



**WINTERS HIGH SCHOOL BAND SYLLABUS
2022-2023**

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I. Course Description: Concert band is generally designed for students who have already been introduced to band music through middle school band or have taken private lessons on a band instrument. Students will continue to master their instrument as they study and perform both pep-band music and concert music. Basic music theory will be reviewed and new theory concepts introduced. Additionally, music history will be covered throughout the course.

The Band Handbook covers all the information you need to know about your responsibilities as a band member. Please read carefully. This syllabus outlines grades and classroom rules.

II. Grading: Grading will be according to total points possible. A list of known assignments and benchmarks for the first semester are attached. Graded items will include, but are not limited to, the following:

- 1. CLASSROOM PARTICIPATION/PROFESSIONAL BEHAVIOR**
- 2. VARIOUS ASSIGNMENTS**
- 3. PERFORMANCES**

a. NOTE: ALL PERFORMANCES ARE REQUIRED!!!

Daily Participation and Academic Responsibility: Students will earn 0-30 points per week for their active and constructive participation in the rehearsal time. In order to receive all 50 points the student must:

- a. Be on time with their music folder, instrument, and pencil.
- b. Students must be quiet to take attendance immediately after bell rings

- c. Students must be seated and ready to play three minutes after the bell.
- d. Be attentive and cooperative during the rehearsal process. This means always being engaged in and participating in ALL aspects of the rehearsal process.
- e. Never use cell phones or other distracting electronic devices.

Performances: All performances are mandatory and graded unless noted otherwise. Students must be at the performance site in uniform with the required equipment and music at the stated call time in order to receive full credit. Unexcused absences from a performance will result in a failing grade for that performance, and potentially the course. The music teacher must be notified **2 weeks in advance, by a parent, in writing** if there is a situation that prevents you from being at a scheduled performance; however, whether or not the situation is excusable is left up to the discretion of the high school music teacher. Typically, a death in the family or an illness that is serious enough to miss school are the **ONLY** excused absences. Documentation of a funeral and/or a doctor's note will be required to excuse the student from performances. Other potential absences must be brought to the attention of the high school music teacher within the first two weeks of the school year. If you are excused, you will be given an alternate assignment. **Please note**, a student's job commitments are **not** excused. Part of being a music student and an adult is learning time management and personal responsibility. Many students are able to work and participate in the band. Please give a copy of your band schedule to your employer.

Assignments: Students will be given various assignments pertaining to the music lesson at hand. A typical lesson includes music theory, preparing sight reading assignments, preparing assigned music parts, etc.

Tests: Students will be tested on music theory concepts, sight reading skills, and assigned music.

Late Assignments: If you are having problems completing an assignment contact Mr. Williams immediately! In general, late assignments will be accepted with a 25% reduction per day.

III. Other Responsibilities:

Formal Uniform: You are responsible for having all items that have been checked out to the students in good repair:

1. (second semester)Black dress pants/skirt – skirts must be at or below the knee and pants must be full length
 - Please note that the school will provide any student with black tux pants for your concert attire if requested.
2. (second semester)Black shirt/blouse – no low cut tops or spaghetti straps
3. (second semester)Black dress shoes & socks/nylons - no flips flops or stiletto heels
4. (first semester) Marching Band Uniforms: Currently Red shirts for Football Games,

Music Service: All band students are required to do 4 hours of music service 1st semester and 4 hours of service 2nd semester. This includes service opportunities such as bring baked goods to the football games and other events, volunteering at fundraisers, assisting Mr Williams with music tasks after school or during lunch, etc. Exceeding the music service requirement may result in extra credit. ☺

IV. Benchmarks: You must pass ALL benchmarks for this class. They are mandatory!

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| 1. Pep Band: | All home football games
August |
| 2. Winter Concert: | December, TBA, 2021 |
| 3. Spring Concert: | May, TBA , 2022 |
| 4. Music in the Parks Festival: | May, TBA, 2022 (all day event) |
| 5. Playing Exams: | Various dates throughout the year |
| 6. Parades: | Various dates throughout the year, see handbook |

V. Class Rules:

1. Practice... Practice... Practice... and when you think you have figured it out, practice some more! You need to practice your instrument to better yourself as a musician and as an ensemble.
2. Be early or on time.
3. Do not use cellphones in class unless prompted to do so.
4. Be attentive.
5. Take care of all equipment.
6. **WHS rules as found in the handbook always apply and are enforced.**
(Tardy policy, dress code, bathroom, etc.)

