

Cosby High School

Part 1: Course Information

Instructor Information

Course: Instrumental Music/Piano
Instructor: Dr. Donna Jones
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ParentSquare: Use the search function



Course Description

Multi-age instrumental music classes are offered from 9th to 12th grade. Students learn technical skills on the piano, drums, bells, handbells, and a selected instrument of their choice. They also learn music theory and history.

Prerequisite

- none

General Education/High School Pathway Area

- This course can be used for the required fine arts credit for graduation.

Textbook & Course Materials

Required Text

- *PIANO LESSONS, Traditional Primer* by James Bastien
- *PIANO LESSONS, Levels 1-4* by James Bastien
- *THEORY LESSONS Traditional Primer* by James Bastien
- *THEORY LESSONS, Levels 1-4* by James Bastien
- *TECHNIC LESSONS Traditional Primer* by James Bastien
- *TECHNIC LESSONS, Levels 1-4* by James Bastien
- *SOLO LESSONS Traditional Primer* by James Bastien
- *SOLO LESSONS, Levels 1-4* by James Bastien

Required Online Course Platforms

- Canvas
- Clever
- ParentSquare

Course Requirements

- none

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Course Structure

This course is a hands-on learning classroom. Students will participate in lectures, discussions, activities, and lab-based learning.

Lecture-based learning: Students will learn the beginning skill sets of music theory and then apply them to everyday playing for mastery.

Discussion-based learning: Students will engage in teacher-driven discussion topics as a group. The topic will vary depending on the literature being played and the skills required for that piece. Students will be expected to participate in discussions frequently throughout the year.

Activity and lab-based learning: Students are expected to complete the daily activities given to them, which is how most of our classroom time will be used. Rehearsals are run as individualized learning and a lab-based learning environment. Students are expected to be on task at all times.

Assessment Methods (point system)

Lecture-based activities:

- Music Theory
- Music games

Activity and lab-based activities:

- Independent testing from piano books
- Whole group participation - bucket drumming, handbells, bells

Remote Work:

- Students will have a folder that will include four assignments. These assignments will be used if Cocke County Schools use a REMOTE LEARNING DAY instead of a snow/weather day.

Tests

- Vocabulary
- Music Theory
- Performance tasks

Midterm/Final Exam

- A final exam will be given on one of the last two days of each semester. It will be optional for students who miss three or fewer days and attend only two field trips. If a student fails, the final exam becomes required.

Extra Credit

- No extra credit will be provided. If students come to school every day, make a substantial effort during class, turn in completed work on time, and pass all tests. Students will not need extra credit.

Part 2: Student Learning Outcomes

Perform

- Students will select, analyze, and interpret a musical work for presentation.
- Students will develop and refine musical techniques and work towards the presentation of varied musical selections.
- Students will learn to connect with their audience by conveying and expressing meaning through their performances.

Create

- Students will compose and improvise musical ideas.
- Students will organize and develop musical ideas and work. Students will refine and complete a musical work.

Respond

- Students will perceive and analyze musical works.
- Students will interpret intent and meaning in musical works.
- Students will apply criteria to evaluate musical works.

Connect

- Students will synthesize and relate knowledge and personal experiences to artistic endeavors.
- Students will relate musical ideas and works with societal, cultural, and historical contexts.

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Part 3: Topic Outline/Schedule

Activity	Book	page #	Grading Period
Piano	<i>Piano Lessons, Traditional Primer</i>	p. 4-44	1st & 2nd Nine Weeks
Theory	<i>Theory Lessons, Traditional Primer</i>	p. 4-28	1st & 2nd Nine Weeks
	Midterm		
Piano	<i>Piano Lessons, Level 1</i>	p. 4-46	3rd & 4th Nine Weeks
Theory	<i>Theory Lessons, Traditional Primer</i>	p. 29-30	3rd & 4th Nine Weeks
Theory	<i>Theory Lessons, Level 1</i>	p. 4-31	3rd & 4th Nine Weeks
	Final Exam		

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Part 4: Grading Policy

Graded Course Assignments

- A point system will be implemented in this course.
- Please check your grades often on Aspen at cockecountyschools.org
- If you do not know your Aspen login information, please see me ASAP.

***Disclaimer: Assignments may change at any time.

Technical Snafus

This class will depend on access to computers and the Internet. Throughout the semester, you will have technology issues. For example, your laptop will crash, the Wi-Fi will go down, or you will forget your username/password. These issues are part of twenty-first-century life, not emergencies.

To succeed in college and your career, work habits that take such snafus into account need to be developed. These problems are solely your responsibility to determine the proper steps to ensure your work will not be lost; if one device or service is not operational, locate one that will. I will not provide you with an extension based on problems you may be having.

Grading

The final grade will be determined by the total points earned. The following grading scale will be used:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F

Extra Credit

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Part 5: Course Policies/Rules

Rules

- Come to class on time
- Be ready to learn (including bringing all required materials)
- Listen and follow directions
- Be respectful to others
- Believe in yourself
- Be aware of and follow school rules

Academic Dishonesty Policy

People learn most effectively and build their strength of character by doing their reading, writing, test-taking, projects, research, and assignments. Students learn most from their education by evaluating, reflecting, and revising their work. Therefore, educating students about academic honesty and clarify the school's policy on academic dishonesty.

Definitions of cheating and plagiarism:

Cheating

Cheating is the unauthorized possession, giving, sharing, taking, or presentation of information and material benefits to a student.

Examples of cheating include, but are not limited to

- the passing of information during an assessment,
- having access to and utilizing unauthorized material and technology during an assessment,
- passing information about an exam from one class to another, and
- submitting work that is not one's own.

Plagiarism

According to the Harbrace Handbook, the 15th edition:

- Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.”
- This includes, but is not limited to:
 - Copying verbatim all or part of another’s written work;
 - Using phrases, figures, or illustrations without citing the source;
 - Paraphrasing ideas, conclusions, or research without citing the source;
 - Using all or part of a literary plot, poem, or film without attributing the work to the creator.
- Consequences of Plagiarism
 - Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of redoing the assignment within a specified period, accepting a letter drop, or taking a zero on the assignment. Parents are to be involved in making the decision.

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Artificial Intelligence

Artificial Intelligence (AI) programs, as defined by state law, may be used by staff and students in the district.

Academic Integrity

Students shall be instructed on responsible use standards, including but not limited to the following:

1. Effective use of generative AI;
2. Guidelines for when to appropriately use AI in assignments.
3. How to determine whether AI responses are accurate.
4. Users assume responsibility for incorporating AI content responsibly; and
5. The difference between cheating and seeking support.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion - and not of a religion- be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be part of the curriculum for school-sponsored activities and programs, provided they are essential to the learning experience in the various fields of study and are presented objectively.
2. The inclusion of religion shall be for educational purposes only.
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and
4. Student-initiated expressions to questions or assignments that reflect their beliefs or non-beliefs about a religious theme shall be accommodated.