you to your selected artist and sharing your class schedule and school information. Emma will cc herself on the email. You are welcome to initiate a greeting and conversation. Otherwise, the Teaching Artist will reach out within 48 hours. If you do not hear from your Teaching Artist within 48 hours, contact Emma.

Always Reply All

Keep Emma copied on all communication with your Teaching Artist by selecting **"Reply All" on all email interaction with your Teaching Artist**. This allows her to stay informed about scheduling, workshop plans, and questions that arise.

Scheduling

Work together to establish dates for both your planning meeting and classroom visits.

Planning Meeting Methods

Planning meetings may take place via virtual meeting or in person as mutually agreed upon. These are to be set up by the teacher and teaching artist with their preferred method of communication.

PLANNING MEETING REQUIREMENTS

A planning meeting is required **at least two weeks prior** to your first classroom visit (plan for 45-60 minutes).

Who Attends
Primary Contact teacher (required) and all participating classroom teachers (strongly recommended).

Agenda
Use the Planning Meeting Guide (Appendix A) to discuss:
- Classroom logistics
- Student needs
- Room setup
- Timing and schedule
- Curriculum connections
- Workshop goals
- Activities and content
- Any special needs or considerations

The goal is to establish a shared plan and expectations before the Teaching Artist arrives.

Post-Meeting
Complete and sign the **Planning Meeting Checklist** (Appendix B) and email it to Emma Jirele.

WORKSHOPS & RESIDENCIES

WITNESS-Provided Workshops
- Includes **two** class-period visits per participating group at no cost.
  - Schools on block schedules may receive **up to** four workshop days when necessary to accommodate the schedule. ***Whenever possible, teachers should condense the Teaching Artist's schedule to two days.***
- Designed to enhance and personalize learning already started with curriculum resources.

School-Funded Residencies
- Any visits requested beyond the standard two WITNESS-funded visits are considered a residency.
- Residencies are paid for directly by the school and must be approved by both the Teaching Artist and VocalEssence staff prior to scheduling.

CLASSROOM EXPECTATIONS

Teacher Expectations BEFORE the Visit:
- Teach introductory WITNESS curriculum lessons and discuss the theme.
- Introduce students to the Teaching Artist using bios/videos on the Resource Hub.
- Set behavioral expectations and prepare requested materials/technology.

Teacher Expectations DURING the Visit

- Remain in the room for the entire duration (never leave an artist alone with students).
- Manage classroom discipline (teachers–not Teaching Artists–are responsible for behavior)
- Actively participate, assist, and model positive engagement.

SCHEDULE CHANGES & UNEXPECTED SITUATIONS

Always communicate schedule adjustments promptly. Any permanent changes to dates or class counts require advance approval from both your Teaching Artist and VocalEssence staff. **Classes cannot be added or removed on the day of a workshop.**

- **Teaching Artist Illness:** The Teaching Artist will notify the teacher and Emma promptly and will reschedule within one week of the missed workshop.
- **School Closures:** Notify both the Teaching Artist and Emma immediately via email and calling Emma's cell (507-360-6712) if closing occurs on a workshop morning.
- **Late Arrivals:** Teaching Artists will call the school/teacher directly . If you cannot reach your artist, call Emma's cell.
- **Technology Issues:** Have backup options ready and maintain flexibility with your artist.

YOUNG PEOPLE'S CONCERT DETAILS

Attendance Confirmation

Submit your final numbers (students, teachers, chaperones, accessibility requirements) to Emma Jirele by **Monday, February 1, 2027**. A 1:10 adult-to-student chaperone ratio is recommended for younger students; 1:14 for older. *Minor ticket number fluxuations after this date do not need to be reported.*

Tickets & Materials

Orchestra Hall will send one group ticket PDF approximately two weeks prior to the show. It contains:

- Group ticket
- Parking instructions
- Assigned Instrument Door Entrance
- Adult chaperone name tags

If ticket materials are not received by February 12, contact Chris Johnson (cjohnson@mnorch.org).

Orchestra Hall Day-of Logistics

- **Arrival:** Arrive 20–30 minutes prior to showtime.
- **Bus Parking:** Buses **must remain parked** in their designated zone (street or Leamington Ramp) for the entire duration of the YPC. **Drop-and-go is prohibited.**
- **Chaperone Entry:** All parent chaperones **must** enter with the school group. Separate individual entries are restricted for security reasons.
- **Seating & Restrooms:** Seating is assigned and filled front-to-back upon arrival. Encourage restroom use prior to seating; students moving through the hall must be accompanied by an adult.
- **Concert Etiquette:** Participation is encouraged! Students should sing, move, and clap when invited by the performers. Please remind students to follow the cues and respect the performers and surrounding schools by refraining from talking or clapping at inappropriate times.
- **Dismissal:** Groups are dismissed systematically from back to front. Please exit promptly to allow clean transitions for subsequent performances.

