### COURSE SYLLABUS
1302420, Instrumental Techniques I (Beginning Steel Band)

<table>
<thead>
<tr>
<th>Vision</th>
<th>Matanzas will become a premiere high school in the nation by inspiring all students to be college, career, and life ready.</th>
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</thead>
<tbody>
<tr>
<td>Mission</td>
<td>By providing a challenging and meaningful education, Matanzas High School prepares all students for success and empowers them to lead lives of significance.</td>
</tr>
<tr>
<td>Motto</td>
<td>Make Good Choices / Hold Yourself Accountable / Strive for Excellence</td>
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</table>

**Teacher Name:** Rachel Palmer

**Teacher Contact Information:** palmerr@flaglerschools.com
- Classroom: (386) 447–1575 ext. 5121
- Mobile: (386) 569-3812

**School Home Page:** [www.MHSPirates.com](http://www.MHSPirates.com)

**Credit:** 1 Credit - Performing Fine Arts

**Weighting Scale:** A = 4, B = 3, C = 2, D = 1, F = 0

**Required Materials:**
- Course Materials –
- Pencil (must have each day in class to make notes in music)
- Headphones/ear buds (you WILL be listening to accompaniment tracks in class)
- Pair of matched drum sticks (available at school for $5, or purchase your own)
- Steel band t-shirt (to be worn at performances)
- Pair of pan sticks (responsible for your OWN sticks)
- 3-ring binder (You MAY use a portion of a binder from another class), - Students will receive sheet music and reading materials throughout the year, which they are responsible for keeping in their binder in logical order. This will be graded throughout the year.

**Online Resources –**
Course Description:

Instrumental Techniques I –

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Link to Course Standards:
http://www.cpalms.org/Public/PreviewCourse/Preview/4073##standards-toggle

Steel Band Mandatory Attendance dates 2014-15

Steel Band Calendar 2015-16

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>October 29</td>
<td>Steel Band Concert – Theater 6 pm, all periods, Mandatory</td>
</tr>
<tr>
<td>February 26</td>
<td>Friday, Steel Festival, UF, Gainesville, FL, COUNTS as performance for DOC</td>
</tr>
<tr>
<td>April 8</td>
<td>Steel Band, Spring Caribbean dinner – courtyard</td>
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<tr>
<td>April 20 &amp; 21</td>
<td>Steel Band “final” concert, MHS Theater, 6pm – 2 days</td>
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<tr>
<td>May 5-8</td>
<td>Virginia Beach PANorama Festival, Advanced classes to attend</td>
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<tr>
<td>May 25</td>
<td>Steel Band moving up concert</td>
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</tbody>
</table>

Steel Band Curriculum Plan

Unit 1 – How do we move AND play? How do we play it? What do we play? (August/September)
- How do you demonstrate proper technique in playing the steel pan?
- What musical knowledge does a performer need to play their part?
- Move my FEET? Dance? How does the APPEARANCE of the performer affect the sound?

Unit 2 - What is the steel pan? How do we read music? (October/November)
- What are the instruments in a full steel band? How many parts are represented?
- Where is it from? What is the culture? What are the engine room instruments and parts?
- How/When/Who/Why did it develop?
- Music Theory

Unit 3 - Small group projects and Musical Notation Implementation (November)
- What elements are necessary for a good arrangement?
- How does our experience with music affect our musical preferences?
- How does our experience with music affect our musical preferences?

Unit 4 – Panorama (December/January/February)
- How does the steel band function in Trinidad?
- How does the history and culture of steel band affect its performance?

Unit 5 – Performing (January/February/March/April/May)
- What elements are necessary for a high quality performance?
  - How does a good steel band sound?
  - What does a good performer look like?
  - What does an exciting/boring steel band look like?
  - What constitutes a varied repertoire?
- How do we incorporate the different arts into our musical performance?
How does our experience with music affect our musical preferences?
How does our performance affect the world around us?

Grading Scale (S. 1003.437):
Students in grades 6–12 shall receive grades based on the following scale and interpretations, except for those for which no academic credit may be received.

