

To Whom It May Concern:

Dear Parent or Guardian,

Attached below is the course syllabus and information so that your child will have a successful year in my class. Please read over the material with your student and sign and return. I would like to genuinely thank you for allowing me the privilege to teach and influence your child. We expect to have a wonderful year in music!

In order to be successful in my class and in music we need to know the rules and why they are important. Once we all understand what is required of each of us, we can make full use of our time together to create magic.

My Rules:

- Be respectful of yourself and others
- Be safe
- Be responsible
- Be the best **You**, you can be, everyday
- Have fun

I will go into more detail, in class, about what each of these rules mean but for now; I would like the students ready to discuss what these things mean, to them and others. Students must be ready to discuss ideas in class.

In music, we create harmony out of the notes we play. Each individual note is used to combine into a greater whole. Out of these sonorous interactions we achieve harmony, with ourselves, our class, our school and the community. I hope to bring out the best music in each child and use it to add to the chorus of our school in a harmonious manner. I also wish to use music to enhance and extend the knowledge of other subjects and see how the disciplines are interconnected and not at odds with each other. From the mathematical ratios that we play to the verbose lyrics we sing, Math and Language Arts are crucial to the young musician. I hope to instill in your child a love of all learning, with music as a guide.

It is my belief that music can change lives. It is my hope that you will allow me to show you the power music has to do this. If you would like to speak with me about anything, please do not hesitate to make contact. I would encourage any parents or guardians to volunteer time, as/if you can. Or stop on by and chat with me. It is important for us to show our children that school is a safe, educational, and fun place to be. I hope to do that for each of you.

Please remember, if you have any questions or if there is anyway I can be of service, come on by, give me call, send an email, letter, or drop by my website: www.mrjavier.com

Again, once you have read through all the information please, sign, date and return to me the portion indicated. Students must return slip in order to remain in the course.

Once you have read through all the information contained herein, detach the bottom portion of this paper and return to me.

Receipt of Recognition

I _____ (please print name) parent or guardian of
_____ (please print name) have read through
information packet and understand that any question I may have must be address to Mr. Javier in
a timely fashion. My child and I have reviewed all of the information and agree to all stipulations
contained herein.

Parent/Guardian signature: _____

Date ____/____/2015

Student signature: _____

Date ____/____/2015

Granite Hills High School
2015-2016 School year
Concert/Marching Band

COURSE SYLLABUS

Javier Alcántara-Rojas
Music Teacher
Phoenix Academy
Granite Hills High School
(760) 513 7129
email: teacher@mrjavier.com

Course Description:

This course is designed to enhance and/or strengthen students understanding of California Common Core State Standards in Music through Band. Grade specific content standards (Proficient-Advanced) in Music will be introduced through concert and marching band repertoire. There will be significant online material discussed and used throughout course. In addition to music fundamentals, students will have two written assignments. Written assignments will be two pages in length and must adhere to grading rubric. Students will learn to use subject specific language of music and realize high level performance with their chosen instrument. Demonstration of competency will be met through performance at the end of the semester, football games, other sporting events, competitions and examination as instructor sees fit. Student participation will culminate with a final performance and will meet the criteria for final class evaluation. Performance, written, assessments and participation will be part of final grade.

Student Learning Outcomes:

- Students will be exposed to simple and complex rhythmic ideas.
- Students will be exposed to fundamentals of marching
- Students will be exposed to basics of good vocal production and be able to sing and identify simple melodies.
- Students develop knowledge of and joy in making music through notation and realization of music fundamentals (meter, rhythm, pitch, and notation) in daily instrumental performance.
- Students will be exposed to and gain a better understanding of different musical cultures, relations to other subjects, and influence on culture.
- Students will gain an understanding of the differences between musical genres ranging from renaissance, baroque, classical, romantic, and folkloric styles that have influence on modern art music, dance, and popular song.
- Students will engage in public performance.

Grades:

I use a point based grading system. There are 2 semesters. The first is 85 days and the second is 95 days. Students will receive 5 points per day for being physically present. They may lose points (1 point) for: posture, attitude and/or being unprepared. Max: three point loss per day. Student will not receive point if not physically present, even if the event is excused. Student will be given opportunity to make up lost points if absence is excused.

$85 \times 5 = 425$ points (1st semester)

$95 \times 5 = 475$ points (2nd semester)

We will have two written assignments, one per semester. More details will be explained later, keep watching the website. Each assignment will consist of a two page essay on a certain composer, genre, or style of Music. Topics must be cleared with teacher before hand. Specific grading rubric will be provided. Papers must use subject specific vocabulary. Each essay is worth 100 points.

Practice logs will be required of all students. Student must complete a practice log every week. Students must practice a minimum of 20 minutes, four times per week. Student is to obtain parent signature and TURN IN practice log to receive credit. Late practice logs will be accepted at teacher's discretion and be penalized accordingly.

16 practice logs – 1st semester x 20 points = 320

19 practice logs – 2nd semester x 20 points = 380

There will be performance/playing exams. Scales, posture, tone, and sight reading will be evaluated. Rubric will be provided at a later date. Each exam will be worth 20-50 points. Min of four exams, this can/will change at a later date. Stay informed and watch website and in class announcements.

Practice and performances will be assigned in class. Listen for information or check the website calendar for more details. This includes parades, competitions, sporting events, etc. (This category is subject to change as opportunities arise or situations change) Teacher reserves the right to modify - 300-400 possible.

425 (1 st) - 475 (2 nd)	Daily participation points
320 (1 st) - 380 (2 nd)	Practice logs
100	Descriptive essays
200 (may vary)	Performance exams
<u>300-400 (will vary)</u>	<u>Practice and Performances</u>
1345-1555	total points per semester

1200-1450	A
1000-1199	B
850-999	C
700-849	D
500-699	F

There may be a discrepancy in the number of days. Teacher reserves the right to modify grade point policy with adequate notification. Teacher reserves the right to add or subtract assignments with adequate notification. Please bring any dispute with points given immediately to teacher's attention.