Inclement Weather Policy

In the event of severe weather closures affecting attendance, notifications will be sent via email. Cancellations will be communicated at least 3 hours prior to showtime. If no message is sent, assume the concert is running as scheduled. For same-day transport emergencies, call Emma's cell.

PROGRAM EVALUATIONS

To maintain grant funding and continuous program quality, **teacher evaluations are mandatory**.

- **Workshop Evaluation:** Complete online within one week following your final classroom visit.
- **Young People's Concert Evaluation:** Complete online within one week following the concert.

(Student reflections are optional; an optional reflection worksheet is available on the Resource Hub.)

PLANNING MEETING GUIDE

Planning for Successful Workshop & Residency Experiences

*The following topics are designed to help facilitate the planning meeting discussion, helping ensure teachers and Teaching Artists are prepared for a well-organized, engaging VocalEssence WITNESS Workshop experience for students, making the most of your time together. Successful workshop and residency experiences are defined by a high level of **commitment** on the part of participating school teachers and staff, the VocalEssence Teaching Artist(s), and VocalEssence staff.*

DIRECTIONS: Use the following topics and bullet points to help guide your planning meeting discussion and to make sure all bases are covered. After discussing each, the team will then complete the **PLANNING MEETING CHECKLIST** as a group. The Primary Contact teacher and Teaching Artist will sign and return the signed copy to Emma Jirele at emma@vocalessence.org.

☐ GREETING AND INTRODUCTIONS:

- **Teaching Artists**, share a bit about yourself and career, as well as what name you would like to be called by students.
- **Teachers**, share how you would like to be addressed (i.e. Ms./Mr., etc.), what grades/subjects you teach, any other roles you have at school.
- **It is very important** that all participating classroom teachers and specialists participate in the planning process, or at the very least, are informed that their students will be participating in the WITNESS program and will be working with a guest Teaching Artist in their classroom. If someone was not able to be here today, please discuss a plan of action to bring that teacher up to speed and on the same page as the rest of the team. We really hope to avoid situations where a teacher has no clue that the Teaching Artist was scheduled to work with their students that day, which has happened!

☐ SHARED GOALS AND ASPIRATIONS:

- **Teachers**, share the overarching aspirations you have for your students through this workshop/residency experience. What do you hope your students will learn or gain from working with the Teaching Artist?
- **Teaching Artists**, share your goals with the teachers, what you hope students will learn and gain from their experience with you. **Work collaboratively to find synergy and shared understanding with one another.**

☐ DAILY WORKSHOP PLANS:

- **Teaching Artists**, share with teachers what activities you plan to do with each class, **on each day**, and what you hope students will learn, gain or take away from their participation in those activities.
- **Teachers**, ask clarifying questions and make sure everyone is on the same page with the full class schedule and plan for each workshop day.

☐ PREPARING WORKSHOP SPACE, RESOURCES & EQUIPMENT:

- **Teaching Artists**, share your ideal set-up of the space that your workshops will be taking place in. If you are moving from classroom to classroom, please share your hopes are for each teacher's classroom set-up.
    - **Dance and Movement teaching artists**: ask if it is possible to use a larger space, i.e. gymnasium or other large open area free of desks and chairs.

- **Teaching Artists**, share what equipment or resources you would like to request using from the school (i.e. white board/markers, flip chart/easel, projector w/computer hook-up, audio-visual equipment or stereo, scratch paper and writing utensils, etc.) Share what resources you will be **bringing into the classroom**, if any, and if you will need assistance hauling anything to the workshop space.
- **Teachers**, please share what limitations there are, if any, in using various workshop spaces.
- **Teachers**, share whether any of the equipment or resources requested by the Teaching Artist are not possible to provide, so that we can make other arrangements. Please also let the Teaching Artist know if they need to bring their own A/V equipment (i.e. auxiliary cord to plug a phone into, adapter to hook up a laptop to the TV or projector, etc.)
- **Teaching Artists**, let teachers know if you prefer students wear more comfortable clothing on workshop days, especially if they will be engaged in dance and movement.

