

James Island Charter High School Piano 2 Syllabus



Student Handbook
2020-21

Andrea K. Quinn, Director

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Communication:

It's and EASY and CONVENIENT for us all ☺

Add JI_PianoStar by...

1. Text 81010 for
2. Text this code as the message: @c68d4

* Short, 140 character messages, and links to attachments of upcoming performances and activities.

Canvas: Please check your school email on DETAILED instructions on logging in to Canvas.

Contact Information Instructions (Google Form):

Students must Sign in to their Gmail account.

Check your email for the message containing on a Google Form.

Please work on this with your child so I can get the most up-to-date information that will reach you everyone

A working phone number and email is required.

You will be able to sync our music calendar with your Google calendar.

Dear Students and Parents:

Congratulations on enrolling your child in the JICHHS Piano Program! It has become quite competitive to get into Piano 1 because of the demand of students signing up for the class. JICHHS is the largest non-magnet piano program the Southeastern United States and Charleston County with nearly 150 students currently enrolled for the 2019-20 school year and two piano teachers at the helm. Music is a unique, rewarding, and exciting educational opportunity offered by our school. Your investment in time, effort, and dedication will pay tremendous dividends in your child's life for many years to come. The ultimate goal, however, is a lifelong understanding and appreciation for quality music and music making. In addition, we get to use the medium of music to teach some wonderful life lessons as part of our comprehensive program here at James Island Charter High School.

I'm pleased to announce great things we will continue, AND some exciting tweaks:

2019-2020 Highlights:

Piano 2-4H is now a 90 Minute Semester Class that will meet 3rd Block after SLT/ILT lunch period.

We will participate in several recitals and in the SCMEA Piano Division Audition and will participate in CSO and CofC events throughout the semester!

We will enjoy solo and ensemble work within our class and do some Master Classes with Professional Pianists in Charleston. Work with other students that are Pianists at JICHHS. We have 3 Piano classes a semester!

All Juniors and Seniors will receive Honors credit for any piano level no matter your experience.

Some background: I graduated with my Masters of Music Education from the University of South Carolina where I emphasized in Orchestra and was the Graduate Assistant for the nationally recognized USC String Project teacher-training program. I have played piano since age eight and cello since age twelve. I consider both as my main instruments although I can play all stringed instruments including the bass and guitar. I come from Columbia by ways of Miami, Florida where I taught Orchestra, Chorus and Guitar for four years at the middle school level. In 2001, I received my Bachelor's Degree in Music Education from the University of Miami. I consider myself well- rounded in the performing arts, and I hope to bring that love and experience to each of my students.

At least one email address is REQUIRED by all families so that information about the course, upcoming recitals, and any other updates can be sent out to you. These will be taken off of PowerSchool. A Piano 1 Google Classroom has already been established and it will be available for students to complete assignments and will be available for parents/students to sync assignment and performance dates to their calendars. With your assistance, students will fill out a Keyboard Survey in the first two days of school. We are also utilizing a Facebook James Island Charter Piano & Strings page to help with getting information out to you. Communication is KEY!

Please feel free to contact me at any time about class matters. Email is my preferred mode of communication because it allows me to get back to you throughout the school day unlike the voicemail system. My address is: _andrea_quinn@charleston.k12.sc.us You may leave a voicemail message at 843-762-8295. I appreciate your patience and assure you that I will get back to you in a timely fashion! As our program continues to build, I invite all involved to truly go get involved and work as a team. It begins with YOU! I look forward with anticipation to an exciting year. It's going to be fantastic!

Sincerely,

Andrea K. Quinn, MME, BS
Director of Strings & Piano Instrumental Music
Performing Arts Department Chair

Keyboard 2 Honors Learning and Developmental Goals

GOALS FOR THIS COURSE- The JCHS Piano program is a comprehensive instrumental program. The emphasis is to assist students in becoming successful musicians both within a group and to continue to grow their individual potential. Development of appropriate characteristic tone, technique, and expression will be emphasized as students continue their instrumental study through experience with a variety of music literature. Students need the opportunity to create and develop their musical preferences and styles while being equipped with strong foundational skills to ensure success.

