



Dodgen Middle School Band

Dr. Charles R. Jackson, Director of Bands

John A. Jeffres, Assistant Director

Syllabus

Fall Semester 2009-2010

6th Grade Band

NOTE: The following syllabus is tied to the nine National Standards from the National Association of Music Education and the Georgia Quality Core Curriculum Standards.

I. Resources

- Standard of Excellence, Book 1
- 6th Grade Major Scale Analysis Sheet
- 6th Grade Rhythm Analysis Sheet

II. Reading Standard

- A. Determine the meaning of new words through the use of Greek and Latin word parts, such as:
 - Root words
 - Prefixes
 - Suffixes
- B. Relate understanding of new words found in subject-area texts
- C. Show an understanding of contextual vocabulary in various subjects
 - o Example:
 - Allegro ma non troppo
- D. Applying knowledge of word roots and affixes to understand vocabulary
 - o Examples:
 - Forte- Fortissimo- Fortississimo
 - Crescendo- Decrescendo

III. Assessment

Student learning will be assessed through (1) written samples to verbally demonstrate mastery of music reading, music understanding, and music comprehension, (2) individual performance on their band instrument to aurally demonstrate comprehension of musical concepts and physical mastery to perform skills required of those concepts, (3) small and large group performance to demonstrate understanding, mastery, and comprehension of ensemble skills such as balance, blend, intonation, and timbre.

IV. QCC: Band 6: Topic: Artistic Skills and Knowledge: Creating, Performing, Producing-

- A. **Students will demonstrate correct posture and hand position required for proper performance for their specific band instrument.**
(QCC Standard 1: Demonstrates correct playing position and posture for chosen instrument.)
- B. **Students will demonstrate the characteristic tone quality for their specific instrument by developing the correct embouchure.**
(QCC Standard 2: Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level.)
(QCC Standard 18: Performs with characteristic tone quality at the expected competency level.)
- C. **Student will demonstrate correct rehearsal and performance etiquette as outlined on the Dodgen Band Class Expectation List.**
(QCC Standard 3: Participates effectively as a member of performing ensembles.)
- D. **Student will demonstrate understanding through clapping, singing, and performance on their band instrument of: quarter note; quarter rest; half note; half rest; whole note; whole rest; time signatures (to include 4/4, 3/4, 2/4); Clef signs (to include treble & bass clef); Key signatures; various repeat signs; fermata; bar lines; final bar lines.**
(QCC Standard 5: Performs music reading skills, including sight-reading, at the expected competency level.)
(National Standard 1: Singing, alone and with others, a varied repertoire of music.)
(National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.)
(National Standard 5: Reading and notating music.)
- E. **Students will perform individually, with their instrument section, and with the full band ensemble, the assigned lines from the *Standard of Excellence, Book I* covering pages 1 through 23 during the fall semester. Students will also perform addition supplemental material provided by the director.**

(QCC Standard 6: Demonstrates ability to perform individually, in small groups, and as a member of the total ensemble.)

(National Standard 5: Reading and notating music.)

- F. Students will present a culminating project in the form of a winter concert before a live audience to publicly demonstrate proficiency on all performance skills, concepts, and performance etiquette.**

(QCC Standard 4: Performs class repertoire at the expected competency level.)

(QCC Standard 8: Demonstrates understanding of phrase and melody through performance.)

(QCC Standard 9: Recognizes harmonic structure and demonstrates an awareness of its role in performance.)

(QCC Standard 17: Responds appropriately to conducting techniques used by the director.)

(National Standard 5: Reading and notating music.)

- G. Students will demonstrate understanding of basic music vocabulary (and their associated symbol designations) through performance and through writing assignments to include: Andante; Moderato; Allegro; Measure; Bar line; Accent; Slur; Tie and others**

(QCC Standard 12: Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music.)

(National Standard 5: Reading and notating music.)

- H. Students will perform music from printed and published resources as well as from digital resources from the internet as projected through SmartBoard technology and the use of the *Airliner* for wireless rhythmic analysis.**

(QCC Standard 13: Uses print and nonprint media to access music information.)

(National Standard 5: Reading and notating music.)

V. QCC: Band 6: Topic: Critical Analysis and Aesthetic Understanding

- A. Students will view and listen to recordings of their winter concert. A writing assignment will be completed which will include the student's self-evaluation of their performance as well as an evaluation of the overall performance of the group. Using the music vocabulary acquired this year, students will offer suggestions that will lead to the improvement of the group as well as their personal performance improvement.**

(Standard 20: Critiques music performed by the ensemble and suggests ways to improve.)

(National Standard 6: Listening to, analyzing, and describing music.)

(National Standard 7: Evaluating music and music performances.)

VI. GRADING SCALE

Written Work- 10%

Includes:

- A. All rhythm analysis sheets for sightreading development
- B. All written assignments in class relating to self-evaluation and critical analysis of musical performances.
- C. Any other written work which has been assigned a due date.
- D. Please note that late work is accepted. However, 10 points will be deducted for each day the assignment is late.

Major, Minor & Chromatic Scales- 10%

Includes:

- A. Scales from the Dodgen Band scale sheet
- B. Scales from the Standard of Excellence, Book I

Tone Quality- 10%

This grade reflects the student's effort in correctly developing the embouchure to produce and maintain a characteristic tone on their band instrument. For percussionists, it reflects hand position and the clarity demonstrated in the execution of flams, ruffs, and all open and closed rolls.

Individual Student Performance- 20%

This grade reflects the individual student performance on exercises assigned from the band book or sections from the performance literature (often referred to as "pass-offs" at other schools. This grade reflects the amount of effort put forth by the student during class to master the skills required to perform as a contributing member of the ensemble.

Participation- 50%

This grade reflects the student's daily effort and participation in class. It reflects the student's ability to maintain daily class expectations and proper rehearsal etiquette conducive to developing independent, functionally literate musicians.

0 – 69 = F

70 – 73 = D

74 – 79 = C

80 – 89 = B

90 – 100 = A