



Zebulon Middle School Piano Class

2016–2017 Quarterly Course Syllabus

6th & 8th Grade Piano

Instructor Information

Name: Mrs. LaSaundra Booth

- BA Music: Instrumental Performance, Cello (North Carolina Central University, 2003)
- Masters in Music Education: String Pedagogy (UNC- Greensboro, 2009)
- Educational Specialist, Educational Leadership (Northcentral University, 2016)
- Doctorate in Educational Leadership (pending Nov. 2017)

Email: lbooth@wcpss.net

Phone: (919) 404-3630

Office Location: Room 625

Office Hours: by appointment only

Si necesita servicios de traducción gratuitos para comprender los procesos escolares, llame al (919) 852-3303

إذا كنت بحاجة إلى خدمات الترجمة المجانية للتعرف على سير العمليات بالمدرسة، اتصل بالرقم (919) 852-3303

Si vous avez besoin de services de traduction gratuits pour comprendre les procédures scolaires, appelez le (919) 852-3303

यदि आपको विद्यालय की प्रक्रियाओं को समझने के लिए निःशुल्क अनुवाद सेवाएं चाहिए, तो (919) 852-3303 पर कॉल करें

학교/교육 과정에 관한 무료 번역 서비스가 필요하시면 다음 번호로 연락하여 주십시오 (919)852-3303

Nếu quý vị cần sự thông dịch miễn phí để hiểu phương pháp trường học, xin vui lòng gọi số điện thoại, 919-852-3303

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I. Course Descriptions

■ Piano I

Piano I is a course designed for students who have limited to no instrumental music experience. Emphasis will be placed on correct posture, technique, notation, reading music, and performing simply rhythm patterns. Students will learn how to play melodies with one hand at a time, as well as develop the ability to play in C position. Students will be required to demonstrate what they have learned by performing in one classroom recital during the last week of the course. By the end of the course, students must demonstrate proficiency level learning of at least two strands from the NC Essential Standards for 6th - 8th Grade Music. A copy of the NC Essential Standards for 6th - 8th Grade Music is located on pages 13-18 of the following link:

<http://www.dpi.state.nc.us/docs/acre/standards/new-standards/arts/music/k-8.pdf> Piano is a quarterly elective.

In order to demonstrate growth and mastery of concepts, students are encouraged to register for and participate in Piano II course offered during the 4th quarter. Practicing the piano outside of the class is encouraged. However, purchasing a piano/keyboard is not required for the course.

■ Piano II

Piano II is a course designed for students who meet proficiency level in Piano I. Students will expand their ability to play the piano by learning new positions, and gradually increase to playing the piano with both hands simultaneously. Students will also be introduced to playing in middle C position, as well as be introduced to playing basic chord patterns. Students will learn to apply new techniques to help improve tone production, technique, sight reading, and playing expressively with dynamics. Students will be required to demonstrate what they have learned by performing in one recital during the last week of class. By the end of the course, students must demonstrate proficiency level learning of at least three strands from the NC Essential Standards for 6th - 8th Grade Music. A copy of the NC Essential Standards for 6th - 8th Grade Music is located on pages 13 - 18 of the following link: <http://www.dpi.state.nc.us/docs/acre/standards/new-standards/arts/music/k-8.pdf>

Piano II is only offered during the 4th Quarter. Only students who have taken Piano I are eligible to sign up for the course. Practicing the piano outside of the class is encouraged. However, purchasing a piano/keyboard is not required for the course.

II. Course Objectives & Activities

■ Course Objectives

The goals and objectives for this course are aligned with the Music Literacy, Music Response, and Contextual Relevancy of the NC Essential Standards for Beginning, Intermediate, Proficient, and Advanced High School Music. Students who successfully complete this course will be able to:

1. Develop an effective and systematic approach to practicing the piano.
2. Demonstrate the use of correct posture and technique while playing the piano.
3. Play music written in C and middle C positions.
4. Successfully memorize all repertoire used for performances.