CONCEPT ONE
 "SETTING THE COURSE FOR A LIFELONG PLAYING CAREER"

OVERVIEW

Standards:

- CALIFORNIA VISUAL AND PERFORMING ARTS STANDARDS (MUSIC), 2019
- NATIONAL MUSIC STANDARDS, (NAFME), 2014

PRIMARY EMPHASIS:

- 1. CREATING**
- 2. PERFORMING**
- 3. RESPONDING**

Big Idea or Concept:

- Being an instrumentalist is a lifelong quest. Don't be frustrated and be patient!
- How is band music used in our culture
- How should we approach playing both mentally and physically?

Essential Questions:

- How do you stay motivated if you don't immediately learn a concept?
- What are ways that you can train yourself to pay specific attention to how your part fits into a larger piece of music?
- How do I become a musician rather than just somebody that plays an instrument?

Students will understand/know...

- The beginnings of the process of the lifelong pursuit of music.
- How their specific part fits into the larger piece of music
- The importance of proper rehearsal and being prepared for performances, specifically football games.

Students will be able to ...

- Perform their part for performances, specifically football games.
- Identify the basic function of how their performance fits into the football game.
- Understand the importance of playing with good time and producing a good sound on their instrument

Stage 2- Assessment Evidence

Monitoring and Feedback:

- Student learning will be constantly assessed on their playing proficiency throughout rehearsal
- Instructor will provide feedback upon student performance.

Other Evidence:

- Students will be given quizzes to monitor progress
- Students will provide weekly "Practice/Listening Logs" to provide them an avenue to respond to their performances and week's musical experiences.

Stage 3- Learning Plan

Learning Activities:

All classes will have the following basic format:

1. Introduction, attendance, warmup exercises
 - a. At the end of the warmup basic concepts will be covered, but not discussed in detail
 - i. Examples" playing with good tone and steady beat.
2. **(CREATE)** Students are led through various performance activities:
 - a. Note: These will vary dependent upon student progress
3. **(RESPOND)** Various types of music that involve instrumental music will be played and the students will be led through a discussion of musical style, history, performance practices etc..
4. **(PERFORM)** Students will constantly be engaged in various demonstrations of proficiency, to include Football games, parades and concerts.

Skills Taught:

1. Proper body position
2. Proper breathing
3. Proper articulation on their instruments

Musical Styles covered:

1. "Pep" and "Marching Band" Music for Football games
2. Concert Style Music

Discussions

1. How does music, particularly instrumental music inform and impact the the world around us?
2. What are some of the challenges that you think you will encounter throughout this course and pursuing instrumental music?

CONCEPT TWO

"How does Concert Music differ from Marching Music?"

OVERVIEW

Standards:

- CALIFORNIA VISUAL AND PERFORMING ARTS STANDARDS (MUSIC), 2019
- NATIONAL MUSIC STANDARDS, (NAFME), 2014

PRIMARY EMPHASIS:

4. CREATING
5. PERFORMING
6. RESPONDING

Big Idea or Concept:

- Learn how the woodwinds, brass and percussion instrument families function together
- Learn how to properly incorporate dynamics and other artistic devices to strengthen performances.
- Learn basic music theory (lines and spaces)

Essential Questions:

- How does the “feel” of the piece of music change if you play it differently?
- Why is it important to be able to play music utilizing various artistic devices?
- If you don’t play your part effectively clearly how does it change the overall impact of the music?

Students will understand/know...

- The importance of playing their instrument properly
- How to approach playing songs at different tempos/dynamics and “feels.”
- The proper approach to phrasing musically on their instrument.

Students will be able to ...

- Play with other while beginning and ending phrases together
- Change their approach to playing fast and slow songs fast songs versus slow songs
- Identify when a group is functioning together and when it is not

Stage 2- Assessment Evidence

Monitoring and Feedback:

- Student learning will be assessed during the “lecture” portion of the class
- Students will also be perform utilizing the FlipGrid and Soundtrap Platforms
- Instructor will provide feedback upon student performance.

