



SIR CHARLES TUPPER SECONDARY SECONDARY SCHOOL
2019-2020 COURSE OUTLINE

Course Name: Beginning Band 8-9

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

Creative growth requires patience, readiness to take risks, and willingness to try new approaches.

Individual and collective expression can be achieved through the **arts**.

Music is a unique language for creating and **communicating**.

Artists often **challenge the status quo** and open us to new perspectives and experiences.

Grade 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.

Curricular Competencies:

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

- Perform collaboratively in both solo and ensemble contexts
- Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences
- Develop appropriate musical vocabulary, skills, and techniques
- Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect
- 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.

Punctuality

Rehearsal begins at the bell, which means you need to be in **BEFORE** that time, and set up and in your seat 5 minutes after. 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.

Rentals/Supplies

Instruments can be rented from the school or from Tapestry Music. See Mr. C for more details.

Consumable supplies such as reeds and valve oil must also be purchased separately.

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