



We are THE...

Symphonic Winds

Advanced/Mastery Band

2017-2018 School Year
4th Period

Instructors: Aaron Toft & Krista Berezo
E-Mail: atoft@paulding.k12.ga.us
kberezo@paulding.k12.ga.us
Phone: 770-443-8008, Ext. 5
Room: 816

Overview

It is the mission of the Paulding County High School 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, as well as through extra-curricular activities, i.e. marching band, jazz band, small ensembles, solos, auditions, etc.

Goals

The Symphonic Winds is the top-tier performing ensemble at Paulding County High School. Students in this ensemble display the highest level of musicianship necessary for high achievement in band literature. This ensemble is intended for upper classmen and very advanced freshmen.

Requirements

1. Students in the Symphonic Winds will prepare and present multiple concerts per year, as notated on the Paulding County Bands calendar
2. Students in the Symphonic Winds will participate in before/after school rehearsals, as determined by the Directors
3. Students in the Symphonic Winds will prepare the GMEA District and All State Materials
4. Students in the Symphonic Winds will participate in the annual Concert Band Camp in February and Large Group Performance Evaluation in March
5. Students in the Symphonic Winds will prepare a solo or small ensemble for presentation at the GMEA Solo and Ensemble Event in April

Evaluation

Every day is an audition – students will be evaluated daily on their individual musical skills and personal contributions to the ensemble. Formal playing assessments will be held periodically via SmartMusic and live playing, and Placement Auditions will be held toward the end of May.

Materials

All Students MUST bring the following to all rehearsals:

- Instrument
- Necessary Instrument Accessories
- Complete Band Folder
- Pencil

Grading Standards

Skills and Techniques/Performance – 35%

MHSB.1
MHSB.2
MHSB.3

Rehearsal Preparation – 35%

Understanding the “what and how” of participating in a musical ensemble, acting as a professional musician, and approaching the instrument in an acceptable manner.

Creation – 10%

MHSB.4
MHSB.5

Critical Analysis and Investigation – 10%

MHSB.6
MHSB.7

Cultural and Historical Context - 10%

MHSB.8
MHSB.9

SCOPE AND SEQUENCE

SCHOOL YEAR 2017-2018

FALL SEMESTER

August 1 – November 9, 2017

Goals

- Introduce basic fundamental concepts through the use of exercises (Breathing, Posture, Tone Quality, Pitch Matching, Harmony, Interval Relationships, Prioritization, etc...)
- Develop a relationship from ensemble to conductor
- Understand basic theory of chordal harmony, rhythm, and intervals
- Develop technique through the use of scales, foundations, and all state materials
- Develop an understanding of listening, evaluating, and matching sounds and pitch
- Apply all of the above to appropriate grade-level band literature

Dress Rehearsal – Monday, November 6, 2017 at 3:30-6:00PM in the Performing Arts Center

Culminating Event – Fall Concert: Thursday, November 9, 2017 at 7:00PM in the Performing Arts Center

November 10 – December 14, 2017

Goals

- Transfer and apply the fundamental concepts learned in previous weeks
- Continue to build on these concepts to further stretch individual and ensemble skill set
- Apply and develop skills through the use of more advanced skill-appropriate band literature
- Continue to work and develop individual skills to prepare for All State Auditions and Band Placement auditions

Dress Rehearsal – Tuesday, December 12, 2017 at 3:30-6:00PM in the Performing Arts Center

Culminating Event – Winter Concert: Thursday, December 14, 2017 at 7:00PM in the Performing Arts Center

Culminating Event – District 7 Honor Band Tryouts: Saturday, December 9, 2017 at East Paulding HS

