



Course Syllabus

MacArthur High School
Symphonic Band/Honors Symphonic Band
2016-2017

Instructor Information

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Course Description:

The instrumental performing arts curriculum shall consist of band and orchestra. All learning outcomes and activities shall originate from the study of the elements of music—harmony, rhythm, melody, expression, timbre, texture, and form. Band and string playing technique, and a study of how the elements of music function within selected band and orchestra literature shall be the focus of all cycles and levels of learning. Literature studies shall be of both contemporary and classical nature.

Marching band and pep band participation is required of all band students. Marching band practice shall begin at least a week prior to the start of school. All performing arts instrumental classes meet daily on school time. Extracurricular instrumental groups such as jazz band, woodwind, string, or brass ensembles meet after or before school, and membership is by audition. Students who study more than one year of the instrumental music curriculum will be expected to master spiraling skills in performance technique and understanding of the elements of music.

Course Units:

Due to the variety of skill levels found in a freshman through senior band class, course units are determined based on the needs of the ensemble each year. The music that is chosen functions as our “textbook.” From this, the students study and develop a mastery of the numerous performance concepts that each piece presents, such as balance, blend, intonation, tone production, articulation, etc. The course also aims to advance students’ understanding in music literacy. The students work to increase their rhythmic vocabulary, knowledge of times signatures, key signatures, scales, fingerings, musical vocabulary and symbols. The students also develop their aural skills and understanding of music theory. In addition, no piece of art or music is created in a vacuum. Each piece of music comes with either a historical/cultural background or an idea/emotion that is trying to be conveyed. With this, the students also learn about and discuss the inner workings of the music. Supplemental materials are given to students to help with the development of their performance skills and content knowledge.

Basic Grading Breakdown*

Performances

Marching Band Home Football Game Performances (30 points each)

Marching Band Homecoming Parade and Game (40 points)

Marching Band Competitions (50 points each)

Pep Band Performances (25 points each)

Concert Band Performances (40 points each)

Concert Band Festival Performances (50 points each)

Assignments/Additional Assessments

Practice Videos (10 points each)

Playing Tests (20 points each)

Written Assessments (20 points each)

Concert Reflections (20 points each)

Preparation/Participation

Weekly Participation (15 points each)

*Students enrolled in Honors Symphonic Band will have a few extra assignments to complete as part of their curriculum. These will be communicated at the start of the semester.

Learning Standards:

State Goal 25: Know the language of the arts.

A. Understand the sensory elements, organizational and expressive qualities of the arts.

B. Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing understand how works of art are produced.

A. Understand the processes, traditional tools and modern technologies used in the arts.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.

A. Analyze how the arts function in history, society and everyday life.

B. Understand how the arts shape and reflect history, society and everyday life.

Required Materials:

- Instrument
- Music
- Pen or pencil
- MacBooks (Charged)
- Instrument specific items (Cork grease, swab, extra reeds, valve oil/slide oil/slide cream)
- Lyre and Flip folio (Marching season only)
- All Drill Sheets (Marching season only)

Grading Policy:

Weighted Grading or Total Points, Late Work Policy in accordance with SB100.

Grading Scale

| | |
|-----------------|----------|
| <u>100-90%</u> | <u>A</u> |
| <u>89-80%</u> | <u>B</u> |
| <u>79-70%</u> | <u>C</u> |
| <u>69-60%</u> | <u>D</u> |
| <u>59% ></u> | <u>F</u> |

Behavior Expectations:

Rules:

- 1.) Show respect to all through your words and actions
- 2.) Listen and follow directions
- 3.) Raise your hand before speaking
- 4.) Keep hands, feet, and objects to yourself

Procedures:

- 1.) Come into the room with a respectful voice level if holding a conversation.
- 2.) Obtain/set up your instrument and begin warming up or tuning individually
- 3.) Look for the daily agenda on the board and prepare the things you will need
- 4.) To begin class the director or student leader will use two claps. Students must stop immediately and listen.
- 5.) Wait for the teacher's cue to begin packing up at the conclusion of each rehearsal.

Expectations:

- 1.) Be early in order to be ready to play at the start of any rehearsal or performance.
- 2.) Keep all required materials near you in rehearsal to maximize time spent playing.
- 3.) Keep a positive attitude at all times. Help your fellow band members when they need your support.
- 4.) Take pride in the space you rehearse in by keeping it clean and organized.
- 5.) Take care of your instrument and notify the teacher immediately if a problem appears.

Consequences:

- 1.) Verbal Warning
- 2.) Informal - private discussion with the teacher outside of the classroom
- 3.) Phone call home
- 4.) Sent to community (only for severe disruption)
- 5.) Office referral for serious infractions

Original Work, Cheating, Plagiarism, and Paraphrasing Policy :

Please refer to DPS61 Handbook and Code of Conduct.

I have read and understand the attached syllabus and course guidelines for Symphonic Band/Honors Symphonic Band at MacArthur High School.

Student Name (print)

Signature

Parent/Guardian Signature