

Markham District High School Music Department Handbook

Greetings From the Department:

The music program at Markham District High School has had a very long and proud history. Our tradition of excellence in performance is the result of the dedication of our students and their commitment to achieving the highest possible standards. With the start of another school year comes the chance to renew our commitment and strive to equal or surpass what we have accomplished in the past.

If you are new to MDHS, let me take this opportunity to welcome you to the MDHS Music Department. You are about to become part of a large musical family, which will serve you well during your four years at Markham. If you are a returning musician we would like to wish you a sincere “welcome back”! We hope you had a wonderful summer vacation and are very excited to make music with you for another school year.

In either case I hope you decide to take full advantage of the many musical opportunities we present here.

Mark Caswell
Music Department Head

The Value of Music Education:

For centuries, music and art have been recognized as disciplines, on equal footing with mathematics, language, and the sciences in regards to the development of the mental process. More recent research has shown that the study of music, and in particular performance, actively involves more domains of the brain than any other discipline. Music, particularly in ensembles such as band or choir, requires more of the brain- both left and right- to be utilized than any other activity we experience in formal education.

Dealing with the demands of ensemble performance and individual performance simultaneously requires that the performers manipulate visual symbolic information, interpret visual instructions from a conductor, analyze and synthesize aural information being received, constantly exhibit manual skill with the instrument, regulate the volume level and style of playing in concert with many other performers, and many other factors that all combine to become “making music”.

PLATO: *“Music training is a more potent instrument than any other, because rhythm and harmony find their way into the wayward places of the soul.”*

SHAKESPEARE: *“The man that hath no music in himself ... let no such man be trusted.”*

Our Music Staff:

Mr. Mark Caswell, Head of Music – mark.caswell@yrdsb.ca
Mrs. Dawn Caswell, Grade 9 Music, Grade 10 Music, Vocal Music – dawn.caswell@yrdsb.ca
Mr. Scott Harrison, Grade 9 Music – scott.harrison@yrdsb.ca
Mr. David Ioannou – Guitar, Grade 9 Music – david.ioannou@yrdsb.ca

Ms. Laurie Henry, Friends of Markham Music

MDHS Music Department Website:

The MDHS Music Department website (www.mdhsmusic.com) contains information regarding rehearsals, concerts, and other events as well as photos, recordings and links to many other music related sites. Throughout the year, this website will become a valuable resource for all music students.

MDHS Rehearsal Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Mornings (6:50am start)	Music Council Gr.9 Tour Band	Grade 9 Green Band	Grade 10 Band	Wind Symphony	Grade 9 Red Band
Lunch	Sectionals when possible	—————→			
After School (3:00pm start)	Instrumental Sectionals	Grade 9 Red Band Resonance Senior Jazz Band	Chamber Choir Gr 9 Jazz Band Grade 10 Jazz Band	Grade 9 Green Band Grade 10 Band	Senior Jazz Band
Evenings		Wind Symphony	Third Stream		

Team Work, Commitment & Discipline:

Most music courses require participation in a large ensemble, and all such courses have policies regarding attendance and punctuality. Be sure to ask your teacher if you are unsure of these rules. Department policy states that all wind players must be strong members of their grade band before entering other instrumental groups. Vocalists and those performing with vocal ensembles must first and foremost be members of their primary ensemble before joining other vocal groups.

Participation in an instrumental or vocal ensemble requires a real commitment on the part of each student. Our department believes strongly in the three core values - team work, personal discipline and commitment – and strives to develop these values through your growth as a musician and a member of a performing ensemble.

Student participation in extra music ensembles is highly encouraged for all students, however with this involvement comes the expectation of a full commitment on the part of the student. Acceptance into an ensemble is an honour and each student is expected to support his or her peers and conductor with 100% effort.

Performances: While performance schedules will vary from group to group, there are some that are common to all. These performances should be considered part of your course and are not to be missed under normal circumstances. Keep these dates free!

