

PROGRAMMATIC IMPACTS/NEEDS

What resources staffing, equipment and other resources are required for this course to run?

This program would best be facilitated by one upper school and one middle school faculty member in collaboration. The teachers would ideally share duties of both the upper school course and the middle school study hall. It would require that the upper school course and the middle school study hall be run concurrently (both trimester and period).

What teachers at EPS are qualified / able to teach this course?

Many teachers would be able to run this program. Waltzer and Winkelmann would be excited to pilot the program in the fall of 2019.

What additional information will the Curriculum Committee need to act on this proposal?

For any trimester when enrollment numbers were low, the upper school portion could be run as a seminar.

To what degree does this course call for the school to expand its use of resources?

FINE & PERFORMING ARTS

CURRENT CURRICULUM

Chamber Music Ensemble (5-12) **TRI**

Instrumental Music Ensemble (5-12) **TRI**

Intro to Instrumental Music: Orchestra (5-12) **TRI**

Intro to Instrumental Music: Band (5-12) **TRI**

2018 PROPOSALS

PROPOSER CO-SPONSOR(S)	COURSE TITLE
Castro Fierce	<i>Jazz Emersion</i> (Revision of IME) (5-12) TRI
Castro Aponte, Fierce	<i>Rock Emersion</i> (Revision of IME) (5-12) TRI
Castro no co-sponsor listed	<i>Classical Emersion</i> (Revision of IME) (5-12) TRI

(F&PA) 21st Century Classical Music Emersion

COURSE & SEMINAR PROPOSALS		
PROPOSER	Ed Castro	
CO-SPONSER FROM DIFFERENT DISCIPLINE (course proposals only)		
RECOMMENDED FOR REMOVAL (course proposals only)	Revise IME	
COURSE, SEMINAR, PROGRAM TITLE	21st Classical Music Emersion	
<small>*New/revised Discipline offerings should be discussed with your Discipline Group before coming to Curriculum Committee</small>		
ACTION		
PROGRAM	COURSE	
<input type="checkbox"/> Propose a new program <input type="checkbox"/> Eliminate an existing program <input type="checkbox"/> Revise an existing program/requirement(s)	<input type="checkbox"/> Eliminate an existing course and propose a new course <input type="checkbox"/> Propose a new course or seminar <input checked="" type="checkbox"/> Revise an existing course	
DISCIPLINE	COURSE LENGTH	GRADE LEVEL(S)
F&PA - Music	<input type="checkbox"/> .5 Trimester <input checked="" type="checkbox"/> Trimester <input type="checkbox"/> 2 Trimesters <input type="checkbox"/> Year-long	US and MS
What is the primary modality for this course? (the primary configuration in which students will interact, explore course material, and/or create products)		
Lectures, Reading, Class Discussions and Performance Practice	Performance	

Who are the students that would be served by this offering?

What existing course would be removed?
(no rotations please)

COURSE/PROGRAM DESCRIPTION

A version of this text will be included in the course catalogue, course syllabus, and/or program page

This course is for students who want to study Classical music. It is designed to help develop skills for performers, and offer an entry level into composition and/or arranging in preparation for a presentation of a subject or significant figure of Classical music.

Why is this course a necessary addition to this Discipline, Elective, or Seminar Offerings?

The classical musician of the 21st century needs to be a multifaceted and adaptive artist. Having a broad understanding of all this genre has to offer, gives students a different perspective of some of what we as modern people take for granted. From movie and video games scores to ringtones, classical composers and musicians are woven into the fabric of modern society. Along with learning about current composers and performers, students will have the opportunity to explore content created hundreds of years ago and explore the effectiveness of these works and why they are relevant today.

This is not an introductory music class. This class is for students who have done the intro levels of instrumental music or choir and want to explore classical repertoire and learn more about the artists responsible for the genre. This class will bridge the skill divide between intro classes through advanced music classes.

By focusing on one genre students who are at the intermediate stage of their development as musicians will achieve a deeper understanding of music.

What problem is this course proposal trying to solve?

