

Power Academic and Performing Arts Complex Music Department Information Guide 2017-2018

**Mrs. Shawn Morgan, Chair – Vocal and Music Skills
Mrs. Christine Cosnahan – Instrumental and Music Literature
Ms. Portia Davis – Piano and Written Theory/Keyboard**

**Eighth Grade
Vocalists**
2016-2017



**Eighth
Grade
Instrumentalists**
2016-2017



Eighth Grade Pianists
2016-2017



**JACKSON PUBLIC SCHOOL DISTRICT
POWER ACADEMIC AND PERFORMING ARTS COMPLEX
MUSIC DEPARTMENT INFORMATION GUIDE**

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**JACKSON PUBLIC SCHOOL DISTRICT
POWER ACADEMIC AND PERFORMING ARTS COMPLEX
MUSIC DEPARTMENT**

Statement of Philosophy

The philosophy of the Power APAC Music Department is to provide a strong foundation in informed music performance and appreciation through the teaching/learning process. Factors in this foundation include **preparation for performance; skills of performance; process of performance; and performance of a varied repertoire, both alone and with others, in a variety of settings.** Course and unit offerings include applied music (instrumental music, piano, vocal music), music theory (written, keyboard, aural), and music literature.

August, 2017

Dear Parents/Guardians of Music Students at Power Academic and Performing Arts Complex,

Welcome to the 2017-18 school year! Your child will be exploring music in many ways. Exploration may occur in the applied area of study in Vocal Music, Instrumental Music, or Piano. Music will also be explored in related coursework in Music Skills, Music Literature, and Written Theory and Keyboard Skills. Your child was chosen for his or her place in this unique school through competitive audition. If your child is new to our program, we are excited to have the opportunity to help him or her develop as an individual and a musician. If your child is returning, we congratulate you and your child on the successful completion of last year's work and performance at Power APAC.

We appreciate you and value our time with you and your child. Thank you in advance for the special efforts you make on behalf of your child and also for the good of Power APAC. Jazz musician Miles Davis encouraged all his musicians to reach beyond what they know and to go into unknown territory and explore. The Power APAC music teachers – Mrs. Morgan, Mrs. Cosnahan, and Ms. Davis – are eager to assist students search and explore various aspects of music.

Thank you for recognizing the importance of music in the life of your child. We look forward to working with you and having you involved in helping your child grow in musical independence, self-discipline, and maturity as a musician and individual. Please assist your child in maintaining organization, practicing at home, establishing productive study habits, attending professional fine arts events in the community, and having a positive attitude.

Please take time to familiarize yourself with the important information on our website and in the following pages of our information guide. We welcome you to visit our classrooms and observe instruction. Do not hesitate to contact us if you ever have any questions. We look forward to a school year filled with exciting exploration.



Mrs. Shawn Morgan
Chair and Vocal/Music Skills
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Mrs. Christine Cosnahan
Instrumental/Music Literature
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Ms. Portia Davis
Piano/Written Theory
pdavis@jackson.k12.ms.us

August, 2017

Dear Music Students of Power Academic and Performing Arts Complex,

Welcome to the APAC Music Department! This school year will be filled with wonderful adventures as you explore music in your applied area of study in Vocal Music, Instrumental Music, or Piano, and related classes in Music Skills, Music Literature, and Written Theory and Keyboard Skills. Your giftedness in music and your love for it have brought you to this exciting place.

The APAC Music program is designed to open further the world of music to you as you study, develop your ability to express yourself, and engage listeners through music. Our purpose is to give guidance and support to you in your quest for exploring answers to the questions of what, when, where, why, and how of music. Develop good habits like being self-disciplined, having a positive attitude, listening intently, practicing productively at home and in school, and maintaining organization.

“As an artist, you have to be free to explore all the corners of your heart. There are no boundaries.”

- Dierks Bentley

Take advantage of the multitude of musical and cultural opportunities available to you in Jackson. Learn from hearing and observing professional musicians perform. As a result, you will grow as a musician and performer.

Please read carefully all the materials you receive at the opening of school and throughout the year. Go over them with your parents/guardians. Keep the materials available for future reference.

Your music teachers are eager to assist you in the exploration of your skills. Be bold. Go forth and . . .

EXPLORE!

Mrs. Shawn Morgan, NBCT

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Ms. Portia Davis

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Piano/Written Theory
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Power Academic and Performing Arts Complex

Music Department Fee

There is a \$50.00 music department performance fee. Half of the fee is due by October 4, 2017. The remaining half is due by December 4, 2017. This fee is to help the music department meet performance needs and purchase additional supplies. Failure to pay the music department fee in full may result in the loss of performance opportunities. Vocal students not paying the music department fee in full will be required to provide their own accompanist for solo programs.

Please complete the following and turn it in with your money in order to be credited properly. Thank you always for your continued support of your child in APAC Music!

Please clip and return.

Deadline: October 4, 2017

Student name (Please print): _____

APAC Music Performance Area: Vocal _____ Instrumental _____ Piano _____

Grade in School: _____

_____ Please find attached the first installment of \$25.00 cash for use by the Music Department through A-Cubed.

OR

_____ I have attached the full \$50.00 music department fee in cash for use by the Music Department through A-Cubed.

Parent name (Please print): _____

Parent Signature: _____

Date Submitted: _____

Message:

Power Academic and Performing Arts Complex
Departments of Visual and Performing Arts
(Dance, Music, Theatre Arts, Visual Arts)
LETTER OF AGREEMENT

Power APAC's Expectations of the Student

- ☐ I understand that I must maintain a "B" average or better in my arts discipline.
- ☐ I will attend classes regularly and punctually with the necessary materials and attitude for class.
- ☐ I will treat fellow students, faculty, staff and visiting artists with respect.
- ☐ I have read the JPSD Code of Conduct, the Power APAC Orientation Packet and Building/Department Rules and agree to comply with rules and regulations set forth therein.

Power APAC's Expectations of Parent/Guardians

- ☐ I support my child in his/her efforts to fulfill the responsibilities entailed in attendance in Power APAC's intensive arts training program. I will attend any required meetings or designate an adult relative to serve this purpose.
- ☐ I will maintain an accurate phone number and address with Power APAC.
- ☐ I accept responsibility for arranging transportation to and from Power APAC as needed.
- ☐ I will make Power APAC aware of situations that may have an impact on my child's ability to handle the instructional program successfully. Pertinent information regarding educational or psychological evaluation, chronic health problems, hospitalization, traumatic events, etc. will be given to appropriate Power APAC personnel in a timely manner. I understand that this is not an authorization to release information to individuals outside of appropriate Power APAC personnel.
- ☐ I have read the JPSD Code of Conduct, the Power APAC Orientation Packet and Building/Department Rules and agree to all conditions for attendance at Power APAC. I understand the "B" average grade requirement/probation status of retention as well as the nature of all other policies and procedures described in these documents including compliance with all pertinent discipline and departmental requirements.

Power APAC Faculty and Staff

- ☐ will provide highly specialized, intensive and challenging training in chosen areas: Dance, Music, Theatre Arts and Visual Arts.
- ☐ will provide arts report card grades to home schools and mid-term progress reports for students to bring home to parents.
- ☐ will provide guidance in arts career/college applications and auditions.
- ☐ will provide a report of excessive absences.
- ☐ will be available for conferences with parents and students.
- ☐ will offer interaction of students with professionals in the arts.
- ☐ will treat students and parents with professional courtesy and respect.
- ☐ will demonstrate our love and excitement of the arts as a model for students.

SIGNATURES:

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____

Department Chair: Mrs. Shawn Morgan

Principal: _____

APAC Music Supplies List

- APAC Music Notebook: Loose-leaf binder with pockets and dividers for four classes and journal
- Music manuscript paper (staff paper)
- 2 blank cassette tapes or blank CDs (confirm with applied teacher)
- Flashdrive
- Writing paper in each section of notebook
- Pencils, eraser (occasionally a pen)
- Music and supplies as assigned by individual teachers
- APAC Music Portfolio: Loose-leaf binder with plastic sleeves and dividers
- Performance attire:

Standard: long-sleeved white shirt/blouse, $\frac{3}{4}$ sleeve acceptable for ladies
black slacks (men);
black skirts (ladies) - appropriate length skirts for stage
black belt (if required for pants/skirt)
black shoes
black socks for men
black hose for ladies (or as specified by teacher)

Special: Ensemble attire/Solo attire befitting the occasion as specified by the teacher and/or host

Performance Listings Website

All music students are required to attend outside fine arts events each nine weeks. Elementary, middle school, and high school emphasis students must attend two (2) each nine weeks while Beginning Strings students must attend one (1) each nine weeks. Following the attendance of an event, a written report is to be submitted which describes, in detail, the sights and sounds of the attended event. **A copy of the printed program for the event and/or ticket stub must be submitted with the report.** Written reports should be submitted within one week of attendance of a fine arts event. All reports are due one week prior to the end of a nine weeks.

The 2017-18 season calendar of local fine arts events is available at the following website:

www.agocal.org

You may click on Complete and scroll down to locate the current events, or you may click on Current for fewer immediate listings of events.

