

Note: The instructional content schedule is subject to change in the event of grant awards, other instructional/learning opportunities, safety drills, and/or assembly programs.

All print page 5: Parent/Student Confirmation Sheet [must print and submit to Mrs. Wolfe by:

Semester 1-September 9, 2011

Semester 2- January 25 2012

Course Syllabi for



Chorus Grades 6, 7, 8



General Music Grades 6 and 8



Student Newspaper Grade 7



Content

Generic information

Chorus Grade 6
 Chorus grade 7 and 8
 General Music 6
 General Music 8
 Student Newspaper
 Student/Parent Confirmation Form

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**Course Syllabi: Chorus grade 6, 7, 8; General Music grades 6 and 8; Student Newspaper grade 7
2011--2012 School Year/Riverside Middle School**

Teacher: Thomasina G. Wolfe/Room C-113 School 864-355-7900/ Classroom 864-355-7970

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Website: <http://teachers.greenville.k12.sc.us/sites/twolfe/default.aspx>

Gen Mus 8 8:39-9:25 Period 1	Stud Newspaper 7 9:39-10:29 Period 2	Lunch/Planning 10:20-11:19	Gen Mus 3 11:23-12:13 Period 3	Chorus 8 12:16-1:07 Period 4	Chorus 7 1:21-2:10 Period 5	Chorus 6 2:14-3:15 Period 6
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Instructional Materials:

Chorus—Vinyl pocket folder [take home daily], ruled notebook paper, black vinyl pocket folder [remain in classroom], Real wood barrel pencils, glue stick.

General Music 6—Vinyl pocket folder, ruled notebook paper, glue stick, color construction paper, Best In Class Comprehensive Recorder Method [Pearson], Soprano Recorder, guitar picks [2-3]

Student Newspaper 7—4-8 gig flash drive, 1 inch 3-ring binder, pencil

Choral and General Music Instructional Resources [but not limited to]--Teacher Website—Shared Documents, Select Sheet Music, Essential Musicianship—A Comprehensive Choral Method Voice-Theory-Sight reading-Performance [Crocker and Leavitt], Essential Repertoire for the Young Choir [Killian, O'Hern, Rann, Crocker], Making Music level 6 and 8 [Silver Burdett]; Music and You 6 and 8 [McMillan], Experiencing Beginning Choral Music—Sight-singing [Hal-Leonard], Best In Class Comprehensive Recorder Method—soprano recorder [Bruce Pearson], Celebrating Diversity [Kane, Cavanaugh, and Gilbert], Software—*Music Ace, Music Ace 2, Band in A box, and Sibelius*, Select Instructional websites

Choral and Gen Mus Course description--Students will experience the elements of music—Expression, Rhythm, Form, Melody, Timbre, Texture/Harmony—through singing, listening, reading, composing, notating, performing music alone and within groups—creative movement, and analysis. **Important note—Enrollment in chorus and general music is not consistent from year to year. Therefore, some of the indicators/concepts to the Academic Standards for Visual and Performing Arts maybe repetitive to ensure that all students are proficient in singing, performing, improvising, composing/arranging, reading/notating, analysis, evaluating, making connections, and relating history and culture.**

Student Newspaper 7 instructional resources [but not limited to]--Varied local Newspapers, Varied Magazines, Instructional Websites, Promethean Planet

Newspaper Course description: This course offers an opportunity for the students to write for publication. They will engage in creative activities, informative workshops, and project-based writing. There is no set textbook for our class this semester; we will be using a variety of materials. This class is cyclical in nature, meaning we will be doing many of the same things over again for the different issues. Between issues, we may have project assignments. We will be learning about newspaper (informational) writing as we go along through the course.

Assessment—

	Chorus / General Music	Newspaper Grade 7
Major Assessment 50%	Required performances, Sight-reading tests, Voice part-checks, written and other tests, projects.	Written articles completed for monthly newspaper editions, other written projects.
Minor Assessment 50%	Homework, class performance, compositions, quizzes, Extra credit—can fall into either category. Advance	Brainstorming ideas for up-coming issues, meeting deadlines, collaborations
Statewide grading scale	A=93-100; B= 85-92; C=77-84; D=70-76; F=62-69 or below, All graded work will	

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be kept in individual work folders.

