

IB Objective Criterion:

<p>Objective A: Knowing and Understanding</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of instrumental music including concepts, processes, and music specific terminology. • Demonstrate an understanding of the role of music in different contexts. • Use knowledge to purposefully inform musical decisions in performance.
<p>Objective B: Developing Skills</p>	<ul style="list-style-type: none"> • Demonstrate the acquisition and development of skills and techniques in instrumental music. • Demonstrate the application of skills and techniques to create and perform music.
<p>Objective C: Thinking Creatively</p>	<ul style="list-style-type: none"> • Develop a feasible, clear, imaginative, and coherent artistic intention. • Demonstrates a range and depth of creative thinking behaviors • Demonstrate the exploration of ideas to shape artistic intention through to realization.
<p>Objective D: Responding</p>	<ul style="list-style-type: none"> • Construct meaning and transfer learning to new settings. • Create a musical response that intends to reflect or impact the world around you. • Critique the work of yourself and others.

Music-Specific Objective Criterion

Objective A: Develop Skills of Instrumental Performance	Understanding time management to maximize practice time outside of class to improve their instrument's fundamental musicianship
Objective B: Thinking Creatively Individually and in Groups	Finding ways to blend and match pitch with the whole ensemble during a specific musical passage
Objective C: Respond and Reflect on the Creation of our own Art	Reflecting daily on their ensemble or individual practice and assessing what went well and why, as well as what needs to be addressed with practice, and why.
Objective D: Music Literacy	Having the ability to recognize and correct rhythmic and melodic figures without explicit supervision. Understanding musical notation and nomenclature and how to interpret, as well as understanding the function of tuning and how to tune.

There are four musical fundamentals I will be focusing on as well,

Posture	Having good posture maximizes the ability to create sound and lowers effort needed to maintain a good sound.
Tone	Having a good tone allows students to express themselves in different ways as well as developing a more mature sound.
Rhythm	Having good rhythm allows students to innately understand music much better, and allow for the ease of learning new music.
Intonation	Having good intonation allows students to learn how to blend with their colleagues and create a more satisfying product as a team.

Expectations:

- Students must conduct themselves in a professional manner. This means no talking when the director is talking, keeping their hands to themselves, and not playing their instrument unless directly instructed.
- With Covid Protocols, students will only unmask briefly to play their part of the music, and will re-mask immediately at the conclusion of playing. We have spaced students 6ft+ apart for their safety, and ask that they do not move chairs during rehearsal. Students will come to class with their music prepared and ready to rehearse.
- If students do not follow these protocols, or are being exceptionally disruptive, they will be asked to put their instrument away for the rest of the class period.

Playing Tests:

We will be having Scale tests every two weeks with a total of 5 Scale Tests, Excerpt Tests every month, with a total of 3 Excerpt Tests, and a “Final” Cumulative Scale test at the end of the grading period.

	IB Score	Criteria
Exemplary	8	Student is able to play excerpt or scale with exemplary tone, intonation, and time, memorized, with no mistakes or errors, at a level beyond their expected grade ability.
Superior	7	Student is able to play excerpt or scale with superior tone, intonation and time, memorized, with no mistakes or errors.
Standard	6/5	Student is able to play excerpt or scale with good tone, intonation, and time, with book or music, with no mistakes or errors.
Approaching Standard	4/3	Student plays excerpt or scale with one or more errors in tone, intonation, notes and/or time.
Not at Standard	2/1	Student plays excerpt or scale with many errors in tone, intonation, notes, and/or time

- **Exemplary** refers to a student who is playing far beyond their grade level in terms of developing their tone, sense of intonation and sense of playing in time.
- **Superior** refers to a student who is playing above their grade level in terms of developing their tone, sense of intonation, and sense of playing in time.
- **Standard** refers to the level a student is typically at for their grade level in terms of developing their tone, sense of intonation, and sense of playing in time.
- **Approaching Standard** refers to a student who is approaching playing at the level that is typical for their grade level in terms of developing their tone, sense of intonation, and sense of playing in time.
- **Not at Standard** refers to a student who is playing at a level much lower than their grade level in terms of developing their tone, sense of intonation, and sense of playing in time.