WINTER CONCERT

Wednesday, December 6th and Thursday, December 7th, 2017

SPRING CONCERT

Wednesday, May 9th, and Thursday, May 10th, 2017

Other performance opportunities that most groups take part in but may have not been assigned specific dates:

Markham Fair
York University Invitational
OBA Concert Band Festival

Ontario Vocal Festival
Ontario Vocal Jazz Festival
MDHS Elementary Music Night

Cabaret Night
MDHS Invitational Band Festival
Markhaven Concert

Concert Band Uniform:

- ✓ Band Sweater (*available for purchase at registration*)
- ✓ White Dress Shirt
- ✓ Tie (Gentlemen)
- ✓ Black Dress Shoes
- ✓ Black Socks
- ✓ Black Dress Pants

Other Ensembles: Vary from year to year - see your conductor!

Travel: Each year the music department sponsors a number of trips designed to allow music students to experience the culture and customs of other lands while acting as musical ambassadors of our country. Past groups have visited Germany, Austria, Britain, Italy, Greece, Slovenia and Hungary as well as New York, Boston, Washington, Chicago and California. Last year our senior students experienced a wonderful tour of Holland, Belgium & France while this year we head to Vancouver!

Grade Nine: Grade nine students will have the chance to visit Montreal & Ottawa in mid-April. This location will provide our grade nine band with both excellent historical sights and remarkable performing venues. All grade nine students are eligible to attend.

Grade Ten to Twelve: This is an opportunity not to be missed! This year our senior students will be preparing for a visit to Vancouver in late-April. This 5-day tour is open to all grade 10 – 12 music students.

Field Trips: Music students also take part in field trips around the Toronto area. Besides the performance opportunities listed earlier, field trips include the Toronto Symphony Orchestra, Broadway shows, the Canadian Music Centre, etc. In order to take part in these field trips, parental permission is required. A field trip permission form, signed by parents or a guardian, will be required for each field trip.

Fees: Costs of individual trips are still the responsibility of participants. If you have financial concerns or questions, please contact Mr. Caswell at mark.caswell@yrdsb.ca. Program enhancement fees will arise on occasion. For example, instrumental students in all grades are strongly encouraged to have a personal tuner and metronome. Your music teacher will discuss various options.

Equipment: The Music Department provides an instrument for every music student apart from those in our guitar classes. Some students elect to purchase or rent an instrument of their own. Among the advantages of this are the elimination of any instrument sharing and the guaranteed availability of your instrument for practice. Student-owned or rented instruments may be stored in the music room in specified areas only. ***The Music Department does not take responsibility for any loss or damage to these instruments.***

Each wind/brass player is strongly encouraged to purchase his or her own mouthpiece. This year each student who does not purchase a mouthpiece will be issued one for his or her personal use during the school year. As with textbooks, students will be held financially responsible for any loss or damage.

WOODWIND players are provided with one reed per semester. Subsequent reeds are \$3.00 per reed for all single reed instruments. Oboe and bassoon reeds are provided at a subsidized rate of \$12.00. Cash, cheque or online payment will be accepted. If you pay online please ensure you supply your music teacher with a copy of the receipt.

Suggested Music Stores - Purchase or Rental of Musical Instruments & Accessories -

Harknett Music

2650 John St., Unit 15
Markham, Ontario
L3R 2W6
(905) 477-1141

Cosmo Music

10 Via Renzo Drive
Richmond Hill, Ontario
L4S 0B6
(905) 770 5222

St. John's Music

109 Vanderhoof Ave
Toronto, Ontario
M4G 2H7
(416) 785 5000

Long & McQuade

9833 Markham Road
Markham, Ontario
L3P 3J3
(905) 209 117

Instrument Sign-Out:

Instruments are available for sign-out every afternoon except Tuesdays.

Students who sign out an instrument must fill in the sign-out book completely and return the instrument to its appropriate place prior to first period on the next school day. **STUDENTS ARE TO SIGN-OUT ONLY THEIR ASSIGNED INSTRUMENT**, unless permission is granted to borrow another from a music teacher.

Students who fail to return their instrument on the following school-day will have sign-out privileges removed. Signing out an instrument constitutes accepting responsibility for that instrument while it is in your care. Loss or damage due to carelessness is the responsibility of the student. If you find that the instrument you have been assigned is missing, report it to your teacher immediately.

