



Syllabus: Jazz Band

San Ramon Valley High School

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SRVHS Core Values and Beliefs:

SRVHS believes that a meaningful education is a shared responsibility involving students, staff, family and community. We value a safe, inclusive, and academically rigorous environment, where students will have the opportunity to achieve their maximum potential as ethical, resilient, and innovative global citizens.

SRVHS Schoolwide Learner Outcomes:

San Ramon Valley High School students will...

1. Demonstrate proficiency in curricular knowledge and essential skills.
2. Demonstrate creativity, critical thinking, communication, and collaboration.
3. Demonstrate integrity and personal responsibility and citizenship.
4. Demonstrate inclusivity, empathy, and compassion within their community.

Course Description:

Prerequisite: Audition/consent of instructor.

This is considered an advanced jazz course. The class will include advanced elements of jazz theory, historical and cultural context, and connections to other disciplines. Advanced improvisation skills and techniques will be utilized.

Instrumental Music Program Mission Statement:

The San Ramon Valley High School Instrumental Music Program strives to provide a comprehensive and enriching experience for all students. We meet the individual needs of each student by maintaining a curriculum that is rigorous, standards-based, diverse, and equitable. Our ensembles make positive contributions to social-emotional health, honor individual identity as assets to the group, as well as maintain an inclusive environment and supportive community.

Classroom Rules and Norms / Policies & Procedures:

Students are expected to:

- Interact with classmates, staff, volunteers, and guests respectfully.
- Use technology in appropriate ways and at appropriate times.
- Be present and focused in class to the best of their abilities.

Learning Management Platforms:

The following platforms will be used for assignments, communication, grades, and student support:

- Email
- Schoology
- [Instrumental Music Boosters \(Wolf-Tones\) Website](#)

Availability and Communication:

- Email is always the best way to reach Mr. Nishida.
- Students are always welcome to meet with Mr. Nishida, either by dropping in outside of class time (subject to availability) or by scheduling a meeting ahead of time.
- In order to ensure meetings are given respect and attention; parents, guardians, and caregivers are asked to schedule meetings with Mr. Nishida ahead of time.

School Instruments

A limited supply of school/district owned instruments are available for students to rent for the school year. These are typically limited to larger or rarer instruments and will be handed out on a first come, first serve basis. Students are expected to keep these instruments in good working order and will be responsible for any damage or repairs beyond normal wear and tear. Please contact Mr. Nishida for more information

Instrument Storage

Each student will be given a place and/or a locker in the music room to store their instrument and supplies. Students who are assigned a locker are required to keep a combination on the locker. If a student is unable to provide their own lock they should contact Mr. Nishida as soon as possible. Students are allowed to store their instruments in the music room overnight but are encouraged to bring them home during longer breaks in the school year.

Lockers should be primarily used to store instruments and supplies; however, students are allowed to keep other items (i.e. books, school supplies, etc.) in their spot. Food and drinks are never allowed to be stored in the music room.

Performance Attire

Students will use different forms of uniforms throughout the year, more information on uniforms will be announced at a later date.

Academic Dishonesty:

All work submitted by students should be a true reflection of their effort and ability for a given task or assignment. Any behavior which can be defined as academic dishonesty represents a violation of mutual trust and respect essential to education at San Ramon Valley High School. **The following criteria help to define academic dishonesty, but it is not limited to:**

- **Plagiarism:** Claiming credit for work that is not the product of one's own honest effort; adoption or reproduction of ideas or words or statements of another person without due acknowledgment (citation/author credit); copying off the internet;
- **Fabrication:** The falsification of data, information, or citations in any formal academic exercise;
- **Deception:** Providing false information to an instructor concerning a formal academic exercise—e.g., giving a false excuse for missing a deadline or falsely claiming to have submitted work; submitting one's own work from past assignments as work unique to the current task or assignment in part or whole;
- **Cheating:** Any attempt to give or obtain assistance in a formal academic exercise (test, assignment, project); copying answers from another student; allowing somebody to copy from you; taking or receiving copies/images of any material or exam without the permission of the instructor; submitting the work of a sibling or another student as your own; providing unwarranted access to materials or information so that others may dishonestly claim credit;

- **Sabotage:** Acting to prevent others from completing their work; cutting pages out of library books or willfully disrupting the projects or experiments of others; deleting group members' work; hacking into a teachers gradebook or web based materials and making changes to grades, assignments, or materials.

Grading Policies/Practices/ Details:

This class follows a standards-based grading system where students are evaluated on their mastery of the following California Arts Standards for Music.

- **ARTS.Prof.MU:E.Pr4.1**
 - **Performing - Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.
 - **Process Component:** Select
 - **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
 - **Essential Question:** How do performers interpret musical works?
 - **Learning Objective:** Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- **ARTS.Acc.MU:E.Pr4.3**
 - **Performing - Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.
 - **Process Component:** Interpret
 - **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
 - **Essential Question:** How do performers interpret musical works?
 - **Learning Objective:** Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
- **ARTS.Adv.MU:E.Pr5**
 - **Performing - Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.
 - **Process Component:** Rehearse, Evaluate, and Refine.
 - **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
 - **Essential Question:** How do musicians improve the quality of their performance?
 - **Learning Objective:** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- **ARTS.Prof.MU:E.Pr6**
 - **Performing - Anchor Standard 6:** Convey meaning through the presentation of artistic work.
 - **Process Component:** Present

- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.
- **Essential Questions:** When is a performance judged ready to present?
- **Learning Objective:**
 - A: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of varied repertoire of music representing diverse cultures, styles, and genres.
 - B: Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **ARTS.Prof.MU:E.Reg**
 - **Responding - Anchor Standard 9:** Apply criteria to evaluate artistic work.
 - **Process Component:** Evaluate
 - **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
 - **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?
 - **Learning Objective:** Evaluate works and performances based on personally and collaboratively developed criteria, including analysis and interpretation of structure and context.