December 14 – December 22, 2017

Individualized practice for Honor Band and All-State Auditions

Study for written Final Exam

Practice for playing Final Exam

SPRING SEMESTER

January 4 – Feb 3, 2018

Goals

- Continue reinforcing basic fundamental concepts through the use of exercises (Breathing, Posture, Tone Quality, Pitch Matching, Harmony, Interval relationships, Prioritization, etc...)
- Continued study of basic theory of chordal harmony, rhythm, and intervals
- Begin skill-appropriate literature for Large Group Performance Evaluation in March
- Begin preparation to work with a guest conductor/clinician
- Begin a regular sectional schedule with each ensemble

Culminating Event – Concert Band Camp: Saturday, February 3, 2018 at Paulding County High School (Schedule TBD)

February 5 – March 16, 2018

Goals

- Continue to develop skills through the LGPE Literature
- Continue regular weekly sectionals with each ensemble
- Discuss appropriate reactions to adjudicator comments and evaluation

Culminating Event – Pre-LGPE: Thursday, March 1, 2018 at 7:00PM in the Performing Arts Center

Culminating Event – LGPE: March 15-17, 2018 (Schedule TBD)

March 19 – May 1, 2018

Goals

- Transfer and apply the fundamental concepts learned in the above experiences
- Continue to build on these concepts to further stretch our individual and ensemble skill set
- Apply and develop skills through the use of more skill-appropriate band literature
- Continue to work and develop individual skills to prepare for Band Placement Auditions and Solo and Ensemble in April

Fine Arts Day – Saturday, March 17, 2018 at Paulding County HS (Schedule TBD)

Paulding County Honor Band – March 22-23, 2018 at North Paulding HS (Schedule TBD)

Solo & Ensemble Festival – Saturday, April 21, 2018 at Paulding County HS (Schedule TBD)

Dress Rehearsal – Monday, April 30, 2018 at 3:30-6:00PM in the Performing Arts Center

Culminating Event – Spring Concert: Tuesday, May 1, 2018 at 7:00PM in the Performing Arts Center

May 2 – May 25, 2018

Study for written Final Exam and Practice for playing Final Exam

Band Awards Night – Saturday, May 5, 2018 at 6:00PM in the Performing Arts Center

Graduation Ensemble – Saturday, May 26, 2018 (Details to come)

REHEARSAL PREPARATION GUIDELINES

SCHOOL YEAR 2017-2018

In an effort to create a more positive learning environment and make rehearsals more efficient, the following policies are in effect:

-Upon entering the room, students should: (Transition to five minutes after warning bell)

- Place personal belongings in the back of the room
- Set up chair, stand, and pencil
- Immediately get their materials for rehearsal and find their seat.

The locker room is too small to be a hangout spot. This is a fire hazard.

-Students must be seated, warming up individually (Four minutes-nine minutes after tardy bell)

Percussionists must be setting up for the day's agenda, or warming up, at this time.

-Daily Drill will begin (Ten minutes after tardy bell)

Students must have warmed up for at least 5 minutes by this time.

Percussion equipment must be set up and ready to go for the day's agenda by this time.

-Pack-up/Dismissal (Five minutes before transition)

Students are to make no more sounds on their instruments after dismissal.

Percussionists should cover all instruments at this time, return all auxiliary instruments to their proper place, and not play.

- At no point should a student distract another student's ability to learn.
- At no point should a student's shoulder or head be down or directed to the floor or another student.
- The only sounds allowed during rehearsal are musical sounds from instruments or one of the directors giving feedback - students are to speak when spoken to, or to raise their hands with pertinent questions.
- The time in between agenda items should be silent and should require minimal movement from the percussionists.
- Percussionists may sit during announcements - this is the only time.
- ALL students must have their own music, instrument, and pencil each day.
- Students may not use the restroom during the first and last 10 minutes of class.

Students are given 100 points per week (20 pts. per day) for rehearsal preparation. These 20 points per day shall be used to assess the above policies and band standards. Unless otherwise noted, the non-instructing director for each/any violation of the above policies will deduct 1 point from the daily grade.

