

# AHS Instrumental Music 2019-20

## Contact information:

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## How students will be graded on academics:

- Letter grades will continue to be assigned for all courses at the secondary level
- When utilizing the Levels of Proficiency (Beginning, Progressing, Meeting, Advanced), teachers will show the connection between a student's performance on the Performance Scale to the assigned grade within the 0-100 percent scale. This connection will be communicated at the onset of its use and throughout the learning progression for the purpose of providing feedback.
- Categories/Weighting in Infinite Campus:
  1. Lessons 50%
    - Every high school band member will receive a 15-minute lesson once every six school days. The lesson will be scheduled during a study hall, a free period, or another music class. The schedule will be posted in the music area of the school. Each student will be required to attend 10 lessons per semester. There will be a makeup lesson schedule posted in the music areas. Students who wish to make up an instrumental music lesson need to sign up on the makeup schedule. Only one makeup lesson will be allowed per week.
  2. Theory/Performance Assessments(SmartMusic) 50%

Grading Scale for Non-weighted Classes:

**Letter Grade: A**

**Minimum Percent: 92.5**

**Letter Grade: A-**

**Minimum Percent: 89.5**

**Letter Grade: B+**

**Minimum Percent: 86.5**

**Letter Grade: B**

**Minimum Percent: 82.5**

**Letter Grade: B-**

**Minimum Percent: 79.5**

**Letter Grade: C+**

**Minimum Percent: 76.5**

**Letter Grade: C**

**Minimum Percent: 72.5**

**Letter Grade: C-**

**Minimum Percent: 69.5**

**Letter Grade: D+**

**Minimum Percent: 66.5**

**Letter Grade: D**

**Minimum Percent:** 62.5

**Letter Grade:** D-

**Minimum Percent:** 59.5

**Letter Grade:** F

**Minimum Percent:** Below 59.5

### **Board-Approved Standards:**

Techniques for making appropriate sound (tone) on the student's chosen instrument.

Performing, reading, and understanding the elements of music notation.

- Rhythmic Literacy
  - Compound and duple rhythm to the subdivision
- Pitch Literacy
  - Individual pitch names on treble and bass clef
  - Major scale patterns in clef of chosen instrument (14 keys by graduation)
  - Tonic, Dominant, and Subdominant Arpeggios in clef of chosen instrument
- Expressive Elements of Music
  - Tempo
  - Dynamics
  - Style (Articulation)

Learning how music affects the human in physical and psychological ways.

Understanding how and why music is used in our everyday lives.

Understanding why performing music is most often a group endeavor and the implications of how playing in a musical ensemble may affect the student's ability to be successful in the 21<sup>st</sup> century.

### **Guiding Practices:**

#### **Multiple and Varied Assessment Opportunities (including Retakes)**

Assessments will include a combination of individual performances and ensemble performances, paper and pencil tests, and reflective papers.

All students should have multiple assessment opportunities to demonstrate higher levels of achievement. The opportunities may be initiated by the instructor or the student, but always at the instructor's discretion. Additional opportunities may include retakes of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g., an oral response rather than a written test).

Guidelines for retakes include the following:

- Students will be provided the opportunity to be reassessed (i.e., retakes and homework).
- Teachers determine appropriateness and authentic need for reassessments.
- Generally, reassessments will be limited to one retake per assessment. Additional reassessments will be provided at the discretion of the teacher.
- Retakes will be taken within a reasonable time frame that the teacher determines and informs students of in advance.

## **Homework / Independent Practice**

Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

## **Extra Credit and Bonus Points**

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class.

## **Behavioral Expectations:**

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

For those of you accessing this document electronically, the work habits tool can be accessed online: [Work Habit Tool Online Link](#). We will be using the following performance levels:

## **Performance Levels for Work Habits/Behavior Standards:**

**MS** = Meets Standard

**PM** = Partially Meets Standard

**DM** = Doesn't Meet Standard

**NE** = No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA.

## **Behavior expectations for this course:**

### **Rehearsal and Performance Attendance**

Attendance at all rehearsals and performances is a requirement. Unfortunately, work and other activities such as concerts, or college football games, etc. are not excused absences. Plan ahead and keep the lines of communication open. Students involved in other school activities are asked to keep everyone (band directors, coaches, and parents) posted and fully aware of events that may overlap and/or conflict. There is usually a way to work things out if we know ahead of time. Do not wait until the last minute to notify a director of a conflict.

### **Excused absences from rehearsals**

Except in cases of emergency or illness, instrumental music members are expected to be at rehearsals. Because of the ensemble nature of instrumental music, there is no way to fully make-up what is covered within a rehearsal. Please schedule dental/medical appointments outside of band rehearsals if at all possible.

### **Absence from a performance**

Performances are the real-world application of the learning that takes place in rehearsal/class. If someone is missing, the ensemble as a whole suffers. Excused absences will only be granted in the event of illness or family emergency. It is the student's responsibility to know performance dates and to schedule work and their personal calendar accordingly.

### **Rehearsal expectations**

Students should maintain a respect for the rehearsal atmosphere. If a particular action or behavior detracts from our ability to make music together, it is not appropriate for the classroom setting. Simply put, always maintain a respect for yourself, the facilities and equipment, and the others that make up the ensemble of which you are a member.

- Every ensemble member should bring instruments, music and essential equipment to every rehearsal or performance.

- All ensemble members should strive to maintain a clean and organized instructional environment. Pick up after yourself and others.
- We are fortunate to have excellent equipment and facilities. It is imperative that all ensemble members respect and take care of their equipment and the school's equipment. Students will be expected to pay for any damage done to the equipment or facilities caused by misuse or negligence.
- Percussion instruments are not to be played by non-percussionists. The percussion instruments require specific care when being played and can be damaged when played without the proper training and care.
- All equipment, music, folders, and accessories should be placed in appropriate locations.
- All instruments must be put away in their cases and storage areas at the end of each rehearsal.
- Books and personal belongings should not be left unattended in the music area.
- Students are to remain in the music facility until the end of the period.
- Food, gum and drink (other than water) are not allowed in the band room(s).
- NOTE: All accessory items, including reeds, valve oil, neck straps, etc. should be purchased at your favorite music store. Always have spare reeds, just in case.

### **Formative and Summative Assessment:**

#### Definitions

- Formative Assessment: Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- Summative Assessment: Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

### **Rubric Points Converted to Percentages**

#### **Points for a Full 20 Point Rubric (Melodic Ex.)**

20 = 100  
 19 = 98.6  
 18 = 97.2  
 17 = 95.8  
 16 = 94.4-100  
 15 = 93-98.25  
 14 = 91-96.5  
 13 = 89-94.75  
 12 = 87-93  
 11 = 85-90.5  
 10 = 83-88  
 9 = 80.4-85.5  
 8 = 77.8-83  
 7 = 75.2-79.75  
 6 = 72.6-76.5  
 5 = 70 - 73.25  
 4 = 70

#### **Points for a Partial Rubric of 16 Points (Technical Ex.)**

16 = 100  
15 = 98.25  
14 = 96.5  
13 = 94.75  
12 = 93  
11 = 90.5  
10 = 88  
9 = 85.5  
8 = 83  
7 = 79.75  
6 = 76.5  
5 = 73.25  
4 = 70

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