- 90 – 100 = A: Outstanding Progress
- 80 – 89 = B: Above Average Progress
- 70 – 79 = C: Average Progress
- 60 – 69 = D: Lowest Acceptable Progress
- 0 – 59 = F: Failure
- 0 = I: Incomplete: Grade Pending
  S: Satisfactory
  N: Needs Improvement

Grading Guidelines:
At MHS, we believe that zeros on a 100% scale do not accurately reflect what a student knows or can do. In fact earning a grade of a zero, or an F, which is 60 points lower than a D, can cause a disproportionate impact on a student’s grade. In an effort to address this we have instituted the following guidelines:

- The lowest grade you will receive on any work (assignments, projects, tests and/or quizzes) fully completed within the required time allotted is 50%. Any work not fully completed or not submitted within the required time allotted will receive the actual grade earned, or a zero respectively.
- If you do not turn in your work on the required due date, you may turn in the assignment one class meeting late for a loss of one letter grade.
- All mid-term, final exam and/or End of Course Exam (EOC) will be scored with the actual score you earned on a scale of 0 to 100%.
- Any work deemed to be plagiarized would receive a zero.
- Any time you are caught cheating or copying, the work will receive a zero, as per district policy.

Test/Quiz Retakes: (The following applies to quizzes and Tests ONLY.)
- In order to demonstrate mastery, you may retake any test ONCE within a TWO-WEEK period, or quiz within a ONE-WEEK period, before of after school. Arrangements for this are your responsibility. You may keep the higher of the two grades.
- Because a state statute requires that no credit be given for unexcused absences, if a test or quiz is missed during such an absence, you may use your right to ONE retake and receive the retake grade for the test or quiz.

Class Grading System:
Participation/Classwork – 25%
Leadership/Attitude – 25%
Tests/Quizzes – 25%
Performances – 25%

Class Expectations:
To be successful, you should:
- Attend school daily and arrive on time
- Be properly prepared with needed and required materials and supplies
- Keep and maintain your School Planner/Agenda
- Complete all assignments and projects to the best of your ability and on time
- Dress according to the School’s Dress Code
- Be accepting of, and respectful of, others
- Meet with teachers about make-up work and complete it in a timely manner
• Contact a teacher, dean, guidance counselor, assistant principal or principal regarding bullying, conflicts and/or concerns
• Set manageable goals to ensure your success
• Maintain a positive attitude and healthy lifestyle
• Set responsible daily and weekly homework working hours
• Work physically and mentally to raise the performance level of the group

Plagiarism/Cheating:
Plagiarism is a form of cheating. Plagiarism is using someone’s work without giving the appropriate credit and this can mean several things:
• Copying and pasting from on-line media, such as encyclopedias, Encarta, biography, etc.
• Copying and pasting text from any website
• Transcribing text from any printed material (books, magazines, newspapers, reference books, etc.)
• Simply modifying text from any of the above sources is not acceptable (just changing a few words does not constitute original work)
• Using another student’s work (even with permission) is not acceptable
• Using photographs, video, or audio without permission or acknowledgement is unacceptable

Students need to be aware that credit must be given to the original author or photographer when using their material in a paper he or she is writing (bibliography/citation). Allowing another student to copy your work is also cheating; the consequences are the same. If there is any question, the student should verify their sources with his or her teacher.

Plagiarism may affect club memberships, honors, awards, and scholarships and will also result in the following disciplinary action:
1st time—Student receives a zero (0) on the work/test/assignment, referral is written, and parent is contacted.
2nd time – Student receives a zero (0) on the assignment and an Out of School Suspension.
3rd time – Student receives no credit for the class.
(See Flagler County Public Schools Student Code of Conduct)

Make-up Work:
After an absence, a student must arrange with the teacher for any make-up work. Students have the same number of days as they were absent to make up their work, except in the instance of some long-term assignments. If a teacher assigns a long-term project (when a student has several days to complete the work), then the student is expected to turn in the project on the day of his or her return unless special arrangements are made and approved with the teacher in advance. Student shall be provided the opportunity to make up assigned work for all excused absences. Work completed after an UNEXCUSED absence will not receive credit.

• After an excused absence, you must arrange with the teacher for any make up work. You have the same number of days you were absent to make up your work except in the instance of some long-term secondary school assignments.
• The state of Florida does not allow us to award you credit for work made up after an UNEXCUSED absence and you will receive a zero for that assignment.
• If your teacher assigns a long-term project, that is, you have several days to complete the work; you must turn in the project on the day you return from that absence. However, you may make special arrangements with your teacher in advance.
• If you have 5 or more unexcused absences in a class during a semester you must pass the semester and or final exam and have a passing average to earn credit for the semester. Please remember that an absence is
when you miss 50% or more of the period; an absence for a “day” means that you miss 50% or more of the minutes in the school day.

