



James B. Castle High School

Vision: We are global citizens who positively contribute to society.
Mission: Build character. Strive for competence. Instill commitment.



School Year 2016 - 2017

Chorus

Chorus is designed to provide opportunities for students to learn to sing with proper breath and voice control, to sing in a solo capacity, to sing along with others in 2, 3 and 4 part harmony, and to be a part of a dynamic musical organization. Students will learn standard music terminology, beginning simple piano (to be used for chorus music theory) chorus musical chords and chord progressions, key signatures & related chord progressions, transposition & modulation, accompaniment styles, musical form & analysis, music composition (song writing) & arranging for a musical group. Students will form a student musical group, a song, perform it and record it to digital CD.

Teacher Contact Information

My name is Mrs. Dawn Aolani Cone. I have a Bachelor of Education degree (Secondary Music) and a Master of Arts in Music Education from the University of Hawaii. I also have credits earned from the University of Michigan and Vandercook College of Music in Chicago. You may contact me at coned@knights.k12.hi.us. Please feel free to email me about any concerns you may have, exciting ideas, guest speaker possibilities, and anything you can do to help this class to be a great musical learning environment.

Required Classroom Supplies due by Monday, August 8, 2016.

2 pencils and binder paper are required for this class.

Musical instruments are provided free of charge during class. Students will be required to take care of their assigned instrument, returning them to their case or assigned instrument stand after use. Any careless or intentional damage to an instrument will be the student's responsibility to fix or repair. Due to a limited amount of instruments available, instruments are not allowed to take home. The music room, however, is open at recess, lunch and after-school for student practice or additional music tutoring.

Knight Pride

Demonstrating

*Relationships by being **R**espectful, **R**esponsible, **R**esourceful and **R**esilient.*

***C**haracter, **C**ompetence and **C**ommitment*

Course Objectives and State Requirements

Hawaii Music Content Standards: Benchmarks

1. FA.9-12.2.1 - **Perform a variety of musical elements with appropriate understanding, expression and style individually and in a large group setting** (Specifically, student will be able to perform on at least one instrument, demonstrating technical accuracy, good tone quality, proper posture, dynamics and using the full range of the instrument in small and classroom group settings. **Ho'ike 2017 fulfills the large group-setting requirement, therefore is required for credit in this class.**)
2. FA.9-12.2.2 - **Improvise short melodies based on a chord pattern.** (Student will be able to improvise simple rhythmic and/or melodic accompaniments on their instrument.)
3. FA.9-12.2.3 - **Apply knowledge of music theory to compose and arrange music within specific guidelines.** (Student will be able to compose and arrange music for a small or large musical group, demonstrating appropriate knowledge of musical keys, transposition, range of instrument and musical expressive effects.)
4. FA.9-12.2.4 - **Analyze compositional devices and techniques.** (Student will be able to use accurate international musical terminology.)
5. FA.9-12.2.5 - **Critique music using specific criteria.** (Student will be able to present detailed suggestions for improving technical and expressive elements of musical performance.)
6. FA.9-12.2.6 - **Describe how various elements and roles of music integrate with other content areas.** (We will collaborate/integrate with Poly Dance, Photography, and Music Video)
7. FA.9-12.2.7 - **Analyze the significance of music and composers in various cultures and time periods.** (A variety of music from many cultures will be presented, analyzed and played).

Classroom Expectations:

Standards-Based Learning insures quality curriculum, quality instruction, and quality assessment and evaluation. This will provide learners with high expectations and a challenging curriculum. It will also prepare students for challenges in work and life. The four statewide **General Learner Outcomes** are the goals of standards-based learning:

1. The ability to be **responsible for one's own learning**.
2. The understanding that **it is essential for human beings to work together**.
3. The ability to be **involved in complex thinking and problem solving**.
4. The ability to **recognize and produce quality performance and quality products**.

General Classroom Rules

1. **A Hall Pass** is required anytime a student leaves the room.
2. **Ask permission to use the bathroom**, so the teacher knows where you are at all times.
3. **Be in the music room when the tardy bell rings**. Then, get your instrument, music, and stand. Be seated in your instrument section within 5 minutes after the bell.
4. **No eating, chewing gum, or drinking anything** (except for water) in the music room during class time. This prevents insects from crawling into the instruments.
5. Our school rules indicate that **cell phones must be turned OFF during class time**. Any phone in use, or ringing/vibrating during class will be taken away and given to the office to be returned afterschool. The only exception is when our Class Assignment allows for students to find music online with their cell phone – these times will be specifically outlined and allowed for the duration of the assignment.
5. **All classroom rules that you have signed, are in effect** during class time, recess and after school.

The Castle High School Grading Policy will be followed in this class. The Policy is as follows:

Infinite Campus

Infinite Campus is the school's NEW on-line grade-calculating and reporting program. I will update grades by 3 p.m. every Monday. We will be showing you how to access your grades online.

5-Point Grading Scale

Although Castle High School is currently not a “standards-based” grading school, we are working toward standards based grading. Therefore, **all assignments and assessments will be based on a 5-point grading scale. Some grades may reflect half credit**

increments. For example, a student may receive a grade of 2.5 for an assignment. I have the discretion to assign a weight to larger assessments, with the maximum weight being three.

