

*Northwest Collegiate & Technical Academy
Performing Arts Department
Band/General Music Course Syllabus
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Disclaimer: This syllabus is intended to give the student guidance in what may be covered during the year and will be followed as closely as possible. However, the teacher reserves the right to modify, supplement, and make changes as the course needs arise.

COURSE DESCRIPTION:

Overview

It is the mission of the NC&TA Band Program to create functionally literate, independent musicians, who continually exhibit the highest level of character as school citizens. This education shall take place through traditional concert band classes and extra-curricular activities, i.e., marching band, jazz band, small ensembles, solos, auditions, etc.

Goals

The Wind Ensemble is the flagship ensemble of NC&TA. Students in this ensemble display the highest level of musicianship, capable of performing Grade 3, 4, and Masterworks literature. This ensemble is intended for upperclassmen, most specifically junior and senior members.

The Symphonic Band is the performing ensemble at NC&TA where students display a high level of musicianship capable of performing Grade 2, 1, and literature. This ensemble is intended for juniors, sophomores, and select freshman band members.

The Concert Band is the performing ensemble at NC&TA where students display a skill level that is still developing into the maturity necessary for high achievement in band literature. While showing the need for more individual practice and understanding of key concepts as they mature and progress.

This ensemble is intended mainly for freshman and select sophomore band students.

KEY STANDARDS:

1.PR.1 Perform music from a variety of styles, cultures, and genres.

1.PR.2 Develop musical presentations.

2.CN.1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.

3.CR.1 Create original musical ideas and works, independently and collaboratively.

3.CR.2 Adapt original musical ideas and works, as well as those of peers and other artists, independently and collaboratively.

Course Objectives: Our learning objectives align with the core standards for music education in the Halifax County Schools District. The details of these objectives for Band are listed below.

Band Posture

- *Woodwinds/Brass: Sit up tall at the edge of the seat with two feet on the floor in the proper playing position*
- *Percussion: Stand up tall with two feet on the floor with the weight balanced (hip, waist, and shoulders aligned) with proper playing position*
- *Techniques*
- *Demonstrate proper breath support*
- *Demonstrate appropriate embouchure formation*
- *Produce an acceptable tone throughout his or her range that is indicative of proper embouchure development and breath control techniques*
- *Produce a controlled and centered tone quality at various dynamic levels (p-f) throughout his or her practical range*
- *Demonstrate the ability to blend and balance his or her tone quality within a performing group -Employ the use of the following dynamics in performance: piano, mezzo-forte, mezzo-piano, forte, crescendo, and decrescendo.*
- *Play basic tongued and slurred articulation patterns*

- *Percussionists will demonstrate the following rudiments: multiple bounce stroke roll, five, seven, nine, and seventeen stroke rolls, flam, flam-tap, and single, double, and triple paradiddle. Percussion students will also be introduced to mallet instruments and timpani. All percussionists will be held responsible for the same standards of learning as wind students.*
- *Learn and perform the Concert F, B-flat, E-flat, and A-flat Major scales (1 octave, 2 octaves for extra credit, chromatic) Repertoire Difficulty and Quality of Performance*
- *Perform with expression and technical accuracy excerpts from Standards of Excellence and Band literature with a difficulty level of 1/2 – 1 1/2*
- *Respond musically to the cues of a conductor*
- *Perform with expression appropriate for the work being performed Diverse Literature*
- *Perform music representing diverse genres and cultures, with expressions appropriate for the work being performed*
- *Perform music literature from many different historical periods such as baroque, classical, romantic, and contemporary periods, as well as, contemporary popular forms*
- *Perform an assigned part in two or three-part ensemble playing (duets, trios, etc.) Reading and Notation*
- *Identify by note name and fingering or position the notes contained in the musical literature being studied*
- *Perform in 2/4, 3/4, 4/4, and alla breve (“cut time”) signatures.*
- *Sight read, accurately and expressively, music with a level difficulty of 1/2 - 1 Critical Response*
- *Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, form, and dynamics*
- *Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom rehearsal and performance settings*
- *Evaluate the quality and effectiveness of music performances, compositions, and improvisations, and apply these criteria in their personal listening and performing connections*

- *Apply knowledge of the arts and cultural resources to the study of other disciplines*