Assessment Grading Scale:

All assessments will be graded on the following scale:

- 4 (Exemplary): Demonstrates an above grade-level understanding.
- 3 (Proficient): Demonstrates a grade-level understanding.
- 2 (Developing): Demonstrates a slightly below grade-level understanding.
- 1 (Beginning): Demonstrates a well below grade-level understanding.
- 0 (No Evidence): No attempt

Assignment Grading Scale:

All assignments will be graded on the following scale:

- 2 (Complete): Assignment was fully completed
- 1 (Incomplete): Assignment was partially completed
- 0 (Missing): Assignment was not turned in

Letter Grading Scale

At the end of a grading period (i.e. progress reports, quarter graders, semester grades, etc.) all assessment scores will be converted to letter grades using the following scale:

- A: 75 - 100%
- B: 50 - 74%
- C: 25 - 49%
- D: 10 - 24%
- F: 0 - 9%

Assessment, Classwork, and Homework Policies:

All assessments, classwork, and homework will adhere to the SRVUSD Homework Policy, [SRVUSD Board Policy 6154](#), and [SRVUSD Administrative Regulation 6154](#).

- Late Work
 - All late work is accepted without penalty until Thursday, 5/30/24.
- Extra Credit
 - No extra credit is given in this class.
- Assessment Retakes
 - A student may retake any assessment without penalty until Thursday, 5/30/24.
 - Retakes must be scheduled with Mr. Nishida at least one school day in advance.
 - There is no limit to the amount of redos and retakes a student may attempt.
 - The highest score of all attempts will be used for final grading.

Dropping Course: BP/AR 5121

All people involved should be aware of the consequences that dropping a course may have on the student's academic future. Students who enroll in a course must request permission to add/drop a course **before the completion of their third week at the beginning of each semester**. The drop form must be signed by the teacher, counselor, parent, and student. **Please see your counselor for more information.**

Beyond the third week at the beginning of each semester, the teacher may give an "N" (No Mark) grade or an "F" grade, depending on the quality of the student's work to date and provided that proper notice concerning the possibility of failure has been given to the parents of students who are to receive an "F" grade. Teachers who desire to give an "F" grade for a drop must formally notify the parents a written notification at the time of the drop:

1. Of their intent to give the student an "F" grade;
2. That such grade will be included in the computation of the grade point average; and
3. That the parent has the right to request a conference to discuss the implications of the "F" grade.

Absences & Make-Up Work:

Whenever possible, students should notify Mr. Nishida about any absences as far in advance as possible. It is the student's responsibility to determine what they missed and if they need to complete any make-ups.

Students should follow these steps whenever they are absent from a class:

- Step 1: Determine what work (if any) was missed via Schoology
- Step 2: Contact Mr. Nishida to set an agreed upon deadline for make-up work or to set up a time to make up an assessment.

Students should follow these steps whenever they are absent from a performance:

- Step 1: Contact Mr. Nishida as far in advance as possible, preferably at least one month before the performance date.
- Step 2: Set an agreed upon deadline to complete a make-up assessment.

Tardiness

Students who are not in the classroom when the bell rings are considered tardy. If students are late for their first class of the day, they are required to sign in at the Attendance Office to receive a tardy slip. Chronic tardiness results in progressive disciplinary action.

Harassment (BP 5145.3)

“The Board prohibits discrimination, harassment, intimidation or bullying of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. Prohibited discrimination, harassment, intimidation or bullying includes physical, verbal, nonverbal or written conduct based (a sex, gender, gender identity or gender expression, ethnic group identification, race, ancestry, national origin, religion, color, physical or mental disability, marital or parental status, age or sexual orientation; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics) that is so severe and pervasive that it affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment, has the effect of substantially or unreasonably interfering with a student's academic performance, is foreseeably likely to cause a substantial disruption to the educational environment; or otherwise adversely affects a student's educational opportunities.”

Wolf-Tones

Wolf-Tones is the Instrumental Music Program booster organization. It is run by a volunteer team of parents, guardians as well as other family members of students in the program and is funded through donations from families as well as fundraisers throughout the school year.

Wolf-Tones covers all expenses incurred by the program outside of teacher salary. This includes but is not limited to; buying music and equipment, guest clinician fees, festival and field trip fees, as well as providing scholarships for seniors.

Although we are grateful beyond words for Wolf-Tones and all the families who donate their time, money, and effort to our students, please note that all donations are completely voluntary. Your students' ability to participate in the Instrumental Music Program is never conditioned on making a donation. To learn more about Wolf-Tones please visit their website, www.wolf-tones.org

Event Calendar

Every effort is made to accurately reflect all dates and times but they are subject to change.

Date	Event	Information
Saturday, 12/9/23	Jazz Festival	Call Time: TBD Performance Time: TBD Concert Attire: Formal
Monday, 3/4/24	Welcome to the Wolf-Pack	Call Time: TBD Performance Time: TBD Concert Attire: Formal
Wednesday, 3/13/24 and Thursday, 3/14/24	Joint Concert with Choir	Call Time: TBD Performance Time: 7:00 pm Concert Attire: Formal
Friday, 3/15/24	Santa Cruz Jazz Festival	Call Time: TBD Performance Time: TBD Concert Attire: Formal
Thursday, 5/9/24	Aloha Concert	Call Time: 6:30 pm Performance Time: 7:00 pm Concert Attire: Formal

Syllabus Acknowledgement

Parents/Guardians/Caregivers should complete the [Syllabus Acknowledgement Form](#) by Friday, 8/25/23.