Test Re-takes

- If the student receives an unsatisfactory grade on any playing test, they have until the end of the grading period to re-take it. Students must make an effort to complete the excerpt or scale test in-person during class.
- Students also may **not** re-take their test during normal class time, they must make arrangements with me ahead of time to retake the test in-person. No online or video submissions will be accepted.
- Students should be prepared initially and not rely on re-takes. If a trend of relying on re-takes becomes evident, I reserve the right to revert to a one-and-done testing model.
- At the end of each grading period, there will be a summative, cumulative assessment of scale tests where students will pick 3 out of 5 scales to play that they have been tested on during the grading period at random. There will be no retakes for this test.

Concerts:

- There will be two concerts a year, one in December, one in June. Concert attendance is **MANDATORY**. If a student doesn't have a documented medical, or religious reason, they will receive a 0 on the assignment, with no chance to make-up. Concerts are how musicians express the summation of their practiced skills, and the absence of one student from the whole can lead to missing essential pieces and reduce the experience of both ensemble member and audience listener.

Participation:

- Students will be given a participation score daily as a formative score. Students will also be given a summative Participation score that is the average of all weekly participation scores throughout the grading period. This is because daily participation and discipline is a formative topic, something that we practice and reinforce on a daily basis, but it is also good to measure in a summative, to measure the student's progress over the course of the grading period.

Students will receive full participation points if they have the following in class:

1. Instrument
2. Pencil
3. Music

- If any one of these components are missing, the student will not receive points for the day. The only reason a student may not have an instrument, is if it is being repaired. If your student's instrument is being repaired and they cannot bring it to class, the student or parent **MUST** email me with as much notice as possible. This is to minimize the loss of participation points. I will not accept
- I will be conducting a material test every day at the beginning of class starting the third week of school, as there can be some difficulties acquiring materials and I don't want any student to lose out on points.

FOR NEW STUDENTS

- If you are still getting set up with an instrument or materials, please email me directly, and I will assist with specific needs.
- Music materials can be obtained from Ted Brown Music, Kennelly Keys Music, or Music & Arts.

Formative Assessments – 20%

- Scale Tests: every 2 weeks
 - Gauges student skill on fundamentals of music. Can be re-taken through grade period end.
- Daily Participation

- Assesses student preparedness for each class period. Cannot be made up except for medical or religious excuse.

Summative Assessments – 80%

- Excerpt Tests – Monthly
 - Gauges student skill on daily rehearsed music in a test – Can be re-taken through grade period end.
- Concert Attendance
 - Attending, and performing in the Winter/Spring Concerts – Cannot be re-taken
- Concert Reflection
 - Reflecting and evaluating on their performance in the concert – Cannot be re-taken
- Summative Participation Grade
 - Gauges student's overall ability to be prepared and participatory on a summative level. Cannot be re-taken

Private Lessons:

- Private lessons for your student on their school ensemble instrument is not mandatory, but highly encouraged. I understand that some students are taking private lessons on instruments other than their school ensemble one. There are always enrichment opportunities in music no matter what instrument is the focus of private lessons, but I highly encourage students to take private lessons on the instruments they are playing in band for a more immediate transfer of applicable knowledge.

Daily Practice:

- To get the most out of their ensemble practice, students are expected to take their instruments home and practice every day, particularly when they don't have class. I recommend a minimum of 30 minutes a day, 6 days a week. I recognize that this may be a daunting goal for some busy students, but it is easily achievable. Some students may be able to find a 30 minute block of time to practice, and others may find 3x10 minute blocks of time, or 2x15 minute blocks.

Device Use:

- Students will not be permitted to use personal devices, like cell phones or laptops, during class. If a student is caught using a personal device, the device will be taken and given to the office on a first offense.

Contact:

I can be reached via email. I am usually able to reply to most emails within 24 hours, but please allow a maximum of 48 business hours for a response.