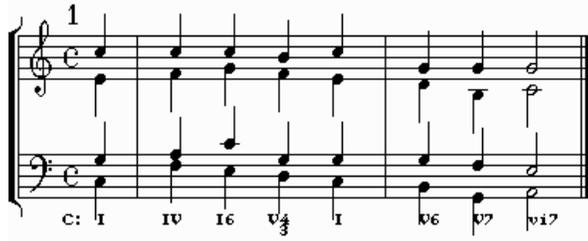


TEMPE PREPARATORY ACADEMY



11th Grade Music

Course Description, Requirements, and Policies

Dr. Edward Wolfe, ewolfe@temprep.org

Fall 2019

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Music, poetry, drama, and visual arts comprise the fine arts component of your education at Tempe Preparatory Academy. In a way, they are the “pulchrum” of the school motto: “verum, pulchrum, bonum” (truth, beauty, goodness). While I’ll grant that you can find beauty in a mathematical proof, in the complex inner workings of a living cell, in the sweep of history, or in Newton’s laws of motion—just as you can find truth and goodness in the arts—it is our business in the fine arts department to study beauty closely.

Without beauty, life is hardly worth living. So, how does one create something beautiful? How does one recognize beauty (as opposed to mere entertainment or sensuality)? In the fine arts department, we want to help you begin answering those questions.

In music class, we will seek answers to these questions by studying musical ideas (or elements), skills, and materials.

Course description and requirements

We use materials to study ideas and to improve skills. If you know how the three interact, you are more likely to be able to study efficiently and succeed at music.

Ideas

Tempe Preparatory Academy focuses on the “great ideas” of Western Civilization. These ideas are the “elements” of thought that have been the subject of a great conversation that has continued for as many as 3,000 years. Music is made up of its own great ideas or elements. In chemistry we know approximately 118 elements (some of them synthetic) in nine different groups or families. The ten elements in music, the “great ideas” of music, fall into three groups: sound elements, time elements, and elements that exist in both sound and time. They are the subject of our study in music class. They are:

Sound elements	Time elements
Pitch – how high or low a note is	Rhythm/meter – varied lengths of notes (such as quarters and eighths) and how they are grouped (as in time signatures)
Harmony/texture – when two or more notes sound at once; texture includes monophonic, polyphonic and homophonic	Phrase/form – musical thought, often 4 measures in length, grouped together to form patterns such as ABA
Scale – a group of notes that form the basis for the pitches chosen in a piece	
Tension/release – unrest, anxiety, or expectation, and then satisfaction and relief	
Articulation – such as legato and staccato, attached or detached; also includes how a note is approached	
Dynamics – power, how loud or soft the music is	Tempo – how fast the beats progress in the music
Technique – coordination in playing an instrument or singing with one’s voice; tone and facility; vocal technique includes support, proper room in the mouth, vowel color, resonance, and relaxed jaw and tongue	

Skills

Tempe Preparatory Academy focuses on the skills of critical reasoning and communication. The skills we study together in high school music require critical reasoning and communication. They are:

1. Analyzing/verbalizing—listening to music and being able to describe it in words
2. Sight-singing—looking at a musical score and singing what you see
3. Dictation—writing down music as you hear it
4. Improvising—making up rhythms, tunes, and harmonies
5. Vocal technique—learning to create powerful sound with your voice
6. Ensemble performing—singing with your colleagues to make a beautiful whole

Materials

Bring your texts every day to class.

1. ***Music Theory for Choral Singers, Volume 2***. This book is written especially for TPA high school music students. Place it in a 3-ring binder. At least 2” D-binder is recommended. The complete book is 360 pages, including the index. Juniors study Chapters 5 through 11, or as close as we can get, beginning on page 183.
2. ***Music I 11th Grade Music Listening***. This booklet is to help you learn to listen better to music. It includes a guide to your 7 listening CDs. I will hand it out later in the semester.
3. ***Listening pieces***. These now are online for easy access 24/7. You can begin listening to this beautiful music at any time. Have good speakers or earbuds.
4. **Jupiter**. The “To Do” function on your student Jupiter account is particularly helpful in staying up to date with assignments, quizzes, and tests.

Course goals¹

In 11th Grade Music we are going to examine the aural art, both by performing and analyzing. You’ll be learning about:

- a) Your voice and how to use it to create sound that is both beautiful and powerful, alone and with others
- b) How to listen to melodies and write them down
- c) How to improve your music-reading skills
- d) How to describe music and its elements, including form and structure
- e) How to evaluate performances

Course outline

You’re going to put music under the microscope, so to speak, dissect it, and find out what makes it tick. Here’s roughly how it breaks down into two quarters of work:

Quarter 1 Begin with Chapter 5, with review as necessary; listen to great music

Quarter 2 Continue through Chapter 11, if possible; perform publicly; listen to great music

¹ These goals correspond roughly to the standards set forth in the Music Educators National Conference (MENC) publication, *The School Music Program: A New Vision* (1994).