What other ways (other than a course proposal) can this problem be solved?

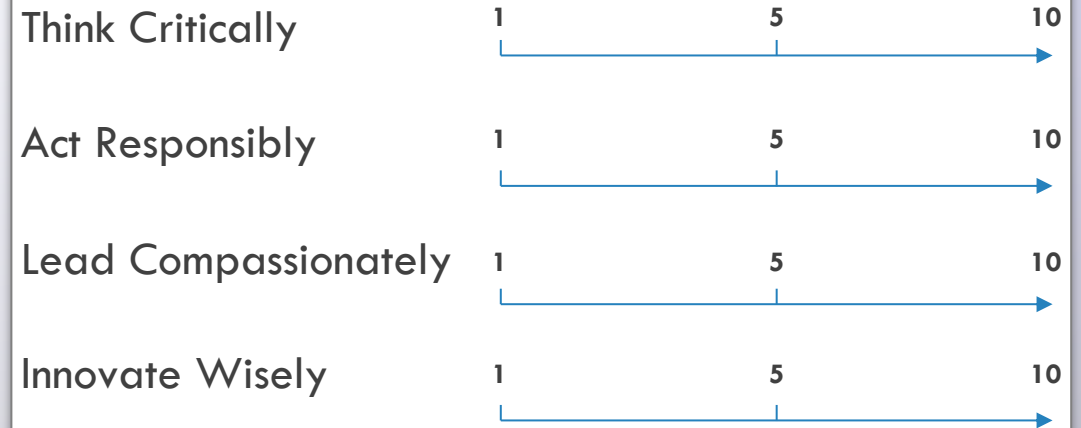
How does this course make the EPS curriculum more relevant to today's world?

MISSION

In what ways does your proposal course/program engage students to support the school's mission?

Think Critically	Students will need to make connections to other disciplines to make stronger connections to the content.
Act Responsibly	Give students who play or sing at an intermediate level a change to advance their skill level through active engagement.
Lead Compassionately	Musical expression through performance give students the opportunity to offer ideas to any community within earshot.
Innovate Wisely	Students can study how artist used obstacles set before them to elevate expression. Those innovations are examples for students to follow, imitate, improve using the tools at their disposal, and then finally find their path to expression. If done correctly, their expression should carry with it, what has been learned.

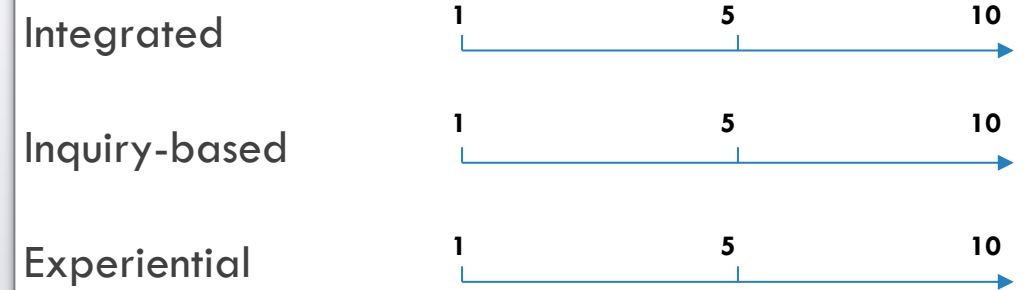
To what degree does this course address to each mission point?



SCHOOL-WIDE OUTCOMES

Interdisciplinary Thinking (INTEGRATION)	What other courses or disciplines can this course integrate with on what topics?
	1. Music History/ World History 2. Music Theory
Problem-Based Methodology (INQUIRY)	What essential questions will guide inquiry in this course?
	1. What role have artists played in building our understanding or appreciation of environments? 2. Is the development of music in line with the development and evolution of our society? 3. In what way will Classical music continue to develop in the 21st century?
	What hands-on projects, in-class or outside-class experiences will be provided for students?
Project-Based Approach (EXPERIENTIAL)	1. Performances where applicable 2. Class research presentation/paper/ or recital

To what degree is this course...



