

Dorchester School District Two Fine Arts
SUMMERVILLE HIGH SCHOOL BANDS 2017-2018

COURSE SYLLABUS—Band Courses

Course: Band

Length of Study: Full Year

Credit: 1.0 Unit

Prerequisite: Minimum of 1 year of 8th Grade Band

Instructor: Mr. Leslie Gilreath

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Course Description

This class is designed to develop students' ability to perform on their instruments both technically and expressively while increasing their understanding and awareness of music and its place in their lives. We will focus on the development of individual skills as they relate to performance in solo, small ensemble, and larger ensemble settings. Though the instruction is content-based, the demonstration of mastery is necessarily performance-based, and students will perform for enjoyment as well as for evaluation and adjudication. After-school rehearsals and performances will be required as well as the maintenance of standard uniforms/concert attire. ***All students enrolled in a band class at Summerville High School are required to attend the Winter Band Camp on January 12 & 13, 2018. This includes percussion students.***

Course Standards

- **Music Performance:** The student will sing and play instruments, alone and with others, a variety of music.
- **Creating Music:** The student will improvise, compose, and arrange music within specified guidelines.
- **Music Literacy:** The student will read and notate music.
- **Critical Response to Music:** The student will listen to, describe, analyze, and evaluate music and music performances.
- **History and Culture:** The student will study and examine music's role in history and culture.
- **Connections:** The student will make connections between music, other arts, disciplines, other content areas, and the world.

Course standards can be accessed at www.ed.sc.gov/agency/office/cso

Texts/Supplemental Materials (*=provided)

Habits of a Successful Musician by Scott Rush and Rich Moon, pub GIA Publications, Inc.

Essential Musicianship by Eddie Green, John Benzer, David Bertman, pub Hal Leonard

Foundations for Superior Performance by Richard Williams and Jeff King, pub. KJOS

I Recommend by James D. Ployhar, pub. Belwin

101 Rhythmic Rest Patterns by Grover C. Yaus, pub. Belwin

Essential Elements for Jazz Ensemble by Mike Steinel

Concert Wind Band Literature

Solo and Small Ensemble Literature

Smart Music Technology (www.smartmusic.com)

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Portfolio Requirement

Band students are required to keep a portfolio as part of their nine weeks grades each quarter. This will consist of a 2" 3-ring binder with sheet protectors that will be kept in their band lockers to contain their resource materials, music, etc. **THESE WILL BE KEPT IN THEIR BAND LOCKERS.**

Course Timeline

- 1st Nine Weeks: Fundamental Musicianship Development
Smart Music
Identifying Components of Playing
Simple Counting System
SCBDA Region and All State Audition Requirements
Development of Ensemble Skills
Major Scales and Arpeggios
ALL STATE Band Audition Materials
Community Performances
- 2nd Nine Weeks: Fundamental Musicianship Development
Smart Music
Continuation of discussion and development of Components of Playing
Compound Counting System
SCBDA Region and All State Audition Requirements
Further Development of Ensemble Skills
Minor Scales and Arpeggios
- 3rd Nine Weeks: Winter Band Camp (January 12,13)
Fundamental Musicianship Development
Smart Music
Continuation of discussion and development of Components of Playing
Further Development of Ensemble Skills
Major/Minor Scales, Arpeggios
Concert Festival Preparation
- 4th Nine Weeks: Fundamental Musicianship Development
Smart Music
Continuation of discussion and development of Components of Playing
Further Development of Ensemble Skills
Major/Minor Scales, Arpeggios
Solo and Ensemble Literature
Spring Concerts, Graduation

ATTENDANCE AT THE WINTER CAMP (JANUARY 12-13) IS REQUIRED OF ALL BAND STUDENTS.

Friday, January 12, 2017: 5:00-8:00pm

Saturday, January 23, 2017: 9:00am-6:00pm

Tuition for this camp is \$75.00, DUE BY DECEMBER 19, 2017

Checks should be made payable to **SUMMERSVILLE BAND BOOSTERS**

THE PERFORMANCE AT SUMMERSVILLE HIGH SCHOOL GRADUATION IS REQUIRED AND FULFILLS A PERCENTAGE OF THE PERFORMANCE COMPONENT OF THE 2016-2017 FINAL EXAM GRADE (50%).

Required Supply List

- SmartMusic is being provided for all our students by DD2.*
- Black Concert Attire, acquired prior to the December performance.
- 3-ring binder with sheet protectors (their portfolio).
- Pencil in hand, every day.
- Metronome/Tuner Combo (smartphone apps available).
- Working instrument and its component parts and supplies.

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Course Objectives

- Students will develop an understanding of the elements of music and acquire the skills necessary to hear, read, write, perform, and discuss music using musical terminology.
- Students will develop individual habits that foster growth as competent instrumentalists who are competent musicians, reading and playing music with insight, technical accuracy, and expression.
- Students will be encouraged to pursue private, professional training on their instruments.
- Students will explore a variety of musical styles and performance media in appropriate historical context.
- Students will develop aesthetic sensitivity to the expressive qualities of music that will encourage musical responsiveness and discrimination. The basic program will provide a sound basis of musical experience that can be used in making intelligent judgments regarding musical value.
- Students will develop responsible and dependable behavior, commitment, self-discipline, self-confidence, respect for self and others, and leadership skills that will demonstrate respect for competency levels and the contributions of students from all ethnic groups and backgrounds.

Grading

Performance Assessments:

Includes, but is not limited to required pass-offs, portfolios, performances and other major assessments that represent student work and development over time.

