



Percussion Ensemble

Intermediate Instrumental Ensemble

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

The Percussion Ensemble is a developmental performing ensemble at Cherokee Bluff. Students in this ensemble display a skill level that is still developing into maturity, showing a need for more individual practice and understanding of key concepts. This ensemble is mostly intended for freshmen and sophomores.

Requirements

1. Students in the Percussion Ensemble I will prepare and present multiple concerts per year, as notated in the Cherokee Bluff Bands' Calendar
2. Students in the Percussion Ensemble will participate in before / after school sectionals, as determined by the Director
3. Students in the Percussion Ensemble will prepare the GMEA District and All State Materials
4. Students in the Percussion Ensemble will participate in the annual Concert Band Camp in February and Large Group Performance Evaluation in March
5. Students in the Percussion Ensemble will prepare a solo or small ensemble for presentation at the GMEA Solo & 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 and Placement Auditions will be held toward the end of each semester.

2018-2019 School Year
3rd period

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

Materials

All Students **MUST** bring the following to all rehearsals:

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

Grading Standards

Skills and Techniques / Performance - 35%

MHSMB.1
MHSMB.2
MHSMB.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%

MHSMB.4
MHSMB.5

Critical Analysis and Investigation - 10%

MHSMB.6
MHSMB.7

Cultural and Historical Context - 10%

MHSMB.8
MHSMB.9

SCOPE AND SEQUENCE

SCHOOL YEAR 2018-2019

SEMESTER 1

August 12 - October 23, 2018

Vehicle - Concert Band / Percussion Ensemble

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 23, 2018, 7:00PM in the CBHS Theater

October 24 - December 13, 2018

Vehicle - Concert Band / Percussion Ensemble

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 - Concert: Dec. 13, 2018. 7:00PM in the CBHS Theater.

Written & Performance Assessment (Mid-Term Examination): December 17, 2018

SEMESTER 2

January 3 - Feb 22, 2019

Vehicle - Concert Band / Percussion Ensemble

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 - Concert Band Camp: February 22-23, 2019 CBHS

February 24 - March 14, 2019

Vehicle - Concert Band / Percussion Ensemble

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 13-14, 2018. Habersham Central HS (TBA)

March 17 - May 9, 2019

Vehicle - Concert Band / Percussion Ensemble

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: May 9, 2019. 7:00pm TBA.

REHEARSAL PREPARATION GUIDLINES

Percussion Ensemble: 2018-2019 School year

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

*10:12am - 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.

10:17am - 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.

10:18pm - Group Warm-up will begin
Percussion equipment must be set up and ready to go for the day's agenda by this time.

11:05pm - Pack-up / Return back to seat.
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.

11:07pm - Students Dismissed from Lunch to 4th period

*When on *Innovation Tuesday* schedule, all times move 5-10 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 5-6 level literature.)

A. SKILLS AND TECHNIQUES/PERFORMANCE

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

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch through call and response (diatonic intervals, major and minor keys).
- c. Sing to reinforce breathing, use of the air stream and quality of sound.

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

- a. Demonstrate characteristic tone quality utilizing proper embouchure; playing position, posture, breathing techniques, articulation, and appropriate percussion technique.
- b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, major scales, chromatic scale, and technical exercises that increase the playing range.
- c. Use the following ensemble skills as a means of interpreting the performance of musical literature: dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, and rehearsal etiquette.
- d. Use of context cues in Sight Reading music of Level 1 and 2.

MHSMB.3 Reading and notating music

- a. Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.
- b. Interpret the musical terms incorporated in the literature.
- c. Demonstrate an understanding of duple, triple, and quadruple simple meter rhythmic patterns through a systematic counting procedure.

B. CREATION

MHSMB.4 - Improvising melodies, variations, and accompaniments

- a. Distinguishes chord structure through improvisation of a melody over a given accompaniment using diatonic, modal, or blues scales.
- b. Demonstrates a rhythmic ostinato to be performed with a melody.

MHSMB.5 - Composing and arranging music within specified guidelines

- a. Creates music incorporating expressive elements.

C. CRITICAL ANALYSIS/INVESTIGATE

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

- a. Relate the use of compositional devices, techniques, meter, tempo, tonality, intervals, and chords to interpret music.
- b. Distinguish characteristics of a specific work based on genre and culture.

MHSMB.7 - Evaluating music and music performances

- a. Identify music literature and band performances of both superior and poor quality and distinguish the factors which are used to classify them as such.
- b. Analyze the interpretations of a band performance and its effectiveness in relation to the intent of the composer.
- c. Distinguish what constitutes proper concert performance etiquette and proper audience etiquette.

D. CULTURAL AND HISTORICAL CONTEXT

MHSMB.8 - Understanding relationships between music, the other arts, and disciplines outside the arts
a. Describe similarities and differences in the terminology of the subject matter between music and other subject areas including: 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.

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

- a. Formulate an understanding of the historical and musical context of the performance literature.
- b. Critique and discuss the context of the historical timeline relating to the literature being performed.

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: THINK before you engage in online activities.

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.

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. I acknowledge receipt of mandatory deadlines and performance dates on the syllabus which I received the first day of class.

Student Name (PRINT): _____

Student Signature: _____

Parent Signature: _____