The high school instrumental music experience reflects the highest degree of achievement in music prior to graduation, providing a variety of courses that reflects years of study, as well as interest, are considered as part of the high school curriculum. Students in the JCHS Piano Program should be aware that Piano 1, Piano 2, and Piano 3 Honors are offered so that students are able to explore at various depths the Fine Arts Cluster as a viable choice of elective that contributes to a comprehensive high school education.

Students should define and use various Italian, German, and French musical terms to perform advancing levels of music. Having knowledge of analysis, structure, form, and the musical elements within a given composition permits the high school-level student to interpret various musical styles and forms, both orally and on his or her particular instrument. Students should become aware of the musical elements that contribute to the stylistic qualities of music.

SC Academic Standards for the Visual and Performing Arts: Level 2 High School Instrumental Music

1. The student will sing and perform on instruments a variety of music, alone and with others.
2. The student will **improvise**, compose, and **arrange** music within specified guidelines.
3. The student will read and **notate** music.
4. The student will listen to, describe, analyze, and evaluate music and music performances.
5. The student will examine and perform music from a variety of cultures and **stylistic** periods.
6. The student will make connections between music and other arts disciplines, content areas, and the world.

OBJECTIVE: The objective of the group piano program for first-time keyboard students to allow students to develop functional skills to enable them to play for their own enjoyment.

REQUIRED TEXTS: Adult Piano Adventures All-in-One Lesson Books 1 and 2, Alfred's Play Piano Now Books 1 and 2, Alfred's The Complete Book of Scales, Chords, Arpeggios & Cadences, Alfred's Essentials of Music Theory Books 1 and 2, and Alfred's I Used to Play Piano Refresher Course

CLASS MEETINGS: Every day during 6th Block (12:40-1:25 PM)

ATTENDANCE: Functional keyboard skills are obtained through a cumulative process. Regular and punctual attendance at class is required. JCHS Attendance policy will be followed closely. Tardiness is not acceptable and be dealt with according to the Attendance Office. More than 5 absences will result in the student not receiving credit for the class.

PRACTICE: Class preparation and practice are the responsibility of the student. Students will have roughly 30 minutes of in class practice per day in addition to instructional time. Having a piano/keyboard at home is highly recommended because of the level of the student. Students are welcome to come before and after school for extra practice time.

Project Based Learning: A Semester-long project to design, manage, and produce a Benefit Concert for James Island Charter High School.

****RECITAL POLICY:** A required solo will be assigned in or around the 14th week of instruction (see pages 9-10). Instructor will choose a solo at an appropriate level based on the student's differentiated learning plan from a multitude of appropriate works. Students will NOT be allowed to perform works that have not been pre-approved or are too easy or difficult for the student. ALL students are required to perform at assigned after school Recital. **No exceptions will be made.** More than one solo can be performed and the 2nd solo can be a style other than classical.

Recitals are ALL the students' final test grade that will be weighted as 2 regular Music Performance Assessments (400 pts.) of their 2nd quarter in the course. If students do not exempt their Piano 1 exams, they will have to write a self-evaluation in addition to writing an essay on any given musical topic.

*****Students who have had ANY experience playing piano before need to be auditioned**

*by the instructor and placed in Piano 2 IF there is any space in the course.
No exceptions will be made!*

Concert Behavior & Etiquette

1. JICHS Music Students are representatives of the school any time they are at any performance, field trip, or music function. The expectation for outstanding behavior as performers or observers is a requirement.
2. All music class rules apply to performers. Follow instructions the first time given.
3. At no time should students talk, use any electronic/communication devices, during performances or while others are performing.
2. At no time should there be any disruptive, defiant, or inappropriate behavior during performances or functions. Students will be removed from performances, be given an Unexcused absence and given a score of 50 for the failed assignment.

