

**James Island
Charter High School
Piano 2 Syllabus**



Student Handbook
Fall & Spring 2009
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Dear Students and Parents:

Congratulations on enrolling your child in the JICHHS Strings Program! Music is a unique, rewarding, and exciting educational opportunity offered by our school. Your investment will pay tremendous dividends in your child's life for many years to come. The ultimate goal, however, is a lifelong understanding and appreciation for quality music and music making. In addition, we get to use the medium of music to teach some wonderful life lessons as part of our comprehensive program here at James Island Charter High School.

I am extremely pleased to be your child's teacher for the 2008-2009 school year. This is currently my third year at JICHHS, my second year of teaching the Piano 1 curriculum, and the first time Piano 2 has been offered! We had an extremely successful 2008-2009 school year in which the Piano 1 classes learned the fundamentals to playing the keyboard and even performed at their first recitals to a very enthusiastic audience. By the end of the semester, you will be amazed by what your child has achieved!

The Orchestra and Chorus students improved their performance abilities, received straight Superior and Excellent ratings at State Concert Festivals and were able to participate in some amazing musical experiences. We currently have a state of the art Yamaha lab with adequate materials and storage. You must know that our administration and JICHHS Board is extremely supportive of the performing arts and is looking forward to the further expansion of the program.

In 2007, I graduated with my Masters of Music Education from the University of South Carolina where I emphasized in both Orchestra and Chorus and was the Graduate Assistant for the nationally recognized USC String Project teacher-training program. Both the cello and piano are my main instruments although I can play all stringed instruments including the guitar. I come from Columbia by ways of Miami, Florida where I taught Orchestra, Chorus and Guitar for four years at the middle school level. In 2001, I received my Bachelor's Degree in Music Education from the University of Miami. I consider myself well rounded in the performing arts, and I hope to bring that love and experience to each of my students.

Please feel free to contact me at any time about class matters. Email is my preferred mode of communication because it allows me to get back to you throughout the school day unlike the voicemail system that can sometimes have a 2-day turnover. My address is: andrea_kemper@charleston.k12.sc.us . You may leave a voicemail message at phone 843-762-8295. I appreciate your patience and assure you that I will get back to you!

Sincerely,

Andrea R. Kemper, MME, BS

Keyboard 2 Learning and Developmental Goals*

GOALS FOR THIS COURSE- Goals align with the 9-12 SC State Music Standards.

The long-range learning goals for these students are as listed below. Upon completion of this course, students will be able to:

- a. Singing, alone and with others, a varied repertoire of music.
- b. Performing on instruments, alone and with others, a varied repertoire of music.
- c. Improvising melodies, variations, and accompaniments.
- d. Composing and arranging music within specified guidelines.
- e. Reading and notating music.
- f. Listening to, analyzing, and describing music.
- g. Evaluating music and music performances.
- h. Understanding relationships between music, the other arts, and disciplines outside the arts.
- i. Understanding music in relation to history and culture. Timeline for units of Instruction

OBJECTIVE: The objective of the group Piano 2 program is to give students a differentiated learning plan based on the technique, level and skills of each player. Because this class is a catch-all for students who have played the piano before, students will play a series of solos, scales, and technique throughout the semester.

REQUIRED TEXTS: Lancaster, Renfrow. Alfred's Play Piano Now, Book 2. Van Nuys, CA: Alfred Publishing, Inc., 1999. Alfred 17193 (*Provided by the school*)

CLASS MEETINGS: Everyday during 1st Block (8-9:30 AM) or 2nd Block (9:35-11:05).

ATTENDANCE: Functional keyboard skills are obtained through a cumulative process. Regular and punctual attendance at class is required. JICHS Attendance policy will be followed closely. Tardiness is not acceptable and be dealt with according to the Attendance Office. More than 5 absences will result in the student not receiving credit for the class.

PRACTICE: Class preparation and practice are the responsibility of the student. Students will have roughly 30 minutes of in class practice per day. Having a piano/keyboard at home is recommended but not necessary. Students are welcome to come before and after school for extra practice time

****RECITAL POLICY:** Throughout the semester students will have learned between 6-8 solos for pass-offs. One major, long-term solo will be assigned during the 2nd nine-weeks with the goal of performing it for the end of course recital (See Timeline for Units of Instruction). Instructor will choose an appropriate level based on the student's differentiated learning plan and a solo will be chosen from a multitude of appropriate works. Students will NOT be allowed to perform works that have not been pre-approved or are too easy or difficult for the student. ALL students are required to perform at assigned after school Recital. *No exceptions will be made.*

*****Students enrolled in Piano 2 that have NOT auditioned or NOT been in Piano 1 should be in Piano 1 if there is space in the class. No exceptions will be made!**

Assessing Students' Progress

Daily Grade/Participation (25% of grade):

If the student brings all materials to class each day and participates, he or she will receive full credit for that day. However, there for each item that a student forgets points will be deducted from their daily grade.