- If you miss class for an approved field trip you must turn in any work due the day either before leaving on the trip or on the very next class meet. This is up to your teacher, so make sure that you check with him or her first.
- If you have 5 or more unexcused absences during the 1st semester, you will not be allowed to attend the Homecoming Dance. If the absences occur during the second semester, you may not attend the Prom or Grad Bash.

Flagler County Acceptable Use Policy:
The Use Agreement outlines the terms and conditions of system use that must be followed by students, staff, and visitors to the district. Staff and students must complete and return this agreement prior to accessing any network-connected systems. Once completed, these permissions will continue until the student changes schools within the systems, is withdrawn, or they are changed in writing. Please read through the following to ensure that you understand the Terms and Conditions of the Electronic Systems Responsible Use Policy.

Digital Learning Handbook:

Responsible Use Agreement:

Tutoring Opportunities:
Tutoring sessions and academic support is available online and on campus.
For online tutoring, please visit your school website and click on the Tutoring Banner. Once you find the tutoring session that you are interested in, follow the steps below:

1. **Click on the teacher name** that appears in **blue**.
2. You will be brought to a Blackboard collaborate page and asked to submit your name. **Type in your First and Last Name**.
3. You will be asked to open Java, select **Okay**.
4. Then you will be asked if you should let the program run, select **Run**.
5. You will now be entered into the online tutoring session.
6. Be sure to log out at the end.

On campus tutoring will be available in the Media Center after school on Tuesdays and Thursdays from 2:15 – 4:00.
### Steel Band Daily/Weekly Participation (15) and Attitude/Behavior (15) Rubric (per two-week period)

Mrs. Rachel Palmer, Matanzas High School 447-1575, ext 5121  
Week beginning: ________________

<table>
<thead>
<tr>
<th></th>
<th>Monday absent/tardy</th>
<th>Tuesday absent/tardy</th>
<th>Wednesday absent/tardy</th>
<th>Thursday absent/tardy</th>
<th>Friday absent/tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily</strong></td>
<td>15 points</td>
<td>14 - 0 points</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>On time Attendance</strong></td>
<td>In class on time with ID, has planner, writing utensil, and music necessary for rehearsal in binder or is memorized</td>
<td>Tardy</td>
<td>Unexcused absences and/ tardies</td>
<td>Absent</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Has writing utensil and music necessary for rehearsal, keeps binder in alphabetical order and music in plastic sheets, practices at the beginning of class, end of class, during enrichment, or lunch to learn parts, memorize music, etc</td>
<td>Needs help learning new parts, but waits patiently for help. Makes some attempt to look at part on own.</td>
<td>Will not attempt new part without direct teaching.</td>
<td>Will not learn new parts without direct teaching, knowingly plays wrong notes or parts, settles for close enough even after weeks of rehearsal. No independence.</td>
<td></td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Memorizes music within 3 weeks of starting, Successfully attempts to learn new music on own, keeps working ahead, can play more than one part, helps other students learn new parts <strong>DANCING</strong></td>
<td>Needs help learning new parts, but waits patiently for help. Makes some attempt to look at part on own.</td>
<td>Will not attempt new part without direct teaching.</td>
<td>Will not learn new parts without direct teaching, knowingly plays wrong notes or parts, settles for close enough even after weeks of rehearsal. No independence.</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>On task, waits for appropriate time to ask to use restroom, sign grade sheet, etc. Proper use of equipment. <strong>DANCING</strong></td>
<td>Examples of off task behavior: away from instrument, clicking sticks, distracting other students, talking during instruction, asking to use the restroom as soon as we get started playing, asking “do I need my planner?” using class time to complete work from another class, waiting until rehearsal is well under way to ask for a copy of the music, playing music without having the proper tools (music turned to the right page, correct sticks, etc), <strong>playing the instruments inappropriately</strong>.</td>
<td>Varying degrees of leadership behavior in a positive direction versus negative direction. Moving the group forward or backward. Causing distraction versus moving musical production and education backwards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Helps other students learn new parts, Sets a good example in appropriate behavior in class, <strong>DANCING</strong></td>
<td>Varying degrees of leadership behavior in a positive direction versus negative direction. Moving the group forward or backward. Causing distraction versus moving musical production and education backwards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Willing to try new songs, offers new ideas for repertoire, supportive of fellow musicians <strong>DANCING</strong></td>
<td>Varying degrees of attitude from positive/good/supportive/pro-active to poor/unsupportive/distracting/name calling/destructive</td>
<td></td>
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Matanzas Steel
Absence/Tardy Request Form

This form must be filled out at least two weeks in ADVANCE, if at all possible. Parental signature is required.

