



Dodgen Middle School Band

Dr. Charles R. Jackson, Director of Bands

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Syllabus

Fall Semester 2009-2010

8th 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 3
- 8th Grade Major Scale Analysis Sheet
- 8th 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 8: Topic: Artistic Skills and Knowledge: Creating, Performing, Producing-

- A. **Students will demonstrate continued development of 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 continued growth in the ability to produce the characteristic tone quality for their specific instrument through the development of 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: sixteenth note; sixteenth rest; eighth note; eighth rest; quarter rest; half note; half rest; whole note; whole rest; dotted eighth note; dotted eighth rest; dotted quarter note; dotted quarter rest; dotted half note; dotted half rest; sixteenth note triplet; eighth note triplet; quarter note triplet; [NOTE- triplets will include those with only two notes under the triplet bracket, one note being twice the length of the other]; time signatures (to include 7/4, 6/4, 5/4, 4/4, 3/4, 2/4, 6/8, 3/8, 9/8, 2/2, cut time, 3/2); 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 3* covering pages 1 through 20 during the fall semester. Students will perform lines as assigned from the *Foundations for Superior Performance* book. Students will also perform additional supplemental material provided by the director which include: Dodgen band Warm-up sheet containing lip slurs arpeggios, scales, 5 stroke rolls, 9 stroke rolls, 17 stroke rolls, clarinet register key jumps, and all notes found within the chromatic scale; All 12 major scales (at quarter =120); Full range chromatic scale; all concert literature for full band; All ensemble pieces provided for the flute choir, clarinet choir, sax choir, trumpet choir, low brass choir, percussion ensemble, Jazz band, and German band.
(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 present a fall recital which will demonstrate the ability to perform in ensembles made up of like instruments as opposed to the instrumental mix found in full band ensemble performance.
(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.)
- H.** Students will demonstrate understanding of basic music vocabulary (and their associated symbol designations) through performance and through writing assignments to include: Andante; Moderato; Allegro; Allegretto; Vivace; Presto; Largo; Lento; Adagio; piu mosso; con motto; ma non troppo; Ritardando; Diminuendo; Accelerando; Rallentando; da Capo al fine; dal Segno al fine; da Capo al Coda; dal Segno al Coda; Crescendo; Decrescendo; Accent; Staccato; Legato; Tenuto; Morendo; Fermata; Espressivo; Sforzando; Caesura; Tempo; Meter; Cadence; Cantabile; Dissonance; Consonance; Divisi; Dolce; Dynamics; Embouchure; Etude; Glissando; Tremelo; Half step; Whole step; Unison; Harmony; Introduction; L'istesso tempo; Leger lines; Phrase; Line; Maestoso; Major; Minor; Melody; Natural; Flat; Sharp; Accidental; Measure; Bar line; Octave; Interval; Poco; Articulation; Tonguing; Rhythm; Syncopation; Mezzo; Accent; Breath mark; Slur; Tie; Vibrato; Volume; 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.)
- I.** 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.)
- J.** Students will demonstrate ability to correctly make adjustments with the embouchure and with the instrument to perform with correct intonation.
(QCC Standard 7: Tunes instrument accurately with assistance and demonstrates an increasing awareness of good intonation.)
- K.** Students will demonstrate understanding of key signatures through the performance of 12 major scales and arpeggios as listed on the Dodgen Band Scale Sheet and the chromatic scale as presented in the band book 3.
(QCC Standard 10: Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios.)
- L.** Students will receive guided opportunities to compose and arrange several test lines throughout the spring semester. Students will be graded on their performance of their compositions and not on the level of creativity displayed within their created works. Although creativity is encouraged, research from Harvard University still maintains that creativity can not be effectively evaluated or assessed in a meaningful manner using a traditional grading system.
(QCC Standard 15: Creates, notates and performs a simple melody for his or her instrument.)
(National Standard 3: Improvising melodies, variations, and accompaniments.)
(National Standard 4: Composing and arranging music within specified guidelines.)
(National Standard 5: Reading and notating music.)
- M.** Students will enter the room each day listening to a preset list of professionally recorded musical performances by master soloists and ensembles to help develop their ear for true characteristic tone and for good balance, blend, and ensemble performance. Students will discuss how balance and blend apply to the visual arts and other performing arts.

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

(National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.)

- N. **Students will demonstrate knowledge of rhythmic analysis through the clapping, singing, performing, and through written analysis of downbeat/upbeat locations for 60 exercises found on the Joe Berryman Rhythm Analysis Sheet provided in class.**

(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.)

V. QCC: Band 8: Topic: Critical Analysis and Aesthetic Understanding

- A. **Students will identify through written assessments, the Introduction, Exposition (themes 1 & 2), transitions, Development; and Recapitulation of compositions used for performance in the fall and spring concerts that employ basic sonata form.**
(QCC Standard 19: Demonstrates knowledge of form in music repertoire.)
(National Standard 9: Understanding music in relation to history and culture.)
- B. **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. QCC: Band 8: Topic: Historical and Cultural Context

- A. **Students will demonstrate through performance the correct interpretation of the March style and legato styles employed in the spring concert performance literature.**
(Standard 21: Identifies and compares performance styles from various historical eras of music.)

VII. 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, except these tests are given during class time). 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.

$$0 - 69 = F$$

$$70 - 73 = D$$

$$74 - 79 = C$$

$$80 - 89 = B$$

$$90 - 100 = A$$