Performace Dates:

Check calendar: Mrjavier.com

Daily Class Dates:

M-F

Hours:

2nd period. MTuThuFri (8:06-9:08), Wed (7:52-8:40)

Instruments:

It is the student's responsibility to acquire and maintain their instrument. We have some instruments which will be awarded on a first-come-first-serve basis. Please pay attention in class as to when it is ok to start to bring instruments. Afterward, it is the responsibility of the student to bring their instruments everyday and maintain a practice schedule. It is also the responsibility of the student to maintain their instrument in good working order. Please contact me if you have any questions regarding this.

If your child does not have an instrument yet, you may be wondering how to get one. Listed below are the area music stores. They offer rent to own programs, which is the best way to get an instrument.

Although I cannot recommend specific music stores, the following music stores sell, rent, and repair the instruments they carry. Other music stores, pawn shops, and retail stores sometimes have less expensive instruments, but they are often low-quality instruments which are not a good value, and some do not offer any kind of repair if something is wrong with the instrument. Again, please contact me if you have questions or need assistance.

Db Music & Sound	949-3838
12064 Jacaranda Ave. Suite A	
Hesperia, CA 92345	

Roll Over Beethoven Music Store	244-8822
16130 Main St	
Hesperia, CA 92345	

Recommended Instrument Brands: Choosing a musical instrument can be a difficult undertaking. Here is a partial listing of reputable brands and models. These are brands that I have found to be reliable when put through years of use. If you encounter another brand that is not on the list, please feel free to contact me for assistance **before** you rent or purchase that instrument. Buyer Beware - if the price of an instrument sounds too good to be true, it probably is!

Flutes

Armstrong	Gemeinhardt	Selmer
Artley	Jupiter	Emerson
Pearl	Yamaha	

Clarinets

Armstrong	Jupiter	Yamaha
Artley	Selmer	Buffet
Vito		

Oboes

Armstrong	Jupiter	Yamaha
Artley	Selmer	Buffet
Vito		

Saxophones

Conn	Jupiter	Vito
King	Yamaha	Selmer

Trumpets, French Horn, Trombone and Baritone

Bach	Conn	King
Blessing	Holton	Yamaha
Jupiter		

Necessary Equipment: The following items are available at all local music stores and should be purchased when you rent or buy an instrument. Personnel at the music stores will be able to assist you with making these purchases. Reeds are about \$1.50 to \$2.50 each for clarinets and saxophones. Reeds for oboes/bassoons are about \$10.00 to \$25.00 each. Most of the other equipment can be purchased for \$5.00 to \$10.00. Each band book costs about \$6.00 to \$10.00.

Optional Equipment: The following equipment is optional and is available for your purchase at the music stores.

Folding Music Stand: This will enable students to practice at home with correct posture.

Metronome: Provides a steady beat for practice. Download a free app for smart phones. **This is highly recommended for all students.**

Tuner: To help students tune their instruments and know which notes on their instrument might need adjustment. Download a free app for smart phones.

Flutes: Cleaning rod, swab, name tag, and the following book “*Foundations For Superior Performance*”.

Clarinets: Cleaning swab, cork grease, six #2 1/2 or higher clarinet reeds, reed guards, name tag, and the following book “*Foundations For Superior Performance*”.

Oboes/bassoon: Cleaning swab, cork grease, 2 to 3 reeds, reed guards, name tag, and the following books “*Foundations For Superior Performance*”.

Saxophones: Mouthpiece cleaning swab, cork grease, six #2 or higher saxophone reeds, reed guard, name tag, and the following book “*Foundations For Superior Performance*”.

Trumpets/French Horn/Baritones/Tubas: Valve oil, mouthpiece brush, name tag, and the following books “*Foundations For Superior Performance*”.

Trombones: Slide oil, mouthpiece brush, name tag, and the following book “*Foundations For Superior Performance*”.

Percussion: Will need to purchase snare drum sticks and the following book “*Foundations For Superior Performance*”. They will also need to chip in to cover the cost of purchasing other mallet for other percussion equipment.

Books:

Books for this class are available from Db Music & Sound.

Tips for Success: Parents, in order for your child to succeed, encourage your child to

- 1 Bring instrument, equipment, book and their music to school each day.
2. Have a sharp pencil, with an eraser, on their stands at **all times. NO EXCEPTIONS!**
- 3 Be prepared for rehearsal by practicing the assigned music and exercises on a daily basis.
- 4 Instruments cases should be clearly marked with the student’s name.
- 5 Music should be marked with the first and last name, and music is to only be marked in pencil (no erasable pens)
- 6 Throw trash in trash cans, not on the floor.
- 7 Instruments go home every day unless special arrangements are made in advanced.
- 8 Listen to your child practice and offer encouragement and praise.

Common Core State Standards:

Proficient

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1-6).
- 1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

Listen to, Analyze, and Describe Music

- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.2 Sing music written in three or four parts with and without accompaniment.
- 2.3 Sing in small ensembles, with one performer for each part.
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.5 Perform on an instrument in small ensembles, with one performer for each part.

Compose, Arrange, and Improvise

- 2.6 Compose music, using musical elements for expressive effect.

- 2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
- 2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.
- 2.9 Improvise harmonizing parts, using an appropriate style.
- 2.10 Improvise original melodies over given chord progressions.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- 3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Diversity of Music

- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Derive Meaning

- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

Careers and Career-Related Skills

- 5.3 Research musical careers in radio, television, and advertising.