These policies are the same expectations of a professional musical ensemble. This should be viewed as an effort to educate our students on being professional in their approach to rehearsal, not as punishment.

PHILOSOPHY OF REHEARSAL TIME

Rehearsals are not to learn your part – rather, they are to learn everyone else's part and therefore, the music. Rehearsals are time to work collectively, not individually. The discovery of how the composition works and creating the most profound and educated recreation of the composer's intent is the focus of rehearsal time. At this level, your part is your responsibility.

GRADING AND EVALUATIONS

ASSESSMENTS

Summative – 71%

Formative – 29%

Informal – 0%

(Total Assessment Average x .80) + (Final Exam Grade x .20) = Final Average

EVALUATIONS

When	What	Assessment - Standard
8/3	Concert G Scale	Formative – MHSB.2a
8/10	Concert C Scale	Formative – MHSB.2b
8/17	Concert F Scale	Formative – MHSB.2c
8/24	Concert Music	Summative – MHSB.6
8/31	Concert Bb Scale	Formative – MHSB.3a
9/7	Concert Eb Scale	Formative – MHSB.3b
9/14	Concert Ab Scale	Formative – MHSB.3c
9/21	Concert Music	Summative – MHSB.6
10/5	Concert Db Scale	Formative – MHSB.2a
10/12	Concert Gb Scale	Formative – MHSB.2b
10/19	Concert B Scale	Formative – MHSB.2c
10/26	Concert Music	Summative – MHSB.6
11/2	Concert E Scale	Formative – MHSB.3a
11/9	Fall Concert	Summative – MHSB.6
11/16	Concert Critique	Formative – MHSB.7
11/30	Concert A Scale	Formative – MSHB.3b
12/7	Concert D Scale	Formative – MHSB.3c
12/14	Winter Concert	Summative – MHSB.6
12/21	Concert Critique	Formative – MHSB.7

LATE WORK

Within five days - No penalty

Due to absence - within five days of return

NOTE: After five day grace period, an “M” will be entered in the gradebook, weighted as a zero, with no opportunity for credit.

PURSUIT OF MASTERY

Any student wishing to re-do an assessment for a higher score may do so one (1) time without question. That re-do must be done prior to the next scheduled assessment. After the next assessment is given, the grade prior is final.

STANDARDS: GRADE 9 - 12 MUSIC - BAND

The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 4/5 level literature.

A. SKILLS AND TECHNIQUES/PERFORMANCE

MHSB.1 - Singing, alone and with others, through a varied repertoire of music

- a. Sing to reinforce fundamentals of breathing, use of air and quality of sound in tone production.*
- b. Sing to develop the ability to match major, minor, and perfect intervals.*
- c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns.*

MHSB.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Demonstrate characteristic tone quality utilizing embouchure, playing position, posture, breathing techniques, articulation and enunciation, vibrato (when appropriate) and appropriate percussion technique based on the level of music.*
- b. Formulate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises within two octave ranges.*
- c. Demonstrate the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation.*
- d. Develop a strong understanding of the complex and compound rhythms, and multi-meter time signatures, and simple ornamentation through literature, which is stylistically representative of the period or genre of the music being studied.*
- e. Vocalize rhythms through counting and diatonic melodies in level 4 or 5 literature being performed.*
- f. Demonstrate performance skills through the sight-reading of grade 4 music literature.*

MHSB.3 - Reading and notating music

- a. Apply an understanding of the compound and complex counting systems to read and notate music at the advanced level.*
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances.*
- c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.*

B. CREATION

MHSB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight-measure harmonic progression utilizing various musical styles and techniques.*
- b. Improvise a variation of a specific melody within the original musical style in major tonalities.*
- c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V (7)-I.*

MHSB.5 - Composing and arranging music within specified guidelines

- a. Construct rhythmic exercises and short melodies using traditional notations, which incorporate use of dynamics.*
- b. Arrange melodies for two different instruments with appropriate transpositions.*
- c. Compose melodic themes in contrasting styles in simple and compound meters.*
- d. Apply concepts of composing using music notation software to produce a correctly notated musical arrangement in a simple form.*

