**Rose City Strings Project**

2013-2014 Course Syllabus

Middle Years Program--MYP Level 2 & 3

Ms. Davina Loskot [loskottuckerd@tcitys.org](mailto:loskottuckerd@tcitys.org)

**MYP Music**

Music addresses the fundamental concepts of the IB Middle Years Program (MYP). Music students will be exposed to a variety of instructional and teaching methods, with major emphasis placed on the student taking an active role in his/her learning. The music student will develop skills that promote critical thinking and creativity and aid in problem solving, reasoning, and decision-making.

**MYP String Orchestra**

Students in orchestra learn fundamentals of performing music of varying genres on one of four string instruments including: violin, viola, cello, and double bass. In string orchestra students will focus on proper mechanics of holding their instrument correctly, music theory and history, music analysis, improvisation, and composition. Community involvement is always a part of any school performing art as well.

**Our Music Study**

* **Holistic**—Students will be required to use music to help become well-rounded individuals in society. Their participation in orchestra will help them develop skills needed for teamwork and leadership.
* **Intercultural**—Students will examine diverse styles and interpretations of music from an international perspective.
* **Focused on communication**—MYP fine arts places considerable emphasis on literacy and require students to use language through a variety of media and technologies.

**Class Expectations**

Orchestra students are expected to perform well-prepared concerts by engaging in regular practice, submitting weekly practice records and completing all homework assignments to his/her best ability. Participation in class directly relates to the practice preparation of the student orchestra team members. All students will be expected to attend all concerts and exhibit the qualities of fine musicianship: prepared, organized, self-motivated, and practiced.

**Materials**

* *Essential Elements for Strings 2000 Book (according to Grade level and instrument)*
* *Essentials of Music Theory Complete, student book (viola please purchase Alto clef edition)*
* A folding metal music stand for practice at home
* Violin/viola—a Kun or Everest shoulder rest
* Cello/double bass—rock stop
* Sharpened pencil with eraser
* Rosin
* Extra set of strings
* Soft cloth
* Binder—black, 1 inch, three-ring binder
* Plastic page protectors
* Agenda book

**Concert Dress**

**Girls**

* Long black skirt or dress pants
* White blouse with sleeves
* Black stockings
* Black dress shoes
* 8th Grade formal black dress

**Other performance attire**

**Boys**

* Black dress pants
* White button down shirt with collar
* Neck tie
* Black socks and black shoes
* 8th Grade tuxedo
* Red orchestra polo
* Khaki pants
* Dress shoes

**Nails should be kept short at all times. It is impossible to play in tune using the correct technique with long nails. You will be asked to clip your nails if they are long!**

**Wish List**

Hand sanitizer

Facial tissue

Fundraising ideas and volunteers

**Grading Policy Percentage**

* Organization, Preparation 10
* Practice Record/Reflection 15
* Behavior, Teamwork, and Leadership 15
* Performances, Tests, Quizzes 60

**Methods of Assessment**

* **Knowledge and Understanding**
* Written and oral testing
* Playing tests-sight reading
* **Application**
  + Visual observation, Aural skills testing
  + Concert Performances
* **Reflection and Evaluation**
  + Talking and writing about elements of music, rehearsal techniques, performance practices, and listening/performance projects
* **Personal Engagement**
  + Discussing music styles and preferences
  + Enjoying both listening to and performing music

**Practice Time**

Orchestra students are committing to daily/weekly practice at home. Practice records have a minimum time requirement of two hours weekly, are due on the first day of the week, and must have a parent signature.

**Performances**

Concert and rehearsal attendance is required as the success of a musical performance depends on the contribution of ever member of the orchestra team. Students are expected to exhibit correct performance practice and support other students through their participation as audience member throughout the entire orchestra program performance.

