CHEROKEE BLUFF

Symphonic Band

Advanced Band

2019-2020 School Year
5th period

Instructor: J. Craig Cantrell
Email: craig.cantrell@hallco.org
Phone: 770-967-0080 ext.748
Room: 3406 (Band Room)

Overview

It is the mission of the Cherokee Bluff 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

This performance-based class provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress. Stresses individual progress and learning strategies, and ensemble experiences. Individual growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

Requirements

1. Students in the Symphonic Band will prepare and present multiple concerts per year, as notated in the Cherokee Bluff Band Calendar
2. Students in the Concert Band II will participate in before / after school sectionals, as determined by the Director
3. Students in the Concert Band II will prepare the GMEA District and All State Materials
4. Students in the Concert Band II will participate in the annual Concert Band Camp in February and Large Group Performance Evaluation in March.

Materials

All Students MUST bring the following to all rehearsals:

- **Instrument**
- **Necessary Instrument Accessories**
- **Complete Band Binder**
- **Pencil**

Grading Standards

Performing - 35%

HSAB.PR.1
HSAB.PR.2
HSAB.PR.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.

Creating - 10%

HSAB.CR.1

Responding - 10%

HSAB.RE.1
HSAB.RE.2

Connecting - 10%

HSAB.CN.1

SCOPE AND SEQUENCE

SCHOOL YEAR 2018-2019

SEMESTER 1

August 12 - October 22, 2019

Vehicle - Concert Band

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 these above to less-challenging band literature

Culminating Event - Fall Concert: October 22, 2019, 7:00PM

October 24 - December 12, 2019

Vehicle - Concert Band

Goals

- Transfer and apply the fundamental concepts learned in the above experience
- Continue to build on these concepts to further stretch our 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 All State Auditions and Band Placement auditions
- Study for written mid-term exam

Culminating Event 1 - Concert: Dec. 5, 2018. 6:00PM: Love Lights Tree Lighting.
Culminating Event 2 - Concert: Dec. 12, 2018. 7:00PM: Holiday Concert.

Written & Performance Assessment (Mid-Term Examination): December 17, 2019

SEMESTER 2

January 3 - Feb 28, 2020

Vehicle - Concert Band

Goals

- Continue reinforcing basic fundamental concepts through the use of exercises (Breathing, Posture, Tone Quality, Pitch Matching, Harmony, Interval relationships, Prioritization)
- 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 - Symphonic Band Camp: February 28-29, 2020 CBHS

February 28 - March 13, 2020

Vehicle - Concert Band

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 - LGPE: March 11-13, 2018. Habersham Central HS (TBA)

Possible Spring Weekend Trip (Concert Band Competition Performance Trip) (TBA)

We are looking at a weekend in late April / early May. The performance will be very similar to LGPE. Depart on a Friday and arrive back very late Saturday evening. There will be a student cost for this trip that will be communicated well in advance. More information will come later.

Culminating Event – Band Competitive Performance (Trip): Late April-Early May.

March 16 - May 7, 2020

Vehicle - Concert Band

Goals

- Transfer and apply the fundamental concepts learned in the above experiences
- Continue to build on these concepts to further stretch our 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 in April
- Study for written final exams

Culminating Events - Spring Concert "Pops At The Bluff": May 7, 2020 (TBA)

REHEARSAL PREPARATION GUIDLINES

Concert Band: 2019-2020 School year

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

*12:02pm – Students should report to the lunchroom for lunch.

12:37pm - Students should enter the room, immediately get their instrument, and find their seat.
The locker room is too small to be a hang out spot.

12:39pm - Students must be seated, Please do not play – we will warm up together.
Percussionists must be setting up for the day's agenda, or warming up, at this time.

12:40pm - Group Warm-up will begin
Percussion equipment must be set up and ready to go for the day's agenda by this time.

1:43pm - Pack-up / Return back to seat for afternoon announcements.
Students are to make no more sounds on their instruments after dismissal.
Percussionist should cover all instruments at this time, return all auxiliary instruments to their proper place, and not play.