Advanced Band Posture

- *Woodwinds/Brass: Sit up tall at the edge of the seat with two feet on the floor in the proper playing position*
- *Percussion: Stand up tall with two feet on the floor with the weight balanced (hip, waist, and shoulders aligned) with proper playing position Techniques*
- *Demonstrate proper breath support (longer endurance on a single breath)*
- *Demonstrate appropriate embouchure formation*
- *Produce an acceptable tone throughout his or her range that is indicative of proper embouchure development and breath control techniques*
- *Produce a controlled and centered tone quality at various dynamic levels (p-f) throughout his or her practical range*
- *Demonstrate the ability to blend and balance his or her tone quality within a performing group at the third-year playing level*
- *Employ the use of the following dynamics in performance: piano, mezzo-forte, mezzo-piano, forte, crescendo, and decrescendo, accents, sfz, Fp*
- *Demonstrate basic tongued and slurred articulation patterns*
- *The percussion student will demonstrate the following rudiments: multiple bounce stroke roll, five, seven, nine, and seventeen stroke rolls, flam, flam-tap, single paradiddle, and drag, as well as long open and closed rolls. Rolls in 3/4 time, triplets, 7-stroke rolls, alla-breve, and other flam rudiments. They will also continue their study of timpani and mallets. Percussion students will be held responsible for the same standards of learning as wind students.*
- *Learn and perform the Concert F, B-flat, E-flat, A-flat, D-flat, C and G Major Scales (1 octave, 2 octaves for extra credit). Also g and d natural and harmonic minor scales. The student will also perform the chromatic scale (2 octaves) Repertoire Difficulty and Quality of Performance*
- *Perform with expression and technical accuracy band literature with a difficulty level of 1 - 3*
- *Respond musically to the cues of a conductor*

- *Perform with expressions appropriate for the work being performed. Diverse Literature*
- *Perform music representing diverse genres and cultures, with expressions appropriate for the work being performed*
- *Perform music literature from the baroque, classical, romantic, and contemporary periods, as well as contemporary popular forms.*
- *Perform an assigned part in two- or three-part ensemble playing (duets, trios, etc.) Reading and Notation*
- *Identify by note name and fingering or position the notes contained in the musical literature being studied*
- *Perform in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, 12/8, uneven meters (5/8, 7/8), and alla breve ("cut time") time signatures*
- *Sight read, accurately and expressively, music with a level difficulty of 2*
- *Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, and articulation Critical Response*
- *Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, form, and dynamics*
- *Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom rehearsal and performance settings*
- *Evaluate the quality and effectiveness of music performances, compositions, and improvisations and apply the criteria to their personal listening and performing Connections*
- *Apply knowledge of the arts and cultural resources to the study of other disciplines*

Required Materials: Three-ring binder to hold all music Sheet protectors Dividers Pencils Music Method Book (Standards of Excellence Book 1, 2, and 3)

Assignments and Grading: The following is an overview of the major assignments we will undertake this semester and grading policies. Additional assignments or a change to grading policies may be announced at my discretion.

Playing Quizzes: We will be playing quizzes every 2 weeks to gauge the musical advancements of the students.

Classwork/Participation: The students will be graded daily on participation in music rehearsal.

Exams/Performances: BAND IS A PERFORMING CLASS! ALL PERFORMANCES will be graded as an exam grade; whether they be scheduled or impromptu.

*The scale I will use to calculate the final grade is as follows:
Grade Breakdown The system is a 10-point scale:*

<i>100-90 A, 89-80 B, 79-70 C, 69-60 D, 59-below F</i>
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**** I do not argue about grades. Please be respectful when discussing grades*** *** I do not discuss grades via email or phone. Please make a private appointment*** *** I do not discuss grades in the classroom. Please make a private appointment****

****Once grades are submitted, they are final and will not be changed*** ***It is your responsibility to keep track of your grades****

Attendance: Regular attendance is required.

****Note: Auto-failure includes both excused and unexcused absences as well as accumulated tardiness. An excused absence only allows you the opportunity to complete the work for the day.****

Classroom Etiquette: Etiquette means respect. As outlined in the Classroom Code of Conduct, we are expected to treat others and ourselves with an appropriate level of consideration.

To ensure that we foster a respectful and supportive learning environment, I ask that we:

- *Silence all electronic devices, including cell phones, Smart/Apple watches, PDAs, etc.*
- *Refrain from aggressive or rude behavior such as inappropriate touching, cursing, or otherwise denigrating any member of the class.*
- *Refrain from using your electronic devices while in class or a parent will be called to pick it up from SRO Jones.*

- *No hoods or hats are worn in class without permission from the administration*

- *No headphones, earbuds, or other listening devices allowed unless*

given permission.

- *Clothing must be worn properly, no sagging pants, excessively tight clothing, or any other clothing that is against school policies.*

- *No food, chewing gum, or drink is permissible at any time.*

- *The instrument must go home with the scholar*

DAILY!!!

- *Failure to adhere to appropriate classroom etiquette may result in disciplinary actions.*