
CHEROKEE BLUFF

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

Students are selected by director's recommendation. Offers intermediate-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences, and music appreciation.

Requirements

1. Students in the Percussion Ensemble 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.

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2023-2024 School Year

7th period

Instructor: J. Craig Cantrell

Email: craig.cantrell@hallco.org

Phone: 770-967-0080 ext.10748

Room: 1325 (Band Room)

Materials

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

- Sticks/Mallets/Stick Bag
- Necessary Instrument Accessories
- Complete [Band Binder](#)
- Black Hand Towel
- Pencil

Grading Standards

➤ Performances - 35%

Students will receive a summative grade for each performance and this is averaged into their semester grades. ***Concert Attendance is required.*** All mandatory performances are published in this document. Please put these dates on your calendar.

➤ Rehearsal Etiquette/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. Students will play materials for band placement, which include scales, etudes, and sight-reading exercises for formative assessments.

➤ Projects (Musicianship Standards) – 20%

Students will prepare, perform, and/or record excerpts chosen from class materials. Projects shall take place in live assessments (in class or one-on-one with the director) or through recorded video.

➤ Final Exam - 10%

The final exam will consist of a performance assessment and a comprehensive written assessment administered during finals week.

**SCOPE AND SEQUENCE
SCHOOL YEAR 2023-2024**

SEMESTER 1

August 4 - August 25, 2023 – Ensemble Training

Goals

- Introduce basic fundamental concepts through the use of exercises (Breathing, Posture, Tone Quality, Pitch Matching, Harmony, Interval relationships, Prioritization, etc.).
- Develop technique through the use of scales, foundations, and all state materials.
- Develop an understanding of listening, evaluating, and matching sounds and pitch.

Culminating Event – Ensemble Performance Exam: August 25, 2023

August 28 - October 26, 2023 – Fall Concert

Goals

- Develop a non-verbal communicative relationship from ensemble to conductor.
- Understand basic theory of chordal harmony, rhythm, and intervals.
- Continue technique development through the use of scales, rhythms, and exercises.
- Increased understanding of listening, evaluating, and matching sounds and pitch
- Apply all of these above to less-challenging band literature.

Culminating Event - Fall Concert: October 28, 2023, 7:00PM

October 31 - December 14, 2023

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 – Holiday Concert: Dec. 14, 2023, 7:00PM

SEMESTER 2

January 3 – 20, 2024

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: January 18-20, 2024

January 23 – February 27, 2023

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 Concert: February 27, 2024

February 27 – March 13, 2024

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 12-13, 2024: Hart Co. High School (TBA)

March 18 - May 9, 2023

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.
- Study written final exams

Culminating Event 1 – Spring Trip (Carowinds Festival of Music) (April 26-27, 2024)

Culminating Event 2 - Spring Concert “Pops At The Bluff”: May 9, 2024 (7pm)

May 9 – May 24 Final Exam / Ensemble Placement for 2024-2025

REHEARSAL PREPARATION GUIDLINES

Percussion Ensemble: 2023-2024 School year

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

*2:40pm - Students should enter the room, immediately get their instrument(s) and set up their individual performing station for the day.

2:47pm - Students must be set and ready. 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.

2:48pm - Group Warm-up will begin
Percussion equipment must be set up and ready to go for the day's agenda by this time.

3:33pm - Pack-up / Breakdown equipment.
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.

3:35pm - Students are dismissed for the day.

*When on *Innovation Wednesday* 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 10 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 – INTER. INSTR. ENS.

(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 3-5 level literature.)

A. PERFORMANCE

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

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.
- c. Sing to reinforce breathing and use of the air stream.

HSIIE.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 appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major and chromatic scales, and technical exercises).
- c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation).
- d. Demonstrate all ensemble skills through sight-reading performance of music literature of Level 1 and 2.

HSIIE.PR.3 Reading and notating music

- a. Identify and define 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 simple and compound meter rhythmic patterns through a systematic counting procedure.

B. CREATION

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

- a. Improvise 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, pentatonic, or blues scale).
- c. Compose rhythmic exercises and short melodies using traditional notations, which incorporate use of dynamics.
- d. Refine improvised or composed pieces using student or teacher-created criteria.

C. RESPONDING

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

- a. Relate and describe the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance.
- b. Distinguish characteristics of a specific work based on genre and/or culture.
- c. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. tuner, electronic drone, individual performer).

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

- a. Identify music literature and band performances of both superior and poor quality and distinguish the factors that are used to classify them as such.
- b. Compile a list of strengths and weaknesses in performance and suggest strategies for improvement.
- c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer.
- d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

D. CONNECTING

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

- a. Describe and discuss similarities and differences in the terminology of the subject matter between music and other subject areas (i.e. 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).
- b. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles.

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:

Cell phones are strictly prohibited in this classroom (unless we use them for an activity, which will be very rare). Cell Phones should be put away and on silent (if I see it out, it is an infraction).

Discipline steps when cell phones are used improperly:

1. Warning
2. Teacher keeps phone for duration of period – Parent contact
3. Admin intervention
 - a. If admin has to intervene student will receive 1 day of ISS
 - b. If student refuses to give phone to admin they will receive 1 day of OSS

Tardy Policy (School Policy)

1st Tardy:	Warning
2nd Tardy:	Warning & parent contact
3rd Tardy:	1 Detention
4th Tardy:	2 Detentions
5th Tardy:	ISS
6th Tardy:	ISS & potential parking loss for 1 week
7th Tardy:	ISS & potential parking loss for semester
8th Tardy:	ISS & potential parking loss for year

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PERCUSSION ENSEMBLE – 7th PERIOD

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

I have read and understand the Percussion Ensemble 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. *The Hall County School District will continue its practice of providing an alternative reading assignment at parent/guardian request.

Student Name (PRINT): _____

Student Signature: _____

Parent Signature: _____

Parent Phone: _____

Parent Email: _____