The calendar is updated regularly by Dr. Glenn Gentry as a community service sponsored by the local chapter of The American Guild of Organists. Reviews are available for reading. You are encouraged to read and get an idea of how a professional review is written.

(Attach printed program, ticket stub, and/or signature validating attendance at event)

Event _____

Narrative: Include information on the type of event, performance, story line, what happened, etc.

[illegible]

**JACKSON PUBLIC SCHOOL DISTRICT
POWER ACADEMIC AND PERFORMING ARTS COMPLEX
MUSIC DEPARTMENT
REGULATIONS AND POLICIES
2017-2018**

PART I

Power APAC Music supports and enforces rules, regulations, and policies set forth by JPSD including those in the Student Code of Conduct and Discipline Plan, Rules of the Building at Power APAC, Rules of the Room for each class, and rules/policies pertaining specifically to any area of APAC Music. (See separate statements for details.)

PART II

GRADING

APAC follows the JPSD policy of: Grades 4-5 - 50% weight for daily grades, 5% weight for quizzes, 5% weight for homework, and 40% weight for unit test grades; Grades 6-8 – 60% weight for daily grades, 30% weight for unit test grades, and 10% weight for homework; Grades 9-12 – 50% daily, 10% projects/papers, 10% homework, and 30% unit test grades. In Grades 4-8, you will receive one grade for APAC Music, averaged from your scores in each APAC Music course you take. In Grades 9-12, you will receive two grades: one in applied performance and one for your rotation classes in music skills, music literature, and written theory/keyboards skills. Exam grades constitute 10% of the Semester grade in Grades 6-12. Senior high grades are weighted for purposes of GPA computation. For high school students, a failing average for the year in the applied area or the rotation area will result in the loss of receiving a Carnegie Unit credit for the course.

MAKE-UP WORK

Students must inquire about missed work upon the first day back at school after an absence. JPS policies will be followed regarding the amount of time given to make up work after absences. Failure to inquire about missed work does not warrant an extension of the allotted time frame for make-up work. Full credit is given for missed work with an excused absence; 75% credit is given with an unexcused absence as per JPS policies.

APAC FIELD TRIPS

From time to time APAC Music conducts Field Trips and off-campus performances, all of which are approved in advance. A Field Trip Permit **signed in advance by your parent/guardian on the official Field Trip form is required** for you to participate. In advance of each such event a written Information Sheet will be distributed. If you will miss any home school time due to the Field Trip, you will receive two copies of the Information Sheet - one for your parent/guardian and one for your home school. Please arrange **in advance** with your home school teacher(s) to receive assignments and to make up any work you will miss. A written report on the Field Trip may be required by your APAC Music teacher (due the following day). Please note: an Unsatisfactory Conduct record may disqualify you for participation in APAC Music Field Trip(s). Also note: according to district policy, verbal/phone permission from a parent/guardian is not sufficient to allow you to participate. Please observe deadlines in returning parent/guardian signatures on permits due to the necessity of working with your home schools and JPSD Transportation. Names of participants must be on file in our office by the office deadline for you to participate. No exceptions will be made.

PARENT/GUARDIAN SIGNATURES

A Parent/Guardian signature is due at roll call the day after you receive any form requiring such signature.

ATTENDANCE AT SEMINARS/FINE ARTS EVENTS

APAC Music sponsors special events such as seminars, master classes, workshops, performances, and other guest artist appearances throughout the year both in class and outside of class. Such events are presented by professionals respected in their fields on subjects that enrich our offering to you and often the community at large, that contribute to the development of professionalism, and that are pertinent to job opportunities and college preparation for APAC Music students. Your full participation in these events is expected. Audience department unit test grades will be given. Written reports may be required, due the following day.

Attendance at outside fine arts events is a vital part of your musical development. Under special circumstances, an APAC Music teacher may require attendance for particularly relevant events. You will receive credit for attendance at fine arts events and for viewing fine arts programs on television upon receipt of a written report. Written reports should be submitted within one week of attendance of a fine arts event. All reports are due one week prior to the end of a nine weeks. Please know that Power APAC makes every effort to secure free or reduced-price tickets for events that cost money, and in many instances dress rehearsal attendance is permitted at no cost to you. **All APAC Music students are required to attend two outside fine arts events and submit written reports each grading period.**

THE LEARNING ENVIRONMENT, INSTRUMENTS, EQUIPMENT, AND LIBRARY

Please help to keep our spaces attractive, clean, organized, and safe. Use and care for instruments, equipment, and materials in a manner befitting serious musicians. Keep your materials with you. Teachers will provide appropriate areas for book bags that will keep pathways clear and work surfaces available for working. Our spaces are crowded, necessitating the cheerful cooperation of all.

All APAC Music teachers and students depend upon the availability of our library resource materials. Therefore, library materials are available to students for use in class only. Please return materials to the teacher or to their proper storage place after use.

Under proper guidelines some items may be available for check-out, in which case you are responsible for those items checked out to you.

DAMAGE CLAUSE

Power APAC (the entity and/or any of its personnel) is not responsible for loss of or damage to student's instruments. Parents/students are financially responsible for any loss of or damage to their own instruments, APAC property, another student's property, or any property being used by APAC Music caused by misconduct, misuse, or mistreatment. Hard cases for instruments are highly recommended to help prevent damage. Identification tags should be attached to instrumental cases.

INSURANCE

Parents are responsible for adding their child's instrument to their homeowner's or renter's insurance policy.

AWARDS

Awards which may be given in APAC Music at the end of the school year include the following:

DELTA AWARD to the Outstanding Student in the department for the year (See separate sheet for criteria.)

OUTSTANDING PERFORMANCE/ACHIEVEMENT AWARD to a Senior High, a Middle School, and an Elementary student (See separate sheet for criteria.)

OUTSTANDING SPIRIT AWARD to a Senior High, Middle School, and an Elementary student (See separate sheet for criteria.)

IDYLLWILD SUMMER ARTS PROGRAM SCHOLARSHIP(S) awarded to returning music student(s) who has(have) developed the quality of literature expected by this special school. Scholarships are rotated through the three applied areas of instrumental, piano, and vocal.

AWARDS/CERTIFICATES given by teachers to students for excellent/noteworthy work in their classes.

A³ SCHOLARSHIP(S) for summer music studies. Essay and supporting documentation are required to be considered for a scholarship.

PERSONAL CALENDAR

As your APAC Music schedule can be complex, it is recommended that you maintain a calendar that includes deadlines, activities to attend, rehearsal dates, performances, etc. Include time and place and any relevant phone number to facilitate use of the calendar. Keep only **one** calendar, and be sure it is inclusive to avoid confusion, mistake, or double-booking!

APAC MUSIC PORTFOLIO

All students are required to have an APAC Music Portfolio. For special events such as senior recitals, auditions, or interviews, your portfolio will be an asset. It will contain your résumé and documentation of your performances, honors, and repertoire. Recommended format for the most professional presentation is a very nice loose-leaf notebook with a “clear-vue” cover on the binder where you can place a personalized presentation design. Inside use clear plastic sleeves for certificates, awards, letters of commendation, scholarship notices, programs, press notices/clippings. Remember that this document will represent you and the quality of your work, so **presentation** is of the essence. In addition, keeping these items organized and readily accessible will help in preparation of and maintaining of your résumé. Specific portfolio requirements can be found on a separate page in the music department information guide.

RÉSUMÉ

The résumé is a professional presentation on paper of the facts of your personal status, your education, your honors, your leadership and scholastic achievements, your work experience, your performance record, etc., as they relate to an application by you for a scholarship, a job, a special opportunity, or acceptance into a college or special program. References are often also required with current, accurate contact information. Excellent quality paper and high quality reproduction are important. Attention to spelling and parallel structure in listing items on your account is also important, and a conservative, formal style is recommended. Every listing must be true and verifiable by documentation. Clean presentation - e.g., no stains or blots or wrinkles on the paper - is important. Update regularly.

REPERTOIRE LIST

Maintain a list of repertoire you learn in your performance area - with complete information as to opus number, composer, key, as appropriate. Organize your listing by style and/or historical period. Indicate in some way (such as * with correlating explanation) if you performed the piece, if it is memorized. Works in progress can be indicated as such. Technique materials should be included also.

APAC MUSIC NOTEBOOK

As an APAC Music student you take a combination of four subjects: your applied music performance area, music skills (rhythm, ear training, sight singing, dictation), music literature, and written theory/keyboard skills. For these subjects you have three teachers. To organize your materials for study you need a practical system. The preferred system is a three-ring binder with dividers and pockets; ultimately this system is the most flexible and the most expandable. An acceptable practical alternative is a system of folders with pockets.

In your system you need the above-mentioned dividers/pockets to create a section for orientation and other departmental materials, a supply of clean paper, music manuscript paper, and a way to include pencils with erasers. Proper storage for computer flashdrives is also a good idea. This notebook is to be with you in each APAC Music class with materials already organized for ready access.

As you take notes in class, be sure to head each page with the date and title so that your notes are meaningful for recall for later study for unit tests and/or exams. Many of the study sheets you will receive are composites of information and as such will be useful to you beyond the scope of the class - including review for subsequent pre-tests at the college level. It is recommended that you maintain your notebook in such a way as to preserve these resources from year to year.

