**Carlton Comprehensive Public High School**

**Band and Choral Student Performance Policy**

The following set of guidelines is provided to clarify expectations.  Please raise for discussion any concerns you might have about them with your teacher.  Also, refer to the school web page for details of school policies regarding attendance, punctuality, assessment, and student expectations.

1. **CLASSROOM EXPECTATIONS:**

In this class you are expected to work both co-operatively and independently. You must demonstrate a mature, respectful attitude towards your classmates and teacher, and you must respect school property and properly use the school equipment assigned to you.

 2.**ATTENDANCE:**

If you must miss a class, YOU ARE RESPONSIBLE FOR FINDING OUT WHAT YOU HAVE MISSED.  Ask your teacher for assistance. The school is to be informed (764-3224 or email Carlton@srsd119.ca) of the reason for any absence.  If possible, YOU should inform the teacher prior to the day of absence.

3.**PUNCTUALITY:**

YOU ARE EXPECTED to be in class and ready to work when the bell rings. If you arrive late for a class

i) Enter quietly, take your place, and begin work.

ii) At a time in the period when class work will NOT BE DISTURBED (or at the end of the class), inform the teacher of the reasons for the lateness.

4. **ASSESSMENTS:**

Several assessments will be given during the term. If you are unable to write/perform an assessment on the designated day, YOU ARE TO NOTIFY THE TEACHER and make arrangements to write/perform the assessment at another time.

Course outcomes in the band and choral programs will be achieved through:

                              performance assessments

                              theory assignments/assessments

                              written assignments/assessments

                               listening assignments/assessments

                               class performance

                               concert performance

**Band 10, 20, 30**

The Arts Education program has one major aim: to enable students to understand and

value arts expressions throughout life.**.**

All Arts Education curricula are structured, through the inclusion of the three following

components, to achieve a balance in focus.

**The Creative/Productive Component**

This component includes the exploration, development and expression of ideas in the

language of each strand or art form. In order for a project to be creative, the student

must be actively engaged in a thinking process. The student will learn where ideas

come from and how ideas can be developed and transformed. Reflection, both formative

and summative, is an essential part of the creative process and allows the students to

evaluate their own growth in their creative endeavours.

**The Cultural/Historical Component**

This component deals with the role of the arts in culture, the development of the arts

throughout history, and the factors that influence the arts and artists. It includes the

historical development of each art form. In addition, it focuses on the arts in

contemporary cultures, and includes popular culture and various cross-cultural studies.

The intention of this component is to develop in students an understanding that the arts

are an integral aspect of living for all people.

**The Critical/Responsive Component**

This component enables students to respond critically to images, sounds, performance

and events in the artistic environment. Students will become willing participants in the

inter-active process between artist and audience rather than passive consumers of the

arts.

**Band Aim and Goals**

The specific aim of the band program is to enable students to communicate effectively

through instrumental music and to understand and value a variety of musical

expressions throughout life.

The following are the specific goals of Band 10, 20 and 30. By participating in the band

program, students will:

• acquire the skills, abilities, understandings and attitudes necessary to express

themselves musically as individuals and as members of an ensemble

(creative/productive)

• be able to make informed decisions both as producers and consumers of music

(critical/responsive)

• value and appreciate music from a variety of cultural and historical contexts and

understand the role of music in daily life (cultural/historical).

**Philosophy**

The wind band today, as in the past, remains a viable medium of artistic expression and

a highly effective educational vehicle for developing musical abilities, understandings

and appreciations. Performance-oriented activities simultaneously activate all learning

domains (psychomotor, cognitive and affective) and should synthesize the three

components identified in the Arts Education curriculum (creative/productive,

cultural/historical, critical/responsive). Since music is first and foremost a performing

art, performance-oriented classes allow students to directly experience the artistic intent

of the composer and the art of music.

**Band 10, 20, 30 Outcomes**

**Cultural/Historical/Theoretical**

Music Literacy (Written) – Identifies, understands, and applies written symbols, terminology, and the fundamentals of music theory.

Musical Appreciation – Understands, appreciates, and interprets music from a variety of cultural and historical contexts and the role of music in contemporary society.

**Creative/Productive**

Ear Training –Demonstrates and applies knowledge of tuning and intonation, and develops skills in ear training including aural perception and inner hearing.

Music Literacy (Performance) – Performs the written symbols and terminology in music and uses musical notation to interpret and express musical ideas.

Instrumental Technique - Performs with technical accuracy, fluency, and proficiency while producing a characteristic tone.

Musical Interpretation – Demonstrates musicianship through the performance of a piece of music.

**Critical/Responsive**

Values

* Demonstrates and implements the skills, knowledge, techniques, and attitudes necessary for successful ensemble rehearsal and performance.
* Demonstrates a commitment to their own musical education and growth.