******Students who have had ANY experience playing piano before need to be auditioned by the instructor and placed in Piano 2, Semester 2 IF there is any space in the course.
No exceptions will be made!***

Assessing Student Progress

The Student's grade will be based on four main categories:

Rehearsal Performance (20% of grade) This grade will be based on weekly performance in rehearsals, after school rehearsals, and self-assessments on rehearsal performance.

Concerts/Written/Performance Assessment/Concert Reflections: (80 % of grade) These assignments are made up of Concerts (3), various Written Assignments (1), Performance Assessments (2), and Concert Reflections (2).

The SC Uniform Grading Scale has been updated for all progress reports are as follows:

A	90 - 100
B	80 - 89
C	70 - 79
D	60-69
F	59* and below

Exam Exemptions

A final exam or a major, meaningful, graded, in-class assessment will be administered in all courses. To exempt a final exam in a year-long or semester course, an individual student must meet the following requirements:

Students with an average of 90 or above in a 1 whole credit course, who have no unlawful absences (no unexcused/unverified absences). Students enrolled in courses which have a state mandated, end-of-course exam, cannot exempt state mandated exams.

Students who were required to complete attendance make-up to receive credit in a course may not exempt that exam.

Students who have three or more unexcused tardies to a class cannot exempt that exam.

Students who have been suspended out-of-school (OSS) cannot exempt that exam.

Students cannot exempt a ½ credit course final exam.

Mid-Semester Performance/Final Performance Evaluations (20% of Final grade):

- Mid-Semester Performance:** Students will be given a Performance Assessment just like on all performance tests or quizzes. The same Music Performance Assessment Rubric will be used and will be weighted as 2 grades (200 points)
- Final Performance Evaluations:** A pre-approved solo will be assigned in or around the 14th week of instruction based on the student's differentiated learning plan. A mock-recital will be given as a test grade a day or two before the Recital and students will be coached through the experience. The date of the Recital will be set one month ahead in advance. ALL students are required to perform at assigned after school Recital and ***No exceptions will be made.*** The same Music Performance Assessment Rubric will be used and will be weighted as 4 grades (400 points).

II. Piano 1-4H & Guitar 1 Courses:

A. A. Grading policies & weighting CP/Hon/AP/IB Weighting:

- FÈ 20% - Rehearsal Skills (daily participation, warm-ups, rudiments, materials, bring instrument, good posture, proper technique)
- GÈ 80% (Modules, Virtual projects, Self Assessments, SmartMusic, Written Work)

B. Testing Procedures:

1. Summative (Some formative) Assessments:

Formative Rehearsal Performance Grades: Music Theory, Foundations of Music, Scales/Exercises, Daily Checks, Written Assignments

Summative Performance Grades: Performance Test, Chair Placements, Project, Self Assessment, Critique, Essay, Virtual Performance

Grade entry:

1. Something should be in the gradebook on a weekly basis on classwork
2. Grade turn around should not exceed 2 weeks, assessments should not exceed 1 week. Essays, follow a different timeline, but should be returned ASAP for student feedback/growth.

C. Assessment policies/practices

Frequency of Assessments:

3. Summative: end of unit (test/essay/project) - virtual really lends itself to projects and essays over multiple choice testing *see below for alternative ideas on summative assessments
4. Formative: once a week (every 5 days) (doesn't need to be a quiz) *see below for alternative ideas on ways to assess on a formative level other than quiz
 - o **Work Load**
1. 90 minutes of work daily: live class on class days during scheduled class hours for no more than 45 minutes, *MAX one new recorded/live lecture per class period*
(Asynchronous/ synchronous together cannot be more than 90 minutes per class period)
2. Homework assignments should not exceed typical in-class volumes and expectations
 - o **Ji Virtual vs. Ji Remote expectations**
1. *Ji Remote follows expectations and guidelines of Virtual Academy*
 - Ji Virtual: classes **must** operate on Canvas
 - Ji Remote: **classes** should operate on Canvas;
- o **Communications with students:**
1. Remind is strongly encouraged to be used by teachers for communication to classes for at least first 2 weeks as Canvas is being introduced to students; student emergency issues should be communicated here
2. Possibly set up a Google Voice account and give students/parents the number to text & call you if needed. *we can ensure teacher understanding of this tool

