



Pine View Middle School IB Middle Years Programme Candidate School

Chorus- Year 1,2, & 3

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IB Mission:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Overview/Synopsis:

Chorus is designed for students to establish and then advance their level of technical and musical performance. Students will learn a series of sequential repertoire designed to develop increasing levels of technical proficiency. The ensemble will study vocal warm ups, graduated rhythm studies, ear training, sight reading and choral pieces from many cultures in order to develop and refine the various aspects of choral performance. Students will call upon prior knowledge and skills in the areas of mathematics and science to provide a foundation for the theoretical basis of music as organized sound. They will use their prior knowledge of world history, especially European history, to provide context for their learning in this class. They will call upon their prior and concurrent learnings in Health and Wellness classes to address the physical and physiological aspects of music performance. Upon successful completion of Chorus, students will be prepared to enroll in any high school Choral program in Pasco County.

Chorus Requirements

- * Pencil
- * 1-inch black binder with a pack of 25 sheet protectors

Concert Attire

Students who are not in uniform attire at concerts will be required to change before the concert and/or take a grade cut.

- Boys: White button-up, long sleeve dress shirt and black dress pants.
- Girls: White long sleeve dress shirt and floor/ankle length black skirt or dress pants.
NOTE: All Concert Attire outfits must adhere to PVMS dress code
- Black hosiery
- Black closed-toe shoes (black "ballet" style slippers and all black sneakers are permitted)
- Long hair needs to be pulled at least half up, out of the face.

Canvas Page:

Please check your Chorus Canvas Page for assignments and other course information.

I. IB Aims and Objectives

The primary goal of **Beginning Instrumental Music, Intermediate Band and Advanced Band** is to give each student the knowledge, skills and experience needed to perform music in an aesthetically insightful and enriching manner. In addition to both individual and ensemble performance skills, successful completion of the sequence will give the students a broad understanding of music in the western world and an awareness of stylistic characteristics in many other cultures. This sequence will also prepare students for the rigorous study of music that awaits them in the IB Diploma Program at Land O' Lakes High School.

II. Areas of Interaction

Approaches to Learning – Students will participate in a balance of rehearsing as an ensemble and working individually on technical progress issues. The balance will lean heavily toward individualization in Beginning Instrumental Music, and increasingly toward ensemble rehearsal as the students progress through the program.

Community and Service – Students with musical experience will serve as mentors for the novice musicians in each class. Through this relationship, they will develop a sense of altruism to others and responsibility to the class as a whole.

Health and Social Education – Playing an instrument in band is a very physical process, so understanding the body's physiological processes and how to manage them in performance is an important skill to be learned. Some discussion of music's role in society and its affective power will take place.

Environments – The student will learn to maintain individual instruments and to manage the logistics involved in rehearsals and performances.

Human Ingenuity – This is the essence of the study of music. How have humans learned to control and organize sound to affect others in practical, emotional and spiritual ways? This is the primary question that students will be able to answer as they complete the three courses in the band performance sequence.

III. Assessment

Work done in this class will be reinforced by individual home practice. Due to the nature of musical performance, some students may require several attempts to master a concept and/or assignment. Playing tests may be retaken for a better grade twice. Written assessments may be retaken one time.

Selected assignments will be assessed using the four IB Arts Assessment Criteria.

Criterion A: Knowledge and Understanding will be assessed using written quizzes, musical analysis assignments, and assignments/projects involving researching composers and their compositions.

Criterion B: Application will be assessed using playing tests.

Criterion C: Reflection and Evaluation will take place after all performances using an assessment tool with both an ensemble and individual component.

Criterion D: Personal Engagement will be a vital factor in the daily performance of each student. Students are informally assessed in this area during each class. This area will be a critical factor in all playing tests and performance assessments.

IV. Grading Policy

Participation - 25%

Class participation, after school practices

Performances- 25%

Concerts, Football Games, Parades

Test/Quiz - 25%

Playing Tests, Written Tests

Process Journal Assignments - 25%

Pass-offs, self-evaluations, research projects

Grading Scale:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

School-wide Discipline Plan:

1. Parent contact, reflection sheet with time out and conference with a teacher.
2. Parent contact and lunch detention.
3. Parent contact and in class suspension with lunch detention and team conference.
4. Discipline referral

Arts in the MYP:

The aims of the MYP arts are to encourage and enable students to:

- *Create and present art*
- *Develop skills specific to the discipline*
- *Engage in a process of creative exploration and (self-) discovery*
- *Make purposeful connections between investigation and practice*
- *Understand the relationship between art and its contexts*
- *Respond to and reflect on art*
- *Deepen their understanding of the world.*

Arts Process Journal

The process journal is a generic term used to refer to the self-maintained record of progress that students have made through the arts. The media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these and may include both paper and electronic formats. Students may develop their own format and design, although schools can provide templates or examples in order to support students' work.

Students must show evidence of regular use of the process journal, though not necessarily weekly. Though legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation. All four arts objectives must be evidenced through the arts process journal.

Arts Objectives:

1. *Knowing and Understanding*
2. *Developing Skills*
3. *Thinking Creatively*
4. *Responding*