☐ PRE-WORKSHOP PREPARATION:

- **Teachers**, prepare your students for the Teaching Artist visit by sharing that **they are participating in a special program called WITNESS, a program of an organization called VocalEssence that celebrates the contributions of African Americans to the arts and to our shared American cultural heritage,** Share the name of the Teaching Artist that will be coming and what they specialize in (dancer and choreographer, a composer, a well-known actor and jazz singer, etc.) **Help prepare and excite students for their visit!**
- **Teaching Artists**, let the teachers know if you have any specific things you want them to share about you with their students prior to your visit.
- **Teaching Artists**, if you have any specific activities you would like to ask teachers to do with their students before your first workshop day, please give them any instructions and resources that they may need to prepare. (i.e. completing worksheets or activities from lesson plans in the Resource Hub.)

☐ COMMUNICATING CHANGES TO WORKSHOP PLANS:

- **IF** there need to be any changes made to agreed-upon workshop plans between the planning meeting and the first workshop day, teachers and the Teaching Artist must communicate any changes to one another well in advance of the first workshop day. **Please do not spring any last-minute changes on one another. Communication with advance notice is key!**
- Be sure you share contact information with each other. It is the job of the Primary Contact teacher to be sure to communicate any changes to all other teachers involved in the program.

☐ DO WORKSHOPS HAVE TO CENTER AROUND THE WITNESS THEME?

- Yes, WITNESS Workshops are to be centered around the annual program theme. They are not intended as a time for the Teaching Artist to prepare a song for your students for their upcoming concert, or to teach subject matter unrelated to the WITNESS theme.
- **If a teacher would like to engage that Teaching Artist in a separate experience around other subject matter, that is certainly possible for an additional fee to the school, and can be arranged directly with the Teaching Artist.** Please contact Rob Graham to chat with you about possibilities.

☐ TEACHER INVOLVEMENT & CLASSROOM MANAGEMENT:

- **Teachers**, it is imperative that you not only stay physically present in the classroom during the workshops while the Teaching Artist is working with your students, but also to **PARTICIPATE AND STAY ACTIVELY ENGAGED.** Show your students how cool this is and that everyone in the room can participate!

- **Teachers**, please assure the Teaching Artist that you will not check email, grade papers or otherwise not be engaged in the workshop activity while the Teaching Artist is in your classroom.
- **Teachers**, share your school's policies and protocols on managing negative student behavior. It is not the job of the Teaching Artist to discipline students. **Together, discuss a plan** on how you will work to manage this, should a situation arise where a student is being disrespectful, or is disrupting the workshop.
- **Teachers**, please share any other important school policies and procedures in the event of a drill or real situation (fire, shelter in place, tornado, etc.)

☐ **INVITE YOUR ADMINISTRATORS!**

- **Teachers**, please invite your principals and administrators to stop by your classes and say hello! The Teaching Artists love seeing actively involved administrators, and it is important they are acknowledged in front of students as being special guests to the school community. Please send them the workshop dates and encourage them to stop by, or to stay and participate!

☐ **PUBLIC PRESENTATION, RECORDINGS AND USE OF INTELLECTUAL PROPERTY:**

- **Teachers**, are you hoping that any of the content created during the workshops can be used in a concert, assembly or other program at your school? If so, please be sure to discuss this with the Teaching Artist and **request their permission**; This may require the school to pay for additional days of preparation or rehearsal with the Teaching Artist leading up to the public performance.
- **Teaching Artists**, share that your work is **meant to be exclusive to that workshop experience**. If teachers would like you to come back for additional visits/rehearsals, or to be more involved in a culminating performance or event, please ask them what their vision is, and determine what additional time, if any, would be needed of you at the school. Then, contact VocalEssence to discuss plans and fees for your additional time.
- **USE OF VIDEO/PHOTOGRAPHY OF WORKSHOP ACTIVITIES: Teachers**, if you would like to record videos or take photos of your students and the Teaching Artist in action, please discuss this with the Teaching Artist during this planning meeting, **request their permission**, and explain where, when and how you plan to share that footage. **Please do not post videos to YouTube or any social media platforms without seeking the express permission of the Teaching Artist.** We thank you, in advance, for your understanding and cooperation.

☐ **WALK THRU!** At the end of, or even during the meeting, take a brief walk-through of the workshop space(s) that will be used, so that the Teaching Artist can begin visualizing how to set-up the available space(s) and prepare for their workshop activities.