Contingency plans for "glitches" (connectivity & technology issues)

o **Internet outage/down:**

1. Student Outage = need to send remind message or email teacher ASAP that there was an outage and was unable to attend live class / student would be expected to watch the recorded live class through Canvas/Google Classroom (to verify viewing and/or through Canvas if we can verify viewing) and post on Technical Issues discussion board with a paragraph description of the live class & fill out the missed class due to technical issue google [form](#). (A paragraph = more than 5 sentences)
 - a) Kids with 3+ internet issues = teacher should reach out to student's guidance/admin and problem solve

- o **Teacher Outage** = ASAP need to record the lesson and post to Canvas. Get ahold of Howard/Wakefield so that they can update your class on your connectivity issues and/or put up work for you, etc - when teacher posts "makeup" class asynchronously students have 24hours to fill out the PA dept attendance form (being made).

Class Rules

1. Follow Directions. Adhere to JICHS Student Handbook policies and follow your classes' Social Contract.
2. Enter and exit in an orderly manner. Upon arrival, independently unpack immediately in the first five minutes of class and warm up.
3. Respect all people, instruments and property.
4. Keep Hands, feet, and objects to yourself.
5. No food, drinks, gum, candy, head gear, allowed in Music room. Please ask permission to use and phones and headphones/earbuds. No charging of phones permitted.

Positives:

Verbal Praise, Calls Home, Individual Incentives, Notes Home Emails, Class-Wide Incentives

Consequences:

1. Non Verbal/Verbal Warning # 1
2. Behavior Log/Verbal Warning. "Last Out"- Student will talk to teacher in the last five minutes of class.
3. Parent Contact and 30-minute after school work session.
4. 2, 30-minute after school work sessions and Discipline Essay. Possible Guidance Referral.
5. Office Referral

Severe Clause

Any extremely disruptive behavior like fighting, vandalism, extreme defiance, or bullying will result in immediate referral. Teacher reserves the right to skip any step.

Technology/Cell Phone Policy:

1. The school Cell Phone policy states that students can use cell phones before school, during their scheduled lunch period, and after school. Also teachers have the discretion to allow students to use cell phones for educational purposes inside the classroom. Cell phones or headphones may be used in the hallways if one ear is free from an earbud. Any students not in accordance this policy will have their phone confiscated. Confiscated phones will be returned to the student's parent or guardian after the student attends Saturday school. (Pg. 75 of Student Handbook) Permission from teacher should be asked if student is unsure.
2. Taking pictures or videos, Snap Chat, using Twitter, updating Facebook Statuses, posting to Twitter and Instagram are strictly PROHIBITED. Other Apps can be added to list by the director any time. Cell phones will be taken until the end of class and pictures/videos must be deleted.
3. Students are not to listen to music with or without ear buds unless given specific permission.

Consequences for using cell phones inappropriately

1. Warning, ask students to put device away for non-compliance
2. Item confiscated and returned at the end of the class period
3. Item confiscated and returned at the end of the school day, Call home
4. Item confiscated with Office Referral and returned during Parent Conference or after Saturday School.

Class Materials

Required:

1. *1/2" Notebook for Listening Journals, Class Notes, and Handouts (Please include paper and at least 3 dividers labeled: Notes, Theory, Repertoire [music])
2. *Pencil with working eraser (pens are not acceptable)
3. Students will be assigned a school-owned text and will be responsible for its good care:
(Provided by the school)

