Junior High General music Syllabus

**Class Objective:**

**The purpose of this course is to explore music, its function and its theoretical background to enable ourselves to effectively listen to, write, perform and analyze music.**  This will be done through the learning of basic aspects of music theory, music notation and music reading. We will also have opportunities to learn techniques of performing music and how we analyze/count the music to be able to successfully perform. We will apply what we have learned to pieces of music that we do not know and to pieces of music within our contemporary time period.

Your grade and your success in this course will depend on the following:

* Classroom Participation (being active in discussions, participating in classroom activities and being attentive during workshops/presentations)
* Completing all given assignments

**Attendance Policy:**

**Students must maintain a 90% attendance rate to class to receive credit**. Your presence at every performance is vital to receiving full concert credit. The vast majority of this class is performance-based. Because of this, you must be present at all performances that involve your participation to receive full credit.

**Grading Policy:**

You will be graded in the following areas:

* Class Participation
* Homework
* Class Projects
* Quizzes
* Tests

**Class Participation**= 2 points per day

• Unexcused absences and tardies will cause you to lose both points for the day.

• A lack of full participation will also cause a reduction in points. You must participate in daily classroom discussions, be willing and able to answer questions, participate in all activities, and be attentive during all student presentations.

**Homework=** 15 points per assignment

• You will be receiving frequent homework assignments. These will correlate with our larger units of study.

* The type of homework you will be assigned will include:
  + - * Music Theory Assignments
        + These will consist of:

Music Writing

Vocabulary/Identification

Subdivision Exercises

* + - * Music Performance Assignments
        + These will consist of:

Performing music you have written

Performing music your classmates wrote

Performing previously composed music

**Class Projects**= 20-40 points

* This class is going to be heavily based on project completion.
* Class Projects will consist of the homework examples from above, but will include much greater detail. Pieces written will be longer and students will have to work with groups as they complete the performance portions of these tasks.
  + \*\*\*Rubrics will be given for each project well in advance, so you are able to see the point break down.\*\*\*

**Quizzes**= 15 points when given.

• Quizzes will be given as summaries over shorter units. These will include:

* Music Theory Quizzes
* Music Performance Quizzes

**Tests**= 20-40 points when given

* Our class projects and performances will primarily serve as our tests.
* We will take tests at the following times:
  + - The end of large units
    - Our final exam
  + \*\*\* Rubrics will be given for each test well in advance, so you are able to see the point break down.\*\*\*

**Course Break Down**

* **Unit 1: Identifying the Music Staff and its Components**
  + What is a music staff?
  + How do we use it?
  + What components does a music staff contain?
  + How do these components function?
* **Unit 2: Reading, Identifying, and Writing Rhythmic Values**
  + We will explore the following rhythmic values:
    - Whole
    - Half
    - Quarter
    - Eighth
    - Sixteenth
    - Dotted Rhythms
    - Combinations of these Rhythms
  + How do we write these rhythms on the staff?
    - Homework
    - Quizzes
  + How do we count these rhythms?
    - Learning to use subdivision
  + How do we play these rhythms?
    - Applying them to percussion performances
* **Unit 3: Reading. Identifying, and Writing Pitches on the Staff**
  + We will learn to read notes in the following clefs:
    - Treble
    - Bass
  + We will learn to apply our note reading through:
    - Homework
    - Quizzes
    - Writing Melodies
    - Playing melodies
* **Unit 4: Music Performance** 
  + - We will take what we have learned in music reading and notation to be able to successfully perform our own music and the music of others within the classroom. Most of this performance will take place on percussion instruments.
    - We will learn how perform correctly through:
      * Classroom demonstration activities
      * Individual Performance Quizzes/Homework
      * Group Performance Projects

**Classroom Rules:**

1. If it’s not yours **DON’T** touch it. (This includes anything near my desk).

2. You are to be in the room when the bell rings and seated. I will **NOT** tolerate you being late.

3. There will be **NO** cell phones in the band room.

4. You are not dismissed until **I** dismiss you.

5. Absolutely **NO** gum! You will be asked to spit it out if it is seen.

6. No food or drinks in the band room. The **ONLY** exception to this rule will be water, which needs to be in a container that is able to be sealed.

8. Respect **EVERYONE** in the class, including yourself. (This includes property of others as well as their thoughts and opinions).

**Consequences to the Rules:**

1. First Offense: Warning

2. Second Offense: Lose **ALL** points for the day. (If you are caught with your cell phone, it is mine for the rest of the class period).

3. Third Offense: Lose **ALL** points for the day, receive a detention. (If you are caught with your cell phone, it is mine for the rest of the day).

4. Fourth Offense: Lose **ALL** points for the day, receive a detention, and I will make a call home. (If you are caught with your cell phone, it is mine for the rest of the day).

5. Fifth Offense: Lose **ALL** points for the day, receive a detention, I will make a call home, and you will be sent to the principal’s office. (ISS Room).

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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read the course syllabus and am aware of all policies and performance dates associated with the syllabus and the expectations of my student.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_