

*Bellingham High School  
Concert Band*



*Syllabus and Handbook  
2011 – 2012*

*Marie Forte, Band Director*

*[www.BellinghamMusic.org](http://www.BellinghamMusic.org)*

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*Concert Band*

**Bellingham High School Course Description:**

This course addresses the concepts of tone, pitch, rhythm, and reading notation. Students will be exposed to various styles and literature related to the concert band and will participate in marching band including pre-season and after school rehearsals, parades, and community events. Students are expected to attend all concerts and performances as part of the meeting grading requirements.

While we embrace the spirit of the 10 content standards, we acknowledge that not all standards should be applied to all classes. The course “Concert Band” is an elective course. Performance-oriented classes like band and chorus focus on the standards relating to performing, listening, and analyzing music. The 10 music standards for Massachusetts are listed below. Please realize that several of these standards are explored more in depth than others. These standards are outlined in a more detailed format, taken directly from the Massachusetts Frameworks.

1. Students will sing with correct technique alone and with others a varied repertoire of music.
2. Students will demonstrate the ability to read and instrumental or vocal score of up to four staves by describing how the elements of music are used.  
Students will read and sing at sight moderately difficult melodies, all intervals and their inversions from unison through an octave, and triads and their inversions in arpeggiated form.  
Students will in a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 3 on a scale of 1 to 6.
3. Students will perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods with a level of difficulty of 4 on a scale of 1 to 6. Students will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.  
Students will perform in small ensemble with one student on a part.
4. Students will improvise, arrange, and compose music of various styles and genres.
5. Students will demonstrate an understanding of how musical elements interact to create expressiveness in music.  
Students will demonstrate knowledge of the technical vocabulary of music.  
Students will listen to performances of extended length and complexity with proper attention and audience protocol.  
Students will analyze and describe the uses of elements of music in a given work that make it unique, interesting, and expressive.  
Students will demonstrate the ability to perceive, remember, and describe in detail significant occurrences in a given aural example.  
Students will compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style.
6. Students will interpret the meanings of artistic works based on evidence from artists’ biographies, autobiographies, or video-taped or written interviews.  
Students will describe and analyze examples of art forms that integrate practical functions with aesthetic concerns.
7. Students will analyze how the arts and artists are portrayed in contemporary newspapers, magazines, films, and electronic media.  
Students will describe various roles that artists serve, cite representative individuals who have functioned in these roles, and describe their activities and achievements.  
Students will describe the roles of individual patrons, cultural organizations, and governments in commissioning and collecting works and presenting performances.
8. Students will classify works from the United States and world cultures by genre, style, and historical period; explain why the works exemplify a particular genre, style, or period.  
Students will identify works, genres, or styles that show the influence of two or more cultural traditions, and describe how the traditions are manifested in the work.
9. Students will identify and describe examples of how technological development in one artistic domain can influence work in other artistic domain.  
Students will compare the available materials, inventions, and technologies of two historical periods or cultures and explain their effect on the arts.  
Students will identify and describe the examples of the persistence of traditional historical materials and technologies in contemporary artworks.
10. Students will continue the above and apply knowledge of cultural institutions to learning in the arts and other disciplines.

**GRADING POLICY:** Students will be evaluated in the following areas according to the following percentages:

**45% Rehearsal Techniques and In-Class Assignments:** Because Concert Band is a performing ensemble, student attendance is expected at rehearsals, performances, and concerts. Failure to participate in these events means that the student is not fulfilling his/her obligation to the course requirements and the whole ensemble. Attendance is required at weekly sectional rehearsals as well. Students who have necessary conflicts with these rehearsals will be required to “make-up” these rehearsals in a variety of ways. These make-ups can take the form of any of the following: a make-up practice with the Band Director or Section Leader, a taped quiz or test on missed material, music theory assignment, etc.

**30% Quarterly Test:** Each quarter students will be required to submit a taped exam of designated material. The tape will be evaluated by the Director based on a performance rubric. Students should prepare for these exams carefully and well in advance to secure a good evaluation. Any student who would like extra help or a pre-evaluation with the Director may request this at any time BEFORE the deadline.

