

Grade 7 and 8

Music: Band 3953

Teacher: Ms. Tait

Contact information: atait@trsd.ca

McCreary School, Turtle River School Division Semesters 1 and 2

Room- MPR room

Course Overview:

Welcome to grade 7/8 band. The emphasis of this course is the performance of various musical styles and forms in an ensemble setting. Lessons are designed to develop aural comprehension, technical abilities, theoretical understanding, critical analysis/reflection, and an understanding of creative musical elements.

Parts are assigned so that strong sounds are not only coming equally from all corners of the band. As such, each member of our concert band fulfills a vital and indispensable role in order to achieve a strong, well-balanced sound.

Band members are evaluated in a variety of ways, including each area listed in the course description. Learning will be evidenced in every rehearsal and performance, as well as through playing tests.

Course prerequisites: there are no prerequisites for this course.

Text/Other Resources:

We will support our learning with a variety of resources throughout the course, including published texts/arrangements. In addition, audio and video recordings will be used regularly during class.

Units of Study: Music is taught using a “spiral curriculum” meaning that outcomes are taught simultaneously and sequentially. Instead of separate units, we will study music of varying styles, lengths, and difficulty levels while continuing to develop and grow in the curricular areas. The proposed time indicates the total number of days spent on this unit throughout the entire course.

Supply List:

Pencil and eraser.

Classroom rules and expectations:

All members of the classroom will...

1. Commit to making the classroom a safe space. Therefore;
 - a. All members of the classroom will be respectful of the opinions, ideas, culture, and overall person of other members of the classroom, whether they agree with them or not.
2. Respect their classmates' right to learn and work within a school environment. Therefore;
 - a. There will be no talking during instruction, and no distracting behavior during work time.
3. Use of musical instruments and music.
 - a. The use of musical equipment is essential to this course. However, access to them is a privilege and not a right. Therefore instruments must be handled with care.
4. Come prepared for class by bringing any tools and materials necessary for class.
 - a. Students must bring their instrument, music, pencil and eraser.

Assignment guideline:

Assignments are due at the beginning of class on the predetermined due date. If this is a problem, you are expected to discuss this with me ahead of time. Assignments and tests can be redone for better marks.

Late assignments will receive zero until the assignment is handed in.

- If assignments are continually handed in late, a parent-teacher-student conference will occur.

Plagiarized assignments will receive a zero until the assignment is redone and resubmitted, and will warrant a serious discussion with Ms. Emberly, your parents, and possibly administration.

If you miss a class or come in late, it is your responsibility to find out what you missed and access the materials.

Extra help I will be available outside of class time if a student needs extra help. The student can arrange this with me ahead of time.

Cell Phones & Technology

Personal devices such as cell phones, iPods, etc. are not to be used during class time, and are to be kept in the student's locker. Students may use digital devices during scheduled breaks. If students have to make telephone calls during class we ask that the students use the office telephone. Students are required to sign an Internet User Agreement. Improper use of equipment may result in the loss of privileges.

Consequences may include:

1. Reminder of appropriate use.

2. Removal of use for the day.
3. Privileges revoked for the term.
4. Internet history will be retrieved by/from the technology personnel for further investigation.

Units of Study

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* Subject to revisions during the course.

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time Sept.8- June.29
Music Making	<p>The learner develops competencies for using tools and techniques to produce and represent sound and music.</p> <p>The learner develops listening competencies for musicing.</p> <p>The learner develops competencies for using elements of music</p>	<p>Formative Assessment may include:</p> <p>Observations of understanding of new material (checklists and notes)</p> <p>Mini assignments to check for understanding Self/Peer Assessment</p> <p>Summative Assessment Performance assessments (i.e., playing; listening; singing)</p> <p>Checklist observations of in class application of concepts</p>	50 days

Connecting	<p>The learner develops understandings and people, practices, and perspectives from the world of music in various times, places, social groups, and cultures.</p> <p>The learner develops understandings about relationships between music and multiple contexts past and present.</p> <p>The learner develops understandings about the roles, purposes, and meanings of music for self and others.</p>	<p>Formative Assessment Same as Unit 1</p> <p>Summative Assessment Written Responses (i.e., Listening Assignments, Reflection Assignments)</p> <p>Short Research Reports</p>	15 days
Responding	<p>The learner generates initial reactions to music experiences.</p> <p>The learner critically listens to, observes, and describes music experiences.</p> <p>The learner analyzes and interprets music experiences.</p> <p>The learner constructs meanings about music experiences.</p>	<p>Formative Assessment Same as Unit 1</p> <p>Summative Assessment Written Responses (Analysis Assignments, Reflection Assignments, Goal Setting Assignments)</p>	15 days

Assessment Guidelines: There are various purposes for assessment: ___ Assessment for learning (formative assessment): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.

___ Assessment of learning (summative assessment): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Academic Achievement: Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

Students will be assessed with a rubric or checklist so they know the required criteria.

Area	For example	Percentage of Grade
Music Making	Daily Performance and Playing Tests; Theory and Terminology Assignments / / Exit Slips	50%
Applying Music Making through Ensemble Performances	Students will perform for each other until further notice.	25%
Creating	Improvisation, Experimentation/Idea Generation, Composition, and Arranging Assignments and Exit Slips	15%
Connecting and Responding	Goal Setting, Critical Reflection, Research, Vocabulary, Listening Response, Research, and Analysis	10%

Course assessment and more....

1. All projects will be assessed using rubrics and checklists. It will be comprised by a three evaluation process with an averaged mark between the three assessments...
 - a. Self-evaluation

- b. Peer evaluation
- c. Teacher evaluation

2. As this is a high school course you will be graded as an overall % out of 100.

3. **Homework policy-** Research shows that homework is important to learning in high school. Students require enough practice in order to achieve skills. Practicing your instrument 3 times a week for 15 minutes is expected for high school band.

4. **Zero Policies**

While zeros are rare, they are possible if you do not participate with learning to play an instrument. I have a zero policy for students who waste time in class and when I help them. The onus is on the student to make their best effort. I will do my best to help you be successful.