“Tell me, I forget;
Show me, I remember;
Involve me, I understand.”

“Experience first,
then intellectualize.”

[Carl Orff]

Mr. Jeff Mayo
MayoMusicRoom.Weebly.com
Course Description

The purpose of all music courses at Cardinal Ritter High School is to develop comprehensive musicianship with a focus on music literacy. As music educators, we believe all students are musical by nature and have tremendous potential to learn and enjoy music. While research shows music helps students develop higher-order thinking skills and develop an increased desire to learn, our driving goal is to help students become more enlightened and truly alive through a balanced and comprehensive program of study.

All music students are required to produce and present quality work in one or more of the following formats:

- Performances
- Visual displays
- Audio and or video recordings (CD, mp3, DVD, YouTube, etc.)
- Web-based presentations such as blog entries and web site content
- Written papers and projects

Course Objectives

A more comprehensive curriculum can be located on the classroom website.

Indiana Department of Education Standards:
1. Singing alone and with others, a varied repertoire of music.
2. Playing an instrument alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading, notating, and interpreting music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Overarching Enduring Understandings:

- Music making is one of the oldest, most intimate, and basic forms of communication and cultural expressions.
- Through composing and improvising, people learn to connect ideas with symbols, sound patterns, and music elements.
- Educated music listeners learn to describe, analyze, and evaluate music and music performance as an expressive art form.
- Music is an important element of the historical and cultural record of humankind.
- Singing and playing an instrument provide people with the means of learning musical and developmental skills.
- Reading and notating music are essential to music literacy.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive education experience.
Overarching Essential Questions:
- Why and how do people create music?
- How is music communicated?
- How is music performance evaluated?
- How does music reflect, as well as shape, history and culture?
- How do people sing or play an instrument?
- How is music analyzed and understood?
- What is the relationship between music and other disciplines?

Required Supplies
- Folder within Ritter-required binder
- Pencil and eraser
- Lined paper (notebook or loose-leaf)
- Technology device, fully charged and ready for use

At a Glance
- Sight-sing simple rhythms
- Sight-read simple melodies and songs on a classroom instrument
- Identify parts of various instruments used inside the classroom
- Apply expressiveness in performed music including duration, pitch, intensity, and timbre
- Locate their own part within a score
- Demonstrate appropriate technique
- Visually and aurally identify tonal and rhythmic patterns in simple songs and musical excerpts
- Aurally and visually analyze a listening example with regard to phrase, meter, and a variety of forms
- Improvise extended passages on classroom instruments
- Compose a piece of music
- Compare and contrast listening examples with regard to instrumentation, style, and cultural context
- Demonstrate proper audience behavior
- Recognize musical value in a variety of genres and justify personal preferences
- Describe how to apply technology to process music
- Make intelligent choices about how they would like to include music in their lives in the immediate and distant future
- Discuss the requirements for a career in music and complete appropriate research regarding a career in music
These are learned using percussive instruments, body percussion, singing, choirchimes, and other appropriate mediums and through these general topics

- Music History
- Reading Rhythms
- Reading Pitches
- Performance Physiology and Technique
- Combining History, Rhythm, and Pitch to Create
- Combining History, Rhythm, and Pitch to Perform
- Technology and Music
- Careers with Music

**Classroom Expectations**

- **Be on time** and in your seat with all materials before the tardy bell sounds.
- **Be prepared** for class with homework completed as assigned.
- Maintain a **ready-to-learn attitude**.
- Read the **daily plan** and start the “**Daily Board Assignment**” at the tardy bell.
- Use of electronic devices is limited to times specifically allowed by the teacher.
- Observe all rules included in the student handbook.

**Attendance Policy**

Students are responsible for making up any missed work and learning the skills not acquired due to an absence. Absent students should first check the missing assignments folder, second ask classmates for missed information, and finally talk with the teacher for a lesson plan from the missed day. Students may come during the teacher’s tutoring times for additional instruction or assistance that cannot be provided within a normal class period.

