



# Wind Symphony

## Mastery Band

2016 - 2017 School Year  
3<sup>rd</sup> Block:

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### 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 Wind Symphony is the flagship ensemble of Hillgrove High School. Students in this ensemble display the highest level of musicianship, capable of performing Grade 6 and Masterwork literature. This ensemble is intended for upperclassmen, most specifically Junior and Senior members.

### Requirements

1. Students in the Wind Symphony will prepare and present multiple concerts per year, as notated in the Hillgrove Bands' Calendar
2. Students in the Wind Symphony will participate in before/after school sectionals, as determined by the Directors
3. Students in the Wind Symphony will prepare the GMEA District and All State Materials
4. Students in the Wind Symphony will participate in the annual Concert Band Camp in January, at the GMEA In-Service Conference, and at Large Group Performance Evaluation in March
5. Students in the Wind Symphony will prepare a solo or small ensemble for presentation at the GMEA Solo And Ensemble Event in April, should it occur.

### 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 SmartMusic and live playing, 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%

MHSMB.1  
MHSMB.2  
MHSMB.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 MHSMB.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 1<sup>st</sup> – September 21<sup>st</sup>**

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 – Performance @ Kennesaw State University; Wednesday, September 21<sup>st</sup> – 7pm

##### **September 22<sup>nd</sup> – December 6<sup>th</sup>**

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 GMEA In-Service Conference Performance
- Begin preparation to work with a guest conductor/clinician
- Begin a regular sectional schedule with each ensemble

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

##### **December 7<sup>th</sup> – December 21<sup>th</sup>, 2016**

Individualized practice for all state and band placement auditions.

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

## SEMESTER 2

**January 5<sup>th</sup> – January 26<sup>th</sup>, 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
- Continue refining literature for GMEA In-Service Performance
- Continue work with a guest conductor/clinician
- Continue regular sectional schedule with each ensemble
- Attend and participate in the required Concert Band Camp (January 9,10,11)

Culminating Event – GMEA In-Service Conference Performance; Thursday, January 26<sup>th</sup> @ Classic Center; Athens

**January 27<sup>th</sup> – March 18<sup>th</sup>, 2017**

Vehicle – Concert Band

Goals

- Continue refining 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
- Continue refining and learning new literature for LGPE
- Continue work with a guest conductor/clinician
- Continue regular sectional schedule with each ensemble
- Attend and participate in GMEA LGPE @ Lassiter HS

Culminating Event – Large Group Performance Evaluation @ Lassiter HS; March 16-18 – exact performance TBD

**March 21<sup>st</sup> – May 9<sup>th</sup>, 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 9<sup>th</sup>. 6:30pm – Mable House Amphitheater

# REHEARSAL PREPARATION GUIDELINES

## Wind Symphony: 2016-2017 School year

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

11:45am\* - 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.*

11:50am - Students must be seated, warming up individually

*Percussionists must be setting up for the day's agenda, or warming up, at this time.*

12:00pm - 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.*

1:10pm - 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 - MASTERY BAND

*(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 6 level literature.)*

## A. SKILLS AND TECHNIQUES/PERFORMANCE

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

- a. Sing to reinforce fundamentals of breathing, use of the air stream and quality of sound in tone production.*
- b. Sing to develop the ability to match intervallic and chordal tuning.*
- c. Sing to reinforce melodic shape and stylistic elements of a melodic line or accompaniment pattern.*

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

- a. Perform with a characteristic tone quality utilizing proper embouchure; playing position, posture, breathing techniques, enunciation, vibrato, and percussion implement stroke in the appropriate level music.*
- b. Demonstrate proper warm-up techniques through the use of long-tone, lip slurs, chorales, and technical exercises.*
- 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. Demonstrate a clear understanding of the rhythms, meters, and ornamentation through the literature, which are stylistically representative of the period or genre of the music being studied.*
- e. Vocalize rhythms being performed including: diatonic melodies and all intervals within the span of an octave.*
- f. Demonstrate all performance skills through sight-reading of music in the full spectrum of the literature.*

MHSMB.3 Reading and notating music

- a. Demonstrate a clear understanding of counting systems, vocabulary, theory, and the conventions necessary to read and notate music at the mastery level.*
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression through individual and ensemble performance.*
- c. Analyze musical terms, key signatures, and harmonic and tonal structures in the music being studied.*

## B. CREATION

MHSMB.4 - Improvising melodies, variations, and accompaniments

- a. Improvise a melody to a specified eight to twelve measure harmonic progression utilizing various musical styles and techniques.*
- b. Improvise a variation of a specific melody within the original musical style in major and minor tonalities.*
- c. Improvise accompaniment patterns within a given specific harmonic progression.*

MHSMB.5 - Composing and arranging music within specified guidelines

- a. Compose rhythmic exercises and short melodies using traditional notations, which incorporates use of dynamics and varied styles.*
- b. Modify/embellish/adapt melodies for a variety of instruments with appropriate transpositions.*
- c. Compose melodic themes using an ABA structure in compound and complex meters.*
- d. Demonstrate the ability to use music notation software to produce a correctly notated musical example of both an arrangement and original composition.*

### **C. CRITICAL ANALYSIS/INVESTIGATE**

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

- a. Analyze rhythmic patterns in compound/complex meters demonstrating an advanced level of technical facility and precision commensurate of the highest level of music performance.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument by making proper adjustments for correct intonation.
- c. By listening to rhythmic patterns, identify and write rhythmic notation for simple, compound, and complex patterns found in the highest level of performance literature.
- d. Demonstrate the ability to adjust the instrument to play in tune without assistance.

MHSMB.7 - Evaluating music and music performances

- a. Describe musical elements in instrumental music (recorded or live) using the terminology being studied.
- b. Analyze and discuss various instrumental music genres and styles through listening and/or performance activities.
- c. Analyze and describe specific musical works and styles using appropriate terminology
- d. Critique the integrity of a performance based on concert etiquette, the musical technique, and aesthetic value.

### **D. CULTURAL AND HISTORICAL CONTEXT**

MHSMB.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. Describe similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- c. Demonstrate a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance.

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. Reflect and discuss the context of the historical events as they relate to musical literature of the period.

## 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 1<sup>st</sup>! 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. This year it will be earlier in the year and structured a little differently due to the performance @ GMEA In-Service in Athens in January. 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 January 26<sup>th</sup> @ GMEA In-Service in Athens, GA. This will be followed by the performance at Lassiter HS at Large Group Performance Evaluation in March.

## 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 being given an administrative referral.

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### STUDENT/PARENT SYLLABUS VERIFICATION

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](http://www.hillgroveband.com) via the absence request form. We also understand the financial commitment needed to maintain the highest quality of music education at Hillgrove and will do our best to pay in full on due dates and/or fundraise to support the program and it's parts.

Student Name: (print) \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_