Other Evidence:

- Students will be given quizzes to monitor progress
- Students will provide weekly “Practice/Listening Logs” to provide them an avenue to respond to their performances and week’s musical experiences.

Stage 3- Learning Plan

Learning Activities:

All classes will have the following basic format:

5. Introduction, attendance, warmup exercises
 - a. At the end of the warmup basic concepts will be covered, but not discussed in detail
 - i. Example: Perform harmonies utilizing proper tuning and phrasing that matches other instrumentalists
6. **(CREATE)** Students are led through various performance activities:
 - a. Note: These will vary dependent upon student progress
 - i. Instructor will demonstrate concepts through discussion and lecture
7. **(RESPOND)** Various types of instrumental music will be played and the students will be led through a discussion of musical style, history, performance practices etc..
 - a. The students will perform basic variations of the music that is demonstrated
8. **(PERFORM)** Students perform both in rehearsal as well as in public
 - a. Students will be provided with feedback from the instructor on their performances and given specific skills to apply to their performances.

Skills Taught:

1. The difference in approach between "marching" and "concert" music
2. How to approach a melody versus a counter melody
3. How to recognize the differences between a piece of music designed for the concert hall versus a football field/parade

Musical Styles covered:

1. "Marching" Music
2. "Concert" Music

Discussions:

1. How can you change the basic feel of the song by changing the balance between the various parts?
 - a. Why would you want to do this?

CONCEPT THREE

"CELEBRATING YOUR SKILLS THROUGH PERFORMANCE"

OVERVIEW

Standards:

- CALIFORNIA VISUAL AND PERFORMING ARTS STANDARDS (MUSIC), 2019
- NATIONAL MUSIC STANDARDS, (NAFME), 2014
PRIMARY EMPHASIS:
 - 7. CREATING**
 - 8. PERFORMING**
 - 9. RESPONDING**

<p><u>Big Idea or Concept:</u></p> <ul style="list-style-type: none"> • How do you present songs to an audience? • How can performances be maximized through staging? • How do you project the proper “mood” to an audience? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How should we approach playing a piece of music both mentally and physically during a performance? • How do we reach an audience emotionally? • How do musical phrasing choices impact the performance of a song?
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<p><u>Students will understand/know...</u></p> <ul style="list-style-type: none"> • How to work together with other members of the ensemble to maximize performances • How to perform in a manner that provides no distraction to the audience • History of performance practices 	<p><u>Students will be able to ...</u></p> <ul style="list-style-type: none"> • Master songs and present them effectively to an audience. • Be able to match the student performance to the venue. • Understand the historical impact of their performances
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Stage 2- Assessment Evidence

<p><u>Monitoring and Feedback:</u></p> <ul style="list-style-type: none"> • Student learning will be assessed during the “lecture” portion of the class • Students will constantly perform on their instruments throughout class. • Instructor will provide feedback upon student performance. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Students will be given quizzes to monitor progress • Students will provide weekly “Practice/Listening Logs” to provide them an avenue to respond to their performances and week’s musical experiences.
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Stage 3- Learning Plan

Learning Activities:

All classes will have the following basic format:

9. Introduction, attendance, warmup exercises
 - a. At the en
10. **(CREATE)** Students are led through various performance activities:
 - a. Note: These will vary dependent upon student progress
11. **(RESPOND)** Various types of music that involve vocals will be played and the students will be led through a discussion of musical style, history, performance practices etc..
12. **(PERFORM)** Students will be given time to record themselves utilizing concepts taught

Skills taught:

1. How to perform effectively at a concert with other members of the ensemble
2. How to pace a piece of music so that it makes the proper emotional impact upon the audience

Music Styles Covered:

1. Concert Music
2. Seasonably appropriate Music

Discussion Questions:

1. How has technology changed the way that songs are performed? Do you think that is a good thing?

TEACHING RESOURCES

GOOGLE CLASSROOM

1. The assignments, practice logs etc. are all incorporated in “Classwork”
2. Various resources are embedded in the “Stream”
 - a. Google Classroom Code: ydq2mse

UNIT DATES:

1. Unit One: Beginning of School year to October 29, 2021
2. Unit Two: October 30-November 16, 2021
3. Unit Three November 16-End of Semester 2021

