Syllabus

Derrick Foskey – Orchestra Home: (910) 539-3382

Email: Derrickjfoskey@gmail.com

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dear Parents and Students:

I am so glad you have decided to join the orchestra program! We have an exciting year ahead of us and the information following will give you an understanding of what to exactly expect and also my expectations for the class. Students please be sure to keep this in your orchestra notebook for future reference. Parents please sign and return the last sheet to me (send it with your student to class) by the end of the first week of school. If you have any questions or concerns about any of the following information please feel free to contact me anytime. This is going to be a great year filled with many memorable experiences and music!

Sincerely,

Derrick Foskey

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Overview (What is this class about?)**

Orchestra is open to all students who play violin, viola, cello or contrabass. This class will focus on developing instrumental technique, performance of a variety of music from many genres and ensemble sizes, and basic music theory and history. To be successful it is required to practice and participate in all classroom activities as well as at home practice.

**General Course Content (What types of things will I learn from this class specifically?)**

1. Audition and Competition procedures, techniques and experiences.

2. Composition including rhythm, melody and harmony.

3. Concert etiquette as an audience member.

4. Critical music listening, including playing by ear and basic music analysis

5. A musicians cultural role in today’s society

6. Historical and global encountered through musical pieces and curricular activities.

7. Improvisation using rhythm, melody and harmony

8. Instrument care and maintenance

9. Large ensemble skills such as following a conductor through challenging music.

10. Musical Vocabulary.

11. Performance techniques such as posture, position, tone production, dynamic control, shifting, articulation and vibrato.

12. Reading and interpreting music notation.

13. Self evaluation – goal setting and time management

14. Sight reading

15. Small ensemble skills such as playing without a conductor, listening and following other musicians and leading others as well.

16. Research practices and formal scholarly writing.

Tuning

**Course Materials (What do I need to bring to be successful?)**

* **All current music** being prepared should be kept in a music folder or binder.
* **A sharpened pencil** I will ask students to mark music almost everyday we will use these!
* **Instrument** this includes rosin, bow, cleaning cloths and any other extras

**Classroom Rules (How does a musician behave in a rehearsal?)**

* All school rules are active while in the classroom.
* Raise your hand to speak or to get my attention.
* Be in your seat by the time the bell rings.
* Treat yourself, classmates, teachers, classroom and equipment with respect.

*My utmost respect will always be given to students.*

* Have a safe, fun, motivated and participating attitude. (It really will make a world of difference in your personal success!)

**Positive Consequences (I do my part. What happens?)**

Music is very rewarding, and this class is too! If you are working to your fullest potential you will be able to enjoy a safe fun and exciting learning environment. You will be the first person to receive leading roles in the orchestra, be considered for any written compositions that may be performed (details later in the syllabus) and admittance to field trips and extra events.

**Negative Consequences (I have not done my part? Any repercussions?)**

There are consequences to all of our actions. If a student fails to meet the expectations of the

class or willfully breaks rules any combination of the following consequences will result from it.

• Warning

• 2nd Warning and a call to parents

• Change of seating and procedures for student (parent will be notified)

• Lunch detention and 2nd call home

• Isolation (in the event the student refuses to cooperate during class)

• Referral to the office

• Forfeiting the privilege to participate in field trips and any extra award events. This happens if a

student is referred to the office and gets any form of suspension from ANY SCHOOL OFFICIAL within 3 weeks of the field trip.

**Attendance and Tardy Policy (I am late, what happens?)**

My attendance policy will be that of the schools and I will hold students up to the expectations set by the administration regarding attendance. If a student needs to be absent on a concert day please notify me and let me know the reason as to why. It will be further explained in the “GRADES” section of the syllabus, but absence from a concert and/or a planned after school rehearsal will hurt a students grade and almost always result in a failing grade for the semester!

If a student has failed to be in their seats with their instrument UNPACKED and necessary equipment set up they will be counted as tardy for the class. Being on time is important! And as a musician it is always wise to remember the saying “If you're on time...you're late.”

**Cell Phone Policy (Can I respond to this text?) and Bathroom policy**

The Cell Phone policy will be that of the schools. All students must have cell phones turned OFF while in class. This includes any and all electronic devices (tablets, media players, etc.) If unauthorized use of devices during class time occurs frequently I will arrange for cell phones to be places AWAY from students during class. (This will be for extreme cases).

The Bathroom policy now states that when students leave a classroom they are to leave their cell phones with me. While I will not have a specific number of times a student can go to the bathroom I do expect students to plan their needs around class, i.e. before, after, or during lunch. If students begin to leave class frequently I will pull their bathroom privileges for a certain amount of time. (Student will be told before hand if this happens.)

**Grades (How does it all add up?)**

**Parents and students I want to note right now that any and all discipline issues will NOT effect a students grade. Though it should be noted that students with constant behavior problems will likely not be succeeding to the best of their ability!**

**Product**

* ***Performance (200 points)***: any scheduled performance for an audience other than peers or in-class; broken down in the following categories:
  + Professionalism (100 points)
    - Attendance/promptness
    - Appropriate dress
    - Stage Etiquette
    - Preparedness
  + Artistic Expression (70 points)
    - Was your performance artistically significant or emotionally moving
  + Concert Reflection (30 points)
    - To be completed following each performance.
* ***Projects (100 points)***
  + May include in-class performances, or small group projects
* ***Major Assessments (100 points)***
  + May include written tests, research projects, etc.

**Process**

* ***Skills Assessment (100 points)***
* ***Participation (100 points)***
* ***Minor Written Assessments (50 points)***
  + May include short quizzes or in class reflections
* ***Minor Projects***

**Practice**

* ***Miscellaneous Class activities (0-10 points)***
  + Worksheets
  + Pass Offs/memorization checks
  + Homework

***\*\*Late Work will be accepted one class day later for a grade of 65. Each teacher may offer a pass for this work once per semester. \*\****

**A Typical Day in Orchestra Class**

* Students unpacked and ready for class by the time the bell rings

**Daily Warm up:**

This will be a scale or other simple activity to help students get into “the zone” for class. In the beginning of the year this will be teacher lead. Through lessons and experience this will become student lead and teacher mediated.

**Lesson:**

A lesson to develop a new technique or music theory practice. This will given students the opportunity to experience their music in new ways and lead them to more advanced playing.

**Rehearsal:**

This will be the study of current concert pieces through teacher guidance with larger ensemble skills being developed through this.

**Announcements and pack up:**

Current and upcoming events for the orchestra program will be announced as a reminder to students and also a brief time to let students share any musical event they are participating in or would like the class to know about.

**Assignment Run Down**

**Theory unit:** Each orchestra class will have lessons in music theory and we will study the different musical scales (major, natural minor, harmonic minor and melodic minor.) This will include several theory homework assignments and accumulate to a theory test. \*Each class will be given different levels of theory depending on beginning orchestra, advanced and honors.

**Music History:** This will be the study of the famous composers (Beethoven, Mozart, Brahms, etc.) and their contributions to music and will also cover music in other cultures such as different world symphonies and how their culture and community effect and differ from our own musical ideas of the world.

**Music Vocabulary:** This will consist of vocabulary pulled from the actual concert pieces we are currently studying and may also include other important terms for understanding music. Reviews will be given and we will have a vocabulary test for each concert given unless otherwise noted.

**Self and Group Reflection:** After each concert we will listen and analyze our performance. Students will be asked to write their own thoughts of the performance and preparation for it and will be asked to speak of their own and the groups commitment. After we will have a teacher lead discussion to express our thoughts with each other to give students a chance to hear other perspectives.