

## Dorchester School District Two Fine Arts

### COURSE SYLLABUS—Jazz Band

**Course:** Concert Band I

**Length of Study:** Full Year

**Credit:** 1.0 Unit

**Prerequisite:** Middle School Band

**Instructor:** Mr. Hinkel

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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. **Individual performance is based on Grade II+ music.**

#### **National/State Standards:**

- Performing on instruments, alone and with others, a varied repertoire of music.
- Reading and notating music.
- Listening to, analyzing and describing music.
- Evaluating Music and Music Performances.
- Understanding relationships between music, the other arts, and other disciplines.
- Understanding music in relation to history and culture.

#### **Required Materials:**

##### All Students

Concert Attire as specified in the ARHS Band Handbook.

Foundations for Superior Performance – specific to individual instrument

Sharpened Pencil, music/folder

##### Wind Students

Metronome

Electronic Tuner

Working instrument and its component parts and supplies

Mouthpiece

Clarinet = Clark Fobes "Debut" or "Nova" models, Vandoren B45

All Saxophones = Selmer S-80C\*

Trumpets = Bach 3C

Horn = Schilke 30

Trombone/Baritone = Bach 6 1/2 AL

Tuba = Helleberg 120S or Bach 18

##### Percussion Students

Practice Pad

Metronome

Mallet Bag and mallets/sticks as specified in class

Pitch Pipe F-F

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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. (National Standards 2,3,4,5,6,7)
- Students will develop individual capabilities aimed at producing competent instrumentalists who are competent musicians, reading and playing music with insight and expression. (National Standards 2,3,4,5)
- Students will develop the skills necessary to pursue private, professional training. (National Standards 2,3,4,5,6,7,8,9)
- Students will explore a variety of musical styles and performance media in their historical context. (National Standards 2,3,4,5,6,7,8,9)
- 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. (National Standards 6,7)
- 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. (National Standard 8)
- Students will progress through Level 3 of the Musicianship Program as outlined in the ARHS Band Handbook. (National Standards 2,3,4,5)

### Requirements:

Attendance in class and at **all** performances as outlined in the Band Handbook.

Maintaining a working instrument and needed supplies.

Completion of all assignments.

Daily individual practice and subsequent demonstration of steady improvement.

Compliance with the classroom management plan.

### Expectations:

Band Students are expected to be on time to class, practices, and performances.

Band students are expected to improve daily.

Band students are expected to maintain strong academic and discipline records at ARHS.

Band students are expected to be responsible for and accept the consequences of their actions.

Band students are expected to be personally clean, neat, and dress appropriately.

Band students are expected to show respect for authority.

Band students are expected to meet their financial 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 ARHS.

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### **Grading Policy:**

Scales and Technical Exercises = 30 Percent

Materials = 20 Percent (being prepared with music, pencils and a good attitude)

Music and Performances = 50 Percent

### **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. Assignments are each given a point value as they are assigned, and students accumulate points throughout the 9-weeks. At grading time, the percentage of the total available number of points a student has achieved becomes his/her numerical grade.

Our evaluation of student performance includes the following:

#### **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.

**Observe Contribution**—given that assessment in this medium is performance-oriented, active and contributing participation is essential. We have developed a set of guidelines to define full participation in a rehearsal setting that may be observed on a daily basis. We define adequate individual participation 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, everyday.
- 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.

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### **Monitoring Student Progress:**

Student progress is monitored on both group and individual levels. Working on etudes and on concert literature every day in class offers opportunities to see student progress in technical facility and in musical growth. In terms of individual progress, we monitor students in the following ways:

- Maintaining a notebook of student files which include: student information and interest surveys, medical information, trip permission forms, records of any disciplinary actions, records of parent correspondence, attendance, and copies of progress reporting that goes home from our office.
- Hearing students perform on a daily basis.

In terms of group progress, the effectiveness of daily performance is an accurate indication of how individuals are maturing and mastering the material and performing within the ensemble. Accuracy and effectiveness of expression develop parallel to individual student growth.

### **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, to include:

**Pre-recorded performances**—While the pressure of performance is indeed part of our experience, students are sometimes asked to demonstrate progress by submitting a recording of their performance of required materials.

**Written tests and quizzes**—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.

**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.

Opportunities exist for participation in SCBDA Region and All-State auditions and Solo & Ensemble Festival.

A student's average will equal the percentage of the total available points he or she has accumulated. Corresponding letter grades will be assigned in compliance with the SC statewide, 7-point grading scale.