



Course Title: Pep Band

Instructor: Mr. Caligiuri

Instructor Availability: Tuesday and Thursday from 3:30 to 4:40

Instructor Contact: [rcaligiuri@gomperscharter.org](mailto:rcaligiuri@gomperscharter.org)

### Course Description:

The band enrolls musicians who have had some previous experience playing a wind or percussion instrument. Based on the CA Visual and Performing Arts standards, emphasis throughout the year is on the following; fundamentals of proper individual technique, musicianship, music reading and writing, musician practice habits and performance etiquette, historical contributions and cultural dimensions of music, analysis of current and historical performance literature and connecting their knowledge of band to other subject areas and careers. Students will learn to sight-read accurately and expressively, analyze simple forms of music as musical elements, techniques and the use of form. The band presents musical programs for both the school and the community, which includes concerts, festivals, seasonal programs, and the End of Year (EOY) performance. Attendance at rehearsals and performances outside of class are required.

This course emphasizes the organization, preparation, and performance of a variety of band. The yearlong course explores the great works of concert band repertoire. Students have many opportunities to develop technical and expressive skills. In addition, a variety of group and individual leadership programs are presented. Public performances after school hours are an integral part of the course and are required for each student.

In completion of the Music Relationship to Other Subject Areas/Career Opportunities portion of each unit of study, students will meet the requirement for Connections, Relationships and Applications. They will do so by participating in class discussions, taking notes in their music journals and completing presentations of learning to classmates. Students will apply what they learn in music in across other subject areas. They will develop their skills in communication, problem solving and time management that will assist them in their lifelong learning and development career skills.

In completion of the Music Analysis and Performance Literature portions of each unit of study, students will build their knowledge of the historical and cultural context of music. They will satisfy the requirement by completing a Historical research paper, which demonstrates their historical knowledge of music history throughout various cultures, time periods, genres and styles of music as it relates to music, musicians and composers.



## GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none"><li>Completion/Quality</li></ul> <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none"><li>Key Course Assignments</li></ul> <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none"><li>Any work assigned to a student in which they complete on their own outside of class.</li></ul> <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none"><li>Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.</li></ul>	25%

\* Classwork/Participation and Homework/Independent Learning will be updated weekly.

## Prerequisites: None

Course Structure: This course is a Project-Based Learning (PBL) course and is divided into lecture and lab portions during each session. During the lecture portions of the class, it is most important to observe and take notes, rather than to “do as I do” during lecture demonstrations. During the lab portions of the class, students will have “hands-on” time to work on projects and class assignments.

Course Materials: All materials including hardware, software and other forms of instructional technology will be provided in the classroom environment. Standard materials such as pens and pencils, paper, notebooks and planners will be required on a daily basis.

Homework: Other than design, storyboarding and research, homework is generally not assigned in this course due to the hardware and software requirements necessary for project completion. However, it is important to stay current with all class assignments, whereas the classroom is the only place students can work on them.

Additional Practice Time: Because the Digital Piano and Pep Band classes are only offered on “b-days”, it is highly recommended that students serious about learning to play musical instruments as well as maintaining a position on the band, will need to attend after-school music sessions held on Tuesdays and



Thursdays from 3:30 to 4:30. Although this is not a course requirement, students that do attend the after-school music sessions will be considered for the top band positions, because students that practice aside from class time will be more rehearsed and prepared.

**Course of Study:**

Content Standards	Learning Objectives	Key Assignments/Exams
Quarter 1: August 28 <sup>th</sup> - October 30, 2017		
<p><b>CTE 6.2, 7.1, 9.1, 9.5</b></p> <p><b>VAPA 1.0, 3.0</b></p>	<p><i>Students will learn how to read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</i></p> <p><i>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</i></p>	<p>Unit 1 (Week 1-7)</p> <ul style="list-style-type: none"> <li>• Working knowledge of Band instruments.</li> <li>• Principles of ensemble membership.</li> <li>• Principles of rehearsal responsibilities and timeline.</li> <li>• Working knowledge of music notation; major scale and chord study and application; melodies and counter melodies; harmonies; and accompaniments.</li> <li>• Study of Major Scales</li> <li>• Preparation, knowledge, and understanding to develop Performance Assessment Tools.</li> </ul> <ol style="list-style-type: none"> <li>1. Routines, Procedures and Musician Roles Responsibilities</li> <li>2. Musician Practice Responsibilities</li> <li>3. Musician Rehearsal Responsibilities</li> <li>4. Musician Ensemble Membership Responsibilities</li> <li>5. Basic knowledge of Band Instruments</li> <li>6. Music Notation</li> <li>7. Major Scale and Chord Progressions</li> <li>8. Melodies, Counter-Melodies, and Harmonies</li> <li>9. Quizzes/Assessments</li> </ol>
Quarter 2: October 31, 2017 – January 31, 2018		
<p><b>CTE 5.3</b></p> <p><b>VAPA 2.0, 3.0</b></p>	<p><i>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange</i></p>	<p>Unit 2 (Weeks 8-17)</p> <ul style="list-style-type: none"> <li>• Working knowledge of music notation; major scale and chord study and application; Melodies; counter melodies; harmonies; and accompaniments.</li> <li>• Working knowledge of tone production, intonation, and</li> </ul>