Evaluation

Every student at TPA is evaluated according to the following criteria:

1. Sense of wonder
2. Depth of inquiry
3. Basic understanding of the subject matter

You're starting with an "A"...

in this class. Here's how to maintain it:

- 1) **Choir concert performance and technical rehearsal:** required, the performance is near the end of the semester. Please see "Parents! Dates to put into your calendar" for these dates.
- 2) **Concert or recital review:** two of them, this counts in your grade the same as two quizzes. Attend an *approved* concert and use the concert review form to report on your experience. Students younger than age 16 must be accompanied by parent. Both reviews are due at the semester.
- 3) Class **participation** and attitude
- 4) **Homework:** approximately 30 minutes a day. Homework includes practicing your music and doing your written work.
- 5) **Tests and quizzes:** 2 or 3 major tests each quarter, several short quizzes. The **Performance** counts as a test.
- 6) **Music binder:** keep everything well-organized and up to date

Overall evaluation

Specifically, you will maintain your "A" based upon the following:

Homework:	20%
Participation:	20%
Tests, quizzes, projects, performances:	60%

Performance quizzes are evaluated by the following criteria

Performance evaluation

Phrasing²/continuity³
 Expression⁴
 Coordination/Technique⁵
 Accuracy⁶

Special note: You are not in competition with others for your standing in this class. You are here to learn how to use musical materials to create something beautiful—something that is uniquely yours and your whole class's. Your progress and improvement are an important part of this course. I'm here to coach you to success in this most worthy endeavor. You can cheer on and help your fellow classmates to succeed. With their

² Phrases need to have a beginning, a peak of tension in the middle, and an end

³ Steadiness of tempo

⁴ Appropriate use of articulation and dynamics; appropriate tempo choice

⁵ Beautiful and powerful tone resulting from good vocal technique

⁶ Correct pitches and rhythms

help, with mine, and with sincere effort and hope for success on your part, you can learn to make music and to make it beautifully. Then everyone wins!

Tutoring

I will be happy to help you with your questions and confusions. Make an appointment with me or come see me before or after school. Especially if you are new to the music curriculum, you'll need some extra coaching to bring you up to speed: Tuesday and Thursday at Paideia would be a great time to do this in Room 303. I also am available most other days after school at the faculty house. No appointment necessary.

Dual Enrollment

TPA is pleased to announce that 11th grade Music Theory and Performance is now available for Dual Enrollment credit. Dual enrollment allows TPA students to earn college credit through Rio Salado College, which transfers well to other colleges, even out of state most of the time. Please contact Dr. Wolfe if you are interested in achieving dual enrollment college credit for this class.

Policies

Music class, at least as much as other classes at TPA, is a team effort. Since students perform as an ensemble nearly every day in class, individual behavior and attendance are vital for everyone's success.

Two Golden Rules of Classroom Management

1. Student is to follow teacher's instructions to the best of student's ability. **2.** No one may interfere with the safety or learning of any student. For example:

- 1) Come to class on time with materials necessary to participate in class.
 - a) You can be given a detention for being late to class too many times.
 - b) After class has started, you must ask permission of the teacher to leave the room for any reason.
 - c) Only items pertaining to this class will be allowed on your desktop.
- 2) Cell phones are stored in the cell phone pouches during class.
- 3) Proper uniform dress will be expected. This is your professional dress. "Habits of behavior form habits of the mind."
- 4) Courtesy and respect for others will be expected at all times—in attitudes, in speech, and in actions.
 - a) Keep your hands to yourself and do not interrupt others.
 - b) Defacing school property is not allowed.
 - c) No whispering, talking to each other or passing notes is allowed.
 - d) Making disparaging remarks about another student is unacceptable.
- 5) No eating, chewing gum, sucking on candy, or drinking other than water is allowed in the classroom. No gum is allowed anywhere on the campus at any time.

- 6) No liquids or food of any kind are allowed anywhere near any piano on campus at anytime.
- 7) I will confiscate any electronic device I find. This is, for the most part, an “unplugged” class.
- 8) Doodling, writing, or sitting on desks are forbidden.
- 9) All work for this class will be your own. Copying another student’s homework or letting someone copy yours is wrong, unless you have my explicit permission to cooperate in some way. The clear exceptions are studying together for quizzes or tests and practicing together for performances. You must understand the difference between working with a colleague to understand a principle and copying your colleague’s work (or giving your work to a colleague). I encourage the former; the latter is cheating and is not allowed.
- 10) If you are absent, get the assignment from another student. Establish study groups and exchange telephone numbers.
- 11) If you are absent on the day of a quiz or test, expect to take the quiz or test on the day that you return to school.
- 12) TPA-issued sheet music and TPA-issued CDs will be returned at the time of the final exam. Your account will be charged if you do not comply. Please see “Music Class Materials Checkout.”

Leaving the room

I expect my students to remain in the classroom for the duration of the class meeting. Occasionally students do need to leave the room to use the restroom, get a drink of water, or go to the office for some reason. Ordinarily, I allow students to leave the room if they need to by signing “out” with their names on the board and the time they leave. Students sign back in by crossing off their names and writing the time they return. The time out of the room usually is less than 3 minutes. If students remain out of the room for longer, it becomes a matter of concern and can escalate to a written warning or even detention. Some sections of students, however, abuse the privilege by overusing it and I find it necessary to institute a bathroom and drink pass system, 3 per quarter per student. Under any circumstances, only one student is allowed out of the room at the same time. Students are not allowed to leave the room during quizzes and tests until they complete their work.