C. CRITICAL ANALYSIS/INVESTIGATE

MHSB.6 - Listening to, analyzing, and describing music

- a. Read, write, and analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision.*
- b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument and the harmonic responsibilities within the music as students listen to, analyze, and make the appropriate modifications in context to the performance.*
- c. By listening to rhythmic patterns, identify and write rhythmic notation for simple, compound, and complex patterns found in grade 4 performance literature.*
- d. Tune instrument without the use of a tuner or electronic device, and maintains relative intonation in a two octave register.*

MHSB.7 - Evaluating music and music performances

- a. Assess musical elements (melody, harmony, rhythm, timbre, etc.) in instrumental music (recorded or live) using terminology being studied.*
- b. Distinguish the factors, which are used to evaluate the effectiveness of a performance.*
- c. Analyze and evaluate specific musical works and styles (heard through recording or live performance) using appropriate terminology.*
- d. Critique the integrity of a performance based on concert etiquette, the musical technique, and aesthetic value of the performance.*

D. CULTURAL AND HISTORICAL CONTEXT

MHSB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Compare the following terms used in music to like terms used in other subject areas by describing similarities and differences: color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture, etc.*
- b. Compare similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.*
- c. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.*

MHSB.9 - Understanding music in relation to history and culture

- a. Formulate an understanding of the historical and musical context of the performance literature.*

FINANCIAL CONTRIBUTIONS

We do ask for minimal monetary contributions to the band program specifically for the non-marching band members enrolled in concert band classes. Fundraisers will be made available for all of the following fees, should you need assistance in paying them.

Concert Band Uniforms - \$50 per year or student sells six (6) discount cards

All students wear a specific concert uniform at all concerts at Paulding County High School. Ladies will be provided with a specific black dress and gentlemen a tux jacket and pants. All alterations, cleaning, and replacements will be covered in this fee. **DUE OCTOBER 6th via charms or check turned in in the black box.**

Curriculum Enrichment Fee - \$50 per year or student sells six (6) discount cards

All of our students will be instructed during the year by specialists on their specific instrument. Instruction should occur during class and ideally will occur on a bi-weekly basis. This instruction will be invaluable to our students in honing their individual skills. **DUE NOVEMBER 3rd via charms or check turned in in the black box.**

This fee is also used to supplement our music literature budget for the school year and, since we do not charge a fee for school owned instrument use, this fee supplements our repair budget from PCSD and PCBBA.

Make all checks and money orders out to Paulding County High School Band Booster Association (PCHSBBA). Turn all money and payments into the black box located next to the directors' office.

CELL PHONE POLICY

Paulding County High School has adopted a new cell phone policy allowing teachers to decide how much use will be allowed in their classrooms. Our Cell Phone Policy is as follows:

1. Students may not have cell phones out when entering or exiting the room
2. Cell Phones may be kept on the music stand during rehearsal under the following condition:
 - a. The phone has a tuner app installed and is being actively used to tune
 - i. Suggested apps – Tonal Energy
 - b. The phone has a metronome app installed and is being actively used to practice
 - i. Suggested apps – Yamaha Metronome, Tempo Advanced
 - c. No other uses are permitted
3. Violation of this use policy may result in being assigned before-school detention

STUDENT and PARENT/GUARDIAN SYLLABUS VERIFICATION

Turn this form in by Friday, August 4th

We have read and understand all policies set forth in this band class syllabus. The student will be present at all rehearsals and concerts, with any exceptions being reported well in advance on www.prideofpaulding.com via the absence request form. We also understand the financial commitment needed to maintain the highest quality of music education at Paulding County High School and will do our best to pay in full on due dates and/or fundraise to support the program.

Student Name: (print): _____

Student Signature: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____