Other notebook ideas:

- Include a place for papers to go home immediately requiring a parent signature.
- Make it neat, complete, and attractive so that it will be useful to you - so that you like to use it and refer to it.
- Maintain a listing of repertoire, performances, and honors that can be re-done later on a word processor and transferred to your portfolio and/or résumé.
- Maintain a journal - e.g., a practice journal - where you can keep track of progress, ideas learned, what to work on the next day. You may wish to keep this in a separate section in your notebook.
- An APAC Music calendar is also a good idea, and you may wish to keep it in your notebook.
- Be sure to keep a sharpened pencil or two with eraser in your notebook at all times.

SAVE EVERYTHING!!!!!!!

PRACTICE TIME/REHEARSAL

Some individual practice time/group rehearsal time is scheduled in APAC Music. To maintain quality in solo and ensemble performance and to achieve consistent progress, additional practice time at home is necessary. The ability to work productively and independently is critical to the musician. Therefore, wise use of practice time is important to you, especially in APAC. In some cases you will be doing **guided practice**, during which you may ask questions of your teacher. In other cases you will be doing **independent practice**. You are given daily/classwork and/or independent work grades on practicing.

At the discretion of your teacher, you will be assigned to maintain a Practice Log, Practice Journal, or Practice Guide. You may be assigned to develop, pursue, and evaluate a Practice Plan in the interest of learning to practice more efficiently and to be sure you cover all requirements.

Respect for fellow students and teachers is to be shown at all times. Students may work together at the discretion of the teacher. Rehearsals of a more formal nature occur as time for performance nears. You may be asked to write a critique of rehearsals or performances. Unit Test grades may be given, particularly for Dress Rehearsals. (See also Public Performance Policy.)

ACADEMIC HONESTY POLICY

If a student is caught cheating on a test or an assignment he/she will automatically receive a "0." Likewise, if a student's work is found to contain plagiarism (material that is copied without giving credit to its source) the assignment will automatically receive a "0." In both cases the student will be written up, parents will be informed, and no make-up assignment will be given. If you are unsure what plagiarism is, please ask a teacher or visit:

<https://owl.english.purdue.edu/owl/resource/589/01/>

PUBLIC PERFORMANCE POLICY

As an APAC Music student, you will be called upon regularly to perform for various school, community, and public functions and in recitals, concerts, productions, and showcases presented by the APAC Music Department. Experience in public performance is one of the most valuable assets APAC can give you. Your teachers are chosen because of their own expertise in performance as well as their teaching ability. APAC provides a learning environment and a written curriculum which provide for your growth in performance skills as well as academic skills.

Dress rehearsals are required to ensure that all performers are adequately prepared. These rehearsals may be held during class or after school. There should be no absences or early dismissals one week prior to a performance in which you are involved. Please read bold, capitalized information below.

APAC performances are not optional. They are required. Each performance constitutes a Unit Test grade for you. Some performances may count as a semester exam grade. Since there is no way to retest or make up a performance, the grade you will receive is “zero” (0) for any performance you miss without being excused in advance by the APAC Music teacher in charge of the performance. If you are excused, your teacher will require an alternative project to be completed for full credit.

The following rules/requirements apply to rehearsals and performances:

1. Be present at the designated place by the time designated as the call time, which is always earlier than the performance.
2. Make whatever arrangements for transportation are necessary to be at the designated place on time and/or be returned home on time. (Note: In some cases APAC Music provides transportation.)
3. Remain throughout the entire rehearsal/performance. Any student who walks out of a rehearsal or quits during a rehearsal process for a performance without just cause and such exit is not excused by the teacher will not be allowed to participate in another performance for the year.
4. Abide by the APAC rules of conduct and standards of professional courtesy and cooperation at all times. (Note: You will receive a Unit Test grade in this area.)
5. Have with you all materials (scores, instruments, equipment, etc.) essential to the performance.
6. Abide by the Dress Code for the performance.
7. Be thoroughly prepared and maintain a professional attitude.

Written notice of the particulars of a performance is provided by the teacher in charge in advance of each performance. In addition, before written notice is given, information is presented clearly to all students involved in class. Keep your calendar clear and current as regards to performances. Return required signature(s) as indicated. All APAC Music performances have been scheduled and approved in advance.

NOTE: POWER APAC PERFORMING ARTS IS NOT CONSIDERED EXTRA CURRICULAR. DANCE, MUSIC, THEATRE ARTS, AND VISUAL ARTS ARE THE DEPARTMENTS INCLUDED IN THIS PERFORMING ARTS SCHOOL AND MAKE UP PART OF A SCHOOL THAT HAS GOVERNING POLICIES DIFFERENT FROM THOSE CONNECTED WITH THE REGULAR JACKSON PUBLIC SCHOOL DISTRICT. PERFORMANCE IS A MAJOR PART OF THE POWER APAC CURRICULUM. FOR AN ABSENCE TO BE CONSIDERED FOR EXCUSE, THE STUDENT MUST SUBMIT IN WRITING A NOTE FROM HIS/HER PARENT(S) STATING THE REASON FOR A PLANNED ABSENCE FROM A REQUIRED PERFORMANCE OR EVENT. THE EXCUSE MUST BE RECEIVED BY THE TEACHER WITHIN 24 HOURS OF NOTIFICATION OF A PERFORMANCE/EVENT. FOR EMERGENCY SITUATIONS CONTACT THE TEACHER IMMEDIATELY.

**CRITERIA FOR OUTSTANDING ACHIEVEMENT/PERFORMANCE AWARD
APAC MUSIC**

QUALITY OF PERFORMANCE
FREQUENCY OF PERFORMANCE
GRADES
POSITIVE INFLUENCE
“EXTRA MILE”

**CRITERIA FOR OUTSTANDING SPIRIT AWARD
APAC MUSIC**

ENTHUSIASM
PARTICIPATION
POSITIVE INFLUENCE
“EXTRA MILE”

RECIPIENTS ARE DETERMINED BY THE FACULTY.

EXCELLENT **ATTENDANCE AND PUNCTUALITY** ARE REQUIRED FOR EVERY APAC MUSIC AWARD.

**CRITERIA FOR
THE DELTA AWARD
FOR
OUTSTANDING STUDENT FOR THE YEAR**

The APAC Music Award for Outstanding Student for the Year may be given annually to one student in any level of APAC Music. The recipient is to be selected by vote of the faculty from a list of nominees submitted by the faculty. Preference may be given to students who have been in the program more than one year and to seniors, but selection is not limited to those students.

CRITERIA

**SCHOLARSHIP
LEADERSHIP
DEPENDABILITY
GROWTH
PROFESSIONALISM**

SCHOLARSHIP

OUTSTANDING DAILY WORK AND TERM GRADES IN EACH SUBJECT IN APAC MUSIC.

LEADERSHIP

LEADERSHIP OF A POSITIVE NATURE WHICH SERVES AS AN EXAMPLE, BUILDS MORALE, AND SUPPORTS GROWTH TO HIGHER MUSICAL STANDARDS AMONG APAC MUSIC STUDENTS.

DEPENDABILITY

CONSISTENCY OF SELF-DISCIPLINE AND INDEPENDENT WORK HABITS: ATTENDANCE AND PUNCTUALITY; TRUSTWORTHINESS; PRESENCE OF MATERIALS.

GROWTH

EVIDENCE OF GROWTH - PERSONAL AND MUSICAL - THROUGH PARTICIPATION IN APAC MUSIC; POTENTIAL FOR CONTINUED GROWTH.

PROFESSIONALISM

PROFESSIONALISM IN ATTITUDE, CONDUCT, AND PERFORMANCE.

ANTI-BULLYING POLICY FOR STUDENTS

The Board of Trustees of the Jackson Public School District intends to provide all students with an equitable opportunity to learn. The Board of Trustees has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to student learning.

It shall be against District policy for any student to engage in bullying or harassing behavior that includes, but is not limited to, bullying or harassing behavior that is based on race, religion, sex, creed or color, national origin, physical appearance, gender identity, ancestry, academic status, behavior, sexual orientation, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics, or other actual or perceived differentiating characteristics. Such behavior will not be condoned by the District. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, that takes place on District property, at any District-sponsored function, or on a school bus or school vehicle that:

- (1) Places a student or District employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- (2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or an employee's work performance, opportunities, or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior that takes place off District property will not be condoned or tolerated by the District when such conduct, in the determination of the school superintendent or principal, renders the offending person's presence in the classroom a disruption to the educational environment of the school, or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

Some examples of bullying include, but are not limited to, the following:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student and employee movement, or unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats, or telephone calls.

- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. Cyberbullying – the use of information and communication technologies such as e-mail, cell phone text messages, instant messaging, defamatory personal websites, computers, other electronic devices, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm, humiliate, tease, intimidate, or harass others.

The District will make every reasonable effort to ensure that no student or District employee is subjected to bullying or harassment by other persons.