**15% Quarterly Quiz:** Each student will submit a quarterly quiz in addition to the exam. This quiz helps the student prepare better for the exam and allows the Director to give the student constructive feedback on how to improve for the next assignment and his/her performance in the ensemble. This quiz will be evaluated using the same performance rubric as the exam and **will be given during sectional rehearsals live for the director.**

**10% Quarterly Concert/Performance Review:** Each student will submit a written concert review each quarter. The Director may decide to assign students may be assigned a specific listening assignment or it may be a concert or performance of their choice. Each quarter will vary. Student’s writing will be evaluated using an appropriate rubric.

**100% Total:** The Director will use the above percentages to arrive at a final quarterly grade.

Mid-Term and Final Exams will follow the same rubric and procedure as the quarterly exam.

**HONORS BAND CREDIT:** Students taking concert band for honors credit must also participate in at least three of the following extra activities: Central District Auditions, Section Leader/Drum Major status, Jazz Band, solo or small performance in the Student Artist Recital and/or private lessons.

**Please Note:** Due to the fact that this is a performance-oriented class, performance absences will count as missed tests and result in the student’s grade being **LOWERED 1 – 2 letter grades** (for example: from A to B or A to C), unless the absence is excused. Concert absences will be excused only in the event of serious illness or family emergency.

### *Daily Homework – Daily Practice*

Each student is expected to practice their instrument at home on a regular basis. **Daily practice IS the homework for this course.** Regular practice on each instrument is crucial to improvement in endurance, range, tone, intonation, technique, rhythm, and expression. Practice should be regular, intelligent, and consistent. Twenty minutes of practice each day is better than two hours of practice once or twice a week. Even if you know your music well there is always room for improvement on other areas or concepts for your instrument. Here are some tips to help with your practice sessions:

- Schedule a regular practice time. Parents can help by reminding their students of this!
- Set up a place in your home to practice – someplace quiet and without many interruptions.
- If you’re having problems working out a passage, stop and think! Try it slowly, try clapping the rhythms, break it into smaller sections, ask your section leader or Director for help.

### *Rehearsal Protocol*

The following rehearsal protocol should be observed:

- Each musician should be in their seat, ready to play prior to the downbeat.
- Music should be placed in rehearsal order, with a **pencil** on the stand for marking dynamics, phrasing, directions, etc.
- When the director steps onto the podium, all talking and playing stops.
- Sit on the front half of your chair with proper posture.
- Play only when asked to do so; otherwise listen attentively – chances are you’ll hear something important being said or can learn from what others are playing.
- Remain in your seat during the entire rehearsal.
- Raise your hand when you have a question.
- Display respect for fellow musicians and the director.

## *Uniforms, Instruments, Equipment*

**Uniforms** – As part of this organization, you will be required to wear uniforms depending upon the particular event. We take great pride in the way that we sound musically, and the same attitude should be applied to how we present ourselves in public. We strive to be a professional organization – professional in all aspects of what we sound like and look like. Marching and Concert uniforms are property of the music department and therefore, great care should be taken to return them in the excellent condition in which you received them. The student is responsible for the proper care and maintenance of all pieces, including dry cleaning when necessary. Immediately after each performance these items should be hung in its garment bag. This not only protects the uniform but will save you time and energy with cleaning and ironing later. At the end of each year, students must have the uniforms dry cleaned and then return them to school. Students will be responsible for the replacement cost if these items are not returned in the same condition they were received in.

**Important** – Uniforms must be returned at the end of each school year. Failure to return uniforms items before the deadline will result in your report card being “held” until items are returned. **Please pay attention to uniform deadlines!** It is a HUGE, time-consuming task to organize the uniform closet in June, please be respectful of the volunteers and music staff by making sure you do your part to return items in an orderly fashion. **Please Note:** Being properly dressed and ready for the performance is also part of your grade. Any student who fails to dress properly for a performance will risk their participation in the performance and a lowered grade.

**Hemming Pants and Skirts** – We have noticed that many students have failed to get their uniforms properly hemmed over the past several years and, as a result, we have many pants that are fraying at the bottom. Whenever possible, we will have pants and skirts hemmed for the student in advance of performances. BUT, it is the student’s responsibility to wear the pants/skirts in the proper fashion to avoid damage (for example, make sure suspenders are adjusted properly, no sagging pants!). It is helpful if parents also check the length of uniform items and notify the staff if additional alterations are needed.