Orchestra is a performance -based class and all performances scheduled outside regular school hours are required. The success of these performances depends on the contribution of *every* member of the orchestra. A schedule of concert dates will be posted far in advance. **Please mark these dates in your agenda book**. A written reminder will be sent home before each required performance. You are expected to attend the entire performance (including all scheduled rehearsals) and support other students. If your behavior is unsatisfactory you may be asked not to participate in the concert and may not be recommended for String Orchestra at the next grade level. Proper audience etiquette is expected. **Any student using a school owned instrument must participate in ALL scheduled concerts; failure to do so will result in being asked to leave the class permanently no matter how far along in the school year.** In the event of illness or emergency, Mrs. Tucker must be notified, and a written note is required. **A student who misses a concert performance for a reason other than illness or an emergency WILL NOT be recommended for orchestra at the next grade level.**

**Classroom Rules**

* Respect yourself, others, and treat instruments with care
* Follow classroom procedures and come to class prepared
* Keep the classroom orderly and free from food, beverages, and gum

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| **Middle Years Program**  **Objectives--Arts** | **Georgia Performance Standards** |
| **A. Knowledge and understanding**  This objective focuses on building knowledge and understanding of both the art form and artistic processes. It should inform the student’s practice as a young artist and allow him or her to appraise other artworks. The learning a student experiences will impact on his or her own art-making and expression of personal interpretations in **Objective B**.  At the end of the course, students should be able to:  • demonstrate knowledge and understanding of the art form studied in relation to societal, cultural,  historical and personal contexts  • demonstrate knowledge and understanding of the elements of the art form studied, including  specialized language, concepts and processes  • communicate a critical understanding of the art form studied in the context of their own artwork.  **B. Application**  This objective focuses on the practical application of the student’s skills to the creation of artwork. This should be strongly informed by knowledge and understanding developed in relation to objective A. The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization. These processes should allow the student to develop and experiment with skills and techniques, as well as explore, express and communicate artistic intentions. These intentions should involve the investigation of alternative ways of using their knowledge, understanding and skills, and may evolve during the course of the student’s work.  Aims and objectives  At the end of the course, students should be able to:  • develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions  • apply skills, techniques and processes to create, perform and/or present art.  **C. Reflection and evaluation**  This objective focuses on the way that a student gradually comes to feel and think like an artist. Ongoing reflection should be more than just a record of what was done. Reflecting critically requires the student to question and justify the choices that he or she has made and to develop an objective evaluation of his or her own work. The student should show a growing insight into his or her own artistic development. The student is encouraged to seek feedback from others and to consider how this feedback might inform his or her work as it develops. Constructive feedback can help a student to confirm, clarify or modify his or her artistic process or intent. Objective C is concerned **solely** with the student’s reflections and evaluations in relation to his or her own work. Appraisal of the work of others is addressed in objective A, although this may lead a student to reflect on his or her own work subsequently.  At the end of the course, students should be able to:  • reflect critically on their own artistic development and processes at different stages of their work  • evaluate their work  • use feedback to inform their own artistic development and processes.  **D. Personal engagement**  The main focus of this objective is the development of the attitudes essential to engage with the artistic processes and the art form studied.  The student should develop the personal and interpersonal skills that will enable him or her to initiate, to explore, to negotiate with others and to take informed risks during his or her artistic experience. The student should develop his or her ability to interact with other students in a supportive and sensitive way.  It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development.  At the end of the course, students should be able to:  • show commitment in using their own artistic processes  • demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks  • support, encourage and work with their peers in a positive way  • be receptive to art practices and artworks from various cultures, including their own. | **GRADE: 7 - 8 MUSIC – BEGINNING & INTERMEDIATE ORCHESTRA**  **A. Skills and Techniques/Performance**  MMSBO.1 – Singing, alone and with others, a varied repertoire of music  a. Demonstrate the ability to match pitch and adjust intonation.  b. Demonstrate an understanding of phrasing through singing simple melodies.  c. Discuss the relationship between singing and quality tone production on a string instrument.  MMSBO.2 – Performing on instruments, alone and with others, a varied repertoire of music  a. Demonstrate correct left hand position and finger placement, right hand position (bow hold) and bow placement, posture, instrument position and bow placement.  b. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato.  c. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, and C.  d. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo.  MMSBO.3 – Reading and notating music  a. Identify notes in the staff and on ledger lines of respective clef.  b. Read and notate notes within the following key signatures: D, G, and C.  c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4.  d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature.  **B. Creation**  MMSBO.4 – Improvising melodies, variations, and accompaniments  a. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies.  b. Improvise simple harmonic accompaniments in the key of D.  MMSBO.5 – Composing and arranging music within specified guidelines  a. Create original rhythm patterns in 4/4 time.  b. Compose simple melodies for respective instrument in the keys of D and G.  **C. Critical Analysis/Investigate**  MMSBO.6 – Listening to, analyzing, and describing music  a. Discuss the basic principles of meter, rhythm, tonality, and instrumentation in selected aural examples.  b. Identify melodic and harmonic material in given aural examples.  MMSBO.7 – Evaluating music and music performances  a. Distinguish between correct and incorrect melodic and harmonic intonation and demonstrate ability to adjust accordingly.  b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing.  c. Judge the quality of performance in tone, intonation, balance, dynamics, and rhythm.  **D. Cultural and Historical Context**  MMSBO.8 – Understanding relationships between music, the other arts, and disciplines outside the arts  a. Explain how music contributes to a well rounded education.  b. Establish awareness that all subjects are related to music.  MMSBO.9 – Understanding music in relation to history and culture  a. Identify and compare performance styles of music learned in class.  b. Discuss characteristics of music from various societies and cultures. |