Occasionally instruments require repair. If you should have a problem with a school-owned instrument report the problem to a music teacher. They will ask you to fill in a repair form and place the instrument in the repair area. Do not take another instrument- your music teacher will assign you to an instrument that will not conflict with someone else in your class.

Homework = Practice

Music students are expected to practice regularly. Keeping in mind that small amounts of regular, focused practice are the most effective, a good guideline is to practice for 15 - 35 minutes at least three times a week in order to develop properly on their instrument/voice.

✓ Grade 9	15 - 20 minutes a day three days a week
✓ Grade 10	20 – 25 minutes a day three-four days a week
✓ Grade 11 & 12	30 – 35 minutes a day four-five days a week

Music Department General Policies:

1. The music rooms should always be left in a neat, organized manner.
 - a. All instruments are to be kept on the instrument storage shelves.
 - b. Music or personal items are not to be left on the instrument storage shelves.
 - c. Music and music folders are to be left in the music folder cabinet.
 - d. Percussion equipment should always be put away properly, covered or set aside, and handled with care.
2. Vandalism of instruments, equipment, and school property will not be tolerated. Offenders will be held **financially responsible**.
3. Gum-chewing, candy-eating, food, beverages, etc., are not permitted in the music rooms unless specifically authorized. Food is never allowed in practice rooms.
4. Be in your seat (or spot) warmed up, and ready to begin on time for all classes and rehearsals.
5. Students must ask permission from a teacher before entering the Music Office to use or borrow equipment or materials

2016-2017 MDHS Assessment, Evaluation, and Communication Policy STUDENT COPY

Complete version found on MDHS Website: <http://www.yrdsb.ca/schools/markhamdistrict.hs>

Introduction: You will learn more and have better results when you actively participate in the learning process and use the feedback you gain from participating in assessment activities to prepare work that is evaluated for marks. If you follow this policy with the mindset that you are committed to improving in all areas of school, including your time-management and attendance, you will have an outstanding year at MDHS.

Definitions of Assessment Types – Formative Assessment vs. Summative Evaluation

AS and FOR Learning (Formative Assessment) • Monitor how you are learning and applying new concepts by using descriptive feedback from teachers, self, and peers to determine your next steps and study goals. Common examples of this type of assessment include, but are not limited to: exit cards, quizzes, conferencing, and peer assessments. These assessments are NOT included in the calculation of student grades (as per *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, Ministry of Education, Ontario, 2010).

Assessment OF Learning (Summative Evaluation) • Summative Evaluation occurs at or near the end of a cycle of learning like at the end of a unit. Common examples of this type of assessment include, but are not limited to: unit tests, performance tasks, essays, reports, presentations, projects, and exams. These evaluations WILL be included in the calculation of student grade (as per *Growing Success*).

Responsibility/Communication

Good communication between the student, home, and school occurs early and is ongoing throughout the school year/semester. Students are responsible for communicating about their learning and will:

- Provide evidence of their understanding and achievement of the curriculum expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- Seek assistance from teachers when experiencing difficulty;
- Notify teachers in advance if serious/significant circumstances emerge making it difficult to meet initial deadlines
- Inform teachers when they are aware that they will be absent from a class
- Make arrangements to cover missed work and assessments upon return following an absence

A Successful Student will:

- Arrive to class on time prepared to learn with necessary learning tools (textbook, equipment, binders, etc.)
- Demonstrate learning by completing all assessments to the best of one's ability within established timeframes
- Review descriptive feedback provided by teachers in order to improve and achieve greater success
- Participate in classroom activities and completes homework to help reinforce new learning
- Challenge oneself to meet the learning goals of the curriculum
- Respect their teachers, their peers and their community
- Seek support for their learning and achievement when experiencing academic difficulty (i. e. Classroom Teacher , Student Success Teacher, Guidance, Special Education)
- Support their school and community by actively participating in school life inside and outside of the classroom
- Pay close attention to the achievement chart weightings (found on assignments, tests, exams, performance task rubrics, course outlines, Teach Assist), dates of evaluations, and assignment deadlines.

