



Pine View Middle School IB Middle Years Programme Candidate School

Band- Year 1,2, & 3

Mrs. Megan Richardson, Director

mlrichar@pasco.k12.fl.us

Phone #: (813) 794-4861

Planning Period: 4 (12:05pm-12:55pm)

International Baccalaureate

Mission Statement:

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 organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Pine View Middle School

Mission Statement:

Our mission is to provide a rigorous, world-class education which inspires students to become active, compassionate, and collaborative lifelong learners who understand and respect other people and their differences.

Overview/Synopsis:

Beginning Band, Intermediate Band and Advanced Band are designed for students to establish and then advanced their level of technical and musical performance. Students will learn a series of sequential lessons designed to develop increasing levels of technical proficiency. The ensemble will study scales, graduated rhythm studies, and chorales from many cultures in order to develop and refine the various aspects of instrumental 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 Advanced Band, students will be prepared to enroll in any high school band program in Pasco County.

Band Requirements:

Beginning Band “Wind Instrument” Requirements:

- * Pencil
- * 1-inch black binder with a pack of 25 sheet protectors
- * Instrument and supplies (supplies are specific to each instrument such as instrument cleaning supplies, swabs, reeds, valve oil etc.)
- * Book: “Measures of Success” book ONE *Note: Each book is instrument specific.*
- * For clarinet and saxophones: Rico Reeds 2-2 ½ strength are recommended
- * Black shoes and black socks for concerts
- * PVMS concert band uniform (student responsible for uniform)

Beginning Band “Percussion” Requirements:

- * Pencil
- * 1-inch black binder with a pack of 25 sheet protectors
- * Medium rubber or yarn mallets, practice pad and set of light weight drum sticks. You will need the mallets first.
- * Book: “Measures of Success” book ONE *Note: You need the percussion book.*
- * Black shoes and black socks for concerts
- * PVMS band uniform (student responsible for uniform)

Intermediate Band “Wind Instrument” Requirements:

- * Notebook & pencil
- * 1-inch black binder with a pack of 25 sheet protectors
- * Instrument and supplies (supplies are specific to each instrument such as instrument cleaning supplies, swabs, reeds, valve oil etc.)
- * For clarinet and saxophones: Rico Reeds 2 ½ to 3 strength are recommended
- * Book: “Essential Elements 2000” book ONE (used as review) *Note: Each book is instrument specific.*
- * Book: “Measures of Success” book TWO *Note: Each book is instrument specific.*
- * Black shoes and black socks for concerts
- * PVMS concert band uniform (student responsible for uniform)

Intermediate Band “Percussion” Requirements:

- * Notebook & pencil
- * 1-inch black binder with a pack of 25 sheet protectors
- * Practice pad, stick bag, at least one set of medium rubber or yarn mallets
- * Book “Essential Elements 2000” book ONE (used as review) *Note: Each book is instrument specific.*
- * Book: “Measures of Success” book TWO *Note: Each book is instrument specific.*
- * Book: “Alfred’s Drum Method” Book ONE by Sandy Feldstein and Dave Black
- * Black shoes and black socks for concerts
- * PVMS concert band uniform (student responsible for uniform)

Advanced Band “Wind Instrument” Requirements:

- * Notebook & pencil
- * 1-inch black binder with a pack of 25 sheet protectors
- * Instrument and supplies (supplies are specific to each instrument such as instrument cleaning supplies, swabs, reeds, valve oil etc.)
- * For clarinet and saxophones: Rico Reeds 2 ½ to 3 strengths are recommended
- * Book: “Measures of Success” book TWO *Note: Each book is instrument specific.*
- * All black concert/marching type band shoes and black socks
- * PVMS concert band formal uniform (issued free of charge)
- * Concert Band Uniform cleaning fee
- * Pep Band Polo
- * Pep Band Music lyre and flip folder

Advanced Band “Percussion” Requirements:

- * Notebook & pencil
- * 1-inch black binder with a pack of 25 sheet protectors
- * Practice pad, stick bag, at least one set of medium rubber or yarn mallets
- * Book: “Alfred’s Drum Method” Book ONE by Sandy Feldstein and Dave Black
- * Book: “Measures of Success” Book 2 *Note: Each book is instrument specific.*
- * All black concert/marching type band shoes and black socks
- * PVMS band uniform (issued free of charge)
- * Concert Band Uniform cleaning fee
- * Pep Band Polo

Canvas Page:

Please check your Band 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. Grading Policy

Students will have a variety of performance and traditional assessments during the year in this course.

Assessments/Assignments - 45%

Playing Tests, Written Tests, Process Journal Assignments
Reflections, Self-evaluations, Research Projects

Participation/Preparation - 40%

Class participation, class preparation, mandatory school
practices

Rehearsals/Concerts/Performances- 15%

Concerts, Football Games, Events

Grading Scale:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

Note: There will be an EOC Music Exam, which will count as 10% of their cumulative grade for the class.

Academic Honesty Policy: The Academic Honesty Policy outlines the expectations of integrity and honesty for all stakeholders at PVMS. A copy of the Academic Honesty Policy will be sent home through Language and Literature classes at the beginning of the school year.

Language Policy: The Language Policy provides support for students who are not yet proficient in English. The policy focuses specifically on needs in Language and Literature and Language Acquisition courses, but defines support across the school.

Special Needs Policy: The Special Needs Policy defines how the MYP is inclusive for all PVMS students.

Assessment Policy: The focus of the Assessment Policy is to outline procedures to ensure that assessment supports student learning.

School-wide Discipline Plan:

1. 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*