After doing a walk-through of the workshop spaces, please complete the accompanying PLANNING MEETING CHECKLIST document as a group and follow the instructions on signing
and returning it to VocalEssence.

Thank you, and have a great WITNESS Workshop or Residency experience!

VOCALESSENCE WITNESS

PLANNING MEETING CHECKLIST

After going through the **PLANNING MEETING GUIDE** during the planning meeting, the participating teachers and Teaching Artist are to complete the following checklist by placing a check-mark in the box next to each topic header to confirm that those items were discussed and understood by all. This checklist is designed to help summarize workshop plans and to hold each other accountable for all that was discussed. The Primary Contact teacher and the Teaching Artist will print and sign their names, and the Primary Contact teacher will be responsible for scanning and emailing the signed document back to Emma Jirele at emma@vocalessence.org. **Please do so ASAP following the planning meeting. Thank you!**

☐ **GREETING AND INTRODUCTIONS**

- Please list names of everyone present:

_____

☐ **SHARED GOALS AND ASPIRATIONS**

- **Teachers**, list a few of your overarching hopes and aspirations from the workshop experience:

_____

- **Teaching Artists**, list a few of the goals you hope students will achieve during their time with you:

_____

☐ **DAILY WORKSHOP PLANS**

- **Teaching Artists**, share below what you intend students will do or achieve each day of the workshop/residency period (e.g. Day 1: create lyrics in small groups, share out with the large group; Day 2: create melody and set lyrics to that melody)

  Day 1: _____

  Day 2: _____

☐ **PREPARING WORKSHOP SPACE, RESOURCES & EQUIPMENT**

☐ **PRE-WORKSHOP PREPARATION**

☐ **COMMUNICATING CHANGES TO WORKSHOP PLANS**

☐ **DO WORKSHOPS HAVE TO CENTER AROUND THE WITNESS THEME?**

☐ **TEACHER INVOLVEMENT & CLASSROOM MANAGEMENT**

☐ **INVITE YOUR ADMINISTRATORS!**

☐ **PUBLIC PRESENTATIONS, RECORDINGS AND USE OF INTELLECTUAL PROPERTY**

☐ **WALK THRU!**

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Please print and sign your names, and return this form to Emma Jirele: emma@vocalessence.org.

Date: _____

Primary Contact Teacher: Print_____

Sign_____

PROGRAM TIMELINE

We hope you will use this timeline as a calendar for your lesson planning. Everything below is organized so that you know what is expected of you in advance of the concert. Wherever possible, we have suggested possible date ranges for the activities. You will, however, need to choose when to do other lessons based on your own classroom schedule.

Saturday, September 26, 2026 10am-1pm; 3 CEUs available	Teacher Orientation Seminar, Plymouth Congregational Church, Minneapolis
September 28, 2026-February 25, 2026	Introduce the VocalEssence WITNESS School Program to your students through various lesson plans included on the Resource Hub.
September 2026-October 2026	Select Teaching Artist; Schedule Planning meeting and Artist Workshops; Determine which activities from the Resource Hub you would like to do with your students and the timeline for doing so.
October 2026-May 2027	VocalEssence WITNESS Planning Meetings & Artist Workshops
October 2026-May 2027	**All participating teachers complete workshop evaluation efforts within one week of your final Artist Workshop** (*note: this is different from the Young People's Concert evaluation*)
Monday, February 1, 2027	**Final ticket count for the YPC is due.** Email Emma at emma@vocalessence.org with final ticket number, including all chaperones and teachers as well as any accessibility needs. *Minor fluxuations are fine and do not need to be communicated after.*
Approximately 2 weeks before YPC (Week of February 8, 2027)	Orchestra Hall manager of group sales, Chris Johnson, will send your school a group ticket PDF with instructions about bus parking area, assigned instrument door entry, etc.
Monday, February 22, 2027	Distribute the student handout "What You Can Expect at the VocalEssence WITNESS Young People's Concert" and discuss with your students.
Friday, February 26, 2027 10am, 11:35am, 1:15pm (if needed)	VocalEssence WITNESS: *The Poet Sings* Young People's Concerts, Orchestra Hall
Sunday, February 28, 2027	VocalEssence WITNESS: *The Poet Sings* Public Concert, Orchestra Hall (Teachers receive a 50% discount–for tickets, visit www.vocalessence.org or call 612.371.5656)
Monday, March 1, 2027	**All participating teachers complete Young People's Concert evaluation within one week of the concert** *(note: this is different from the Artist Workshop evaluation*)