**Instruments, books and accessories can be purchased/ rented at the following locations:**

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| **Kilgard Instrument Repair**  Mr. Frank Kilgard  1422 East Park Ave.  Valdosta, GA 31602  (229)242-3444  Toll Free: 1-877-874-3562  E-mail: [kilgard@vwave.net](mailto:kilgard@vwave.net)  **Gainesville Violins**  Jan & Anna van Rooyen  4240 NW 129th Street  Gainesville, Fl 32606  (352)331-5555  Info@Gviolins.com  Hours Mon-Thurs 1:00-6:00pm, Sat. & Sun. by appointment only  **Beethoven and Co.**  1415 Timberlane Rd.  Tallahassee, FL 32312  (850)894-8700  [www.beethovenandcompamy](http://www.beethovenandcompamy). com | **Music Masters**  1114 North Monroe Street  Tallahassee, FL 32303  (850) 224-6158 or  (850) 222-7517  Toll Free: 1-800-848-6158  [www.musicm.com](http://www.musicm.com)  **Jim’s Jewelry on**  **Board Street in Thomasville GA is a contact for Music Masters**  (229) 226-5463  **Online Vendors**  [www.sharmusic.com](http://www.sharmusic.com)  [www.swstrings.com](http://www.swstrings.com) | **Stringfest**  Mr. Kyle Dunn, Luthier  Downtown Tallahassee  518 North Calhoun Street  Tallahassee, FL 32301  (850) 222-7467  [www.stringfest.com](http://www.stringfest.com)  [kyle@stringfest.com](mailto:kyle@stringfest.com)  **Portman’s Music**  Local Service Representative  Mr. Chris Williams of Valdosta, GA  [chris@portmansmusic.com](mailto:chris@portmansmusic.com)  (229)560-5018 |

**Calendar of Performances & Concerts**

Interact meeting/ performance (**8th Grade only**) Saturday, Oct. 25th, 2014

Fall Rehearsal Monday, November 17th, 2014

Fall Concert Tuesday, November 18th, 2014

Woodleaf Assisted Living TBA (selected grades)

Victorian Christmas Friday, December 12th, 2014 (selected grades)

Festival Disney (**8th Grade only**) TBA (8th Grade & High School)

TU Act Two Young Musicians Showcase TBA

Valdosta Symphony Orchestra TBA (all grades)

Spring Rehearsal Monday, May 11th, 2015

Spring Concert Tuesday, May 12th, 2015

**Dates are subject to change. Other Performances and Concerts will be announced during the school year.**

**Dear Parents,**

**Please return this page!**

**Parents, music is an investment in your child’s future, please encourage them to do their best and to play for you what they are learning at school. Parental support is always a strong motivator for student success. I encourage you to consult me at any time with questions or concerns about your child’s progress.**

**Please sign, date and return this portion of the syllabus. By signing, you acknowledge that you have read the syllabus, understand its contents, and have been notified of our concert dates and grading procedures.**

**Returning this signed page is your first orchestra grade. Returning this tomorrow will be your first 100 of the year!**

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent’s/ Guardian’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent’s home number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cell number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_