Homework

Homework assignments receive credit (100%), partial credit (75%), or no credit (0%). Homework receives credit for being reasonably legible, reasonably complete, and reasonably accurate. While homework is expected to be completed on time, I do allow students to have a little extra time to complete their homework on occasion. However, students who habitually submit their homework late will gradually lose the privilege of submitting homework late. **Written homework must be completed in pencil.** Homework completed in ink will receive no credit. Typically, students correct their own homework in class using a **grading pen** (ink). Students must do their own work on their

homework. Homework that is copied will receive no credit and subject the student to disciplinary action.

Tests

Students are expected to **use pencil** when taking tests. ***A test or quiz completed in ink will receive a reduction of 5%.*** Tests must be the students' own work. A test that is copied will receive a grade of zero and subject the student to disciplinary action.

Attendance policy

TPA accommodates its students in their extracurricular efforts, viewing those activities as an essential part of the education TPA offers. Students are responsible for making up any assignments or tests they may have missed due to being released from class, but they are not to be penalized merely for "missing" class time for TPA-sponsored events.

Since each student's participation in music rehearsals influences the success of the entire ensemble, parents are requested to schedule needed absences from school (such as routine medical appointments) at times other than music class, if at all possible. As a rule of thumb, if a student misses more than three meetings in a quarter for whatever reason, he or she may need to make up the absences with outside tutoring or perhaps outside rehearsal. While tutoring does not entirely solve the problem the student has created by being absent from the ensemble, it does show depth of inquiry and sense of wonder, and perhaps basic understanding of the material.

If a student misses the performance, the grade automatically will be reduced a letter. Only extreme circumstances, beyond the student's control, will qualify for an excused absence from a performance. Examples of extreme circumstances include hospitalization due to illness or injury and death in the immediate family. The student's parents must request the excused absence.

Performance and concert review due dates

You will be performing a choir concert with your colleagues in the 10th and 11th grades. Put the dates in your calendar now, and make them the highest priority. The performance only comes once this semester!

Parents! Dates to put into your calendar

- **Performance (in concert attire): Tuesday, December 3, 7:00 p.m.**
Performance venue to be determined. Cast call: 6:00 p.m.
- **Technical rehearsal (in school uniform): Tuesday, December 3, 2019, 8:00 – 11:00 a.m. Performance venue to be determined.**
- **Both concert reviews are due Friday, December 6, 2019, 3:00 p.m.**

Please see the online calendar for more detail.

Concert Attire

Concert attire for 11th grade student performers:

MEN: Black pants (no denim), white dress shirts, black shoes, black socks, and dark-colored ties. No bling.

WOMEN: Black dress slacks and black socks or black skirt with black hose, white blouse with sleeves, and black shoes. No denim! Skirts must be knee-length or longer. No bling.

This same information about concert attire is on the online calendar

Music Class Materials Checkout

Tempe Preparatory Academy provides classroom copies of listening CDs and, for high school music class, choir music and folders, to enrich the student's exploration of music. The CDs and printed choir music (octavos) belong to the school and are to be returned by the time of the final exam of the semester in which they are checked out. TPA-issued original CDs (no copies) are to be returned in playable condition and TPA-issued choir music octavos (no copies) are to be readable when returned. Students are assigned a number which corresponds to their CD sets and to their choir music.

While most students return the materials checked out to them in good condition, some do not. Students who do not return classroom materials will be charged \$10 per unreturned CD and \$2 for each unreturned octavo. A late fee per CD and for each octavo will be assessed if the materials are not returned on time, by the time of the final exam.

Prerequisites

Please see the separate sheet for prerequisites for all TPA music classes.

Contact information

Parents and students are encouraged to stay in touch with the teacher. Here is how:

Contact the teacher

Stay in touch by subscribing to my [blog](#), available from the newly-designed [WolfeMusicEd.com](#), top right tab. Students often find the [Music Class Downloads](#) tab useful.

Email is the best way to reach me during the school year: ewolfe@tempeprep.org.

I am happy to provide electronic copies of many of the materials we use in 11th grade music. Please contact me and request any materials you would like to have.

Voice mail is not a particularly good way to contact me. Several faculty members use the same phone and it often is busy. If you can avoid voice mail, you'll probably get a quicker response from me.

Student and parent signature form

Cut and return the bottom of the next page to the teacher tomorrow. This is the first homework assignment of the semester.

Please cut off and return the bottom portion of this sheet tomorrow with the required signatures and information. Retain the rest of this packet for your reference.

✂-----

Student name and section (printed): _____

I read and understood this Course Description and statement of Classroom Policies, including

- Attendance policy
- Performance Dates
- Concert review requirement and due date
- Concert attire requirement

Student signature

Date

Parent/guardian signature

Date