	<p><i>music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</i></p>	<p>rhythmic accuracy.</p> <ul style="list-style-type: none"> <li>• Study and knowledge of cultures, genres, and styles of music.</li> <li>• Study and knowledge of conducting directions</li> <li>• Further study of Major scale</li> <li>• Performance Assessment Tools</li> </ul> <ol style="list-style-type: none"> <li>1. Musician Practice Responsibilities (Continued)</li> <li>2. Musician Rehearsals-Performance Responsibilities (Continued)</li> <li>3. Musician Ensemble Membership Responsibilities (continued)</li> <li>4. Knowledge of Band Instruments (Continued)</li> <li>5. Knowledge of Music Elements-New repertoire</li> <li>6. Music Notation</li> <li>7. Read and perform in Small Ensembles</li> <li>8. Major Scale and Chord Progressions</li> <li>9. Music Analysis of Performance Literature</li> <li>10. Preparation, knowledge and Understanding of Performance</li> <li>11. Performance Reflections and Analysis</li> <li>12. Music Relationship to Other Subject Areas</li> <li>13. Quizzes and Test</li> </ol>
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Quarter 3: February 1, 2018 – April 23, 2018

<p><b>CTE 5.3</b></p> <p><b>VAPA 4.0</b></p>	<p><i>Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.</i></p>	<p>Unit 3 (Weeks18-27)</p> <ul style="list-style-type: none"> <li>• Working knowledge of music notation; key signatures; major scale study, chromatic scale and application (including arpeggios); melodies; harmonies; and accompaniments; Applied to new repertoire.</li> <li>• Performance Assessment Tools</li> </ul> <ol style="list-style-type: none"> <li>1. Musician Practice Responsibilities (Continued)</li> <li>2. Musician Rehearsal--Performance Responsibilities (Continued)</li> <li>3. Musician Ensemble Membership Responsibilities (continued)</li> <li>4. Knowledge of Band Instruments (Continued)</li> <li>5. Knowledge of Music Elements-New repertoire</li> <li>6. Music Notation</li> <li>7. Music Analysis of Performance Literature (Continued)</li> <li>8. Preparation, knowledge, and Understanding of</li> </ol>
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<p>Quarter 4: April 24, 2018 – June 26, 2018</p>		
<p><b>VAPA 5.0</b></p>	<p><i>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</i></p>	<p>Unit 4 (Weeks 28-36)</p> <ul style="list-style-type: none"> <li>• Working knowledge of music notation; key signatures; time signatures; major and minor scale study and application; melodies; harmonies; and accompaniments; Applied to new repertoire.</li> <li>• Study of symphonic forms, overtures, symphonies, marches, tone poems, and medleys.</li> <li>• Working knowledge of minor scales and application; harmonies and accompaniments.</li> <li>• Further study of Major scales; Circle of 5ths.</li> <li>• Study of enharmonic notation.</li> <li>• Acquiring skills of responsibility with all aspects of a performance.</li> <li>• Identify Career Opportunities</li> </ul> <ol style="list-style-type: none"> <li>1. Principles of Effective Practice (Continued)</li> <li>2. Principles of Rehearsal-Performance Responsibilities (Continued)</li> <li>3. Principles of Ensemble Membership (Continued)</li> <li>4. Working Knowledge of Music Elements-New repertoire</li> <li>5. Music Notation</li> <li>6. Music Analysis of Performance Literature (Continued)</li> <li>7. Preparation, knowledge, and Understanding of Performance (Continued)</li> <li>8. Performance Reflections and Analysis (Continued)</li> <li>9. Music Relationship to Other Subject Areas (Continued)</li> <li>10. Quizzes and Test</li> </ol>



## **Course Specific Student Expectations:**

Homework: Other than design, storyboarding and research, homework is generally not assigned in this course due to the equipment requirements necessary. However, it is important to stay current with all class assignments, whereas the classroom is the only place students can work on them.

Classroom Environment, Equipment and Supplies: The first thing you'll notice different about this classroom is its large amount of very expensive equipment, software and supplies. These items are necessary to effectively teaching the courses taught in this room. In fact, the State of California has granted GPA several hundred thousand dollars in order to continue teaching such courses.

So, when you walk into this classroom, I want you to think of yourself as "walking into a media studio as an employee ready for a productive workday". On the job or in a college or high school classroom, you treat the equipment with respect; as much respect as you would offer a friend or classmate.

## Classroom Rules:

- Do not use the computers with being instructed, especially when entering the room
- Ask before you pick up an instrument or use any equipment in the room
- You must make up every hour of missed class time
  - If possible, let me know ahead of time
  - Check in between classes to pick up missed assignment
- Juniors & Seniors: You will be pulled out a tremendous amount of time (<50 hours). You will need to balance your grade-level assignments with Digital Animation assignments. Unfortunately, the lack of balancing your workload will lead to low grades in this class.

## Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.



## **GPA Student Expectations:**

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.



Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

### *Acceptable Use-*

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, ***lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.***



**Standards/Format for Writing Papers - MLA Format:**

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
  - Student name: "Sammy Gompers"
  - Teacher name: Ms. Teacher
  - Course name, period: English I, Period 3
  - Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.

**Important Dates:**

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_