

NAPERVILLE NORTH HIGH SCHOOL

Nicholas P. Janssen, Chair of Fine Arts



INTERMEDIATE TREBLE CHOIR [N42011-N42012]

ADVANCED MIXED CHOIR [N62011-N62012]

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D203 PROFILE OF A LEARNER

We are proud to present the Profile of a Learner, which outlines the key competencies and descriptors our community has identified as essential for our students: Adaptability, Communication, Critical Thinking, Learner's Mindset, Global Citizen.

DEPARTMENT MISSION

The Fine Arts Department at Naperville North High School is founded on the conviction that academics and the arts are equally important to student development and achievement. North's comprehensive Fine Arts offerings are integrated throughout the academic curriculum and various student activity organizations – motivating students with a variety of learning styles to succeed in high school and pursue higher education. The plethora of Fine Arts opportunities at North maintain our commitment to providing a rigorous arts education for all students while providing quality art for the Naperville Community.

Music offerings are designed to develop in all students: the professional practices of a working musician; the kinesthetic aspects of music making; the skills necessary to be savvy consumers of music; to perform, produce and analyze the language of music; to be self-motivated collaborators in pursuit of group oriented goals; and, lifelong skills that can enhance career and personal potentials.

COURSE DESCRIPTION(s)

Intermediate Treble Choir [N42011-N42012]: This intermediate vocal course is open to treble clef voices who wish to develop their vocal skills. This course is designed to teach and reinforce the fundamentals of music, to increase knowledge and understanding of music, and to explore and perform challenging music in a variety of styles. Musical terms and vocal skills are taught so a student may progress to more advanced ensembles, if desired. The choir participates in a number of concerts throughout the year; attendance at all performances is required.

Advanced Mixed Choir [N62011-N62012]: This advanced vocal group is open to treble clef and bass clef voices who possess advanced vocal skill, knowledge and understanding of music, and who wish to continue development of their vocal skills. Music reading ability and demonstration of advanced vocal proficiencies are a prerequisite for this ensemble. Course focus is on advanced choral techniques and independent singing skills. Students are expected to be self-motivated and leadership oriented. Availability for extra-curricular performance, select ensembles, or music festivals may be required. Members may also be required to audition for ILMEA traditional and vocal jazz senior ensembles.

COURSE TEXTBOOKS & RESOURCES

Audition/Instructor Approval Required

Students are expected to have their course music and resources, a black, three ring binder with pockets and/or district issued music folder, pencils, and class provided repertoire (sheet music) at every class meeting.

Students are expected to bring a district issued Chromebook to every class. It is expected that the device is fully charged and ready for use. Chromebooks are to remain closed and out of the work area. They should be utilized only with instructor direction or approval.

Rental of NCUSD203 high school music department organized, uniform concert attire is required for participation in all curricular performance music courses.

COURSE STANDARDS

- **MU:Pr4.1.Ia:** Explain the teacher selected 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.
- **MU:Pr4.1.Ib:** Demonstrate or analyze, using music reading skills, how compositional devices of musical works impact and inform prepared or improvised performances.
- **MU:Pr4.1.Ic:** Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- **MU:Pr4.1.Id:** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate.
- **MU:Pr5.1.Ia:** Develop criteria to critique individual and small-group performances of a varied repertoire of music, create rehearsal strategies to address performance challenges, and refine the performances.
- **MU:Pr6.1.Ia:** Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- **MU: Cr 1.1.I:** Compose and/or improvise melodic, rhythmic, and harmonic ideas for simple melodies and accompaniments for given melodies.
- **MU:Cr2.1.Ib:** Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- **MU:Cr3.1.Ia:** Evaluate, critique, and refine draft compositions and improvisations based on knowledge, skill, and teacher provided criteria.
- **MU:Cr3.1.Ic:** Share personally developed and refined melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in class.
- **MU:Re7.1.Ia:** Apply teacher provided criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
- **MU:Re7.1.Ic:** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods as developmentally appropriate.
- **MU:Re8.1.Ia:** Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research.
- **MU:Re9.1.Ia:** Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context
- **MU:Cn10.1.Ia:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.
- **MU:Cn11.1.Ia:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