Fundamental Musicianship Development:

Includes, but is not limited to rehearsal grades, SmartMusic grades, and weekly exercises that maintain and grow fundamental musicianship. These grades encourage students to maintain their musicianship on a continuing basis and assesses the **GROWTH** they demonstrate over time. **REHEARSALS AFTER SCHOOL ARE REQUIRED AND ARE PART OF THE GRADE FOR THE COURSE.**

Daily Preparation:

The day-to-day demonstration of excellence in class period rehearsal skills, preparation, having materials, being a positive, active part of the rehearsal experience as would be expected of professional musicians. This includes rehearsals that fall outside the school day.

Report cards and progress/interim reports will be issued based upon the district calendar. The following formulas will be used to calculate final course grades:

$$FinalCourseGrade = (1stSem \bullet 40\%) + (2ndSem \bullet 40\%) + (FinalExam \bullet 20\%)$$

Grade	Scale	Description of Work
A	90-100%	Consistently demonstrates an exceptional level of quality and effort. Having all work in on time and completed to exceed expectations. Mastery in evaluating, synthesizing, and applying content principles.
B	80-89%	Consistently demonstrates proficient knowledge with a good effort and quality of work. All assignments are complete and on time. Demonstrates the ability to evaluate, analyze, synthesize and apply content principles.
C	70-79%	Demonstrates proficient knowledge and the ability to apply and analyze content principles. Work shows average effort. A few assignments may be missed or late.
D	60-69%	Work shows minimal effort and some assignments are late. Demonstrates a basic understanding of recalling or comprehending content principles.
F	Below 60%	Understanding is below basic in relation to content principles. Work is of poor or substandard quality and does not meet standards or expectations.

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Expectations for Students in the Band Program

Band Students are expected to be on time to and prepared for class, practices, and performances.
Band students are expected to improve daily.
Band students are expected to maintain strong academic and discipline records at SHS.
Band students are expected to be responsible for and accept the consequences of their actions.
Band students are expected to be clean, neat, and dressed appropriately.
Band students are expected to show respect for authority, property and each other.
Band students are expected to meet their fair share obligations whether through timely payments or fundraising activities.
Band students are expected to be honest.
Band students are expected to be good representatives of the band program and of SHS.

Assessment

Students in band classes are assessed based on their ability to demonstrate competency of knowledge, comprehension, application, analysis, synthesis, and evaluation of musical principles through performance on their instruments and through verbal and written expression.

Informal assessment strategies

Listen and Respond—the teacher provides feedback in a rehearsal setting by listening to individuals or sections and then offering suggestions as to how their performance may be improved. The criteria used to determine whether a student or group of students has achieved mastery include:

- Proper embouchure, posture, air flow, and hand positions.
- Correct notes, rhythms, balance, and dynamics
- Expressive elements, phrasing, contour, and melodic treatment.
- Attentiveness, preparedness, and evident alertness, interest.

Performance Observation—given that assessment in this medium is performance-oriented, active and *contributing* daily performance demonstration is essential. We have developed a set of guidelines to define acceptable rehearsal technique that may be observed on a daily basis. We define adequate individual rehearsal technique as follows:

- Attending class/rehearsals regularly as is expected in every class, being prompt.
- Having an instrument in good working order with supplies.
- Having a pencil on the stand for marking music, every day.
- Demonstrating proper playing habits on a regular and consistent basis.
- Interacting positively in the musical experience of the group, maintaining eye contact with the teacher/conductor, and paying full attention during all classes/rehearsals.
- Demonstrating a positive approach to musical development and evidence of developing musical maturity.
- Following guidelines of conduct, etc. as is expected of everyone.
- Making a positive contribution to the rehearsal experience.

Individual Contribution Rubric—We have developed this rubric to measure a student’s contribution to the ensemble and to performance in general as it relates to personal preparation and effectiveness. This also allows us to more accurately measure a student’s participation in the daily class performance and preparation of concert music. This is a **self-evaluation** that the students complete themselves.

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Formal Assessment Strategies

The nature of this course allows us to directly measure a student's development and mastery of material in several unique ways:

In-class playing tests—students are required to perform scales, etudes, exercises, and excerpts of concert music. Their placement in the respective ensembles will depend on their performance of these exercises.

Smart Music Assessment—this technology allows students to work on mastery of technical studies without the pressure of playing all of their exercises in front of the entire class. While a traditional setting only allows a student one opportunity to demonstrate mastery, this setting allows them as many chances as they need and opportunities for immediate feedback while they are working to perfect the exercises. The software assesses their performance on a purely objective level and assigns a score based on their accuracy.

Written tests and quizzes/homework—we evaluate mastery of theory, history, and vocabulary skills through written tests and quizzes. These are graded work in a traditional sense and are evaluated in terms of the accuracy of the information provided by the students. Students are also required to complete computer-based exercises in Music Theory.

Ensemble Performance Evaluation—the most adequate and genuine assessment we receive on an ensemble level is adjudication at Concert Festival. This measures our achievement in both performance and basic reading skills—a genuine assessment. We also invite professional musicians to visit our classes to evaluate and instruct. This group level project may result in a single grade being given to each individual member of the ensemble that is based on the ensemble's performance.

Exams—this is a combination of playing and written skills and is evaluated according to the Individual Performance Rubric and according to the accuracy of the information provided by the students on the written part of the tests.

COURSE SYLLABUS RECEIPT ACKNOWLEDGEMENT

I have read and understand the expectations for my student in this course.

Student Name: _____ Instrument: _____ Period: _____

Student Signature: _____

Parent Signature: _____

This form should be signed by the student and the parent and returned no later than Friday, August 31st. Being responsible is part of the expectation of excellence for this course.