5. Demonstrate understanding of music theory concepts including: reading notation, rhythmic patterns, and pitch recognition in treble & bass clefs.
6. Compose and arrange at least one music composition for piano in C or middle C position.
7. Explain how concepts of music theory and history are contextually relevant to current events.
8. Evaluate performances of self, peers, and professional string musicians.
9. Create, prepare, and perform music in a formal setting for a live audience at least once per quarter.

▪ Course Activities

It is important for you to know not only the types of activities that will occur this year, but how these activities align with the goals and objectives for the course as well as the district’s emphasis on the 4 C’s including collaboration, communication, creativity, and critical thinking. While more activities may be added based on the needs of students, a list of the core activities planned for the year is provided.

ZMS Piano Course Activities	
<p><u>Communication</u></p> <ul style="list-style-type: none"> ▪ Daily rehearsals (ML, MR, CR,) ▪ Following Conductor Cues/ gestures (ML) ▪ Data from Assessments (ML, MR,CR) ▪ Publicity & Event Marketing (CR) ▪ Performances (ML, MR, CR) 	<p><u>Creativity</u></p> <ul style="list-style-type: none"> ▪ Compositions (ML) ▪ Arrangements (ML) ▪ Web Portfolio (CR) ▪ I-PAD Group Movie Project (CR, ML, MR) ▪ Program Music (MR, CR)
<p><u>Collaboration</u></p> <ul style="list-style-type: none"> ▪ Instrumental Sectionals (ML, MR) ▪ Concerts, Recitals (ML, CR) ▪ Multicultural Group Powerpoint Presentation (CR) ▪ Analysis of current repertoire (MR) ▪ I-PAD Group Movie Project (CR, ML, MR) ▪ Fundraising Events (as approved by principal) 	<p><u>Critical Thinking (Music)</u></p> <ul style="list-style-type: none"> ▪ Performance Evaluation (ML) ▪ Jury Critiques (MR) ▪ Interpretation of musical phrases and dynamic changes (ML) ▪ Sight Reading (ML) ▪ Synthesis of music theory fundamentals (ML)

NC Essential Standards for 6th-8th Grade Music Abbreviations:

ML = Music Literacy, MR = Musical Response, and CR = Contextual Relevancy

III. Course Policies

▪ Honor Code

The students of Zebulon Middle School are committed to being honest and responsible in the completion of academic materials and interactions with the school administration and community. Cheating, stealing, plagiarism (passing off another's work, words, or ideas as one's own), and lying (including willful distortion or misrepresentation) are considered violations of the Honor Code. Through a joint fulfillment of this code, students and faculty will achieve their fullest potential in academic excellence and character. Any student who violates the honor code will receive consequences per Wake County Board Policy –Parent/Student Handbook (pg.10).

▪ Grading Policy

Study in the arts includes the development of technical skill, exploration of creativity, appreciation for the aesthetic experience, and demonstration of appropriate artistic work habits. To ensure consistent, appropriate, comprehensive, and reasonable reflection of student achievement in the arts, grading practices will incorporate the following components:

Grading Category	-	Grade Percentage
Large Projects, Concerts, Tests, Weekly Rehearsal Technique i-movie project, e-portfolio, playing & written tests, concerts, performances, active participation during daily & weekly classroom activities	-	40%
Small Projects, Quizzes, Skills Assessments Quizzes, compositions, sectionals, weekly practice logs	-	30%
Classwork Assignments Reflections, essays, self-evaluations, pre & post assessments	-	20%
Homework Return classroom forms & signed progress reports by due date	-	10%

- Weekly Practice Log

Practice is essential and mandatory for each student. Students are required to **practice at least 1 hour or more** per week. In order to make practice more effective, students must complete an online practice journal and submit the form online by 10p.m. on Sunday nights. An electronic copy of the practice journal is available on the orchestra website: www.zmschorusandpiano.weebly.com Practice journals help students break content into smaller chunks, which makes practice more effective and musicianship increase. Individual growth is expected to occur each week. Students who fail to show weekly progress may not receive practice credit for the week unless the student's parent(s) can provide documentation of the practice time. * Piano students can practice without having a piano by placing fingers on the top of a desk or table top. Students without pianos at home are encouraged to practice on the tops of tables (as shown in class), or download free piano practicing app of their choice to their cell phones to practice with sound.