Daily Routine

Students are not to play classroom instruments, work at the student designated computer, or work on the promethean board without the teacher permission and supervision. **The instruments and equipment are very expensive. Students who damage instruments will pay for the repairs or replacement.**

1. Do not enter classroom with chewing gum or candy, and markers of any sort.
2. Enter the classroom quietly with required materials placing all non-choral/general music materials—books, and Book-bags on the back wall
3. **Purses/pocket books are to be placed in a box below bulletin board!!**
4. **Once all materials are placed in their designated places, students are not to return to them for any reason until the end of instruction with teacher permission.** Be sure to bring all of your required materials to your seat.
5. **Take care of non-instructional tasks**—sharpen pencils [if using a lead pencil, be sure to have an extra pencil at your seat]. In addition, chorus students must pick up their practice folder from the designated area.
6. **Do not loiter in the classroom or in the hallway. Go directly to your assigned seat.** [General music] lay instrument on lap; rest guitar securely in guitar stand. [All students] wait quietly for roll call while completing a starter on the promethean board or assigned starter
7. At the end of instruction, the Teacher instructs chorus students to pass practice folders, to the right of the row, and collect by the students sitting in the end seat. Clean around seating area. Get materials from back wall. Wait for the bell. **Do not line up at the door!!** General music students will put away instruments, go to the back wall to get non-general music materials, clean up around seat. Wait for bell. **Do not line up at the door!!**

Tardy Policy—consequences for tardy students are parallel to the RMS policy.

Bus Holding—Sit in assigned seat quietly [time also used for music tutorials by appointment]// No cd players, Ipods, mp2 players. No foods or beverages//upon leaving C113, Clean around your area and straighten your chair//Passes will not be issued to go to other wings in the building.

In addition to the expectations listed in the RMS student-Parent Handbook, “Royal” Expectations for C113 are

- ◆ **Show compassion!**
- ◆ **Do not bring color or permanent markers in C113.**

Consequences for violating class/school rules:

- ◆ Step 1: Student warning
- ◆ Step 2: Contact parent
- ◆ Step 3: Contact parent and assign detention 3:15-3:45 Room C113
- ◆ Step 4: Contact parent and assign detention 3:15-3:45 Room C113
- ◆ Step 5: Referral//Note: severe disruption=Referral

Communication to parents: Open house, teacher website, school district report cards/interim reports, telephone calls, written notes to the home, emails, parent-teacher conferences, RMS student newsletter, School PTSA Newsletter, daily school news power point, printed concert bulletins, and closing remarks at the end of school

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Content:

Chorus 7, 8	Chorus 6	Newspaper 7	General Music				
<p>1st/3rd Nine weeks --learn classroom expectations and daily routine, Pre-test/complete benchmark form, --Review basic rhythm notations: simple meters --oral and aural dictation exercises --rehearse repertoire for <i>Spooktacular Concert</i></p> <p>2nd/4th Nine weeks --Continue music theory lessons— syncopations, and other skills, dictations, Preps for Reflections Contest --begin ensemble selection for State and district level events, preparations for Winter Concert, Spring Concert, Post-Test</p> <p>Second semester state events:</p> <ul style="list-style-type: none"> • Choral Solo /Ensemble Festival • SATB Choral Clinic Jr. High/Middle School Clinic • Jr. High Middle School Choral Competition <p>District Event</p> <ul style="list-style-type: none"> • All County Spring Sing <p>Regional Competition</p> <ul style="list-style-type: none"> • Carowinds or Six Flags 	<p>1st/3rd Nine Weeks --learn classroom expectations and daily routine, Pre-test --Basic meter, basic notation and time values --beginner rhythmic and melodic dictation --sight-reading --ear training --Prepare for 6th grade showcase performance --Reflections Contest --state event preparations - continue preparing repertoire for Grade 6 Showcase --continue ear-training, sight singing in more complex lessons</p> <p>Note: In addition to all 1st semester instruction, 2nd semester students will prepare for district level, regional and state level events</p> <p>Second semester state events:</p> <ul style="list-style-type: none"> • Choral Solo /Ensemble Festival • SATB Choral Clinic Jr. High/Middle School Clinic • Jr. High Middle School Choral Competition <p>District Event</p> <ul style="list-style-type: none"> • All County Spring Sing <p>Regional Competition</p> <ul style="list-style-type: none"> • Carowinds or Six Flags 	<p>First Quarter -- learn classroom expectations and daily routine, --The three types of newspaper writing --Writing a lead --Editorial Page (Persuasive Writing) --Inverted Pyramid style of writing</p> <p>Second Quarter --Eliminating wordiness --International, National, -- State and Local News --Sports Writing</p> <p>Third Quarter --Comics --Weather --Photography in Journalism</p> <p>Fourth Quarter Business -Section --Advertising -Classified Ads --Ethics</p> <p>Note: The core assignments will be cyclical in nature. <i>Between issues, students may have project assignments. Students will be learning about newspaper (informational) writing as we go along through the course.</i></p> <p>Second semester state events:</p> <ul style="list-style-type: none"> • Choral Solo /Ensemble Festival • SATB Choral Clinic Jr. High/Middle School Clinic • Jr. High Middle School Choral Competition <p>District Event</p> <ul style="list-style-type: none"> • All County Spring Sing 	<p>Grade 8 1st/3rd Nine weeks</p>	<p>-- learn classroom expectations and daily routine, Pre-test --Module A:: Careers in the music industry --Module B: World Music Mix</p>	<p>2ND/4th Nine weeks</p>	<p>--Module C Music Through Time --Module D Drums and Beyond --Music theory lessons: basic notations, reading/writing and performing --Acoustic Guitar instructions: 1-6 strings. Begin preparing for a Greer Community service performance; Note: Semester 2 [4th nine weeks] prepare for Spring Concert</p> <p>Post-test</p>	<p>Grade 6 1st thru 2nd nine weeks; 3rd thru 4th nine weeks</p> <p>-- learn classroom expectations and daily routine, Pre-test -</p> <p>Book features “Steps to Making Music” –lessons are repetitive with increasing complexity</p> <p>--Lesson 1, unit 1 pp. 6-10; Lesson 1 unit 2 lesson 1 pp. 38-41 --Lesson 1 unit 3 pp. 76-79 --lessons 4-5 unit 1 pp. 14-17. --Lesson 4,5 unit 2 pp.46-48 --applied instruments: soprano recorder, acoustic guitar.</p> <ul style="list-style-type: none"> • Read treble clef staff with minimal difficulty • Fluently play pitches on key charts, and guitar fret board • Finger instruments accurately to produce pitches • Repetitive lessons are sequenced with complexity <p>Prepare for grade 6 showcase and Greer community service</p> <p>Note: Second semester will prepare and participate in the Spring</p>

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		Regional Competition Carowinds or Six Flags		Concert.
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All print page 5: Parent/Student Confirmation Sheet [must print and submit to Mrs. Wolfe by:

Semester 1-September 9, 2011	Semester 2- January 25, 2012
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Please do not fold or roll paper. I, _____ parent and I, _____, student have read the course syllabus thoroughly for ...

[check where applicable]:

- Grade 6 General music
- Grade 6 Chorus
- Grade 7 Chorus
- Grade 7 Student Newspaper
- Grade 8 General music
- Grade 8 Chorus

I understand that my child will be expected to implement the following Academic Standards for Music Education:

1. Sing and perform an instrument alone and with others
2. improvise, compose, and arrange music within specific guidelines
3. read and notate music
4. listen to, describe, analyze, and evaluate music and music performances
5. Examine and perform music from a variety of historical periods and cultures.
6. Make connections between music and other arts disciplines, other content areas, and the world.

Signature of Parent

Date

Signature of Student

Date