



## Elementary General Music Syllabus

**Teacher:** Marti L. Bessinger

**Email:** mbessinger@astec-k12.com

**Plan Period:** 11:00 - 11:30 am

**Phone:** 405-947-6272

**Textbook:** *N/A*

**Course Objectives:** The following objectives were taken from the Oklahoma Academic Music Standards from the State Department of Education.

- The student will meaningfully engage with the artform through reading, notating and/or interpreting music.
- The student will recognize the development of music from an historical and cultural perspective.
- The student will present or demonstrate an existing work formally or informally with appropriate expressive and technical skills.
- The student will understand and use musical tools, including active listening to create and evaluate original works.

### Materials Provided:

- Unpitched and pitched percussion instruments
- Props for movement
- Music recordings and videos
- Tools for rhythmic and pitch writing

### Attendance Policy and Classroom Expectations:

- All scholars are expected to attend class, be on time and participate.
- Ten or more excused and unexcused absences will result in a No Credit (NC) for this class.
- Three tardies will equal one absence.
- All scholars are expected to be respectful to all individuals in the classroom at all times.
- There is to be absolutely no gum in the classroom.
- Scholars have two weeks to meet with their teacher to set a date to make up a test.
- All musical projects must be completed by the day they are due.

### Academic Meaning of a Grade:

The evaluation of a scholar's progress is based upon skill mastery. Each discipline is represented by instructional objectives and is described in the curriculum outline. Scholar evaluation and grades are based on daily classroom performance, classroom tests, essential skills tests, attendance, and other required actions, activities and projects.

### Grading Scale:

- 4 Exceeding the grade level standard and producing quality work consistently
- 3 Meeting the grade level standard and producing quality work
- 2 Progressing toward the standard and producing grade level work with teacher direction and assistance
- 1 Beginning to develop the standard and not yet able to produce required grade level work
- 0 Not "Yet" Proficient, Missing or incomplete

## Explanation of Standard Based Grading Scale

Grade	Translation	Comments	Proficiency Levels
4	Exceeding the grade level standard. Producing quality work consistently.	This grade will be reported when a scholar demonstrates performance beyond expectations on a consistent basis	<b>Advanced Knowledge</b> of concepts taught and tested. Scholar demonstrates exceptional work and study habits.
3	Meeting the grade level standard. Producing quality work.	This grade means a scholar consistently and independently demonstrates mastery of subject material. A 3 should be considered an excellent grade, one that a scholar should be working towards, as developmentally appropriate.	<b>Proficient</b> work. Scholar is performing well and understands the concepts taught and tested. The scholar practices good work and study habits.
2	Progressing towards the standard. Producing the required grade level work with teacher direction and assistance.	As indicated in the marking code, a 2 indicates a scholar can meet expectations with teacher assistance and support, but often does not demonstrate consistent mastery in a set subject area or grade level standard. The scholar may need to continue developing a specific skill set, and progress is being encouraged.	<b>Limited Knowledge</b> of the lesson content. Scholar needs greater effort and strategies and improvement. Does not perform well and does not understand concepts taught and tested. Work and study habits need improvement.
1	Beginning to develop the standard. Not yet able to produce required grade level work.	A 1 will be reported if there is growing concern for a child's performance in a given subject, skill, or grade level standard.	<b>Unsatisfactory</b> work. Scholars have almost no understanding of concepts taught or tested. Very poor work and scholar habits. Intervention necessary.

**Standard Based Grading:** This system of grading scholars is based on their demonstrated level of mastery of concepts rather than just calculating a percentage average based on the total number of “points” they earn in a semester. It measures demonstrated scholar learning, not speed of learning.

Standard Based Grading gives scholars and parents specific feedback about what skills they have and have not learned. It is information that can be used to direct learning and growth. The teacher does not just average a scholar's mastery scores, but instead assesses the student's level of mastery based on the evidence collected.

**Formative Versus Summative Scores:** "Teachers record and track *formative scores* from individual assessments as indicators of students' knowledge or skill at particular moments in time. In comparison, *summative scores* are final scores based on the pattern of students' responses over time. Teachers may base each score on a number of common assessment forms, such as obtrusive, unobtrusive, and student-generated assessments. However, formative scores are used for tracking progress, while summative scores express students' mastery of a topic, generally at the end of a unit." -Robert Marzano

#### **Scholar Progress:**

School dismisses at 3:00 pm. Students not making adequate progress may be required to attend after school tutorials.