UNITS OF STUDY

COURSE CALENDAR

GRADE CALCULATION DEFINITIONS

GRADING DISBURSEMENT

GRADING PRACTICES

- **Performing:**
 - Tone Production
 - Structure/Form/Symbols
 - Rhythm/Meter/Pulse
 - Keys/Scales
 - Expression/Articulation
- **Creating**
- **Responding**
- **Connecting**

2023.2024 CURRICULAR VOCAL MUSIC IMPORTANT DATES

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. **In this course, specific examples include:**
- **Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. **In this course, specific examples include:**

A: 100-90% | B: 89-80% | C: 79-70% | D: 69-60% | F: 59-0%

Semester Grade:

- **Coursework:** 85%
 - 0% Practice (practice is not graded)
 - 100%: Evidence
 - 25% Rehearsal
 - 25% Individual Performance Assessment
 - 25% Concert Performance
 - 25% Concert Reflection
- **Final Exam:** 15%
 - 50% Reflection
 - 30% Performance Assessment
 - 20% Music Literacy

Grades communicate each student's progress toward mastery of goals/standards for the course.

- **Infinite Campus Symbols/Comments:**
 - A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
 - Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
 - A zero indicates that no attempt was made by the student. If a legitimate

attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 85% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.

- **Late Work:**

- Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
- Practice Work is not accepted for credit after the due date.

- **Other:**

- No extra credit will be issued.

D203 AI BELIEF STATEMENT

At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

ACADEMIC INTEGRITY CODE

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

TECHNOLOGY EXPECTATIONS

- **Cell phones:** Students will be expected to store their cell phones in a phone holder or designated classroom location throughout each class period as communicated by each teacher. Cell phones should not be seen or heard in the classroom setting. Appropriate use of cell phones is allowed during passing periods, during study halls, at lunch, before and after school. Please note that cell phone use is strictly prohibited in locker rooms and restrooms at all times.
- **Ear buds and headphones:** The use of ear buds and headphones is strictly prohibited in the classroom unless permission has been granted by the teacher. Ear buds and headphones should not be seen or heard in the classroom setting. For safety reasons, students should also be able to hear announcements, alerts, etc. at all times and, therefore, students are permitted to use one ear bud or headphone during passing periods, at lunch, before and after school.
- **District issued Chromebooks:** Students are required to use their District issued Chromebook and will not be permitted to use personal laptops or devices in the classroom setting. Student personal devices are not protected

REASSESSMENT POLICY

by district systems and put student safety and the safety of our network at risk. Additionally, student personal devices are not enabled with applications and programs necessary for administration of state and AP assessments.

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Reassessment Parameters:

- The reassessment opportunity will require designated learning experiences that demonstrate readiness as assigned by the teacher.
- Reassessments MUST be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment.
- The final reassessment score will be capped at 85%.

COMMUNICATION

- You are encouraged to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.

ADDITIONAL RESOURCES FOR SUPPORT

- You can make an appointment with your teacher should you need additional instruction or support in learning material.
- You can attend peer tutoring in the Lit Center during lunch periods to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

**PARENT
GUARDIAN
PARTNERSHIP**

- NCUSD203 UNIFORM CONCERT ATTIRE RENTAL
- NNHS CONCERT ATTENDANCE POLICY
- NNHS PERFORMANCE MUSIC HANDBOOK

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grade.
 - o Infinite Campus is a tool to monitor student work until final course grade is posted.
 - o Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss their student's missing assignments, reiterate due dates, help organize their student's folders, materials and assignment notebooks, and review upcoming projects and assessments.

DRIVEN TO CREATE