Written Assignments (25% of grade):

Students will be given weekly Music Theory written assignments throughout the course of each 9-week period to increase their musicianship. Assignments must be turned in completed and on time to be counted.

Quizzes/Playing Tests (35% of grade):

Students will be given playing assessments where students will demonstrate skills or music on the keyboard throughout the semester. Rubrics will be handed out prior to the test (but not quizzes).

Projects (15% of grade):

Students will be given several research projects to complete over the course of the semester. It is meant to give students a more in-depth knowledge of different musical genres, styles and genres.

Evaluating Students' Progress

Class work participation is monitored daily and homework is assigned weekly. These activities provide students the opportunity to apply the presented material and develop an understanding. Performance Tests are given bi-weekly on material that has been presented in the last 2-4 weeks.

Grade Breakdowns are as follows:

Daily Grade/Participation	25%
Written Assignments	25%
Quizzes/Tests	35%
Projects	15%

Class Rules

1. Enter and exit in an orderly manner and arrive and unpack immediately.
2. Respect all people, instruments and property.
3. Remain quiet (including instruments too) during instruction and demonstrations.
4. Raise our hands before speaking or leaving our seats.
5. Treat all guests and guest instructors as an extension of the director. All rules apply and will be enforced.
6. No food, drinks, candy, or gum allowed in Music room. Water is acceptable.

Consequences

1. Verbal Warning
2. Behavior Log and Student/Teacher Conference
3. Behavior Log/Detention and Parent Call
4. Behavior Log/Student-Parent-Teacher Conference and Individual Behavior Plan
5. Behavior Log, Referral to Administration and Parent Call

* Any extremely disruptive behavior will result in immediate referral. Teacher reserves the right to skip any step.

**All misbehavior will be documented in a course-long Behavior Log.

Class Materials

Required:

1. *Pencil with working eraser (pens are not acceptable)
2. Access to recorded music to bring in the form of a CD for class. Students will most likely have to invest in some CD-R. ****iPod ONLY acceptable when used for class project when requested. Otherwise, school policy will be enforced.**
3. *1/2" Notebook for Listening Journals, Class Notes, and Handouts (Please include paper and at least 3 dividers labeled: Notes, Theory, Music)
4. Students will be assigned a school-owned text and will be responsible for its care: ***(Provided by the school)***

Lancaster, Renfrow. Alfred's Play Piano Now, Book 1 . Van Nuys, CA: Alfred Publishing, Inc., 1999. Alfred 17193

OR

Lancaster, Renfrow. Alfred's Play Piano Now, Book 2. Van Nuys, CA: Alfred Publishing, Inc., 1999. Alfred 17194

5. Students will occasionally use a school-owned text called **The Sight Singer** by Carol Krueger for extra reading reinforcement. Students will be assigned Scales, Hanon Technique, and other supplemental exercises to reinforce their piano playing.
6. The Piano library has quite a few solo piano books that students may use as supplement material throughout the semester and at recital time.
7. The library is currently the only CCSO library that carries solo piano literature on its shelves! Please check out some of these books all levels and styles. There is a significant amount of reference materials as well.

