

Course Number: MUS151-152 **Room:** A160

Teacher Name: Mr. Greg Dowe

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Teacher Email: gdowe@dbqschools.org

Office Hours: Tuesday & Thursday 9:20 – 10:00

Monday & Wednesday 12:45 – 1:30

Course Description: All Band students who play percussion instruments register for Percussion Ensemble, a graded course that will meet daily. Content for the course will closely parallel that of the Marching and Symphonic Bands. In addition, Percussion Ensemble will explore, through careful study, preparation, and performance, music written exclusively for percussion as well as traditional and ethnic styles of music including Taiko, West African, and Latin. Particular emphasis will be given to performing the highest quality literature available, enabling students to become lifelong learners in music through conceptual teaching. The Percussion ensemble will perform several times during each academic year. Particular emphasis is also given to the individual's responsibility in developing an excellent ensemble. Students are expected to practice parts individually in order to achieve a greater ensemble experience.

Standards:

The National Core Art Standards guides educators in providing a unified quality arts education for students in Pre-K through high school.

Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

Performing/ Presenting/ Producing

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Assessments:

Formative assessments include observations of student progress through individual and group lessons, concert/performance assessments, pre-tests and self and peer review. Summative assessments include playing tests, post-tests and rubrics that reflect the learning targets of culminating performances.

Content:

Marching Band (August-October):

The marching band unit will include rehearsals during and outside of the school days, performances at all football games, parades, pep-band, individual/group lessons, self and peer evaluations, and playing tests of the memorized music.

Concert Band (November-May):

The concert band unit will include rehearsals during and outside of the school days, performances and outside of Hempstead (including Memorial Day Parade and Graduation), pep-band, individual/group lessons, self and peer evaluations, and playing tests of all music to be performed.

Instructional Strategies:

The student will construct knowledge through authentic tasks such as self/peer evaluations, lessons and performances. When introducing new concepts and processes instruction/demonstrations may include modeling, guided instruction, small group discussions, informal and formal critique through lessons, and reflection.

Resources:

Almost all of the materials/ equipment you will need to participate in band will be provided. The only materials that you are expected to bring to every class:

- No. 2 wood pencil
- planner
- Instrument (if not schools)
- Folder with all music (if taken home)

Academic/Behavioral Expectations:

Students are expected to abide by all Dubuque Community School District attendance and conduct/behavior policies as well as all specific attendance and conduct policies for Hempstead High School (found in the student planner). Show mustang PRIDE by being:

Prepared

- Attend class daily and arrive on time. If arriving late or leaving early for any reason students must show the teacher a pass and sign in or sign out on the attendance clipboard. Failure to sign in or out may result in being counted absent for the class period. Attendance issues will be addressed through the Assistant Principals' Office (refer to the Hempstead student planner and district policy 5107).
- Be ready to learn and have all materials (pencil, planner, equipment, drill card and completed assignments as necessary)
- Demonstrate organization by keeping track of assignments and due dates so that work is completed on time.

Responsible

- Be responsible for your work, your time, your work area, and the overall condition of the room. If a student chooses to misuse materials/equipment he/she may be asked to replace the item or may be asked to clean the band room after school.
- Keep all food/ drink in the cafeteria or poolside.
- Please check to make sure that all electronic devices (cell phones, MP3 players, IPODs, Earbuds, tablets, and other musical devices) are silenced and placed in a backpack, pocket, or left in your locker (out of sight), unless teacher designates that it can be used for instructional purposes. If there is an emergency, please ask the teacher to use the classroom phone. Please inform your parents, guardians, and other people who want to contact you that you are in class and will not be allowed to accept any phone calls/texts on your cell phone during class; they must call the office to contact you. Please note Hempstead's Cellular Phone Policy found in the student planner. Student is responsible for any loss or damage to personal property.
- Treat equipment, music and supplies with care and adhere to all safety expectations. Ask for permission to use equipment that has not been designated for your use (this includes the teacher's desk). Most items are fine to use—just ask first. Students misusing equipment may lose the privilege of using classroom equipment, which may result in a total loss of points for the project. Students may also be referred to the assistant principal for further consequences.

Inclusive

- Assist others when needed, but allow them to do the work.
- Allow others to speak. Respect presenter.
- Stand UP for others who may stand alone/need support.
- Collaborate with classmates.

Dignified

- Respect others work, space, and time.
- Help keep the entire classroom clean, safe, and functional for everyone.
- Respect others viewpoints and beliefs that may differ from your own. We share this classroom- no harassment or bullying will be tolerated.
- Use appropriate language for the classroom. Avoid words that can be hurtful, threatening, or demeaning.
- Comply with teacher request without arguing.
- Resolve conflicts with maturity.

Empowered

- Be an active listener during demonstrations, discussions and critiques
- Participate in class and give consistent effort.
- Foster a positive environment.
- Ask questions when you need help.
- Focus on the task at hand.

Attendance:

The attendance policy has been revised. Please refer to the Academic Accountability Policy (Policy 5107) and Attendance Procedures which can be found on the website.

Grading Plan:

The grading plan is to utilize Daily Rehearsal Technique points, Self and Peer Evaluations, Lesson Rubrics, Performance Assessments, and playing tests over the music utilized for each performance. The learning targets will be identified through a pretest which will identify students' strengths and weaknesses. At the end of the year, a posttest will be given to identify what area of the performance learning targets the student has grown. The following grading scale will be used:

A	93–100%	C	73–76%
A–	90–92%	C–	70–72%
B+	87–89%	D+	67–69%
B	83–86%	D	63–66%
B–	80–82%	D–	60–62%
C+	77–79%	F	0–59%

Grading Categories and Weighted Percentages

Lessons (1 every two weeks)*	30%
Preparation	
Progress	
Musicality	
Tone	
Pitch/Rhythmic Accuracy	
Class Participation	10%
Physical Preparation	
- Inst., Music, Pencil	
Musical Preparation	
Participation	
Performance	30%
Preparation	
- Musical, Physical	
Participation	
Peer/Self Evaluation	10%
Playing Tests	30%
Assignments	10%
• Concert Reports	
• Concert Reflections	
• Performance Assessments	

Extra Credit Options:

There are no identified extra credit points. If there is an opportunity for extra-credit, I will explain and post the extra credit option. Please take advantage of these opportunities as they become available.

Plagiarism:

Please refer to the Plagiarism Policy on pages 32-33

Communication Plan:

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Student Information is available on Power School. Please feel free to contact me if there are any questions or concerns.