When Things Go Wrong...

Late and Missed Term Evaluations (70%)

- If you know in advance that you are going to be away for a Term Evaluation (e.g., prescheduled test, performance task), then you are expected to meet with your teacher to agree upon a new date and time to complete the Term Evaluation.
- If you unexpectedly miss or don't complete a Term Evaluation, you are expected meet with your classroom teacher, upon return to school, to establish a new completion date as part of the Multiple Intervention Process (outlined in the table below).

* The MDHS Assessment, Evaluation and Communication Policy follows the principles of *Growing Success* and is derived from the YRDSB Policy & Procedures 305.0, 305.1, 305.2, and 305.3

Unauthorized Absences (you skipped the evaluation) ○ Teachers will inform parent/guardian of missed Term Evaluations. ○ You will, upon return to school, approach your teacher to arrange a new date for the Term Evaluation. If you skip that new date as well, you are putting yourself at risk of failure. Teachers can't give you marks or feedback if you haven't shown what you have learned. ○ Multiple unauthorized absences for Term Evaluations will require you to meet with your Vice Principal prior to being permitted to complete the Term Evaluation. You will serve detentions for truancy as well.

Multiple Interventions Process (THIS IS REALLY IMPORTANT TO KNOW!!!)

The series of steps below will be followed prior to assigning a mark of 0 (zero)* for Term Evaluations (evaluations conducted throughout the course that make up 70% of a final grade):

Student arranges for an extension on the Assessment or Evaluation. The teacher may choose to have the student complete the "Student Request for Extension on an Assignment or Evaluation" form;
Teacher will communicate with Student Support Services (i.e. Student Success, Special Education, ESL, Alternative Education and/or Guidance) if required;
Student and Teacher will establish a new mutually agreed upon date for submission/completion of the Term Evaluation;
Teacher and student will discuss the Term Evaluation to ensure that the student clearly understands the requirements of the assessment;
Teacher may contact the student's Parents/Guardian to inform them of the new agreed upon date for submission/completion of the Term Evaluation;
If the student does not complete the Term Evaluation by the new date. The teacher will contact the student's Parent/Guardian to inform them that the Term Evaluation is still outstanding, and that a mark deduction of 2% per class to a maximum of 10% may now occur;

If the Term Evaluation has not been handed in by the fifth class after the alternative submission date, a final mark of 0% may be applied to the assignment and parents/guardians will be informed.

*Table contains the minimum required steps teachers will follow to obtain assignments before assigning a mark of 0 (zero)

Summative Evaluation (30% - Don't miss any of these - the Multiple Intervention Process does not apply)

You are required to participate in all summative evaluations. They make up 30% of your final grade. Summative evaluations may include written exams, oral and/or written presentations, and practical tests/exams. If a summative evaluation is missed or not completed, a zero may be assigned for the evaluation(s) missed and used in the determination of your final grade. Discussion will occur between the Student, Teacher, the Department Head, and Administration to determine if a zero will be assigned.

Process for Individual Assignment Mark Appeal

In the event that a student wishes to discuss the mark earned on a specific evaluation:

- The student will clearly identify the area(s) of concern with specific references for possible consideration
- The student and teacher will meet outside of class time, at which point the student's issues will be addressed accordingly.
- The teacher will provide the student with feedback including next steps for improvement and/or a possible amendment to marked evaluation.
- If the student is dissatisfied with the resolution, he/she may approach the specific courses Department Head for further discussion.
- If the student is still dissatisfied, after working with the Department Head, then they may speak with their alpha-assigned Vice Principal. **Academic**

Honesty (excerpted from YRDSB Procedure #305.2) Students must provide original evidence of their learning and achievement and appropriately acknowledge the work of others by:

- Understanding the key concepts and definitions related to academic honesty
- Understanding the range of supports to promote academic honesty (teacher, librarian, on-line,...);
- Using skills and strategies to prevent cheating and plagiarizing;
- Understanding the consequences applied when cheating and/or plagiarizing is detected;
- Demonstrating the learning skills and work habits that support life-long learning;
- Acknowledging all sources using the required citation format;
- Obtaining permission, where possible, to use other's intellectual property; and
- Actively seeking clarification and support when needed. * The MDHS Assessment, Evaluation and Communication Policy follows the principles of *Growing Success* and is derived from the YRDSB Policy & Procedures 305.0, 305.1, 305.2, and 305.3

Cheating is the attempt to gain an unfair advantage in an academic evaluation which may misrepresent the demonstration of student's learning or the learning of others. Forms of cheating include but are not limited to:

- Copying from another student or permitting another student to copy
- Using aids, materials, and assistance which are not approved by the teacher;
- Obtaining an unauthorized copy of a test or examination prior to the date and time of writing;
- Changing a grade/percentage mark of an evaluation;
- Preparing work, in whole or in part, with the expectation that this work will be submitted by another student for evaluation;
- Offering for sale or gratis (no charge) assignments, in whole or in part, with the expectation that these works will be submitted by a student for evaluation; and
- Unauthorized entries into a computer file for the purpose of using, reading, changing or deleting its contents, or the unauthorized transfer, in whole or part, of files for academic gain. **Plagiarism** means representing someone else's ideas, writing, intellectual property (ie. idea, concept, design, etc.) as your own. Forms of plagiarism include, but are not limited to, the use of the following without appropriate reference or citation:
 - Someone else's written and/or spoken idea, theory or opinion;
 - Misrepresenting co-authored or collaboratively created work as one's own;
 - Music, drawings, designs, dance, photography, and other artistic or technical work created by someone else;
 - Reproductions of tables, graphs or any other graphic element produced by someone else;
 - Facts and information that are not generally known;
 - An unusual or distinctive phrase, a specialized term, a computer code, or quantitative data;
 - Paraphrase or summary;
 - Unauthorized entry into a computer file for the purpose of using, reading, changing or deleting its contents, or the unauthorized transfer in whole or part of files for academic gain;
 - Copying from the Internet without giving proper acknowledgment to the source;
 - Submitting work prepared, in whole or in part, by another person or source; and
 - Downloading research papers from the World Wide Web (www), in whole or in part, and submitting the paper as original work.

Behavioural responses/consequences to academic dishonesty can include:

Progressive discipline that supports the student's awareness of, and accountability for, their actions and the impact upon the learning environment;

Student collaboration with their administrator, teacher, and others to determine ways to make amends;

Reviewing strategies and practicing skills to prevent future incidents;

Being limited in your co-curricular activities to allow for more time to study

Serving lunch detentions or an "office withdrawal" – day-long detention with CYW support/counseling as needed **Note:** Parents/guardians (of students under 18 years of age) will be informed of incidents of cheating and plagiarism

Academic responses/consequences to academic dishonesty can include:

The opportunity to redo the original task, in part, or in its entirety, or to complete an alternative assignment under supervision

An assignment or task to promote a deeper understanding of the importance of academic honesty

The deduction of marks up to and including the full value of the assignment when the absence of original student work is due to cheating or plagiarizing.

Note: When a situation involving suspected plagiarism arises, it is the student's responsibility to demonstrate that the submitted work is his/her own.

Students must provide evidence, through sources such as rough drafts, study notes, resources, and discussion, that the work is original. Complete version found on MDHS Website: <http://www.yrdsb.ca/schools/markhamdistrict.hs> * The MDHS Assessment, Evaluation and Communication

Policy follows the principles of *Growing Success* and is derived from the YRDSB Policy & Procedures 305.0, 305.1, 305.2, and 305.3

Markham District High School
Music Department Handbook

Acknowledgement and Agreement

I have read and understand the guidelines and policies as outlined in the MDHS Music Department Handbook. I realize that conscientious attendance and preparation for classes and rehearsals are essential to my success. I will support the initiatives and policies of the MHDS Music Department to the best of my ability.

Student Name (Please print)

Student Signature and Date

Parent/Guardian name (Please print)

Parent/Guardian Signature and Date