

Instrumental Music I-IV

Mr. Joel Valdez

Room 604

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Tutoring: Monday and Thursday 2:20 pm to 2:50 pm

I. Course Description

For Instrumental Music 9-12, the major work of the discipline falls within the Perform domain. Concepts covered in the Create, Connect, and Respond domains are accessible only after students are thoroughly versed in the fundamental skills necessary to perform on an instrument. Standards are specifically adapted towards the artistic processes by which people make music: Performing, Creating, Responding, and Connecting. The foundations within each artistic process propose an intended sequence of scaffolding skill levels to develop students' competency. Literacy in the instrumental music classroom is being able to read, write, and perform music. Just as the study of various languages promotes overall literacy, reading and writing musical notation, expressive markings, and harmonic structure unlocks new patterns of thought, exploring the analytical, mathematical, and linguistic centers of the mind. Musical literacy is decoding at its best. The language of music encompasses the senses of touch, sight, and hearing. These processes demand the student to balance their physical and intellectual actions and personal discipline in ways not explored in other academic areas. The activity of instrumental music provides students opportunities for high and varied levels of critical thinking.

II. Course Standard

Students of instrumental music develop a second written language and artistically enhanced physical skills. They learn to work independently and within groups, as critical thinkers, problem solvers, and contributing members of a larger unit. Problem solving in the instrumental classroom is immediate and continuous as the music is being produced. Creative decision making, individually and in groups, results in final artistic products. Instrumental music instruction cultivates someone who can multi-task, manage time, working alone, and collaborate with others. Finally, there is not an intentional pairing of grade level with ability level or mastery level. It is expected that some grade 11 or 12 students may be first-year ensemble members and/or at a musical level of HS1 or HS2; and an inverse situation may exist wherein a grade 9 student may be at a HS2 or HS3 level as a musician. Therefore, the standards are written for flexible application in high school choral and instrumental ensembles, wherein assigning musical or developmental level is at the discretion of the individual teacher.

III. Grading Policy

School policy dictates that students should have at least two grades per week. There are five categories for grading. Each category has an individual weight, a percentage of the final cumulative grade.

GRADING SCALE

A.....90-100 B80-89 . C.....70-79 . D.60-69 . F.59-Below

Tests/Quizzes 40% . Classwork 35% . Participation 5% . Homework 10% . Projects 10%

IV. MAKEUP WORK

All makeup work must be completed after school-up. Students should make every effort and be afforded the opportunity to make up work missed due to excused and unexcused absences. In the event of an excused absence, students are expected to make up work missed within a reasonable time (e.g., at least one or more days of make up for each day of excused absence). In the event of an unexcused absence (including short-term suspensions), one day of make-up shall be allowed for each day of unexcused absence (unless otherwise extended by the school or extended based on law or policy), beginning the day after the student's return to class. Missing Assignments/Makeup Work: All missing assignments and assessments will be recorded as a 0 (zero) in the gradebook until it is submitted or made-up. It is the student's responsibility to arrange for missing assignments and assessments.

V. CLASSROOM RULES

1. NO EATING OR DRINKING IN CLASS
2. CELLPHONES and EARBUDS SHOULD BE OUT-OF-SIGHT/ CAN ONLY BE USED WITH PERMISSION FROM THE TEACHER.
3. ARRIVE TO CLASS ON TIME: 15/15 RULE WILL APPLY
4. BE RESPECTFUL TO OTHERS
5. PAY ATTENTION/STAY ON TASK/TURN IN ASSIGNMENTS

- 6. NO HORSEPLAYING / KEEP YOUR HANDS TO YOURSELF
- 7. NO IMPROPER USE OF EQUIPMENT AND/OR COMPUTERS.
- 8. EQUIPMENT/LAPTOPS MUST BE SIGNED OUT BEFORE USE AND RETURNED AFTER USE

VI. CONSEQUENCES FOR BREAKING RULES MAY INCLUDE

Verbal warning, Written behavior assignment to be completed by student, class seat changed, student/teacher conference, parent contacted as necessary, students sent to pupil services with disciplinary referral form.

VII. Classroom Expectations

- 1) Use polite and respectful language when speaking to students and teachers.
- 2) Mute and put away your cellphone during class.
- 3) You workstation must be clear and clean. No eating or drinking near your workstation.
- 4) Actively listen during instruction
- 5) Actively participate in class and complete all assignments. Ask/Answer questions, take turns participating in discussions, and work independently or in groups (when assigned).

VIII. CLASSROOM SUPPLIES

Please be prepared every day with a pen/pencil and paper

OPTIONAL SUPPLIES

SD Card USB C Drive Student Binder

IX. DISTRICT CELL PHONE POLCY

Memphis-Shelby County Schools Policy states that students should not have phones or personal communication devices during the regular school day. Students who are in possession should have the device turned off and stored. Students may have their device taken from them and kept by the school, the principal, or the designee until a parent is notified. Repeated violations of the policy will result in additional consequences in accordance with the district-wide discipline policy. For more information see: - District Policy #6024 - Student Handbook pg 26 Classroom Cell Phone Usage: Students are not permitted to use cellphones in class. Students should place their phone in the phone pocket at the beginning of each class and leave it there until the end of class. Any departure from this procedure should be discussed with the teacher in advance.

X. BULLYIN AND HARRASMENT

Every student is entitled to an education free from harassment. Disrespect or bullying towards any student or teacher WILL NOT be tolerated for any reason. This includes but is not limited to: any derogatory words, slurs, insults, or physical actions made based on someone’s race, gender, gender expression, sexual orientation, identity, religion, disability, socioeconomic status, familiar connections, or physical appearance. See the Student Handbook for more information. Parent Involvement: Parents are encouraged to be active participants in this classroom. Parents are welcome to email the teacher with any questions or concerns that they have. If there is a discrepancy in grades, please bring it to the teacher’s attention immediately. Amendments: Because teachers are unable to predict future circumstances, any changes or amendments in the syllabus will be made available in writing.

XI. TARDIEES AND ABSENCES

Any student arriving to class after 7:17 am will be marked tardy. • Students who arrive after 7:30 am must obtain an admittan ce slip from the main office. Students found to be skipping classes will be reported to the main offic

Statement of Recognition and Agreement

As the parent/guardian of _____, I have read and understand the classroom rules, polices, and procedures with my child. Should I have any questions or concerns, I may contact the teacher via phone or email, and/or schedule a conference with the teacher.

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____