

High School Applied Strings 1 – 4 Syllabus

Cicely Tyson Middle/High School
Class: **Applied Strings 1 - 4**
MTWTH
Full Year Course
Credit hours: 5.0

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Welcome and Introduction

Welcome to Applied Strings 1 - 4. I'm your instructor, Ms. Rice. We'll be together for the next school year. In this course, we'll come together to help you learn to perform the essential skills in the art of string playing. Classroom instruction involves developing accuracy in posture, playing position, left hand position, bow grip, note reading, ensemble interaction, and bowing articulation.

Course Theme (overarching ideal)

"Ease is a greater threat to Progress than Hardship" – *Denzel Washington*

Students will engage in

Course Goals/Essential Questions

- Develop and expand knowledge of specific string technique including unified bowing and finger positions.
- Develop an understanding of the care and handling of the various stringed instruments.
- Develop and expand knowledge of music reading, and of musical concepts such as pitch, rhythm and meter.
- Develop responsibility, self-discipline and musicianship through individual and ensemble play.
- Develop a good sense of pitch for tuning and playing in tune.
- How does music reflect history and culture?
- What is the same in music and other subjects?

Methods of Instruction

Various instructional methods used will include methods for advanced shifting, scales in all keys & modes, full class ensemble activities, small group sectionals, chamber ensembles, individual lessons, and computer learning stations.

Course Component Specifics

The CTMS/HS String Orchestra policy requires **short well-groomed fingernails, which have to be cut weekly**. String players **must** play on the tips of their fingers in order to produce a desired tone, vibrato and good intonation. If you tap your fingers on a table and can **hear your fingernails click, they are too long and must be cut to the appropriate length**. Participation is expected every class and 90 minutes of independent practice per week

to be logged into a Practice Journal and signed by the caregiver. There are approximately five concerts during the school year and it is **mandatory to participate in all performances**. This is a performing arts school where concerts and performances serve as an assessment to measure understanding that takes place in the classroom.

Attendance and Make-Up Work

Classroom attendance is essential to how well you learn your instrument and selected repertoire. Having more than three unexcused absences for the quarter will negatively affect your classroom grade. Concert and performance attendance are mandatory for all performing art majors. An excused absence must have a written note from a doctor or the appropriate authority and I must be notified two weeks in advance of any unavoidable conflict. Any missed performance will result in a failing project grade. **There is no make-up for missing a concert. Only students with a letter of explanation from parent/guardian will receive a passing grade for absence from a concert.** If you are tardy three times, this will equal to one unexcused absence.

Absences are recognized for the following reasons:

1. Absences to participate in official school/district activities (performances, field trips, athletic events, etc.)
2. Absences for medical reasons
3. College Visits
4. Pass indicating with Administrator/Guidance/Nurse/CST/Social Worker/Discipline
5. Passes indicating you are with another teacher must be cleared first by the period teacher if you are planning to be more than 10 min. late.

If you miss class, you are responsible for getting class notes from a classmate. Make-up assignments are due by the end of the class following the missed class.

Course Requirements and Grading

Give detailed information on what you expect from students and how they will be evaluated.

- You will be graded weekly on Participation, Performance Assessments and Preparation. Grades are entered as percentages that calculate into letter grades: 90-100% = A, 80 -89% = B, 70 – 79% = C, 60-69 = D, 59% and below is an F.
- Grading Weight: Participation 30%, Assessment (Test) 20%, Project 25%, and Homework 10%.
- Concert performances are mandatory. Students that miss a scheduled performance show irresponsibility and disregard for the integrity of their performance ensemble.
- **TBA 1 hour after school rehearsal is pertinent to overall grade.**
- Though anticipated performance requirements are stated in this course syllabus, the curriculum and mission of our school requires ongoing presentations and performances. Opportunities in addition to those stated on the syllabus will arise driven by requests, collaborative projects, community service, or other circumstances. Those situations are assessed, and at the discretion of the teacher, each student involved will be expected to prepare as necessary and participate.
- Unexcused absence from a concert will result in failing project grades that will negatively affect the overall grade for the quarter.
- Two assessments per quarter. Rubrics for scoring will be provided when given the assignment.

- Two main concerts, winter and spring, will be assessed as a Project grade. Rubrics for scoring will be provided when given the assignment.
- There is a District Assessment given three times for the school year; October/pre-assessment, January/assessment and April/post assessment. The post assessment will count as 20% of the overall grade.

Opportunities for Extra Support

Office Hours: 4th Period Thursday

How to Reach Me

See the information on the top of this syllabus.

Parent/Teacher Meeting

Date of Back to School Night: Monday September 12, 2019

Date of Tyson Open House: Tuesday November 5, 2019

Required Text/E-book/Online Resources Used

Music An Appreciation, *Kamien*

Essentials of Music Theory, *Alfred*

Supplies: Instrument, pencil, music binder

Quarterly/Unit Schedule

Topics (as outlined in your curriculum guide and/or) **and major assignments/projects/unit test**

Quarter 1/Dates:

- List of Topics/SLOs
 - String Pedagogy
 - Music Theory
- Assignments/projects/Assessments
 - Homework will be assigned weekly: 45 minutes of independent practice per week, writing assignments, music theory worksheets
 - Bi-weekly/weekly quizzes: Short performance assessment on concert music
 - Unit Assessment: Performance, multiple choice and written response
 - District Pre-Assessment: Performance, multiple choice, constructive response

Quarter 2/Dates:

- List of Topics/SLOs
 - String Pedagogy
 - Music Theory
 - Music History
- Assignments/projects/Assessments

- Homework will be assigned weekly: independent practice, minimum of 60 minutes per week, music theory worksheets
- Project: Winter Concert December TBD
- Bi-weekly/weekly quizzes: Short performance assessment on concert music
- Unit Assessment: Performance, multiple choice and written response
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Quarter 3/Dates:

- List of Topics/SLOs
 - String Pedagogy
 - Music Theory
 - Music History
- Assignments/projects/Assessments
 - Homework will be assigned weekly: independent practice, minimum of 45 minutes per week, music theory worksheets
 - Bi-weekly/weekly quizzes: Short performance assessment on concert music
 - Unit Assessment: Performance, multiple choice and written response

Quarter 4/Dates:

- List of Topics/SLOs
 - String Pedagogy
 - Music Theory
 - Music History
- Assignments/projects/Assessments
 - Homework will be assigned weekly: independent practice, minimum of 60 minutes per week, music theory worksheets
 - Project: Spring Concert May 15, 2020
 - Spring Musical (Voluntary): April 3, 4 & 5, 2020
 - Bi-weekly/weekly quizzes: Short performance assessment on concert music
 - Unit Assessment: Performance, multiple choice and written response

*Cicely L. Tyson Community School for Performing and Fine Arts Middle/High School where:
"We aim high. We soar high."*