Retaliation:

It shall be against District policy for any student or District employee to engage in any act of intimidation, reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. As such, the District shall make every reasonable effort to ensure that no student or District employee engages in any act of intimidation, reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. No retaliation against the victim, witness, or any person with reliable information about an act of bullying or harassing behavior is permitted.

Reporting:

The District requires all its employees, and strongly encourages anyone else who has witnessed or has reliable information that a student or District employee has been subject to any act of bullying or harassing behavior, to report the incident to the appropriate school official.

The District has enacted procedures for reporting, investigating, and addressing bullying and harassing behaviors.

Education and Training:

In support of this policy, the Board of Trustees promotes preventative and intervention educational measures to create greater awareness of bullying and harassing behavior. This policy and its accompanying procedures shall be printed in the District Code of Conduct Handbook, each school's employee handbook, and in the policy manual. The superintendent or designee shall provide appropriate training to all students and District employees related to the implementation of this policy and procedures. All training regarding this policy and its procedures will be age and content appropriate.

Disciplinary Actions:

Students who engage in bullying or harassing behaviors or retaliation are subject to disciplinary action as outlined in the District Code of Conduct Handbook. The discipline policies and procedures must recognize the fundamental right of every student to take "reasonable actions" as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through

bullying or harassing. Furthermore, the Jackson Public School District defines "reasonable action" as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior. District employees who engage in bullying or harassing behaviors or retaliation are subject to disciplinary actions up to and including termination.

This policy and procedures shall be reviewed annually.

SOURCE: National School Boards Association
Mississippi School Boards Association

LEGAL REF.: Senate Bill 2015
Miss. Code Ann. §37-7-301(e); §37-11-20; and §§37-11-67 and
37-11-69

DATE: AUGUST 17, 2010
DECEMBER 14, 2010

AUGUST 4, 2016

APAC MUSIC PORTFOLIO REQUIREMENTS (Unit Test Grade)

Due Date – specified by each applied teacher

If your portfolio is complete, you may submit it prior to the due date. A portfolio submitted after the due date will be considered late. Since the portfolio can be submitted prior to the due date, an absence on the due date does not excuse late submission. A deduction of 10 points will be taken each day portfolio is late. No portfolio will be accepted after a date specified by the applied teacher.

Requirements:

1. Binder - Your portfolio is a representation of who you are. Therefore, your binder should be nice, neat, attractive, and identify you as the owner. Each section should have a sheet that identifies the items that will follow, i.e. Awards, Work Samples, etc. If you choose to use a picture of yourself on the cover, then it must be a current picture. ***Do not adhere any items to the exterior of your binder.***
2. Dossier - First in portfolio; Paragraph should include information about you, such as name, age, family, interests, hobbies, extracurricular activities, and goals. Your dossier ***must include*** your current grade classification in school. Statement of goals is a must and should be last in your dossier. If dossier is not current or previous information has been marked and changed to make it current, no points will be given. Do not include previous dossiers.
3. Repertoire - Second in portfolio; You ***must*** have a separate list for solos and ensemble literature. The list itself would represent songs studied. Make further distinctions in some way as to what you have memorized and/or performed. You may list songs by year from current to oldest.

The following items do not have to be in a set order but should be grouped by topic.

4. Awards - music, academic, other; Your awards must be organized from most current to oldest. You may group your awards together by type. If you do, then music awards should be organized from most current to oldest; academic awards should be organized from most current to oldest. If you include medals which you have won, you must identify each one and have them properly enclosed in your portfolio.
5. Extracurricular activities - This may simply be a list of things in which you participate, once again from most current to oldest.

6. Work samples - These are not limited to music, but current music work samples must be included. Since your portfolio should represent your best efforts, only good grades should be included. You ***must*** include work samples from the current school year. If you include work samples from previous school years, select only a few. The maximum number of work samples is **ten**. (current to oldest)

7. Programs - Include copies from APAC programs and others in which you have performed. (current to oldest) These should ***not*** be programs that you only attended.

8. Photographs - These are not required, but if included, photos should be relevant and meaningful, not just of your summer vacation. Label/identify photos for relevance to the viewer of your portfolio.

To protect your valuable documents, you should use plastic sheet protectors. Pay attention to the placement of plastic sheet protectors in binder. The opening should be at the top and not the bottom where items can fall out when binder is picked up.

**** Your portfolio should have no loose items. Nothing is to be placed in the side pockets. **Remember that many people will be looking at your portfolio; therefore, you do not want anything to fall out and get lost.** ****

Rubric for grading portfolio:

Binder (neat, identifiable, organized)	20
Dossier (updated)	15
Repertoire (separate solo and ensemble lists)	15
Awards	10
Extracurricular Activities	10
Work Samples	15
Programs	<u>15</u>
TOTAL	100

Music Department Rotation Classes General Information

Music Theory/Harmony/Literature is the title given by the State Department of Education to a course that we offer in APAC Music on a rotation basis taught by all of our teachers. This comprehensive course is designed to add depth to the student's background in music and to complement and inform the student's music performance. **Music Skills** covers the fundamentals of rhythm, sight singing, ear training, and dictation in a plan designed to inculcate and build essential skills for success in music. **Music Literature** is designed to cover terminology, families of instruments, composers, music history, music listening. **Music Written Theory and Keyboard** covers the fundamentals of music and, in the high school advanced classes, the beginnings of material covered in college theory. The materials of music are covered, including notation, tonality, scales, and chords. All APAC Music students take all three areas of skills, music literature, and written theory in addition to their applied performance area of vocal, instrumental, and piano.

In APAC Music we have three teachers, each of whom teaches one of the three areas. Mrs. Morgan teaches vocal music and music skills. Mrs. Cosnahan teaches instrumental music and music literature. Ms. Davis teaches piano and written theory/keyboard skills. Students are placed by pre-test in one of three levels (I, II, or III). The schedule of classes generally includes eight sessions for grades 6 – 12 in each class per term and 5 classes each term in elementary. The number of classes may vary within a given term. Second and fourth term work begins prior to the official start of those terms to allow for concentrated rehearsals for special programs and to avoid district and state testing.

Exam review is thorough. The exam is given in one sitting for the three classes in grades 6 – 12, usually before end-of-semester performances so as to allow for concentrated rehearsals for those performances. The schedule also avoids conflict with district testing, academic exams, and state testing.

In elementary, the rotation classes generally meet on Tuesday/Thursday one week and Tuesday/Thursday/Friday the next week for thirty minutes each of those days. Each class meets for five class periods during the term. For example: Level I would meet five classes studying music literature. Upon completion of those classes, Level I rotates to written theory/keyboard for five classes. Upon completion of written theory/keyboard classes, Level I rotates to music skills for five classes. The averages from all three courses are compiled with the average of the applied performance area to complete the grade that appears on the report card.

Elementary Rotation Schedule

Music Literature:	I	II	III
Music Skills:	II	III	I
Written Theory/Keyboard:	III	I	II

Secondary Rotation Schedule

		M	Tu	W	Th
Music Literature:	Week 1	I	II	I	II
	Week 2	I	II	I	II
	Week 3	III	II	III	II
	Week 4	III	II	III	II
	Week 5	III	I	III	I
	Week 6	III	I	III	I
Music Skills:	Week 1	II	III	II	III
	Week 2	II	III	II	III
	Week 3	I	III	I	III
	Week 4	I	III	I	III
	Week 5	I	II	I	II
	Week 6	I	II	I	II
Written Theory/Keyboard:	Week 1	III	I	III	I
	Week 2	III	I	III	I
	Week 3	II	I	II	I
	Week 4	II	I	II	I
	Week 5	II	III	II	III
	Week 6	II	III	II	III

The schedule repeats each grading period with allowance for variance made as needed.

APAC Instrumental Music

and

Music Literature

Mrs. Christine Cosnahan, Instructor

APAC INSTRUMENTAL MUSIC

Mrs. Christine Cosnahan, Instructor

Goals and Emphases in Instrumental Music

Elementary: Our goal is to help the students attain fluent capabilities in basic instrumental techniques. Our program is performance oriented. The teacher involves the students in performances as desirable and practical. Technical skill and performance experience are essential.

Middle School: Our goal is to expand the students' technical and musical skills and experiences. Again, we are performance oriented. The teacher will encourage participation in as many performance opportunities as are prudent.

High School: Our minimum goal is proficiency in all basic techniques and positions through the entire range of the instrument. We are performance oriented. Technical skill, musical style sense, and performance experience are essential.

General Information

APAC Instrumental Music Classes:

APAC instrumental students play solos and large and small ensembles. Students are given both individual and group instruction. Students choose solo music at the beginning of the year and receive individualized instruction throughout the year. Students participate in All-City band and orchestra, All-State Orchestra, Mississippi Youth Symphony Orchestra, and Community bands and orchestras. In addition, students perform on two APAC performances each year. The APAC performances feature all levels of the Instrumental program.

APAC Music Literature:

Music Literature students work to develop listening skills and knowledge of instruments, musical terms, composers, and music history. The goal of the class is to broaden the musical and cultural appreciation of the student through presenting a wide variety of music.

**APAC INSTRUMENTAL MUSIC
AND
MUSIC LITERATURE GRADING POLICY
Mrs. Christine Cosnahan, Instructor**

Instrumental Music

Grading for instrumental students follows the JPS system of designated percentages for various test grades and other grades for students in grades 4 – 12.

