

Band Syllabus

Band: 6th, 7th, and 8th grade

Robert V. Powell, Director of Bands

Course Description

Band is a year long course in all grades. In 6th grade, students are introduced to all major wind and percussion instruments. Students learn the fundamentals of music notation and reading, instrument care, performance, music appreciation, and overall involvement in the arts. In 7th and 8th grade, fundamentals are reinforced while adding new material to the repertoire by learning more music and mastering additional technical exercises and advanced musical expression. Performance opportunities include in-class playing, school and community concerts, solo and ensemble performances, state concert festival, competitive auditions, and collaborative performances with other performing ensembles. Most importantly, **Band is fun!**

Learning Levels

Acquisition: Essential question(s), graphic organizer, group learning, practice, formative and summative assessment

Extending and Refining: Essential question(s), writing, listening, following instructions and participating in products, performances or projects. Students are then able to utilize their knowledge of learning by mastering their techniques in a creative environment, as well as taking their knowledge to other areas of learning.

Authentic Use: Using information in meaningful ways to adapt to a creative environment, applying their musical skills to create and perfect performances for others, as well as developing their own musical appreciation and self fulfillment. The importance of a performing arts program is to present aesthetic enjoyment, create accomplishment and success, and to build connections to other subject areas of learning through a holistic approach.

IB Aims and Objectives

Knowledge and Understanding

- Knowing and understanding the theoretical basis of music
- Developing and understanding of themes and issues studied through the music
- Using subject-specific terminology to show aesthetic and critical awareness when discussing their work or the work of others
- Understanding how historical developments and cultural perspectives have shaped music
- Understanding how theorists, practitioners, and artists have contributed to music

Application

- Planning and organizing effectively to define and set goals, negotiate and make decisions
- Experimenting through both spontaneous and structured activities

- Choosing appropriate forms for the expression of ideas, thoughts, and feelings in a creative manner
- Demonstrating a range of techniques and skills
- Finding original and inventive solutions
- Developing and elaborating ideas, themes, and compositions to a point of realization
- Presenting work through formal or informal exhibitions and performances

Reflection and Evaluation

- Using a developmental record throughout the creative cycle
- Reflecting upon, evaluating, assessing, and appraising work to support and promote creative development
- Using feedback and discussion on work to support creative development

Artistic Awareness and Personal Engagement

- Showing sensitivity to one's own and different cultures
- Inviting and accepting views from others
- Showing self-motivation, initiative, and a willingness to take artistic risks
- Supporting and encouraging peers towards a positive working environment

Standards

The standards may be viewed on the South Carolina Department of Education website:

<http://www.myschools.com/offices/cso/standards/vpa/>

Approaches to Intercultural Awareness

Intercultural awareness is concerned with developing students' attitudes, knowledge, and skills as they learn about their own and others' social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters tolerance and respect, but may also lead to empathy. Northwest Middle School students who are involved in the music program are exposed to various styles, techniques and compositions that can lead to many related areas of learning, opening lines of inquiry, revealing that music, like life, is lived in a complex world not easily defined in discrete subjects. Therefore, students who take a music class have a clearer picture about who they are, what they want or need, where they are going, and what they can contribute in a changing society and environment. What have you done lately to contribute to a creative life style?

Course Outline

6th Grade Band

Instrument assembly and care
 Correct posture and sound production
 Correct fingerings, stick grips, and positions
 Develop great practice habits
 Basic terminology
 Instrument identification (visual)
 In-class solo and small ensemble performances
 Formal and informal concert settings

Rhythm patterns and time signatures
Percussionists learn beginner rudiments
Total Percussion Philosophy
Key signatures
Phrasing
Independent parts
Playing with accompaniment
Contrasting tempos and dynamics
Melodic variation
Articulation
Instrument identification (aural)

7th Grade Band

Scales from memory
Phrasing
Musical forms- canon, rondo, theme and variations
Scales and rudiments
Sight Reading
Key changes
I, IV, V chords in given key
Advancing arpeggios
Roles in band and orchestra
Historical references (both instrument and repertoire)
Rhythm patterns in changing time signatures
Advanced rhythmic subdivision

