

6th, 7th, and 8th Grade Orchestra Syllabus 2016-2017

METHOD BOOK	6 th Grade Orchestra:	<i>Essential Elements 2000, Book 1</i>
	7 th Grade Orchestra:	<i>Essential Elements 2000, Book 2</i>
	8 th Grade Orchestra:	<i>Essential Elements 2000, Book 3</i>

**Additional Materials: *Essentials for Strings* (brown scale book)-7th & 8th grade orchestra
Various musical selections in sheet music form

COURSE DESCRIPTION

Students will work on the development of basic music skills and specific techniques that relate to his/her own instrument and grade level. Students will focus on the mechanics of string instruments (right and left hand skills), tone quality, note reading, ear-training, sight-reading, intonation, rhythm, musical expression, and musical literacy within the context of orchestral performance. Orchestra is a performance-based class. This course will require after-school rehearsals and performances of all members during the school year, as well as individual and chamber group performances.

COURSE OUTLINE (ongoing)

A. Skills and Techniques/Performance

Standard 1 – Singing, alone and with others, a varied repertoire of music

- Demonstrates the ability to match pitch and adjust intonation
- Demonstrates an understanding of phrasing through singing simple melodies
- Identifies the relationship between singing and good quality tone production on a string instrument

Standard 2 – Performing on instruments, alone and with others, a varied repertoire of music

- Correct playing position and posture
- Correct right and left hand techniques
- Participates effectively as a member of performing ensemble
- Performs selected music repertoire
- Demonstrates ability to perform in various ensembles
- Tunes instrument accurately and demonstrates awareness of good intonation
- Performs with characteristic tone quality
- Demonstrates knowledge of vibrato
- Demonstrates knowledge of phrase and melody

Standard 3 – Reading and notating music

- Reads music at expected competency
- Recognizes key signatures and performs appropriate scales and arpeggios
- Recognizes harmonic structures in music
- Demonstrates knowledge of music vocabulary
- Uses print and non-print media to access music information

B. Creation

Standard 4 – Improvising melodies, variations, and accompaniments

- Performs interpretations and/or improvisations

Standard 5 – Composing and arranging music within specified guidelines

- Creates, notates, and performs a simple melody for instrument

C. Critical Analysis/Investigate

Standard 6 – Listening to, analyzing, and describing music

- Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.
- Identify melodic and harmonic material in given aural examples.

Standard 7 – Evaluating music and music performances

- Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly.
- Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.
- Judge the quality of performance in tone, intonation, balance, dynamics, and rhythm.
- Demonstrates knowledge of musical form
- Critiques music performed by the ensemble and suggests ways to improve

D. Cultural and Historical Context

Standard 8 – Understanding relationships between music, the other arts, and disciplines outside the arts

Explains how music contributes to a well-rounded education.
Establishes awareness that all subjects are related to music.

Standard 9 – Understanding music in relation to history and culture

Identify and compare performance styles of music learned in class.
Discuss characteristics of music from various societies and cultures.
Demonstrates knowledge of composers and historical periods

GRADING PROCEDURE

A grade will be given for work completed in class and outside of class. Grades are reported every 4 ½ weeks and report cards are sent home every 9 weeks. Orchestra grades are based on the following assessments:

1. Performance Based assessments: playing tests (individual and small group)
2. Participation in daily class activities (Instrument, supplies, classroom participation, class work)
3. Performance at required rehearsals & concerts
4. Projects and Written Tests: Original compositions, Composer/Famous Musician PowerPoint, and written tests
5. Homework (practice records) and rehearsals

Grades will be weighted as follows:

• Performance Based Assessments (playing tests)	25%
• Daily Classroom Participation	25%
• Concert Performances& Rehearsals	25%
• Projects/Written Tests	20%
• Homework	5%
• Total	100%

SPECIAL ASSIGNMENTS

**Students will have the opportunity to earn extra credit throughout the school year by attending various amateur and professional orchestra concerts. Examples of such concerts include: Atlanta Symphony Orchestra, Atlanta Opera, Fulton County Youth Orchestra, Barrage, area High School orchestras, and many more. Students must complete the EXTRA CREDIT CONCERT REVIEW SHEET in order to receive the credit. These forms are available on the orchestra website.

HOMEWORK EXPECTATIONS

Practicing at home is considered an orchestra student's homework each day. **All orchestra students are expected to practice a minimum of 120 minutes each week.** Students will keep track of their practice minutes for the week on the Orchestra Practice Record. Practice records are available in the orchestra classroom. Practice records must be signed by a parent/guardian and returned to school every Monday for a grade. Additional practice for playing tests and concerts may be required as well. Written assignments and occasional studying for written tests should be noted in the student's agenda as it occurs.