Unit test grades may be given for performance, technique, sight-reading, audience deportment, professional aspects of performance, and music portfolio. Music performance requirements are individualized. Students should show advancement in performance level from year to year.

Daily grades (classwork and independent work) include the following areas: presence of instrument and necessary materials, daily tests (playing and written), journals, written critiques, music notebook, and posture and instrument position. Students are expected to perform for Mrs. Cosnahan at least once a week to check accuracy and receive critique and suggestions for improvement. Homework grades include signed practice records, written reports on attendance at fine arts events (two per nine weeks are required), and other assignments.

Secondary students receive exam grades for semester performances. The exam grade counts 10% of the semester grade.

Music Literature

Grading in Music Literature follows the JPS system of designated percentages for various test grades and other grades for students in grades 4 – 12.

Unit tests may be written or project based with an oral presentation. Tests may contain historical and musical facts, terms, and/or listening examples.

Grades are given for classroom participation, written class work, daily tests, and written homework. It is necessary for students to have the required materials at every class meeting.

The Music Literature exam grade for secondary students is averaged with the exams for Written Theory/Keyboard and Music Skills. The average of the exams for these three courses counts 10% of the semester grade.

To qualify to remain in the APAC Music program, students must maintain at least an average grade of “B” for the year in APAC Music. For secondary students, the overall “B” average includes semester exams. Students are always encouraged to expand their horizons by working well above that minimum.

**APAC INSTRUMENTAL MUSIC
GRADING CRITERIA
Mrs. Christine Cosnahan, Instructor**

Daily grades:

Presence of necessary materials and instrument

Participation

Engaged practice

Studying music

Guided listening

Oral/written response

Written tests

Playing tests

Appropriate Posture and Position

Intonation and Accuracy

Journal and Notebook

Unit test grades:

Performances

Technique

Sight Reading

Portfolio

Homework Grades:

Practice record signed by parent

Worksheets

Written reports on outside fine arts events attended

APAC Instrumental Music Classroom Policies and Procedures

Mrs. Christine Cosnahan, Instructor

Instrumental music will abide by JPS policies and Power APAC policies and rules of conduct. In addition to district and building policies, the following classroom policies and procedures are to be observed.

- Follow directions the first time given.
- Line up silently in the hall in a single file line as you wait to enter the classroom. Remain silent as you enter the classroom.
- Book bags, lunches, cases and other large items are to be placed in the front of the classroom.
- There is no food or drink allowed in the classroom.
- There is no grooming allowed in the classroom. This includes applying lotions or perfumes/colognes.
- The string players must have their nails trimmed short. Long nails make correct hand position impossible.
- Students are expected to treat instruments and music materials with care.

Required Instrumental Materials

Black music folder/binder

Instrument and bow within a hard case

Shoulder rest for violin or viola

Endpin anchor for cello

Rosin, cloth, and extra strings

Luggage tag for instrument case

Music stand for home practice

APAC Piano

and

Written Theory/Keyboard Skills

Ms. Portia Davis, Instructor

APAC PIANO AND WRITTEN THEORY/KEYBOARD SKILLS GENERAL INFORMATION

Welcome to the world of APAC Piano and Music Theory/Keyboard!

Students are in an exciting year of learning the value of sharing music with others through excellence in performance. This excellence is supported and informed by developing skills in performance itself, in practicing, in technique, in music literacy, composition, knowledge of music, and appropriate audience behavior.

APAC Piano Classes are planned to maximize individualized instruction in a classroom setting.

In APAC Piano Classes, students have a built-in opportunity for both solo and ensemble playing including accompanying opportunities, for asking questions and growing as musicians on a daily basis, and for independent practice on individualized assignments in the company of other students. At the beginning of the year, repertoire is selected from the wealth of music in the various historical periods. Students participate in area festivals and perform throughout the year in a variety of settings, gaining valuable experience. In addition, two public recitals each year feature all APAC Piano students.

At the end of the year, each student who qualifies presents a complete program of the year's repertoire selections in class for other students, parents, and invited guests. These programs are built around a theme, and the students enjoy creating their own performance setting around that theme.

In APAC Written Theory/Keyboard the emphasis is upon building the student's foundation in the materials of music. Students are placed in one of three levels by pre-test. Particularly at the high school level the emphasis is upon preparation for college theory, including Advanced Placement Music Theory. Skills emphasized include music notation, key and tonality, scales, and chords. Study is sequenced toward allowing the students to think with and use the information fluently and in creative ways. The process is performance-based, with assignments given, prepared, graded, edited and resubmitted individually until correct and understood, as to process and content.

APAC PIANO RUBRIC AND GRADING POLICY

Grading in APAC Piano follows the JPS system of designated percentages for various test grades and other grades for students in grades 4 - 12. In grades 6 - 12 the exam grade counts 10% of the semester average.

Unit test grades may be given for performance, technique, music reading (both sight-reading and prepared reading), repertoire development, audience deportment, professional aspects of performances, and portfolio. In addition, during the second term each year, piano students compose, write out, and record an original music composition to enter in the PTA Cultural Arts Reflections Competition. Following the actual competition, students edit their work as needed so that performance and written version match. At the discretion of the teacher, a special project may be assigned based on any aspect of the curriculum. Such projects tend to be derived from a need to improve some aspect of performance/learning. Tests are individualized. Students are expected to advance at least one level per year.

Daily grades (classwork and independent work) include the following areas: bell work, daily test/progress check, written practice plans/journal, written critiques, written analyses, and music notebook. Daily test/progress check grades are weighted. Students are expected to perform individually for the teacher at least twice each week in class for checking accuracy of work, to receive critique and suggestions for improvement, to demonstrate improvement in proficiency with the materials, to demonstrate error correction, and to receive performance and interpretation tips and encouragement.

Homework grades include written reports for attendance at outside fine arts events (two per grading period are required), listening logs, practice critiques, and other assignments.

Exam grades for secondary students are given for semester performances, which are often presented at the Municipal Art Gallery. These semester performances for elementary students represent weighted unit test grades.

Report card grades for music emphasis students in grades 4 – 8 reflect a computation of the grade in the applied performance area and the average of the grades in Music Skills, Music Literature, and Written Theory/Keyboard Skills. For students in grades 9 – 12, these two grades appear separately on the report card.

In *elementary* grades, the ratio is 80% of the report card grade for piano, with the average of Music Skills, Music Literature, and Written Theory/Keyboard Skills comprising 20%.

In *middle school* the piano grade is 50% and the Music Skills, Music Literature, and Written Theory/Keyboard Skills average is 50%, with one grade reported (the average of the two).

In *high school* the report card will carry one grade for piano area and another for the average of the grades for Music Skills, Music Literature, and Written Theory/Keyboard Skills grades. The term grades and the exam grades are computed by this formula.

To qualify to remain in the APAC Music program, students must maintain at least an average grade of “B” for the year in APAC Music. For secondary students, the overall “B” average includes semester exams. Students are always encouraged to expand their horizons by working well above that minimum.

APAC PIANO
Ms. Portia Davis, Instructor

DAILY RUBRIC

	<u>Total Points</u>
Presence of required materials	20
Music notebook	
Notebook paper (in music notebook)	
Handouts	
2 sharpened pencils with erasers	
Manuscript paper	
Completed and well-written bell ringer	10
Appropriate use of individual/ensemble practice time	40
Appropriate posture and technique	10
Participation	20
Participating in class discussions	
Studying music	
	—
	100

APAC PIANO
Ms. Portia Davis, Instructor

PERFORMANCE GRADING

All performances by piano students are graded, whether in the classroom or in a recital setting.

	<u>Total Points</u>
Performance	50
Stage presence	
Memorization	
Correct technique	
Artistry	
Professionalism	30
Meeting call time	
Audience deportment	
Presence of necessary materials	20
Repertoire as assigned by teacher	
Appropriate attire	
	—
	100

APAC Piano Music Notebook, Portfolio, Résumé, and Repertoire List

APAC MUSIC NOTEBOOK:

APAC Music students take a combination of four subjects:
applied music performance (in this case, piano),
written theory and keyboard skills,
music skills (rhythm, sight-singing, aural skills), and
music literature/history.

For these subjects, we have three teachers. To organize materials for study, a practical system is needed. The preferred system is a loose-leaf notebook with dividers and pockets; ultimately this system is the most flexible and the most expandable.

Each student needs the above-mentioned dividers/pockets to create a section for each of the four classes and a journal, with additional space for departmental materials. Each section should include a supply of clean paper. Also included should be music manuscript paper and a pencil case with a supply of sharpened pencils with erasers. This notebook is to be in each APAC Music class with materials organized for ready access.

Remember: As you take notes in class, be sure to head each page with the date and title so that your notes are meaningful for recall for later study for unit tests and/or exams. Many of the study guides you will receive are composites of information and as such will be useful to you beyond the scope of the class--including review for subsequent pre-tests (even at the college level). We recommend that you maintain your notebook in such a way as to preserve these resources from year to year.