PROGRAMMATIC IMPACTS/NEEDS

What resources staffing, equipment and other resources are required for this course to run?

Music instruments - on an as needed basis. Arrangements of musical compositions for ensemble performances. Music History text books, Journals, newspapers and magazines for research projects. Supplemental access to web based resources for both performance and research.

What teachers at EPS are qualified / able to teach this course?

Dr. Castro, Ms. Ellingson

What additional information will the Curriculum Committee need to act on this proposal?

This class will give access to wider pool of student as this class might be able to accommodate electronic instruments, given the wide nature of the subject.

To what degree does this course call for the school to expand its use of resources?

(F&PA) Jazz Emersion

COURSE & SEMINAR PROPOSALS

PROPOSER	Ed Castro
CO-SPONSER FROM DIFFERENT DISCIPLINE (course proposals only)	David Fierce
RECOMMENDED FOR REMOVAL (course proposals only)	Revise IME eliminate
COURSE, SEMINAR, PROGRAM TITLE	Jazz Emersion

*New/revised Discipline offerings should be discussed with your Discipline Group before coming to Curriculum Committee

ACTION

PROGRAM	COURSE
<input type="checkbox"/> Propose a new program <input type="checkbox"/> Eliminate an existing program <input type="checkbox"/> Revise an existing program/requirement(s)	<input type="checkbox"/> Eliminate an existing course and propose a new course <input type="checkbox"/> Propose a new course or seminar <input checked="" type="checkbox"/> Revise an existing course

DISCIPLINE	COURSE LENGTH	GRADE LEVEL(S)
F&PA - Music	<input type="checkbox"/> .5 Trimester <input checked="" type="checkbox"/> Trimester <input type="checkbox"/> 2 Trimesters <input type="checkbox"/> Year-long	US and MS

What is the primary modality for this course?

(the primary configuration in which students will interact, explore course material, and/or create products)

Lectures, Reading, Class Discussions and Performance Practice	Performance
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Who are the students that would be served by this offering?

What existing course would be removed?
(no rotations please)

COURSE/PROGRAM DESCRIPTION

A version of this text will be included in the course catalogue, course syllabus, and/or program page

This course is for students who want to study Jazz music. It is designed to help develop skills for performers, and offer an entry level into music composition and/or music arranging in preparation for a presentation of a subject or significant figure of jazz music.

Why is this course a necessary addition to this Discipline, Elective, or Seminar Offerings?

It is America's music. Having an understanding of this genre offers students a different perspective of American history and the development of much of the music we listen to today. It also offers students who want to improve on their instrument or mode of musical expression the opportunity to expand on their skill level.

This is not an introductory music class. This class is for students who have done the intro levels of instrumental music or choir and want to explore jazz repertoire and learn more about the artists responsible for the genre. This class will bridge the skill divide between intro classes through advanced music classes.

By focusing on one genre students who are at the intermediate stage of their development as musicians will achieve a deeper understanding of music.

What problem is this course proposal trying to solve?

What other ways (other than a course proposal) can this problem be solved?

How does this course make the EPS curriculum more relevant to today's world?

MISSION

In what ways does your proposal course/program engage students to support the school's mission?

Think Critically

Students will need to make connections to other disciplines to make stronger connections to the content.

Act Responsibly

Give students who play or sing at an intermediate level a change to advance their skill level through active engagement.

Lead Compassionately

Musical expression through performance give students the opportunity to offer ideas to any community within earshot.

Innovate Wisely

Jazz documents innovation at many levels. Students can study how artist used obstacles set before them to elevate expression. Those innovations are examples for students to follow, imitate, improve using the tools at their disposal, and then finally find their path to expression. If done correctly, their expression should carry with it, what has been learned.

To what degree does this course address to each mission point?