1:45pm - Students Dismissed to 6th period

*When on *Innovation Tuesday* schedule, all times move 15 minutes earlier

- 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 the director giving feedback. Students are to speak when spoken to, or to raise their hands with pertinent questions.
- The time between agenda items should be silent and should require minimal movement from the percussionists.
- Percussionist may sit during announcements. That 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 15 minutes of class.

Students are given 50 points per week (10 pts. per day) for rehearsal preparation. These 10 points per day shall be used to assess the above policies. Unless otherwise noted, 1 point will be deducted from the daily grade for each/any violation of the above policies.
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.

STANDARDS: GRADE 9 - 12 MUSIC - ADVANCED BAND

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

A. PERFORMANCE

HSIB.PR.1 – Sing alone or with others.

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.

HSIB.PR.2 - Perform on instruments through a varied repertoire of music, alone and with others.

a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation and enunciation, vibrato <when appropriate>, and appropriate percussion technique.
b. Formulate proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate.
c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
d. Develop a strong understanding of complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature.
e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
f. Demonstrate all ensemble skills through sight-reading performance of music literature at level 3 and 4.

HSIB.PR.3 Reading and notating music

a. Apply an understanding of the compound and complex counting systems to read 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 compositional elements (e.g. musical terms, key signatures, tonality, form) in the music being studied.

B. CREATION

HSIB.CR.1 – Improvise, compose, and arrange music within specified guidelines

a. Improvise and/or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes) using traditional notations, which incorporate use of dynamics.
c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)- IV-V (7)-I. d. Refine improvised or composed pieces using student-created criteria.

C. RESPONDING

HSIB.RE.1 - Listening to, analyze, and describing music

a. Read, write, and/or 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 their individual instrument by listening, analyzing, and making the appropriate modifications.
c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble.
d. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. electronic drone or individual performer).

HSIB.RE.2 – Respond to music and music performances

a. Assess musical elements (e.g. melody, harmony, rhythm, timbre) 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. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and/or aesthetic value of the performance.

D. CONNECTING

HSIB.CN.1 - Understanding relationships between music, other arts, other disciplines, varied contexts, and daily life.

a. Analyze similarities and differences in the terminology of the subject matter between music and other subject areas (e.g. 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, culture).
b. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

Classroom Electronic Use Policy

1. Electronic devices (cell phones, iPads, tablets, music players, etc.) are to remain on silent and put away during class time, unless the teacher has instructed to use them for a class activity. Failure to follow this guideline will result in confiscation of the electronic device for the remainder of the period. Continued failure to follow this guideline will result in disciplinary referral.

2. Digital recording (audio and/or video) or photography with electronic devices may not be done without prior approval of the teacher. ASK before taking pictures of class notes or recording any activities. Failure to do so will result in confiscation of electronic device and/or disciplinary referral.

3. Practice appropriate digital citizenship at all times when using electronic devices in this classroom. For our classroom, **Digital Citizenship** is defined as:
"Critical thinking and ethical choices about the content and impact on oneself, others, and one's community of what one sees, says, and produces with media, devices, and technologies."

In other words: <u>THINK before you engage in online activities</u>.

Regarding Cell Phones:

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
        Suggested apps - Tonal Energy and iStrobosoft
    b. The phone has a metronome app installed and is being actively used to practice
        Suggested apps - Yamaha Metronome, Tempo Advanced
    c. No other uses are permitted.

3. Violation of this use may result in the phone being confiscated.

CHEROKEE BLUFF

SYMPHONIC BAND – 5TH PERIOD

Detach the following portion and return signed by the end of the first week of classes please.

I have read and understand the Concert Band class syllabus and agree to follow all guidelines.

I am aware of the importance of attendance and participation in all rehearsals and performances. I am aware that my grade will be lowered for absences, and I will not be permitted to perform in any concert if I do not attend the dress rehearsal prior to the concert. Work schedules and lack of transportation are unacceptable reasons for absences, as these rehearsal and performance dates are already on the band calendar. I have fully read the rehearsal preparation guidelines regarding classroom procedures, including the classroom electronic use policy. I acknowledge receipt of mandatory deadlines and performance dates on this syllabus that I received the first day of class.

Student Name (PRINT): _____

Student Signature: _____

Parent Signature: _____

Parent Phone: _____

Parent Email: _____