Students who arrive late will not be admitted into the classroom without a pass from another teacher, staff member, or administrator. Parents should watch student participation grades for excessive tardiness. If tardiness or excessive need to get a drink or use the restroom persists, parents will be contacted.

**Assessment**

Many types of assessment will be used to gauge the success of instruction and the progress of students. Data from the assessments will guide, support, enhance, and reinforce future instruction. All assessments are product driven. They are designed to showcase how learners can apply their musical knowledge and skills. Daily professionalism grades, performance, and homework are embedded in the grading requirements for Cardinal Ritter Junior High General Music.

Assessment is embedded in the daily instruction of performance-based courses and allows teachers to evaluate students’ progress with as little disruption on instructional time as possible. Assessments hold students accountable for learning performance-based skills as outline by Indiana State Music Standards.
Grade Expectations – assignments are given periodically to enhance learning.

1. Daily Professionalism: students begin each day with 2 points that can be taken away for:
   - Excessive use of restroom | Lack of materials being at the student’s seat
   - Disruptive behavior | Unexcused tardiness to class | Lack of exit ticket | etc.
2. Homework: typical assignments are worth 10 points
3. Papers and Projects: points assigned with each assignment
5. In-Class Performances:
   - 20 total points (5 points each) for
     - Effective use of practice time | Performance technique | Peer evaluations | Self-evaluation

All papers will follow ISTEP grading rubrics found on the classroom website.

All assignments not turned in by the specified deadline will automatically lose 10%. An additional 10% will be lost per school day the assignment is late. Once a unit assessment happens, homework cannot be made up.

The junior high homework log will be updated regularly to assist other faculty and staff in guiding you to complete all assignments in a timely manner.
Academic Honesty Statement
(all Cardinal Ritter Student Handbook Rules apply, including the following)

Cheating is not tolerated. Students who choose to compromise their own education through cheating may expect a variety of consequences including but not limited to loss of grade points, detention, and a parent conference.

Plagiarism is a serious offense. Failure to properly give credit to sources used to complete homework will result in severe consequences and a parent conference.

Attempting to pass off another person’s work as your own is dishonest. Working in groups does not mean copying another student’s answers; rather students will be expected to collaborate in an effort to reach a collective understanding of the material. Examples of academic dishonesty include:

- Using an electronic device to retrieve information not permitted in the learning situation (cell phones, tablets, etc.)
- Using an electronic device to send text messages or to take a picture of a test or other assignments to send to other students.
- Copying from a neighbor during a test or independent class work.
- Copying a classmate’s homework.
- Collaborating on schoolwork and or checking answers with a peer when explicit permission is not granted.

Students are always encouraged to discuss any grade discrepancies or possible academic dishonesty by a peer with the teacher. Students should approach the teacher in a polite and respectful manner. Approaching a teacher in an appropriate manner allows both teacher and students to have a positive and collaborative discussion. Questions and concerns are encouraged and kept between student and teacher within reason. I am always happy to make appointments or conferences with students or parents during tutoring hours; other arrangements will be considered on an as-needed basis.
Dear Parent/Guardian:

Thank you for the privilege of teaching your student this school year! I look forward to working closely with you, so together we can make this year one of rewarding educational and musical experiences.

Please take a moment to read the Cardinal Ritter Junior High General Music Syllabus. This contains important information regarding course objectives, expectations, and grading procedures. After reading, please sign and have your student return the bottom portion of this page. This will indicate that you and your student have read the handbook and course description, and that you both understand the requirements and are aware of the information it contains.

Students must keep the syllabus in their folder. Parents can access a copy on the classroom website.

If at any time you have questions, comments, or concerns, please communicate through email or schedule a conference with me.

Musically,

Mr. M

Jeffery A. Mayo
Liturgical Music and Choir Director
jmayo@cardinalritter.org
317-924-4333 ext. 547
MayoMusicRoom.Weebly.com

Name of Student: ______________________________________________________

Name of Parent/Guardian: ____________________________________________

Together, we have read the General Music Syllabus, and we understand the expectations, grading procedures, and other music policies as outlined in this syllabus.

______________________________________________________________
Signature of Student Date

______________________________________________________________
Signature of Parent/Guardian Date