Think Critically



Act Responsibly



Lead Compassionately



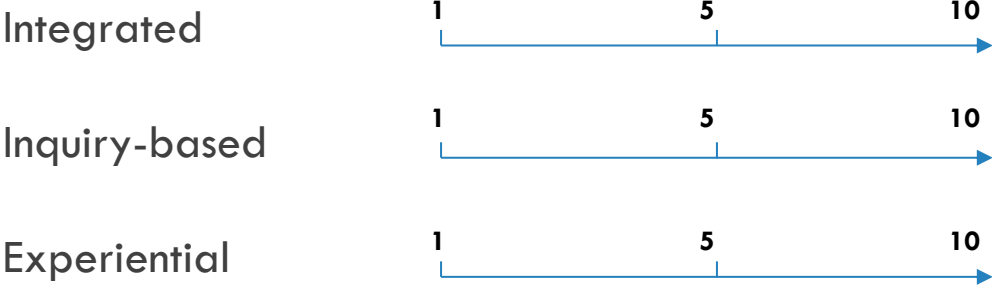
Innovate Wisely



SCHOOL-WIDE OUTCOMES

Interdisciplinary Thinking (INTEGRATION)	What other courses or disciplines can this course integrate with on what topics?
	1. American History, Civil Rights, Improvisation 2. Poetry, creative writing.
Problem-Based Methodology (INQUIRY)	What essential questions will guide inquiry in this course?
	1. Describe connections between the turmoil of the 20th century and the evolution of jazz music? 2. What were the criticism's of jazz in the first half of the 20th century and how were those judgement's supported or discredited? 3. In what way will jazz continue to develop in the 21st century?
Project-Based Approach (EXPERIENTIAL)	What hands-on projects, in-class or outside-class experiences will be provided for students?
	1. Performances where applicable 2. Class research presentation/paper/ or recital

To what degree is this course...



PROGRAMMATIC IMPACTS/NEEDS

What resources staffing, equipment and other resources are required for this course to run?

Music instruments - on an as needed basis. Arrangements of musical compositions for ensemble performances. Jazz History text books for research projects. Supplemental access to web based resources for both performance and research. (ie. Band in a box software, iReal Pro, Jamey Aebersold website, The Living Jazz Tradition, etc...)

What teachers at EPS are qualified / able to teach this course?

Dr. Castro, Ms. Ellingson

What additional information will the Curriculum Committee need to act on this proposal?

This class will give access to wider pool of student as this class might be able to accommodate electronic instruments, given the wide nature of the subject.

To what degree does this course call for the school to expand its use of resources?

(F&PA) Rock Emersion

COURSE & SEMINAR PROPOSALS

PROPOSER	Ed Castro
CO-SPONSER FROM DIFFERENT DISCIPLINE (course proposals only)	David Fierce and Ryan Aponte
RECOMMENDED FOR REMOVAL (course proposals only)	Revise IME
COURSE, SEMINAR, PROGRAM TITLE	Rock Emersion

*New/revised Discipline offerings should be discussed with your Discipline Group before coming to Curriculum Committee

ACTION

PROGRAM	COURSE
<input type="checkbox"/> Propose a new program <input type="checkbox"/> Eliminate an existing program <input type="checkbox"/> Revise an existing program/requirement(s)	<input type="checkbox"/> Eliminate an existing course and propose a new course <input type="checkbox"/> Propose a new course or seminar <input checked="" type="checkbox"/> Revise an existing course

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F&PA - Music	<input type="checkbox"/> .5 Trimester <input checked="" type="checkbox"/> Trimester <input type="checkbox"/> 2 Trimesters <input type="checkbox"/> Year-long	US and MS

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Lectures, Reading, Class Discussions and Performance Practice	Performance
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Who are the students that would be served by this offering?

What existing course would be removed?
(no rotations please)

COURSE/PROGRAM DESCRIPTION

A version of this text will be included in the course catalogue, course syllabus, and/or program page

This course is for students who want to study Rock and Roll music. It is designed to help develop skills for performers, and offer an entry level into composition and/or arranging in preparation for a presentation of a subject or significant figure of Rock music.

Why is this course a necessary addition to this Discipline, Elective, or Seminar Offerings?

One of America's main exports is it's popular music. Having an understanding of this genre offers students a different perspective of American history and the development of much of the music we listen to today. It also offers students who want to improve on their instrument or mode of musical expression the opportunity to expand on their skill level.