Other notebook ideas:

- Include a place for papers to go home immediately requiring a parent signature.
- Keep your notebook neat, complete, and attractive so that it will be useful to you--so that you like to use it and refer to it.
- Maintain a listing of repertoire, performances, and honors that can be re-done later in a résumé and transferred to your portfolio. It is important to update this list frequently.
- Maintain a journal--e.g., a practice journal--where you can keep track of progress, ideas learned, what to work on next day. You may wish to keep this in a separate section in your notebook. Written practice plans and critiques may be included in this section.
- An APAC Music calendar is also a good idea, and you may wish to keep it in your notebook. As your APAC Music schedule can be complex, it is recommended that you maintain a calendar that includes deadlines, activities to attend, rehearsal dates, performances, etc. Include time and place and any relevant contact information. It's best to keep only one calendar and to be sure it is inclusive to avoid confusion, error, or double-booking! Be sure to keep a sharpened pencil or two with eraser in your notebook at all times.

APAC MUSIC PORTFOLIO FOR PIANO:

For special events such as senior recitals, auditions, applications for awards, or interviews, your APAC Music Portfolio will be an asset if done well. It should contain documentation of your performances, honors, community service, and repertoire. Recommended format for the most professional presentation is a very nice loose-leaf notebook with a clear-vue cover on the binder where you can place a personalized presentation design, including your name. Inside use clear plastic sleeves for certificates, awards, letters of commendation, scholarship notices, programs, work samples, press notices/clippings, adjudication sheets. Remember that presentation is of the essence since this document will represent you and the quality of your work. In addition, keeping these items organized and readily available will help in preparation of and maintaining of your résumé. Your portfolio may be called for during the first semester. Be ready to present your up-to-date portfolio to be sure it is complete from previous year(s) and in progress. The complete up-to-date portfolio will be due for a final grade during Term 4, usually at the time of your individual solo program. See **APAC MUSIC PORTFOLIO REQUIREMENTS** for specific details.

The rubric for checking portfolios includes the following: (See also separate page in information guide.)

- Organized by sections with attractive dividers: Programs, Certificates and Awards, Work Samples, Community, Academics, Music Festivals and Competitions, e.g.
- Neat, attractive, professional even at a student level
- Complete and up to date
- Press notices
- Sequenced with the most current information first in each section, working back through preceding years
- Individual programs from the spring performances of multiple pieces

RÉSUMÉ:

The résumé is a professional written presentation of the facts of your personal status, your education, your honors, your leadership and scholastic achievements, your work experience, your performance record, etc., as they relate to an application by you for a scholarship, job, a special opportunity, or acceptance into a college or special program. References are often also required with current, accurate contact information. Excellent quality paper and high quality reproduction are important. Attention to spelling and parallel structure in listing items on your account are also important, and a conservative, formal style is recommended. Every listing must be true and verifiable by documentation. Clean presentation -- e.g., no stains or blots or wrinkles on the paper -- is important. Update regularly.

REPERTOIRE LIST:

Maintain a list of repertoire you learn in your performance area with complete information as to opus number, composer, key, as appropriate. Organize your listing by style and/or historical period. Indicate in some way (such as * with correlating explanation) if you performed the piece, if it is memorized. Works in progress can be indicated as such. Technique materials should be included also.

SAVE EVERYTHING!!!!!!!

APAC Piano Festivals and Competitions

APAC Music students are encouraged to participate in festivals and competitions as a way of expanding and broadening their musical world. Such events offer the opportunity to be heard and adjudicated by qualified professionals such as college teachers. Critiques and commentary from such professionals reinforce good habits in progress and suggest ideas and ways to develop further.

APAC Piano students are expected to participate in at least one festival or competition per year. Many of our students do more, and the students who do the most usually advance in skill and level of difficulty, develop the pacing to meet deadlines, profit from multiple critiques, and grow musically to a greater extent than students who limit their musical adventures outside the classroom.

Some festivals and competitions typically chosen by APAC piano students include the following:

- Sonata-Sonatina Festival
- Bach Festival
- Norris Festival
- MMTA Pre-College Evaluations and Finals
- MVSU Piano Competition
- Alcorn State University Piano Festival

In addition, students often participate in the Act-So competition, the Federation of Music Clubs Junior Festivals, and others.

Students receive Unit Test grades on their festival participation, including one for their final preparation for the event. Students who study with private teachers are at liberty to enter events through their private teachers or through APAC Piano, receiving full credit either way, and participating in performance classes and other special types of preparation offered through the piano classes at APAC Music.

APAC WRITTEN THEORY/KEYBOARD SKILLS RUBRIC AND GRADING POLICY

APAC Written Theory/Keyboard Skills is one of three parts of the Theory/Skills/Literature component of the APAC Music Curriculum. For the rotating schedule of these classes please see the appropriate page.

Report card grades for APAC Music emphasis students in grades 4-12 reflect a computation of the grade in the applied performance area and the averaged grades from Music Skills, Music Literature, and Written Theory/Keyboard Skills.

In *elementary*, the ratio of performance is 80% of the report card grade with the average of Music Skills, Music Literature, and Written Theory/Keyboard Skills comprising 20%.

In *middle school* the performance grade is 50% and the Music Skills, Music Literature, and Written Theory/Keyboard Skills average is 50%, with one grade reported (the average of the two). The term grades and the exam grades are computed by this formula.

In *high school* the report card will carry one grade for performance area and another for the average of the Music Skills, Music Literature, and Written Theory/Keyboard Skills grades. This applies to term grades and exam grades.

Grading in APAC Music Theory follows the JPS system of designated percentages for various test grades and other grades for students in grades 4 - 12. In grades 6 – 12 the exam grade counts 10% of the semester average.

Unit tests are both written and keyboard. Individualized assignments may be given and graded on progress through theory proficiencies.

Grades are given for participatory and written classwork, daily tests, and written homework with emphasis upon the quality of the work and correction of errors in the work demonstrating improvement in the process. Classwork/independent work grades are most successful when effective time on task is maintained during the class with presence of the essential materials. The expectation of quality of written practice work (both class and homework assignments) includes being complete and submitted on time (as the student enters the classroom on the deadline day). Opportunity is given to meet the expectation through correcting and resubmitting practice work by the next class. Daily grades are earned on daily tests (announced or unannounced), focused practice time on keyboard skills, and ability to use theoretical material in a variety of contexts.

Further notes: Effective independent study and practice with the material, adhering to correct procedure, development of a learning/working process are essential to success on the unit tests. Music theory study is taught through a "building block" approach, much as mathematics and language study are taught.

APAC Piano Classroom Policies and Procedures

In order that the classroom may function to the best positive advantage of all its citizens, the APAC piano classes adhere to all JPS policies, Power APAC Building Policies and Procedures, APAC Music Department Guidelines and Policies, and policies/procedures of the classroom. These procedures work to provide a safe and orderly climate, a productive environment for learning, and a tone of fairness to all students in the APAC piano and music theory classes. Correct posture and technique for the piano are taught and graded in the curriculum units. Excellent adherence to the policies and procedures is essential to being considered for awards. It should be noted that all policies and procedures are intended to uphold and reinforce professional courtesy, demeanor, work habits, piano technique, and aesthetics of performance.

Power APAC Building Guidelines for the Classroom are as follows:

Be respectful. Be responsible. Be safe.

In keeping with the above and to enhance the positive experience of APAC Music, the following policies and procedures apply in the piano classroom:

- Students, please be attentive and follow directions the first time given.
- Students, please line up silently in the hall in a single-file line before entering, and maintain silence as you enter according to procedure. At the instruction of the teacher, one or two students will enter at a time due to crowded conditions. Please have your music notebook and music already out of your book bag before entering the room. Place book bags, lunches, and large jackets at the back of the room in the designated area. No small purses may be taken to the pianos; please leave these inside your book bag for secure keeping. Please allow space for (including in front of) our visitor chair(s).
- Students, please navigate the room carefully and courteously without any type of boisterous behavior.
- Students, please keep up with your assignments, and do your assignments without disrupting class or another student's practice.
- Students, please keep your piano sound off unless otherwise instructed. When the teacher, fellow student, or guest artist addresses the class as a whole, please show courtesy, respect, and attention by listening and not playing the pianos. Please remove your headphones during instructional times. Volume on electric keyboards is to be no louder than indicated by the teacher. Please turn off your piano when you leave it, and replace any borrowed music neatly in its place.
- There is to be no food, drink, or grooming of any kind in the classroom. This includes no presence or application of lotion in the class.
- For reasons of sanitation, aesthetics, and piano technique, hands and nails are to be clean, with nails trimmed sufficiently short so that the tips of the fingers can play the keys silently and with appropriate sensitivity and safety. Due to shape and added weight, artificial nails are not acceptable for piano practice and performance. If any polish is used, it should be clear polish.
- Please do not wear bracelets, watches, or rings when practicing and performing.
- Students, it is expected that you will treat all musical instruments and materials with care, appreciation, and respect in a manner befitting musicians. This includes maintaining appropriate posture at the piano with feet placed flat on the floor or correctly on the pedal(s) and no elbows/arms on the keys. It also includes no pencil eraser material in the piano keys. Please follow all guidelines presented in the "Piano Care" document given to you at the beginning of the school year.