8th Grade Band

Advanced Scales
Correct breathing for phrase
Intervals and tuning
Keyboard skills
Advanced terminology
Air control
Percussion articulation contrast
Articulation combinations
Composer identification
Advanced sight-reading
Repertoire expansion
Preparation for high school band
Musical meaning
Style study
Ear training

Text

6th grade band: Standard of Excellence, Books 1 and 2 and Master Theory, Book 1
7th grade band: Standard of Excellence, Books 2 and 3
8th grade band: Standard of Excellence, Book 3

Integration of Areas of Interaction

- **Approaches to Learning**, in which students take increasing responsibility for their learning.
- **Community and Service**, through which students become aware of their roles and responsibilities as members of communities.
- **Human Ingenuity, Environment, Health and Social Education**, broad areas of student inquiry where personal as well as societal and global issues are investigated and debated.

Each of these will be addressed in the unit plans.

Teaching Methods and Strategies

I believe in teaching to every student, attempting to understand how individuals learn best. It is my intention to provide excellent teaching to every student that walks through my band room door. I use a variety of teaching methods to reach students. If one method is not effective, I will move to another until I find what sparks the student's understanding of the concept. Below are some methods I utilize.

Teacher modeling

Rhythm clapping, snapping, or foot patting

Singing

Repetition

Sound sources, videos, pictures

Written theory exercises

Historical context

Pass-offs

Practice journaling

Vocabulary study

Collaborative pairs

Assessment (formative and summative)

Teacher observation in class

Playing tests (technical exercises, rudiments, and concert repertoire)

Written exercises (rhythm, theory, and history)

Performances

Grading Scale

A 93-100
B 85-92
C 77-84
D 70-76
F below 70

Supplementary Materials and Resources

Instrument-specific technique and warm-up books
Additional full band warm-up and technique books
Solo and ensemble repertoire
Various internet sites, pictures, and videos devoted to music education
Guest clinicians and artists

Homework Policy

PRACTICE, PRACTICE, PRACTICE!!!

Students are required to take their instruments home EVERY day. There will be an occasional written assignment that will be turned in the following day, but for the most part, students should go home and have fun showing off their musical skills to family and friends.

Procedures Used to Record Student Progress (District Policy)

Major Assessments 50%

- concert performances (required performance = required attendance), major playing tests, major music theory tests, scale pass-offs, major projects

Minor Assessments 50%

- evidence of regular practice, in-class teacher observation (correct posture, correct fingerings, and music reading skills), participating with active learning, minor playing tests, minor music theory quizzes

Grades will be entered into Power School, a web-based grading and attendance program. A hard copy of this grade book will be kept as well. Progress reports and report cards will be given.

Missed Work / Make-up policy

Students will be expected to make up written work and playing tests within five days of returning to school. If the student is ill, I strongly suggest that a friend, sibling, or parent come to Northwest to obtain the student's make-up work and instrument.

Class Rules and Expectations

Behavioral Rules:

- Speak only with permission
- Play instrument only with permission (no playing before group warm up)
- Reeds and mouthpieces should be the only things in students' mouths. Gum, candy, etc. are not permitted in the band room. Water is the only liquid permitted in the band room.

- Touch only what you own or have been given permission by Mr. Powell to touch.

Disciplinary actions:

- One (1) verbal warning
- Change of seat and possible loss of playing privilege for that day
- After school detention (held from 3:15 to 4:15 on Fridays, parent notified) (conference recommended)
- Office referral (required parent conference)
- Dismissal from Band Program

Procedures for Non-Instructional Tasks

Students must be inside the room when the bell rings to begin class. Students will then have an additional three minutes to retrieve and assemble their instruments and be seated. Once the director has stepped on the podium, rehearsal has begun and all talking is to cease immediately.

Students must have passes left in the handbook to use the restroom. Per school policy, once a column of passes is filled, the student has no more passes for that nine weeks period.

Students are to play with permission only.

Students will be given three minutes before the end of class to pack up instruments. Permission will be given to pack up. Packing up before permission is a distraction from end of class announcements.

Communication with Parents

I am a firm believer in parent involvement. Parents must know what is going on in the classroom. I will be utilizing email, telephone, and notes home. Parents may access the website for information as well.

Planning Period

My planning period is 5th period, from 12:20 to 1:15. Parents may meet with me by calling 864-355-6900 and making an appointment. I will be more than happy to meet with parents before or after school.