



Symphonic 1 Band

Advanced Band 1

2016-2017 School Year
2nd Block:

Instructor: Jeremy E Trimmer
E-Mail: jeremy.trimmer@cobbk12.org
Phone: 678-331-3961 x290
Room: 2402

Overview

It is the mission of the Hillgrove 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 1 Band is the second-tier performing ensemble at Hillgrove. Students in this ensemble display a level of musicianship necessary for high achievement in band literature, however may not show the individual musical maturity yet for performing in the Wind Symphony. This ensemble is intended for upper classmen and very advanced freshmen.

Requirements

1. Students in the Symphonic 1 Band will prepare and present multiple concerts per year, as notated in the Hillgrove Bands' Calendar (including the concert camp and LGPE)
2. Students in the Symphonic 1 Band will participate in before/after school sectionals, as determined by the Directors
3. Students in the Symphonic 1 Band will prepare the GMEA District and All State Materials
4. Students in the Symphonic 1 Band will prepare a solo or small ensemble for presentation at the GMEA Solo And Ensemble Event in April/May.

Evaluation

Everyday 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 live playing, SmartMusic, and Placement Auditions will be held toward the end of each semester.

Materials

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

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

Grading Standards

Skills and Techniques/Performance – 50%

MHSAB.1
MHSAB.2
MHSAB.3

Rehearsal Preparation – 50%

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

Other Standards

Standards MHSAB.4-7 will be covered in in-class discussions surrounding the musical works that we are studying at the time. No formal assessments will be given regarding these standards.

SCOPE AND SEQUENCE

SCHOOL YEAR 2016-2017

SEMESTER 1

August 1st – December 5 - 6, 2016

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 the above to less-challenging band literature

Culminating Event – Winter “Cluster” Concert; Mon. Dec 5 or Tues. Dec 6, 7:00pm – Boland Theater @ HHS

* Potential performance @ local middle school TBA (during school day)

December 7th – December 21th, 2016

Individualized practice for all state and band placement auditions.

Practice for final performance exam & study for written final exam.

SEMESTER 2

January 5th – March 16th - 18th, 2017

Vehicle – Concert Band

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
- Attend and participate in the required Concert Band Camp (Feb. 3rd & 4th)
- Discuss appropriate reactions to adjudicator comments and evaluation

Culminating Event – LGPE: March 16th – 18th, 2017. Lassiter High School (Schedule TBD)

March 21st – May 9th, 2017

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
- Continue to develop greater independence and chamber music experience through the use of smaller group playing
- Study for written final exams

Culminating Event – Spring Concert: Tuesday, May 9th. 6:30pm – Mable House Amphitheater

* Potential performance @ local middle school TBA (during school day)

REHEARSAL PREPARATION GUIDELINES

Symphonic Band: 2016-2017 School year

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

10:00am* - 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. This is a fire hazard. Also, ***NO FOOD WILL BE ALLOWED IN THE BAND ROOM OR THEATER. If you are not finished eating breakfast, you have 2 options : 1) Throw it away prior to the bell and entering the room or 2) finishing it outside the band room/theater doors and then getting a tardy pass for being tardy (this will follow the HHS tardy policy with Saturday School and ISS options for habitual offenders).***

10:08am* - Students must be seated, warming up individually

*Percussionists must be setting up for the day's agenda, or warming up, at this time. *Students who loiter in the halls/side rooms/classroom are subject to discipline consequences such as detention and/or office referral.*

10:15pm* - Group Warm-up will begin

Students must have warmed up for at least 6-7 minutes by this time.

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

11:35am* - Pack-up/Dismissal

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.

*When on homeroom schedule, all times move 10 minutes later

- 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 in between agenda items should be silent and should require minimal movement from the percussionists.
- Percussionists 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, 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.

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

MHSAB.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.*

MHSAB.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.*

MHSAB.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

MHSAB.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.*

MHSAB.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

MHSAB.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.*

MHSAB.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

MHSAB.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.*

MHSAB.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.*

Financial Contributions for the 2016-2017 Concert Bands

We do ask for minimal monetary contributions to the band program specifically for the concert band classes of \$200.00 per student. These contributions are split into two payments:

Payment 1 (Fall) : \$100.00 - Due September 1st

Payment 2 (Spring): \$100.00 - Due February 1st

*** You can save \$25.00 by paying for the entire year by September 1st! Just pay \$175.00 – can't be late!!!**

Freshman girls – If you are planning to use your dress that you purchased from Lovinggood as your concert dress, your payments are \$50 for Sept. 1 and \$100 for February 1.

Fundraisers will be made available for all of the following fees, should you need assistance in paying them. Concert Band Fees cover the following costs:

Concert Band Uniform : All students wear a specific concert uniform at all concerts at Hillgrove. Ladies will be provided with a specific black dress and gentlemen a full tuxedo. All alterations, cleaning, and replacements will be covered in this fee.

Curriculum Enrichment Fee: 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. This fee is also used to supplement our music literature budget for the school year. Also, since we do not charge a fee for school owned instrument use, this fee supplements our repair budget from CCSD.

Concert Band Camp : The concert band camp (winter band clinic) is an annual event begun when Hillgrove opened to model the finest programs in the country. It is a two-day intensive rehearsal session for all students to fully prepare themselves for Large Group Performance Evaluation. Each section will receive individual instruction and each ensemble will have a guest conductor. The event will also feature a staff recital for the students to witness true professionalism on their instrument. The fee above includes all meals for the students, as well as the fees included to bring in the best possible teachers for the students.

Concert Band Camp always ends with a performance of our music in its mid-cycle state; a unique perspective on progress from beginning to middle. The final performance will be in March at Lassiter HS at Large Group Performance Evaluation.

Cell Phone Policy

Hillgrove has adopted a 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 and iStrobosoft
 - 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 the phone being confiscated and receiving an administrative referral.

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

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.hillgroveband.com via the absence request form.

Student Name: (print) _____

Student Signature: _____

Parent Signature: _____