HONOR CODE AND PLAGIARISM

Student assignments turned in for grading should be the sole work of that individual student. To prevent cheating and plagiarism, students may not collaborate with other students or adults on their assignments unless the teacher has given specific permission to do so. This includes the giving or receiving of information in any manner, including electronically. In situations where collaboration is allowed, the teacher will clearly define what level of collaboration is appropriate. Under no circumstances is it acceptable for two students to submit identical work, unless the assignment included a group component that makes it permissible. Students are encouraged to consult with their teacher regarding what level of collaboration is acceptable prior to completing and submitting their work.

HMS Plagiarism Statement: A particular kind of honor code violation occurs with plagiarism. Plagiarism is defined as the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism include but are not limited to using words or ideas from a published source without proper documentation; using the work of another student (e.g., copying another student's homework, composition or project); using excessive editing suggestions of another student, teacher, parent, or paid editor. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code.

PROVISION FOR IMPROVING GRADES

Students who have low (75 or below) or failing cumulative grades may ask for opportunities to improve their grade when all work required to date has been completed and the student demonstrates a legitimate effort to meet all course requirements, including attendance.

REHEARSALS AND PERFORMANCES

Orchestra rehearsals, sectionals, concerts, and performance evaluations are a required part of this class. All students will receive a copy of the rehearsal/concert calendar. Many of these rehearsals will be held after-school from 4:15-5:30 pm. Attendance is required for all rehearsals and performances.

TEACHER/PARENT COMMUNICATION

Students are expected to copy weekly reminders and notes in their agendas. Parents should check student agendas daily for notes from the teacher. The majority of parent communication will be take-home letters, agenda notes, emails, Remind texts, and phone calls. Parents are asked to sign their student's weekly practice record and return it to school each Monday.

ABSENCE MAKE-UP PROCEDURES

Upon returning to school following an absence, it is the student's responsibility to contact the teacher to request make-up work. Make-up work must be completed by the student within the time specified by the teacher. Depending on the assignment, this will usually be 1-2 days' time.

CLASSROOM EXPECTATIONS

1. Listen carefully and raise your hand to speak.
2. Participate in all classroom activities and attend all after-school rehearsals and concerts.
3. Be on time to class and prepared for class (instrument, music, pencil, agenda, and notebook).
4. Show respect for self, others, and property.
5. No food, candy, drinks, or gum is allowed in the classroom.

CONSEQUENCES

Each student will begin every grading period (4 ½ weeks) with a conduct score of 100. The first time a student violates a class rule, he/she will receive a warning. Subsequent infractions will result in five-point conduct score deductions:

- **After two infractions** (and a loss of 5 points), the student will receive a warning and change of seating.
- **After three infractions** (and a loss of 10 points), parents will be notified and student will serve a Learning Lunch.
- **After four infractions** (and a loss of 15 points), the student will complete a written Reflection.
- **After five infractions** (and a loss of 20 points), the student will serve an orchestra detention.
- **After six infractions** (and a loss of 25 points), a parent conference will be requested.
- **After seven infractions** (and a loss of 30 points), a written disciplinary referral will be completed, and the student will be sent to an administrator for additional disciplinary action.

Severe Discipline Clause: In the event a student blatantly and/or maliciously causes a serious classroom disruption, he/she will immediately be referred to an administrator. This may also result in a recommendation for dismissal from the orchestra program.

The Orchestra conduct score will correlate with progress report and report card conduct grades (keep in mind that scores are deducted in five-point increments):

- 90-100 = C1 (Excellent)
- 80-85 = C2 (Satisfactory)
- 60 – 75 = C3 (Needs Improvement)
- Below 60 = C4 (Unsatisfactory)



Hopewell Middle School Orchestra

Teresa Hoebeke, Director

SYLLABUS VERIFICATION AND SIGNATURE FORM

I have read and understand all the classroom procedures, rules, and grading policies for the ORCHESTRA class outlined in this syllabus. I understand that I am responsible for the information included in the syllabus. I agree to keep the syllabus in a convenient location to refer to when questions may arise.

Student's Name _____ Grade _____

Parent's Name _____

Phone Number _____

Email address _____

Student Signature _____ Date _____

Parent Signature _____ Date _____

****Please sign and return this form to school by Friday, August 19.****