



PLANNED COURSE STATEMENT

Course Title: Violin	Grade Level: 6, 7, 8
Length of Course: Quarter	Credit Area or Type: Elective

Prerequisite:

Adopted/Supplemental Materials:

Course Description:

This nine week course focuses on learning to play violin and reading. This class will not perform in concerts. Violins and books will be provided, but will not be allowed to leave the classroom.

Course Goals and Expectations:

- ❖ Students are expected to be in their seats and ready to play at the start of class. This includes having all necessary supplies and equipment ready.
- ❖ When any teacher or speaker is in front of the room, the students will be quiet and attentive "active listeners".
- ❖ Because it affects other students negatively, continuous talking and/or playing after the director has stopped the group WILL NOT be tolerated.
- ❖ Students are to RESPECT all faculty and staff, other students and property.
- ❖ For us to produce our best band sound, students are expected to play with proper posture at all times.
- ❖ Eating, drinking, or chewing gum is not allowed in the music room.

Assessment Strategies:

Participation in class discussions & reflections
 Attendance
 Tests and Quizzes
 Alternative Assessments – Verbal etc.
 Demonstrate proficiency

Accommodations and Modifications:

All students are assigned to an advisory which meets daily. This is a pass/fail class that is measured by participation and thoughtful reflection.

Career Related Learning Standards:

Personal Management
 Problem Solving
 Communication



COURSE SYLLABUS

School Year: 2018-19



Course Title: Violin

Grade Level: 6-8 **Credit Available:** ~~2~~ **Pre-Requisite:** none

Instructor Contact Information:

Name: Sean McKee Room #: Music Email Address: sean.mckee@threerivers.k12.or.us

Phone #: 541-592-2163 ext. 3039

District Webpage: www.threerivers.k12.or.us/index.asp

Teacher Webpage: <https://sites.google.com/a/threerivers.k12.or.us/lbms-music-department/>

Course Description:

Violin is a part of the LBMS “wheel” of courses, grades 6-8. This is a nine-week course, which focuses on learning to play violin and reading music. This group does not perform in concerts.

Course Expectations:

- Students are expected to be in their seats and ready to play at the start of class. This includes having all necessary supplies and equipment ready.
- When any teacher or speaker is in front of the room, the students will be quiet and attentive “active listeners”.
- Because it affects other students negatively, continuous talking and/or playing after the director has stopped the group WILL NOT be tolerated.
- Students are to RESPECT all faculty and staff, other students and property.
- For us to produce our best band sound, students are expected to play with proper posture at all times.
- Eating, drinking, or chewing gum is not allowed in the music room.

Course Standards/Rubrics:

These items are available on the Teacher Page and will be handed out in class

Required Texts and Other Supplies/Fees:

Violins and books will be provided, but will not be allowed to leave the classroom.

Content Knowledge and Skills: (80% of Semester Grade) (to be selected from)

Any direct assessment of a standard or its learning targets including:

- Tests and Quizzes
- Alternative Assessments – Verbal etc.

Participation/Citizenship: (20% of Semester Grade) (to be selected from)

- Openers / Warm-ups
- Daily Work / In class assignments
- Personal Responsibility
 - Effort in Learning
 - Participation
 - Classroom Preparedness
 - Adhering to Due Dates

Grading Policies:

- Grading Criteria: Academic grades under the Proficiency Based Learning model will reflect a student's mastery of the subject's knowledge and skills according to state standards, allowing teachers to be more objective in their grading practices. Therefore, extra credit will not be provided. Academic grades are calculated based off a weighted minimum scale where at least 80% of their grade reflects content knowledge and skills, and at least 20% of their grade reflects participation/citizenship. The following criteria will be used to define content knowledge and skills and participation/citizenship skills.
- Proficiency Based Learning Grading Scale:
 - A (Master)
 - B (Approaching Master)
 - C (Proficient)
 - I (Incomplete)
 - F
- Class Participation: 20%
- Reassessment: In order to demonstrate proficiency, students must score a 70% or better on the assessment, which is equivalent to a "C" average. "D" grades will no longer be awarded to student work. If an assessment is below a 70%, they have the opportunity to retake the assessment and get additional support from the teacher or building support services. If all, or most, assessments are failed within a grading period, a student may earn an "F". However, if a student is making adequate progress toward proficiency and utilizing resources available, they will be assigned an Incomplete and will have 15 school days (and/or teacher discretion) to demonstrate proficiency on missing/incomplete assessments at the end of the Semester. Students may choose to improve their grades, per teacher approval, within that same 15 day window. Students may be given opportunities to retake assessments they fail, or wish to retake, in order to demonstrate proficiency, provided that they are making adequate progress toward proficiency. The assessment grade will **NOT** be the average of all the assessments. The highest grade for each assessment will be awarded to the student.

Class Policies: Music Room Policies will change from school to school but will be based off the PBiS System.

Academic Support: Available upon request

Flexibility Plans for TAG Students:

Assessment: Rubrics will be modified to fit students needs

Accommodations: *Flexibility Plan*

General

Understanding that every student I meet has various levels and rates of learning, this course has been designed to provide challenging educational opportunities for everyone. Whenever possible throughout the year, you will have options regarding the amount and difficulty of music to practice and perform, which will allow you to develop this class to suit you.

Assessment

Several devices are used to evaluate your level and quality of learning. Many factors, such as statewide assessment scores, classroom behavior, plus performance and execution of assignments or tests, reflect the relative difficulty of the material, which can then be adjusted to meet your needs.

Accommodations

- Whenever possible, students are allowed individual control over
 - Proficiency and accuracy of Performance Music
 - Chair Placement from Playing Tests
 - Advancement in Method Book beyond class level
- Students with more advanced skills may be provided solo literature to perform at concerts and district events
- Students have shown the highest level of skill will be able to tutor beginning band students
-]· Advanced students are always encouraged to take private lessons, learn a secondary instrument, play with the high school pep band, and will be given opportunities to attend state and local honor bands.

Parental input is encouraged at any time using the e-mail or phone number listed on the band handbook cover.

I have read this course syllabus and understand the content.

Parent signature:

Date:

Student signature:

Date: