



SIR CHARLES TUPPER SECONDARY SECONDARY SCHOOL
2019-2020 COURSE OUTLINE

Course Name: Jazz Band 8-12

Teacher: Mr. Cavaletto

Teacher email: mcavaletto@vsb.bc.ca

Course Content

Big Ideas: As this is a multi-grade course, the Big Ideas differ depending on grade. We will examine these throughout the year, while working on the **Communication, Thinking, and Personal/Social Core Competencies.**

Grade 8/9

Identity is explored, expressed, and impacted through music experiences.

Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

Collaborative music experiences can build community and nurture relationships with others.

Music uses a unique sensory language for creating and communicating.

Grade 10

Individual and collective expression is rooted in history, culture, and community.

Growth as a musician requires perseverance, resilience, and reflection.

Music is a process that relies on the interplay of the senses.

Aesthetic experiences have the power to transform the way we think and feel.

Music offers unique ways of exploring our identity and sense of belonging.

Grade 11

Music reflects aspects of time, place, and community.

The nuances of musical expression are understood through deeper study and performance.

A musician's interpretation of existing work is an opportunity to represent identity and culture.

Enduring understanding of music is gained through perseverance, resilience, and risk taking.

Instrumental music offers **aesthetic experiences** that can transform our perspective.

Grade 12

Music communicates traditions, perspectives, worldviews, and stories.

Creative and technical proficiency in music is transferable across different aspects of our lives.

Music can be adapted to facilitate limitless expression and meaning.

Purposeful choices enhance the quality, artistry, and authenticity of musical processes.

Instrumental music offers **aesthetic experiences** that can transform our perspective.

Curricular Competencies:

Among other things, students are expected to be able to do the following:

- Perform collaboratively in both solo and ensemble contexts
- Expand and adapt technical and expressive skills
- Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences
- Interpret and evaluate musicians' use of technique, technology, and environment in performance using **musical language**.
- Receive, offer, and apply constructive feedback
- Reflect on collective rehearsal and performance experiences and musical growth
- (Find more competencies on the full curriculum document at <https://curriculum.gov.bc.ca>)

Content:

Competencies and Big Ideas will be covered through the following topics:

- Instrumental and performance techniques
- Musical elements, vocabulary, style, notation, and theory
- Music history and contributions of innovative musicians and composers
- Health and safety issues within music and performance, including instrument maintenance

| Student Evaluation | |
|-------------------------------|-----|
| Playing Tests | 30% |
| Performances/Dress Rehearsals | 20% |
| Sectionals (3 per term) | 10% |
| Theory/Assignments | 20% |
| ROARS | 20% |

| Reporting | |
|------------------|--------------------|
| Term 1 | 30% |
| Term 2 | 35% |
| Term 3 | 35% |
| Total | <u>100%</u> |

Social Responsibility/Work Habits Criteria:

E: Consistently focused in rehearsal; all performances completed; obvious high degree of effort shown.
 G: Mostly focused in rehearsal; all work and performances completed; obvious effort present in work.
 S: Off-task in rehearsal; some work not completed on time or at all or performance missed; effort in work lacking.
 N: Largely off-task in rehearsal; many assignments late or not complete or performances missed; very little effort shown.

- ROARS – Students showing excellence in ROARS will:**
- Be a leader in rehearsals and sectionals helping others succeed where needed
 - Be an active participant in all class activities
 - Have good attendance, few or no lates, no unexcused absences
 - Show evidence of regular practice: parts consistently improve and are prepared when needed
 - Be involved in optional, enriching activities

Equipment and Materials – Bring these every day:

Pencil
 Eraser
 Binder with lined paper
 Folder containing music
 Agenda (or an alternative EFFECTIVE way to keep track of homework and assignments)

Water, as long as it is in a sealable bottle. No pop, juice, coffee, etc.
 No food in class please – finish your snacks during break times or lunch. Rinse your mouth out with water before rehearsal.

Classroom Procedures and Teacher Expectations

Attendance

Regular attendance is expected. If you are absent from rehearsal, **your instructor must be contacted (email works best) before the class is missed and a note must be presented upon return.** Homework collected or testing given on the day of an absence will be recorded as a zero for unexcused absences. For excused absences, you are expected to make up all work that you missed. Make up times may involve time outside regular class and will be arranged at your teacher’s discretion.

WORK/HOMEWORK ARE NOT VALID REASONS TO BE AWAY.

Punctuality

Rehearsal begins at 3:25, which means you need to be in your seat prepared and warmed up **BEFORE** that time. Lateness not only holds you back from success, it also affects the flow of class for everybody else. Sometimes lateness is out of our control, but for the majority of the time sort yourself out so you are ready on-time.

Practicing

Regular practice is essential for this course. You will be expected to practice at least 3 times per week, for at least 20 minutes per session. Practice is a time to prepare music, strengthen technique, and build endurance – warm up on long tones and scales, work through difficult spots in music, look at new sections, etc. Focus and a quiet space is essential, so make sure you have a spot at home to get this done.

Failure to practice will limit the amount you get from this course and will potentially affect your mark.

Extra Help

My door is always open for help or questions. If I am not in room 203, I will be in the Music Room (306). If you can’t find me and you still have questions, email is the best way to contact me.

I look forward to a great year of music with you. Please don’t hesitate to contact me with any questions or concerns!