Name: ________________________________

Period: ________________________________

Today’s date: ________________________________

Date of planned absence/tardy: ________________________________

Parent/Guardian Signature: ________________________________

Reason:

(Please be specific, especially if this is a performance)

Approved/Not approved, reason:

__________________________________________
Student/Parent or Guardian Statement of Understanding

Directions: Please complete and return by August 29, 2014

Print Student Name Here: _________________________________ Period#: ______

Print Parent/Guardian Name Here: ________________________________

- I/We have read and understand this handout, explaining class policies.
  Student Initials ___________ Parent/Guardian Initials ___________

- I/We understand that we are taking part in an ensemble; the entire ensemble will be affected by my participation (or lack there of) and we will make every effort to support the group.
  Student Initials ___________ Parent/Guardian Initials ___________

- I/We understand that if we do not attend a performance, our GRADE will BE LOWERED.
  Student Initials ___________ Parent/Guardian Initials ___________

- I/We understand it is OUR responsibility to sign up for the school’s online grade book so we can monitor student progress, grades and missing/incomplete work.
  Student Initials ___________ Parent/Guardian Initials ___________

- I/We have read and understand the Flagler County Acceptable Use Policy.
  Student Initials ___________ Parent/Guardian Initials ___________

Parent/Guardian Signature ____________________________________________

Student Signature __________________________________________________

Student Email _______________________________________________________

Parent/Guardian Email _______________________________________________

Contact Phone Number _______________________________________________
Matanzas Steel Band
Permission to be photographed
Video/Photo Permission

3535 Old Kings Road North
Palm Coast, FL 32137
386-447-1575, Ext. 5-121
Rachel Palmer, M.M.
National Board Certified Teacher
Director Matanzas Steel Bands

I DO / DO NOT (please circle one) give permission for my child to have still and/or video pictures taken for public and/or school use.

If DO NOT was checked, you MAY still allow a photo to appear in the school yearbook by initialing here:

_______________ Yearbook only. (Please initial)

_______________ Matanzas School web page only. (Please initial)

_____________________________________________ 

Parent/Guardian Signature Date

These permissions will continue until the student changes schools within the system, is withdrawn or they are changed in writing.
Special Note: The following is taken from the Sunshine State Standards course description, as designated by the State of Florida:

This course may require students to participate in extra rehearsals and performances beyond the school day.

These performances are mandatory and count as a major portion of your grade. This class is officially designated by the Florida Department of Education as a co-curricular course, which means both curricular (school day) and extracurricular (outside the school day) activities can be used in determining the student’s grade. If your child misses a performance, his/her grade will be lowered by at least a full letter grade.

Thank you for your support!

Sincerely,

Rachel Palmer
Matanzas High School

I understand the commitment I am making by joining this group: I am aware that there will be after school rehearsals and performances. I plan to be at all rehearsals and performances and to assist in moving the equipment for the performances. I will notify Mrs. Palmer of any conflicts AS SOON AS POSSIBLE.

______________________________
Student Signature/Date

I have read the syllabus, grading policies and rubrics, and understand that my child’s participation in the group performances is mandatory.

______________________________
Parent Signature/Date

** Please sign and return this form to Mrs. Palmer as soon as possible. **
Student Information

Student Name _________________________________________________________________

Student Date of Birth:  __________________________ Grade:  _______________________

Student email address: ___________________________________________________________

Student cell phone: ______________________________________________________________

Parent Information

Parent/Guardian Name (Print): ______________________________________________________

Parent/Guardian email address: _____________________________________________________

Parent/Guardian Phone: (daytime)_____________________(evening/cell) _______________

Alternate Phone: (Please specify who this is for): ______________________________________

Main Home Address: ____________________________________________________________

____________________________________________________________________________

Secondary Home address (if applicable): _____________________________________________

Student Hobbies/Activities/Interests: _______________________________________________

____________________________________________________________________________

____________________________________________________________________________

Any other information that might be helpful for me as a teacher to assist you child in being successful:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

** Please return this form to Mrs. Palmer as soon as possible. **