- Weekly Assessment Policy

Assessments are used to communicate student achievement and identify areas for improvement to students, parents, and teachers. Assessments may occur in the form of a quiz, test, observation, practice log summary, evaluation, or musical jury (playing test with student feedback during the class period). Students will receive at least one assessment per week.

- Make Up Work Policy

All assignments must be turned in on time. It is the student's responsibility to complete all assignments when they are due. If a student is absent, it is HIS/HER responsibility to make up the assignments and/or test within the time allotted by Wake County Public School System. Any unexcused absence from a mandatory performance

event such as a concert, recital, audition, or graduation performance cannot be made up, and a grade of zero will be given. No extra credit work is given or accepted in this course.

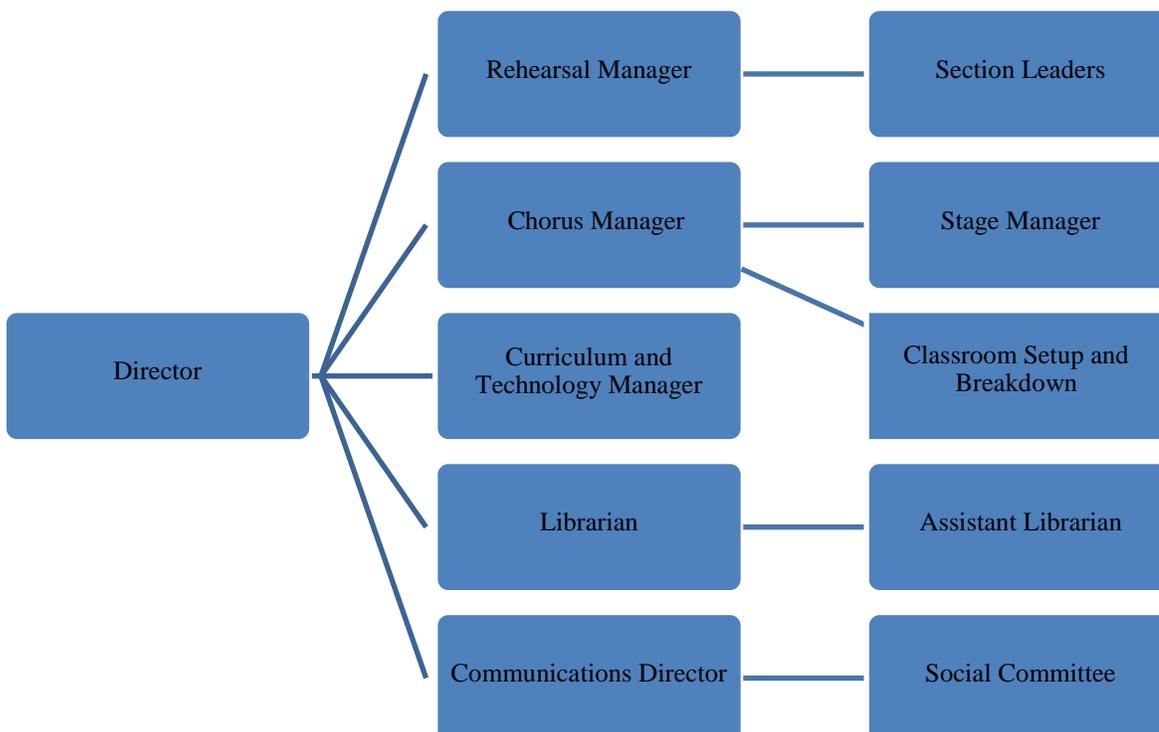
- Tardy Policy

- a. Students are expected to be in their seats with their assigned music folder, piano book, and pencil when the tardy bell has sounded. Attendance is taken immediately following the tardy bell. Any student who is late to class must have the appropriate ZMS Hall Pass from the office or a teacher. Without the appropriate documentation, the tardy will be recorded in NC Ed Cloud as an unexcused tardy.
- b. Parents will be notified after a child has accumulated two unexcused tardies within a quarter. Lunch detention will be assigned on the third tardy per the ZMS handbook. Any additional consequences will be given according to the ZMS handbook.

