



SEASIDE
HIGH SCHOOL

High School Course Guide

Teacher Profile

Let me introduce myself...

My name is Jess Baudot, and I teach music at Seaside High. I enjoy all types of music, learning new things, hanging out with my pets, paddleboarding, and sewing. My favorite time of the school year is August because nothing beats the first day of school buzz and excitement.

I teach because...

Teaching music has been my career goal since I started music in elementary school. I appreciate being able to share such a versatile subject with young people, hopefully opening the doors and continuing pathways to a life-long love of music.

My educational path was...

I received a Bachelors of Music Education and K-12 Music Teaching Credential from Sonoma State. I student taught for a year at Albany High School in the East Bay and have since landed at Seaside High School. This will be my fourth year as a Spartan!

The best way to communicate with me is...

Please contact me via email or google chat at jbaudot@mpusd.k12.ca.us

Course College and Career Indicators

Course Name: Advanced Strings, Orchestra, Advanced Band, Concert Band

Grade Level (insert X mark next to all that apply):

x 9th grade

x 10th grade

x 11th grade

x 12th grade

Term Length (insert X mark next to all that apply):

 Semester (5 credits)

x Yearlong Course (10 credits)

 Two-Year Course (IB Courses) (20 credits)

What college and career readiness indicators will I meet in this course?

Graduation area requirement (List below)

Visual and Performing Arts- 1 year-long course

A-G Designation (List A-G subject area below)

F- VAPA

CTE Pathway Course (List pathway below)

College Credit Course (List below)

Course Overview

What is this course all about?

This ensemble is a performing ensemble that will develop student's ability to perform on their respective instruments through the exploration of traditional and contemporary repertoire. Students will develop skills in music theory, ear training, and musicianship as it pertains to ensemble performance and chamber repertoire. Students will participate in various types of performances throughout the year in our local and greater communities.

How will this course help me be College and Career Ready?

Participating in a music class provides you the opportunity to develop many skills, musically and professionally. Each rehearsal you will collaborate with others, communicate your ideas, listen and think critically. The necessity to practice on your own and work towards something creates a strong work ethic in musicians, fueled by goal setting and reflection.

What concepts and skills will I master in this course?

Create	Perform	Respond	Connect
- plan, make draft compositions that demonstrate understanding of musical concept studied	- analyze repertoire using music reading skills to identify challenging passages and develop practice strategies to address them.	- analyze how the structure and context of varied musical works inform the response	- synthesis and relate knowledge and personal experiences to make music
- evaluate and refine draft compositions based on collaborative feedback	- interpret and demonstrate expressive qualities in a varied selection of repertoire	- interpret a musical work using composition techniques and performance experience to identify the composers' intent.	- relate musical ideas and works with varied context to deepen understanding
- present compositions individually or as an ensemble that demonstrate understanding of musical concept studied	- rehearse, evaluate, and refine selected repertoire using practice strategies to target technical passages and the use of peer and teacher feedback to guide practice	- evaluate performances of musical works (including your own) based on analysis, interpretation, and established criteria	
	- present and perform expressively, with appropriate interpretation and technical accuracy		

What will be graded?

This is a performance course. Much of your grade will rely upon concert performances. Some other Summative assessments will include singing tests, and a service project each semester.

Other assignments you will see in the grade book will include practice reflections, listening activities, music theory, and compositions.

How will I receive feedback on my progress?

We will collaboratively discuss feedback from performances as an ensemble in the class immediately following the performance. For individual assignments and playing tests, I will give written feedback via google classroom that will include categories such as: tone, intonation, dynamics, rhythm, and articulation. Students can request to meet to discuss results and feedback anytime.

What opportunities will I have to show growth in my learning based on the feedback that I received?

Students may redo any assignment within the grading period as long as it includes a 3-4 sentence written or verbal reflection on how feedback was applied to produce new learning results.

What can I do to be successful in this course?

Learning a musical skill is largely dependent on effort. Everyone will show up to class with different levels of proficiency in their musical discipline. If you are willing to put in the work to grow, success will be there. Steps to success in this class include: being ready to play/sing 5 minutes after the final bell, having all of the materials you need in class with you, practicing for at least an hour outside of class each week, and attending performances to support your team.

What do I do if I need help in this course?

If you have any questions, please don't hesitate to reach out to me in person or via email/ google chat. I value open communication and want you to be able to ask for help if you need it.

We also have a very strong student music leadership that is here to offer student support with music classes and beyond!

What do I do if I am absent?

If you are absent from **class** it is your responsibility to ask your section what was rehearsed that day.

If you have a **prearranged** and **excused absence** from a performance, make up work will be assigned on a case by case basis. It is your responsibility to communicate your absence to your section and make sure your part is accounted for. Absences from performances must be communicated as soon as possible from the parent/guardian of the student in order to be excused. Please see the music handbook for more details.

Grading Rubric

Letter Grade	Grading and Assessment Scale*	Level of Mastery
A	3.6-4.0	Extensive Understanding: Student can apply the concepts and skills learned to new contexts independently
B	2.8-3.59	Sufficient Understanding: Student demonstrates a thorough understanding of the concept and can perform the target skill independently.
C	1.8-2.79	Partial Understanding: Student demonstrates partial understanding of the concepts; or, can perform portions of the target skill with assistance.
D	0.8-1.79	Emerging Understanding: Student requires extensive assistance and support to understand the foundational

		concepts and skills.
F	0-0.79	No Evidence of Understanding- Little or no evidence of progress toward emerging understanding.

*Scale set by MPUSD, [see website for further information about standards-based grading](#)

Spartan PRIDE Learner Profile

<i>Prepared</i>	• I come to class with my chromebook charged • I come to class ready to learn, with all of my needed materials • I come to class with my phone away
<i>Respected</i>	• I use positive and respectful language with my peers and teachers. • I treat all students, staff and community members, including LGBTQ members and individuals that are of a different race, and religion the way I would like them to treat me.
<i>Innovative</i>	• I contribute my unique ideas and perspectives to discussions and assignments • I am open minded and explore opinions and ideas other than my own • I use a variety of resources (counseling, tutoring, office hours) to solve problems and develop solutions.
<i>Determined</i>	• I stay engaged in the class content from bell to bell • I keep working even when the work is difficult • I communicate with my teacher to advocate for myself when needed
<i>Excellent</i>	• I take advantage of retake opportunities to strive towards mastery • I will accept and volunteer my assistance to the Spartan Community. • My success is defined by more than my academic production.

Student and Parent Feedback

Something about me that is important for my teacher to know is...

After high school I plan to...

Learning is most engaging when...

Anything else you would like your teacher to know?