Grade for the Assignment or Assessment	Letter Grade for the Assignment or Assessment
5	A
4	B
3	C
2	D
1	F

Extra credit will not be offered at Castle High School.

Quarter, Semester, Year Grades

Quarter grades will be based on this formula:

All graded **assignments** – 15% of total grade

All graded **assessments** – 85% of total grade

Semester grades will be based on the average of the two quarter grades.

Year grades will be based on the average of both semesters, except for courses with End of Course (EOC) exams. EOC exams will account for 15% of the student's year grade.

Retakes

Students need to conference with me and request a re-take. It is at my discretion to allow a student to re-take an assessment. If a re-take occurs, I will take the higher grade. Re-takes are not provided for unexcused absences and firm deadline assessments.

Firm Deadlines

Firm deadlines for large projects and finals can be established if communicated at the start of the project or quarter and reiterated often.

Late Work

Students need to conference with me to request turning in late work for credit. If accepted, students may have up to but no longer than two weeks after the due date to submit work.

Maximum grade for late work is a 4.

Participation Grade *(this usually means out of class time)*

Performance-based courses, such as music, band or physical education, may include participation requirements. Our requirements are: Polynesian Music, Directed Studies and Chorus have four **required** End-of-the-year rehearsal/performances (Ho'ike 2017). Ho'ike (2 rehearsals and 2 performances) are on our school calendar: May 5 and 6, at 5:00 P.M Please mark this on your Academic calendar, as this is required event and counts as our only End-of-the-Year Final Exam. Directed Studies will also have 2 required community performances during the year.

Excused and Unexcused Absence

Work will be given to students and students will have the opportunity to turn in the work for a grade. Students may have up to but no longer than two weeks after the due date to submit work. **Maximum grade for an unexcused absence is a 3, whereas an excused absence can be made up for full credit. No re-takes allowed** for work turned in from an unexcused absence.

Finals Week

A final exam may be given at the end of each semester. For Directed Studies and Polynesian Music, a recording will count as a First Semester Final. Students should take every opportunity (A-period tutoring, re-takes, etc) to keep up with academic work throughout the semester to be prepared for each course's final exam. Taking children out of school during finals week may be detrimental to their overall grades.

Scope and Sequence for the 1st and 2nd Quarter

(update will be provided at the start of each subsequent quarter)

1st Quarter

Unit 1 School/Class Policies (3 days)

Unit 2 Percussion (2 weeks)

- Learn to read standard Musical Notation (this will help you to read music in chorus)
- Learn to play the Drum Set (this will add rhythm to your vocal warm-ups)

Unit 3: Vocal Lessons (4 weeks)

- Learn to sing with vocal warm-up CD and with piano accompaniment
- Discover your vocal part (Soprano, Alto / Tenor, Bass)
- Discover your range and key
- Learn to sing in Unison (1 part)
- Learn to sing a duet (2 parts), then a trio (3 parts), then a quartet (4 parts)
- Continue to sing in 5, 6, 7 and 8 part harmony
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Unit 4: Equipment Set-Up (1 day)

- Microphone
- Mike Sands
- Mixer: inputs, volume, pan, effects, hi, mid, lows, headphones
- Using the CD Recorder, Handheld Recorder

Unit 5 Form Groups / Practice / Record (3 weeks)

- Learn to form a musical group
 - o Decide on Songs (need 4)
 - o Decide on Chords (I will help you)
 - o Decide who sings and who plays (you decide)
 - o Prepare for CD Production by Papers
 - o CD Recording
 - o

2nd Quarter

Unit 6 Review (1 week)

- Review Concert Songs as a class

Unit 7 Class Concert Songs (3 weeks)

- Introduction of formal Concert Songs for 2016-2017
- New Songs: Songs for Christmas, Songs for Ho'ike, Soloist Songs
- Prepare for a concert

Unit 8 Learn Songs for Concert and Continue in Groups (3 weeks)

- Decide on 1-2 New Songs
- Find accompaniment Arrangement
- Decide who sings or who harmonizes
- Prepare for Final CD Production
- Prepared Groups will Record

Unit 9 CD Production (3 weeks)

- Record 1 song to CD

Unit 10 CD Production Visual (1 week)

- Take CD Pictures
- Create a CD Cover (with all group members)

Unit 11 Vocal Recording or Concert (1 week)

- Karaoke to Specified Songs
- Possible Short concert at Mall

Unit 12 Complete your CD (1 week)

- Take Your Completed CD, CD Cover home

2015-16 Events:

Make sure everyone has a Formal Uniform _____
Fund Raising (World's Finest) _____
1 Field Trip
Ala Moana Concert or Windward Mall Concert

Please sign and **Turn In** by **Monday August 8, 2016**

Student Name: _____ Student email _____ AND _____ student phone _____

Period: _____ Class _____

I (student) have read and understood the syllabus for _____ class.

(Student Signature)

(Date)

Parent/Guardian

(Parent/Guardian Print Name)

(Parent/Guardian email or phone number)

(Parent/Guardian Signature)

(Date)

I (parent/guardian) have read and understood the syllabus for _____ class.