APAC Vocal Music

and

Music Skills

Mrs. Shawn Morgan, Instructor

APAC VOCAL MUSIC AND MUSIC SKILLS GENERAL INFORMATION

Mrs. Shawn Morgan, Instructor

I love to sing!!

I love teaching the Power APAC vocalists to sing!

I have the pleasure of training Power APAC vocal students on a daily basis as we work on large ensemble, small ensemble, and solo literature. Emphasis is on proper tone production, music reading skills, musicality, diction, and stage presence. Attention is given to the selection of age-appropriate literature. Students frequently perform in class for their peers. Major ensemble performances for the public are held twice a year, usually in December and April. Solo performances are presented in May. In addition, we perform for various community events during the school year.

All music students take a pre-test to determine their depth of music knowledge and are placed in one of three levels (I, II, and III). Each level receives instruction from each music teacher. In addition to teaching the vocalists daily, I also teach music skills: rhythm, ear training, sight singing, and dictation. All levels focus on a different music skill each nine weeks.

My purpose is to share knowledge, guide, and support all students as they strive for excellence through self-discipline, growth as a musician, and development of professionalism on and off stage.

APAC VOCAL MUSIC GRADING POLICY

Mrs. Shawn Morgan, Instructor

Vocal music abides by the JPS grading policy of designated percentages for various test grades and other grades. Daily grades are weighted and are based on: presence of necessary materials, warm-ups, singing quality, appropriate posture and technique, participation, written classwork, assigned keyboard practice, and quizzes. Daily grades are comprised of grades relating to large/small ensemble work and solo work. Homework grades for all students are derived from submission of written reports from attendance at two fine arts events each nine weeks and other assignments. Work begins as soon as students enter the classroom. Unexcused tardies result in deductions from daily grades. It is the responsibility of each student to inquire upon arrival in the classroom about the day's beginning work. **Students must inquire about missed work upon the first day back at school after an absence. JPS policies will be followed regarding the amount of time given to make up work after absences. Failure to inquire about missed work does not warrant an extension of the allotted time frame for make-up work. Full credit is given for missed work with an excused absence; 75% credit is given with an unexcused absence as per JPS policies.**

DAILY GRADES

(1) Daily evaluation

15 points - Presence of necessary materials

Music notebook which should include: all music, 5 sections, notebook paper in each section, handouts, 2 sharpened pencils with erasers, manuscript paper, and any other items specified

10 points - Physical/Vocal warm-ups

25 points - Singing Quality

25 points - Appropriate Posture and Technique

25 points - Participation: studying music, guided listening, oral/written response

100 points total

(2) Written classwork

(3) Quizzes (This is a separate category for elementary.)

(4) Assigned keyboard practice

HOMEWORK GRADES

Written reports from attendance at two outside fine arts events each nine weeks

Other assignments

(Continued next page)

APAC VOCAL MUSIC GRADING POLICY

(Continued)

UNIT TEST GRADES

These grades may include, but are not limited to, the following:

Performance Preparation

Dress Rehearsals

Performances – solo and ensemble

Audience department – in-class performances, presentations by guest artists

Written tests

Projects

Portfolio (submitted in May)

Specialized rubrics for evaluating solo and ensemble performances are provided to students. Evaluation areas include: stage presence, accuracy, technique, growth, and artistry.

First semester exam grade for secondary vocal students is the performance in the first semester vocal program. Second semester exam grade for secondary vocal students is the performance in the spring vocal program and the solo program. Exam grades constitute 10% of the semester average. For elementary vocal students, the first semester and spring program and solo performances are weighted Unit Test grades.

To qualify to remain in the APAC Music program, students must maintain at least an average grade of “B” for the year in APAC Music. For secondary students, the overall “B” average includes semester exams. Students are always encouraged to expand their horizons by working well above that minimum.

APAC VOCAL MUSIC MATERIALS

Mrs. Shawn Morgan, Instructor

The following materials are needed for vocal music.

Music Notebook

3-ring binder divided into 5 sections

- 1) Vocal
- 2) Music Skills Rotation
- 3) Music Literature Rotation
- 4) Written Theory/Keyboard Rotation
- 5) Journal

Notebook paper in each section

Pencils - 2 sharpened with erasers

Music manuscript paper

Cassette tapes - 2 blank (confirm necessity before purchase)

Performance attire:

Standard

Girls: Long-sleeve solid white blouse (long-sleeve is preferred, but $\frac{3}{4}$ length is acceptable)

Black skirt of appropriate length for stage performances

Black hose

Black dress shoes - comfortable heel height for standing for extended periods of time

Guys: Long-sleeve solid white dress shirt

Black neck tie (not bow tie)

Black slacks

Black belt

Black socks

Black dress shoes

Special

Special ensemble/solo attire for performances may be required for various occasions as specified by the teacher and/or host. Special attire may result in an additional cost.

APAC VOCAL MUSIC PERFORMANCES

Mrs. Shawn Morgan, Director

Vocal music students love to perform! Many opportunities are provided for students to hone their performance skills during class as they present solos and large and small ensemble literature. Performance opportunities outside of class are valuable learning experiences also.

Annual vocal programs include:

First semester program, usually in December

Spring program in April (admission charged)

(One of the above programs will be choreographed each year on an alternating basis. Students are encouraged to help create choreography.)

Senior and Eighth Grade recitals in April

Solo programs in May are held in the classroom during regularly scheduled class times. Family and friends are invited to attend.

Other select vocal performances include:

Fifth grade vocalists are selected to audition for the All-State Elementary Honor Choir. Students chosen for this distinguished choir perform at the Mississippi Music Educators Association and American Choral Directors Association State convention.

High school vocalists may enter the Mississippi Music Teachers Association (MMTA) vocal competition and The Classical Singer vocal competition.

High school seniors have the opportunity to apply for the Young Arts program.

Fees are involved in registration and participation in Honor Choir, MMTA, Young Arts, and The Classical Singer performances.

We love to perform for community events!

APAC VOCAL MUSIC
Mrs. Shawn Morgan, Instructor

DAILY RUBRIC

(Classwork Grades)

	<u>Total Points</u>
Possession of Necessary Materials Music notebook which should include: all music, 5 sections, notebook paper in each section, handouts, 2 sharpened pencils with erasers, manuscript paper, and any other items specified by the teacher	15
Physical/Vocal Warm-ups	10
Singing Quality	25
Appropriate Posture and Technique	25
Participation Engaged practice Studying music Guided listening Oral/written response Assigned keyboard practice	25
	<hr/> 100

APAC VOCAL MUSIC
Mrs. Shawn Morgan, Instructor

ELEMENTARY GRADING SYSTEM

Grading percentages are based upon JPS policies.

	<u>Total Percentages</u>
Daily Grades 50%	50
Weekly classwork grade	
Written assignments	
Quizzes 5%	5
Homework Grades 5%	
Written reports on outside fine arts events attended	2.5
Other assignments	2.5
Unit Tests 40%	40
Specified performances	
Audience department	
Projects	
Written	
Portfolio	
	<hr/> 100

ELEMENTARY: The vocal average counts 80% of the nine weeks average. The other 20% is an average of the three (3) rotation classes – Music Skills, Music Literature, and Written Theory/Keyboard Skills. One grade is entered on the report card.

To qualify to remain in the APAC Music program, students must maintain at least an average grade of “B” for the year in APAC Music. Students are always encouraged to expand their horizons by working well above that minimum.

APAC VOCAL MUSIC
Mrs. Shawn Morgan, Instructor

SECONDARY GRADING SYSTEM

Grading percentages are based upon JPS policies.

Daily Grades (Middle School 60% and High School 50%)

- Large Ensemble work
- Small Ensemble work
- Solo work
- Assigned keyboard practice
- Written assignments
- Quizzes

Homework Grades 10%

- Written reports on outside fine arts events attended 5%
- Other assignments 5%

Unit Tests 30%

- Specified performances
- Audience deportment
- Projects (Middle School only)
- Written tests
- Portfolio

Independent Work Grades 10% (High School only)

- Projects
- Papers

MIDDLE SCHOOL: The vocal average counts 50% of the nine weeks average. The other 50% is an average of the three (3) rotation classes – Music Skills, Music Literature, and Written Theory/Keyboard Skills. One grade is entered on the report card. Exam grades constitute 10% of the Semester grade.

HIGH SCHOOL: Two (2) separate grades are entered on the report card. One grade is for vocal, and the other grade is an average of the three (3) rotation classes – Music Skills, Music Literature, and Written Theory/Keyboard Skills. Exam grades constitute 10% of the Semester grade. Senior high grades are weighted for purposes of GPA computation. For high school students, a failing average for the year in the applied area or the rotation area will result in the loss of receiving a Carnegie Unit credit for the course.

To qualify to remain in the APAC Music program, students must maintain at least an average grade of “B”, including exams, for the year in APAC Music. Students are always encouraged to expand their horizons by working well above that minimum.

APAC MUSIC SKILLS GENERAL INFORMATION

Mrs. Shawn Morgan, Instructor

Music skills rotation class covers a different skill each nine weeks: rhythm, ear training, sight singing, and dictation. Work is cumulative. Keeping materials and remaining organized throughout the school year is of utmost importance for student success.