- Student Expectations & Responsibilities

1. Arrive to class on time with your instrument, music, and pencil each day.
2. Maintain a high level of expectations for yourself and the course.
3. Respect your classmates, teacher, our rehearsal space, and yourself.
4. Actively participate in rehearsals, sectionals, and group projects.
5. Turn in assignments on time.
5. Adhere to ZMS classroom policies and procedures at all times.
6. No eating, drinking, or using electronic devices without the permission of the director.
7. Memorize and be ready to sing any selections from the current repertoire list.
8. Practice at least 2 hours per week and submit weekly practice logs online by the due date.
9. Adhere to any additional requirements for your specific course level.

- Organizational Structure/ Classroom Hierarchy



- Leadership Positions and Responsibilities

-A detailed list for leadership policies and procedures are located on the website.

Key:

- C = appointed cabinet
- A = through application
- ** position requires enrollment in both semesters of orchestra

Position	Responsibilities	Expectations
Chorus Manager (c) **	<ul style="list-style-type: none"> - takes attendance - keeps track of dates - creates seating charts for class and concerts - assists in making programs, playlists and class agenda - schedules rehearsals - appoints and directs Stage Managers and ushers for class setup and concert staging - has performance checklist 3 weeks prior to performance 	<p>All leaders are expected to:</p> <ul style="list-style-type: none"> - have a positive attitude - maintain a high standard of behavior and conduct - practice consistently - excel in all assignments - cooperate with others - communicate often - audition for All-State - keep a leadership notebook for incoming leaders <p>In situations where no application-based positions are filled, cabinet leaders are to assume those responsibilities.</p> <p>When absences cannot be avoided, leaders are to inform another member of the cabinet of their plan(s) for rehearsal at least 24 hours prior to rehearsal time.</p>
Communications Manager (c) **	<ul style="list-style-type: none"> - records information from the conductor during class - communicates announcements and reminders (email, r101) to members - communicates with the booster club - manages and publishes given information onto the orchestra website - documents pictures of the orchestra 	
Librarian (c) ** Assistant Librarian (a) <i>[cannot assume responsibilities without the main librarian]</i>	<ul style="list-style-type: none"> - oversees music library - does inventory (on spreadsheet) - makes copies of music - organizes and distributes music - updates orchestra notebook with new repertoire - only person other than the director and the assistant librarian(s) who can handle sheet music 	
Rehearsal Manager (c) **	<ul style="list-style-type: none"> - runs warm-ups - runs rehearsal as stand-in for conductor - studies music scores - positively communicates with the orchestra and keeps everyone engaged 	
Social Committee (a)	<ul style="list-style-type: none"> - organizes social events for members (ex. picnics) - makes cards for members (ex. get-well cards) - Oversees vision board 	

	<ul style="list-style-type: none"> - Oversees publicity for the orchestra (Facebook, Twitter, etc.) - posts events (ex. birthdays or Tri-M announcements) 	
Stage Manager (a)	<ul style="list-style-type: none"> - sets up during class - sets up stands and chairs for soloists - manage needed equipment (piano, drums etc.) 	
Section Leaders (a) **	<ul style="list-style-type: none"> - must have the desire to lead - are able to be a role model in morality and preparation (attendance, having music, positive attitude) - must communicate with and engage section members during sectionals (ex. identify what the section is and is NOT doing, give the bowings, give appropriate fingerings for music passages, etc.) - must have good command of repertoire in order to teach and lead sectionals - make sure members clean up after class (ex. sheet music, chairs, stands, etc.) - communicate with music librarians - make sure section has music before rehearsals and performances 	

IV. Course Requirements

- Concert Attire:

All students are required to wear concert attire to each performance, or they will not be allowed to perform.

Young Ladies. All black ankle-length dress, or black ankle-length skirt with black blouse. All dresses and skirts for ladies must come well past the knee when sitting. Please wear black stockings and black dress shoes.



Young Men. White dress shirt with collar, black dress pants, belt, and black tie. Please wear black socks and black dress shoes. **NO JEANS** are allowed for concerts. Suit jackets for males are encouraged, but not required for performances.



Concert Jewelry:

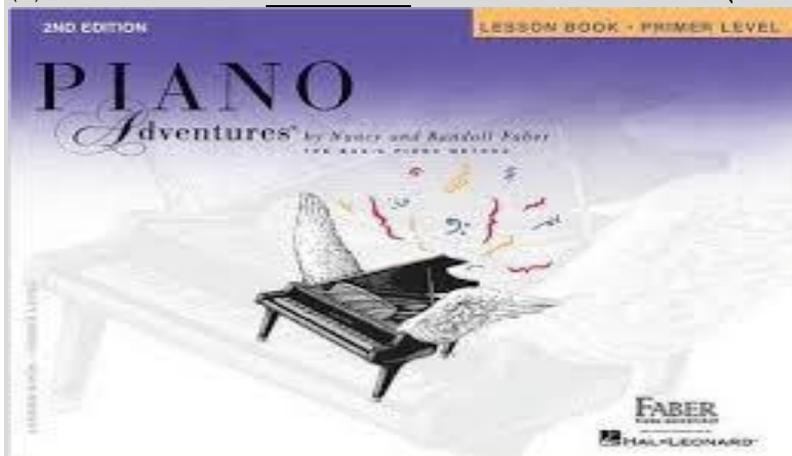
Young Ladies. Diamond studs or pearl earrings only. **No bracelets.**

Young Men. No Earrings. (All earrings must be taken out while performing.)

▪ Supply List:

STUDENTS WILL NEED:

- (1) 3-ring binder 1 for piano book, music theory work, & sheet music
- (2) pencils (no ink pens, as we will make changes in our music often)
- (1) Piano Adventures Lesson Book by Nancy & Randall Faber (**primer level**)



▪ Communication:

All students and parents are required to sign up for our class remind 101 text group, follow the class on twitter, and submit assignments electronically through the classroom website. Our classroom websites will be the primary source to find information regarding our class.

WEBSITE: www.zmschorusandpiano.weebly.com

TWITTER: Please follow us on twitter @ZebulonMSOCP (all classes are under the same account)

Most practice assignments are tweeted daily after class, so it is important to follow us today!

REMINDE (101): Please sign up to receive important text messages concerning assignments & upcoming events.

Please text the classroom code to (919) 344-0236

ZMS Music Class	Text Code
PIANO:	@49g3b7

▪ Event Dates:

The following is the list of dress rehearsals, performances and other events planned so far for this semester. Please copy the dates into your calendar. In the near future, there may be other events added to the calendar. However, notification will be given in advance.

Month	Day	Time	Event Description
September 2016	2	Class Period	Piano Class Forms Due
October 2016	10	10a.m.	Sphinx Concert Ligon Middle School
December 2016	20	TBA	Fine Arts Winter Showcase
June 2017	7	TBA	Fine Arts Talent Showcase

Piano Student Contract 2016–2017

Please sign and return this page to Mrs. Booth by September 2, 2016.

Student Commitment

1. I have read through the piano handbook with my parents and understand the grading and attendance policy.
2. I understand that I must comply with all classroom rules, procedures, routines, and expectations.
3. I understand that I am required to practice my instrument at least 1 hour or more each week.
4. I understand that I am required to perform at least one selection from memory in a recital during the last 9 weeks of class.
5. I understand all of the class requirements, and understand that failure to fulfill these requirements may affect my grade for the course.
6. I understand that my cooperation, practice, and participation in Piano class are extremely important and will be a significant part of my grade.
7. I understand that Piano is a class scheduled for one quarter and that a high standard of excellence will be demanded from me at all times.
8. I am prepared to make a commitment to participate in the Piano Class for the entire quarter (9 weeks).

Student Name (printed) _____ Student Signature _____

Orchestra Class _____ Date _____

Parent Commitment

Parents: Piano is a commitment for 9 weeks. I want to work closely with you to make sure that your child reaches his/her full potential. This year I am focusing on providing multiple ways to keep lines of communication open. Please include your email address and phone number so that I have multiple ways to communicate with you throughout the quarter. I will also need volunteers to help with the different activities that we have planned this year. All parents must sign up in the main office in order to get level 4 clearance to chaperone field trips or help with school events.

Parent Name: _____

Phone Number () _____

Email Address _____