This is not an introductory music class. This class is for students who have done the intro levels of instrumental music or choir and want to explore Rock repertoire and learn more about the artists responsible for the genre. This class will bridge the skill divide between intro classes through advanced music classes.

By focusing on one genre students who are at the intermediate stage of their development as musicians will achieve a deeper understanding of music.

What problem is this course proposal trying to solve?

What other ways (other than a course proposal) can this problem be solved?

How does this course make the EPS curriculum more relevant to today's world?

MISSION

In what ways does your proposal course/program engage students to support the school's mission?

Think Critically

Students will need to make connections to other disciplines to make stronger connections to the content.

Act Responsibly

Give students who play or sing at an intermediate level a change to advance their skill level through active engagement.

Lead Compassionately

Musical expression through performance give students the opportunity to offer ideas to any community within earshot.

Innovate Wisely

The history of Rock and Roll documents innovation at many levels. Students can study how artist used obstacles set before them to elevate expression. Those innovations are examples for students to follow, imitate, improve using the tools at their disposal, and then finally find their path to expression. If done correctly, their expression should carry with it, what has been learned.

To what degree does this course address to each mission point?

Think Critically



Act Responsibly



Lead Compassionately



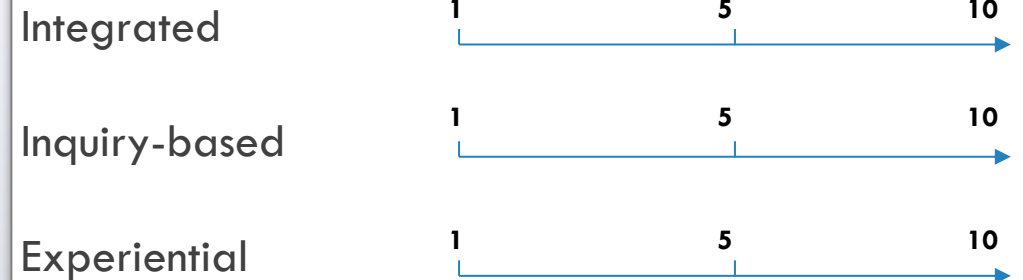
Innovate Wisely



SCHOOL-WIDE OUTCOMES

Interdisciplinary Thinking (INTEGRATION)	What other courses or disciplines can this course integrate with on what topics? 1. American History, Civil Rights, Improvisation 2. Poetry, creative writing.
Problem-Based Methodology (INQUIRY)	What essential questions will guide inquiry in this course? 1. Describe connections between the turmoil of the 1950's through the 1970's and the evolution of this music? 2. What were the criticism's of popular music and how were those judgement's supported or discredited? 3. In what way will Rock continue to develop in the 21st century?
Project-Based Approach (EXPERIENTIAL)	What hands-on projects, in-class or outside-class experiences will be provided for students? 1. Performances where applicable 2. Class research presentation/paper/ or recital

To what degree is this course...



PROGRAMMATIC IMPACTS/NEEDS

What resources staffing, equipment and other resources are required for this course to run?

Music instruments - on an as needed basis. Arrangements of musical compositions for ensemble performances. Rock and Roll History text books and magazines for research projects. Supplemental access to web based resources for both performance and research.

What teachers at EPS are qualified / able to teach this course?

Dr. Castro, Ms. Ellingson

What additional information will the Curriculum Committee need to act on this proposal?

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To what degree does this course call for the school to expand its use of resources?

CURRICULUM COMMITTEE MEETINGS 2018-19

DATE	AGENDA
Monday, October 1	Overview; OneSheets
Tuesday, October 16	Meeting with NWAIS Visiting Team
Wednesday, November 7	General Proposal: 1 st Read
Monday, November 26	General Proposal: 2 nd Read
Monday, December 17	Humanities 9: 1 st Read
Friday, January 17	Humanities 9: 2 nd Read
Friday, April 26	Humanities 10: 1 st Read
Friday, May 17	Humanities 10: 2 nd Read