Piano 2 Timeline for Units of Instruction**

Week	Skills Taught
Week 1	<ul style="list-style-type: none"> ▪ Review/Class Introduction ▪ Music Theory Pre-Test ▪ Set up/Break Down Procedures ▪ Review of Music Literacy, Rhythms, and Technique ▪ Musical Periods and History of Piano Review ▪ Review of C, G, and F Scales ▪ Level Placement ▪ Introduction to Hanon Technique
Week 2	<ul style="list-style-type: none"> ▪ Review Components of Music/History of Piano ▪ Book 1 Unit 10-11 or Appropriate Level ▪ Music Theory Assignments 1, 2 ▪ History Piano Quiz ▪ Pass-off Quiz 1/C & G Scale Quiz ▪ Assign Long-Term Solo on Appropriate Level ▪ Hanon
Week 3	<ul style="list-style-type: none"> ▪ Complete Unit 10-11, Begin Unit 1 of Book 2 or Appropriate Level ▪ Music Theory Assignments 3 ▪ Sight Reading Quiz ▪ Assign new Pass-Off Piece ▪ Hanon
Week 4	<ul style="list-style-type: none"> ▪ Review Unit 1, Begin Unit 2 or Appropriate Level ▪ MT Assignments 4, 5, 6 ▪ Pass-off Quiz 1/F Scale Quiz (Book 2) ▪ Hanon
Week 5	<ul style="list-style-type: none"> ▪ Complete Unit 2, Begin Unit 3 or Appropriate Level ▪ MT Assignments 7, 8 ▪ Sight Reading Quiz ▪ Assign new Pass-Off Piece ▪ D Scale Intro ▪ Hanon
Week 6	<ul style="list-style-type: none"> ▪ Complete Unit 3 ▪ MT Assignments 9, 10 ▪ Pass-off Quiz 1/D Scale Quiz ▪ Hanon ▪ Research Project Topic Selection
Week 7	<ul style="list-style-type: none"> ▪ Begin Unit 4 or Appropriate Level ▪ MT Assignment 11 ▪ Sight Reading Quiz (G Chord Progression) ▪ Assign new Pass-Off Piece ▪ Bb Scale Intro. ▪ Hanon ▪ Library Day; Research Sources on Approved Topic
Week 8	<ul style="list-style-type: none"> ▪ Complete Unit 4 ▪ MT Assignment 12 ▪ Pass-off Quiz 1/Bb Scale Quiz ▪ Hanon ▪ Research Project 5 Sources Due
Week 9	<ul style="list-style-type: none"> ▪ Unit 4 continued or Appropriate Level ▪ Midterm- Playing Test (Long-Term Solo ½ way point) and Music Theory Assessment
Week 10	<ul style="list-style-type: none"> ▪ Begin Unit 5 or Appropriate Level

	<ul style="list-style-type: none"> ▪ MT Assignment 13, 14 ▪ Sight Reading Quiz/F Chord Progression ▪ Assign new Pass-Off Piece ▪ A Minor Scale Intro. ▪ Hanon ▪ Library Day
Week 11	<ul style="list-style-type: none"> ▪ Complete Unit 5 Begin Unit 6 or Appropriate Level ▪ MT Assignment 15, 16 ▪ Pass-off Quiz 1/Am Scale Quiz ▪ Hanon ▪ Library Day
Week 12	<ul style="list-style-type: none"> ▪ Complete Unit 6, Begin Unit 7 or Appropriate Level ▪ MT Assignment 17, 18 ▪ Sight Reading Quiz ▪ Assign new Pass-Off Piece ▪ D Harmonic Minor Intro. ▪ Hanon ▪ Library Day
Week 13	<ul style="list-style-type: none"> ▪ Complete Unit 7 or Appropriate Level ▪ Pass-off Quiz /D Harmonic Minor Scale Quiz ▪ Projects Due/In-Class Presentations
Week 14	<ul style="list-style-type: none"> ▪ Assign New Pass-off ▪ Private Lesson 1 Recital Music/Music Check-in
Week 15	<ul style="list-style-type: none"> ▪ Pass-Off Quiz ▪ Private Lesson 2 Recital Music/Music Check-in
Week 16	<ul style="list-style-type: none"> ▪ Assign New Pass Off ▪ Private Lesson 3Recital/Music Check-in
Week 17	<ul style="list-style-type: none"> ▪ Pass-off Quiz ▪ Private Lesson 4 Recital//Music Check-in
Week 18	<ul style="list-style-type: none"> ▪ Private Lesson 5/Music Check-in ▪ In-Class Dress Rehearsal (perform in front of peers) ▪ Final Exam Recital (in Chorus room) ▪ Music Theory Written Final

**** Timeline is based on an approximate class pace. It is subject to change depending on class and ability levels of all students.**

Student Info and Contact Sheet
All information on this form is confidential and for instructional purposes only.

Student:

Full Name: _____

Preferred Name: _____ Instrument: _____

Email: _____

Birthday: _____

Health Conditions: _____

Anything you want me to know about

student: _____

Parents/Gardians: (*required)

1. *Full Name: _____

*Phone Numbers: _____

Email: _____

Mailing Address:

Relationship: _____

2. Full Name: _____

Phone Numbers: _____

Email: _____

Mailing Address: _____

Relationship: _____

Music Contract 2009-2010

I am familiar with the JICHS Piano Handbook. I am aware of the requirements in the following areas:

- ❖ Required Materials
- ❖ Course Objectives
- ❖ Classroom Rules/Consequences
- ❖ Grading Policy

Student Name _____

Parent/Guardian(s) Name _____

Student Signature Date

Parent Signature Date

Please, sign and return this by **Tuesday, August 24th** as your first written assignment grade.