



Chamber Strings 8-12

Instructor: Ms. Marissa Heaven

Course Description:

Welcome to Windsor's Instrumental Music Program! All courses in Chamber Strings are designed to provide students with a progressive training in instrumental music. This training includes technical aspects of instrumental performance, basic history and theory as related to the repertoire and guided exploration of many different genres of music. The difference between the ensemble levels is based primarily on the difficulty and complexity of repertoire studied. This class is performance-based and the students will complete several full-scale concerts throughout the year as well as a variety of performance activities.

Big Ideas (from BC Arts Education Curriculum):

- Music is a unique language for creating and communicating.
- Music provides insight into the perspectives and experiences of people from different times, places, and cultures.
- Growth as a musician requires perseverance, resilience, and reflection.
- Collaborative music experiences help build community and nurture relationships.
- Music-making supports the development of identity and sense of belonging.

These Big Ideas are at the heart of the Jazz Band program. They guide our exploration of jazz as both a musical genre and a form of personal and collective expression.

Course Goals & Learning Objectives:

Students will:

- Develop technical proficiency and expressive control on their chosen string instrument.
- Strengthen ensemble skills such as tuning, balance, articulation, and rhythmic accuracy.
- Perform a diverse selection of orchestral and chamber repertoire.
- Apply music literacy skills including sight-reading, notation, dynamics, and phrasing.
- Build critical listening, analysis, and reflective skills through rehearsals and performance review.
- Engage with music from different cultures, styles, and historical periods.
- Demonstrate collaboration, preparation, and leadership within an ensemble setting.

Classroom Expectations

Teachers will expect:

- Full participation, including **positive attitude, punctual attendance, and respectful collaboration.**
- Willingness to take creative risks and **engage in self- and peer-assessment.**
- Commitment to personal growth and **musical excellence.**

Students can expect:

- A supportive environment that encourages **musical risk-taking and exploration.**
- Opportunities to train and perform at a **high standard**, both individually and as part of an ensemble.
- Feedback that promotes **growth mindset, resilience**, and technical development.

Assessment & Evaluation

Students in Chamber Strings will receive **ongoing formative and summative assessments** throughout the semester. A variety of assessment tools will be used, including:

- Rubrics and performance criteria
- Playing quizzes and written theory checks
- Concert and in-class performances
- Self- and peer-assessments

Students are expected to take pride in their work, demonstrating a high level of **preparation, effort, and care** in all musical tasks.

Assessment Breakdown:

100% - Musicianship, Performance and Participation

40% Concerts Full participation is expected, from set-up to take-down. Concerts are treated as **performance-based examinations** and represent the most significant assessments of each semester. An unexcused absence from a concert is equivalent to missing a major exam.

20% Personal Musicianship Evidence of **individual preparation and practice**, musical growth, and self-discipline. Includes technical assessments, sectionals, and practice logs or checks.

40% Daily Rehearsals & Assignments Consistent, positive contribution to rehearsals; includes **punctual attendance, team awareness, equipment care**, and respectful participation. Students are expected to maintain ensemble protocol and contribute to a safe and productive learning environment. Quizzes, reflections, self-assessments, or written assignments related to musical theory, history, or personal progress.

Course Guidelines

Practice & Self-Discipline: students are expected to

- Arrive at rehearsals **prepared and having practiced** their parts.
- Use **personal time and/or sectionals** to learn music outside of class.
- Treat ensemble rehearsal time as an opportunity to **blend individual preparation into group performance**.

“Practice is individual. Rehearsal is collective.” Students are responsible for learning their own parts so rehearsals can focus on ensemble cohesion.

Attendance & Punctuality

- **Regular attendance** is essential for success in this performance-based course.
- **Concerts are mandatory** and function as key evaluations. Missing a concert without a valid excuse is treated as missing a final exam.
- Absences and repeated lateness may affect overall assessment, as they disrupt both individual learning and ensemble progress.

If a student anticipates a conflict with a concert or rehearsal, they must inform the teacher well in advance to discuss alternative arrangements (if possible).

For lunch X Block classes: be seated and warming up, downbeat is at 1:00PM

For after school X Block classes: arrive at 3:10, be seated and warming, downbeat is at 3:15PM

***lateness is noted and may affect your mark*

Required Uniform:

| Option 1 | Option 2 |
|--|--|
| White DRESS shirt Black DRESS pants Black DRESS socks Black DRESS shoes **Windsor Music Blazer **Green bowtie | Black DRESS shoes **Windsor Music Dress **Green sash |

Major Performances:

- **Winter Band & Strings Concert – Wednesday, November 26 @ Kay Meek**
- **June Band & Strings Finale Concert – Wednesday, June 4th @ Kay Meek**

**see Windsor Music calendar for details*