

2018-2019 Beginning Strings Course Summary

Ms. Rozanne Martinez

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Phone: 956-381-5522 x2642

Conference Hour: A4, B2

Purpose

This class was designed for students with little or no past music instruction. It will provide instruction on violin, viola, cello, and bass. The goal of this course is to provide students an opportunity to experience learning an instrument and performing music in a group environment with the possibility of performing for an audience.

Objective

The student will learn fundamental music skills such as note reading, rhythm and pitch. Students will also learn proper position and playing technique. The students will learn how to play in a group setting, with the purpose of playing together as an ensemble at concerts and performances.

Assignments

Students will be encouraged to attend some afterschool rehearsals at times. Students will also be expected to practice at home during the week. Students will be graded on class participation, homework, performance and concert attendance.

Requirements:

Daily Practice

Shoulder Rest/Rosin

Music Folder/Pencil

Grading Procedures & Weights

- | | |
|------------------------|-----|
| 1. Practice/Homework | 25% |
| 2. Class Participation | 25% |
| 3. Performance | 25% |
| 4. Quizzes/Tests | 25% |

Grading Criteria

1st 9 weeks grade = 37.5%

3rd 9 weeks grade = 37.5%

Final Semester exams = 25%

2nd 9 weeks grade = 37.5%

4th 9 weeks grade = 37.5%

Late Work and Re-testing


If a student is absent, missing work will be given to the student and it will be due the next time the class meets. If a student does not turn in homework by the due date, the highest grade that will be given is a 70. Retests will be given for excused absences within a week of the absence.

Formative Assessment


Frequently during the year, formative assessments will be given. These will be in the form of homework, written or oral quizzes, readings, discussions, student writing, or tests. Teacher response will be given to these formative assessments. These ongoing assessments are critical to learning because they provide information to determine what essential learning we will target next. They also help influence and shape the process of learning while we still have time to improve before tests or grades for marking periods are recorded.

Pyramid of Interventions

The objective of this class is for every student to successfully demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS). Students demonstrating success will have flexibility in class activities and out of class time. Students not successfully progressing will be assisted by the in class pyramid of interventions and the campus pyramid of interventions. These interventions may include special class activities and assignments, required tutorial during the school day or after school, and other interventions specific to the student.



Ana Castro, Principal



Rozanne Martinez, Music Director

2018-2019 Intermediate Strings Course Summary

Ms. Rozanne Martinez

rozanne.martinez@stisd.net

Phone: 956-381-5522 x2642

Conference Hour: A4, B2

Purpose

This class was designed for students with some past music instruction. It will provide instruction on violin, viola, cello, and bass. The goal of this course is to provide students an opportunity to experience learning an instrument and performing music in a group environment with the possibility of performing for an audience.

Objective

The student will learn fundamental music skills such as note reading, rhythm and pitch. Students will also learn proper position and playing technique. The students will learn how to play in a group setting, with the purpose of playing together as an ensemble at concerts and performances.

Assignments

Students will be encouraged to attend some afterschool rehearsals at times. Students will also be expected to practice at home during the week. Students will be graded on class participation, homework, performance and concert attendance.

Requirements:

Daily Practice
Shoulder Rest, Rosin
Music Folder/Pencil

Grading Procedures & Weights

- | | |
|------------------------|-----|
| 1. Practice/Homework | 25% |
| 2. Class Participation | 25% |
| 3. Performance | 25% |
| 4. Quizzes, Tests | 25% |

Grading Criteria

1st 9 weeks grade = 37.5%

3rd 9 weeks grade = 37.5%

Final Semester exams = 25%

2nd 9 weeks grade = 37.5%

4th 9 weeks grade = 37.5%

Late Work and Re-testing

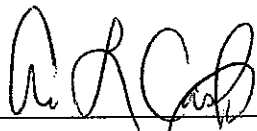
If a student is absent, missing work will be given to the student and it will be due the next time the class meets. If a student does not turn in homework by the due date, the highest grade that will be given is a 70. Retests will be given for excused absences within a week of the absence.

Formative Assessment

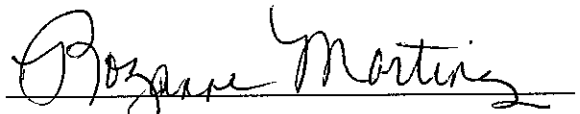
Frequently during the year, formative assessments will be given. These will be in the form of homework, written or oral quizzes, readings, discussions, student writing, or tests. Teacher response will be given to these formative assessments. These ongoing assessments are critical to learning because they provide information to determine what essential learning we will target next. They also help influence and shape the process of learning while we still have time to improve before tests or grades for marking periods are recorded.

Pyramid of Interventions

The objective of this class is for every student to successfully demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS). Students demonstrating success will have flexibility in class activities and out of class time. Students not successfully progressing will be assisted by the in class pyramid of interventions and the campus pyramid of interventions. These interventions may include special class activities and assignments, required tutorial during the school day or after school, and other interventions specific to the student.



Ana Castro, Principal



Rozanne Martinez, Music Director