Each student receives grades based on presence of necessary materials, participation in class activities, tests, and written assignments. Students are to be prepared with all necessary materials including **pencils**, notebook paper, handouts, and manuscript paper. **Students must inquire about missed work upon the first day back at school after an absence. JPS policies will be followed regarding the amount of time given to make up work after absences. Failure to inquire about missed work does not warrant an extension of the allotted time frame for make-up work. Full credit is given for missed work with an excused absence; 75% credit is given with an unexcused absence as per JPS policies.**

The music skills average will be calculated based on the designated percentages of the JPS grading policy. For elementary and middle school students, the music skills average is factored in with the averages of other music classes and impacts the overall nine weeks average. For high school students, the music skills average is averaged with the other two rotation grades. The average of these three classes is reported as a separate grade on the report card. For secondary students, exam grades constitute 10% of the semester average.

Attention to detail is very important. Daily study and application is essential to success.

HIGH SCHOOL STUDENTS: Please note that a failing average for the year in the applied area or the rotation area (written theory/keyboard skills, music skills, music literature) will result in the loss of receiving a Carnegie Unit credit for the course.

Rotation materials needed:

3-ring binder with one section designated as Music Skills

Notebook paper in Skills section of binder

Handouts given

Manuscript paper

Pencils with erasers - two sharpened or mechanical with extra lead (Pen is never acceptable.)

APAC MUSIC SKILLS
(RHYTHM, EAR TRAINING, SIGHT SINGING, DICTATION)
Mrs. Shawn Morgan, Instructor

RUBRIC FOR ELEMENTARY

Daily – 50%

(1) Daily grade

Possession of necessary materials 30%

Notebook paper

2 sharpened pencils with erasers

Handouts

Manuscript paper

Participation 70%

Guided practice

Guided listening

Oral/written response

(2) Written work

Quizzes – 5%

Possible forms: written, oral, clapping, group project

Homework – 5%

Written assignments or other specified assignments

(If assignments are accepted late, points will be deducted for late submission.)

Unit Test – 40%

The music skills average is one-third of the rotation average. The rotation average is 20% of the nine weeks grade for music.

APAC MUSIC SKILLS
(RHYTHM, EAR TRAINING, SIGHT SINGING, DICTATION)
Mrs. Shawn Morgan, Instructor

RUBRIC FOR MIDDLE SCHOOL

Daily – 60%

(1) Daily grade

Possession of necessary materials 30%

Notebook paper

2 sharpened pencils with erasers

Handouts

Manuscript paper

Participation 70%

Guided practice

Guided listening

Oral/written response

(2) Daily tests

Possible forms: written, oral, clapping, group project

(3) Written work

(4) Small group work

Homework – 10%

Written assignments or other specified assignments

(If assignments are accepted late, points will be deducted for late submission.)

Unit Tests – 30%

The music skills average is one-third of the rotation average. The rotation average is 50% of the nine weeks grade for music.

APAC MUSIC SKILLS
(RHYTHM, EAR TRAINING, SIGHT SINGING, DICTATION)
Mrs. Shawn Morgan, Instructor

RUBRIC FOR HIGH SCHOOL

Daily – 50%

(1) Daily grade

Possession of necessary materials 30%

Notebook paper

2 sharpened pencils with erasers

Handouts

Manuscript paper

Participation 70%

Guided practice

Guided listening

Oral/written response

(2) Daily tests

Possible forms: written, oral, clapping, group project

(3) Written work

(4) Small group work

Independent Work – 30%

(1) Project

(2) Paper

Homework – 10%

Written assignments or other specified assignments

(IF assignments are accepted late, points will be deducted for late submission.)

Unit Tests – 30%

The music skills average is one-third of the rotation average. The rotation average is recorded as a separate grade on the report grade.

**APAC Vocal Music/Music Skills
Classroom Policies And Procedures
Mrs. Shawn Morgan, Instructor**

Vocal Music/Music Skills will abide by JPS policies and Power APAC policies and rules of conduct. In addition to district and building policies, the following classroom policies and procedures are to be observed.

- Follow directions the first time given.
- Line up silently in a single file line in the hall before, during, and after class changes.
- Remain silent upon entering the classroom.
- Any items not needed for class are to be placed neatly in a specified area of the classroom.
- Maintain a learning atmosphere at all times.
- Treat all equipment and materials with great care and respect.
- Be attentive and respectful to all.
- No food, candy, or gum is allowed.
- No grooming is allowed. Therefore, no hair styling or application of lotion is permitted.
- Water is permissible in a container that can be sealed.
- Refrain from wearing scented fragrances to maintain a breathable atmosphere.

All policies and procedures are designed to create a safe and secure atmosphere to facilitate student learning.

Acceptable Use and Internet Safety Contract

User Name _____ Date _____

School/Location _____ Grade _____

Home Address _____ Home Phone _____

I certify that I have read the district's Acceptable Use and Internet Safety Policy. I understand and agree to follow all of the terms and conditions of the policy. I understand any violation of the district policy will result in the temporary or permanent loss of network and/or Internet access and/or my user account; may result in other disciplinary action; and may constitute a criminal offense. I agree to report any misuse of the Internet resources to the appropriate network administrator. In consideration for the privilege of using the district's computers, network, and Internet access, I hereby release and hold harmless the district and its employees, from any and all claims and damages of any nature arising from my use, or inability to use, the district's computers, network, or Internet access.

User Signature _____

Parent or Guardian Agreement

(For students under age 18)

As the parent or legal guardian of the above student, I have read, understand, and agree that my child or ward shall comply with the terms of the Jackson Public School District's Acceptable Use and Internet Safety Policy for the student's access to the Jackson Public School District's computer network and the Internet. I understand that access is being provided to the student for educational purposes only.

Although the district will utilize filtering software or other technologies to prevent students from accessing unacceptable content through the network or Internet, I understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy. I am, therefore, signing this contract and agree to indemnify and hold harmless the school, the Jackson Public School District, the administrators, and teachers against all claims, damages, losses, and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the district's policy.

I hereby give permission for my child or ward to use the approved account to access the computer network and the Internet.

Parent/Guardian Name _____ Date _____

Address _____ Home Phone _____

Parent or Guardian Signature _____

A³

A³ (A-cubed) is a community of advocates supporting projects and initiatives that benefit the Performing Arts program of Power Academic and Performing Arts Complex (APAC).

Comprised of Students, Teachers, Family Members & Community Volunteers, A³ provides funds for:

- Summer Arts camps and activities for students
- Special arts classroom needs
- Guest artists in classrooms
- Support to our Teachers

Please join us in helping our Students reach their potential!

Membership Categories:

_____ \$ 5.00	Student, Teacher
_____ \$ 10.00	Adult
_____ \$ 20.00	Family
_____ \$ 30.00	Supporting
_____ \$ 50.00	Sustaining
_____ \$100.00	Premiere
_____ Other – Amount _____	

Member(s) Name(s): _____

Address: _____

Phone Numbers: _____
(home) (cell) (work)

E-mail Address(es): _____

If you have a student in our program:

Name(s): _____

Department: _____ Dance _____ Music _____ Theatre Arts _____ Visual Arts

PLEASE SEE REVERSE SIDE FOR ADDITIONAL INFORMATION!!

A³ Artists, Advocates & Accolades

Volunteer Opportunities:

Please help us support our students and teachers. Check areas in which you can assist.

- _____ Fundraising
- _____ Auditions
- _____ Food (or cash donations) for receptions/parties
- _____ Senior Recognition
- _____ Assistance during performances
- _____ Chaperoning
- _____ Grant writing
- _____ Publicity
- _____ Serving on A³ Board
- _____ Sharing expertise in the classroom _____
- _____ Other: _____

Please indicate the best ways for you to be reached:

Phone number: _____

E-Mail: _____

Thank you for your Support!!!!

A³ is a 501(c)(3) organization. All donations are tax deductible.

**GENERAL PARENTAL PERMISSION FORM FOR SHOWING OF
EDUCATIONAL MOVIES/CLIPS**

2017-2018

During the 2017-2018 school year, the Music Department may show movies that are not rated G, or General, by the Motion Picture Movie Association to your child's class. Please indicate in the spaces below whether or not your child is permitted to view movies that are not rated G or General.

Specifically: Elementary students G – PG, Middle and High School G – PG13

_____ My child, _____, has permission to view these movies.

_____ My child, _____, does not have permission to view these movies.

I understand that my child will be placed in another room temporarily and given an alternate assignment while the movies are shown during the school year.

Signed: _____

Printed name: _____

Date: _____

JACKSON PUBLIC SCHOOL DISTRICT

MISSION, GOALS, AND VISION

Mission

Jackson Public Schools, an innovative, urban district committed to excellence, will provide every student a quality education in partnership with parents and the community.

Goals

Increase Academic Performance and Achievement
Provide a Safe School Climate
Maintain Fiscal Integrity and Accountability

Vision

Our vision is to become a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society.

Special Thanks
to
Power APAC Adopters and Supporters