**Instruments** – Some students may borrow large school-owned instruments on which to perform. Instruments borrowed from the school are loaned at no cost BUT **the student and his/her family must be responsible for all maintenance and repair costs.** These instruments will be loaned out in good playing condition and must be returned in the same manner. Any school-owned instrument that requires repair must be sent out to repair by the Director. No student should take any school instrument to any repair shop unless it is approved by the Director. And of course, no student should ever try to repair an instrument by his/herself - in most cases the instrument will be further damaged and the repair cost even greater in the end.

School owned instruments should be carefully maintained in insure they remain in top playing condition. This maintenance may include oiling valves, greasing slides, swabbing, polishing, etc. Instruments must be stored properly in cases and stored on shelves or in music lockers when not in use.

**Student owned instruments** may be repaired by a technician of the student’s choice, most likely the vendor from which you purchased or rent from. We do, however, have service technicians that will pick up and drop off instrument for repair directly to the school, saving the family a trip to the music store. Any student who needs some repair on their instrument should see the Director for a repair tag. It will be placed in the music office to wait for the proper technician. The repair bill will be mailed to the student’s family. Please note that some vendors may call the student directly with the cost and a parent/guardian can pay the cost over the phone with a credit card.

**Equipment** – Throughout the year, students may need to purchase equipment for their instruments: oil, reeds, straps, swabs, etc. Students can make this purchase easier by filling out order forms from a local vendor. These local vendors will deliver to the school – saving student’s time and energy. Order forms can be obtained from Mrs. Forte. Students should return these forms with proper payment. Mrs. Forte will order the necessary items and it will usually be delivered within a few days time to the school.

**Percussion students** should have the following items for the school year since they will have to play a variety of instruments: 1 pair of concert snare drum sticks, 1 pair timpani mallets, 1 pair yarn mallets, 1 pair bell mallets (acrylic or brass). These items can be ordered through local vendors or obtained by the student through any music dealer. Any percussion student that has a financial hardship should speak to the Director to make proper arrangements through the music department for these items.

**Music and Folders** - Each student will receive a leather bound music folder and many pieces of sheet music throughout the year. These music items serve as the textbook for this class and should be treated as any other textbook – with great care! Folders and music are the property of the music department – any student who fails to return these items will be billed accordingly for their replacement. If replacement parts or music are needed, the student should notify the band librarians or the Director as soon as possible. It is not productive or responsible to come unprepared to rehearsal!

**BELLINGHAM HIGH SCHOOL  
INDIVIDUAL INSTRUMENTAL PERFORMANCE RUBRIC**



DATE:                      GRADE:                      NAME:

- TONE QUALITY**    The student's tone:
- 5 is full, rich and characteristic of the instrument in all ranges.
  - 4 is of a characteristic tone quality in most ranges, but distorts in some passages.
  - 3 exhibits some flaws in production (slightly thin or unfocused sound, breath support).
  - 2 has several flaws in basic production (consistently thin or unfocused, forced, breath not used efficiently).
  - 1 is a tone quality which hinders the quality of performance, breath support is lacking.

- INTONATION**      The student's intonation:
- 5 is accurate in all ranges and registers.
  - 4 is mostly accurate, student adjusts the few problem pitches to an acceptable standard.
  - 3 is somewhat accurate, but includes out of tune notes, student makes some adjustments.
  - 2 exhibits a basic sense of intonation, yet has significant problems; student rarely attempts adjustment.
  - 1 is not accurate and hinders the quality of performance.

- MELODIC ACCURACY**    The student performs:
- 5 the majority of pitches and note accurately.
  - 4 most pitches and notes accurately.
  - 3 some inaccurate pitches and notes; has some difficulty with melodic precision.
  - 2 several inaccurate pitches and notes but displays basic understanding of melody.
  - 1 inaccurate pitches and notes throughout the performance (i.e. missing key signatures, accidentals).

- TEMPO**            The student's tempo:
- 5 is accurate and consistent with the printed tempo markings.
  - 4 approaches the printed tempo markings, but does not detract from the performance.
  - 3 is consistent but different from the printed markings and is inappropriate for the selection.
  - 2 is inconsistent (rushing, dragging, inaccurate tempo changes).
  - 1 is not accurate or consistent.

Ton.	Int.	Mel.	Tem.	Rhy.	Tec.	Mus.
☐ Comments from teacher on back			<b>Score</b>	<b>Points</b>	<b>Num.</b>	<b>Grade</b>

**SCALES:**    The student performed these scales:  
M= Mastered    P = Proficient    N= Needs Improvement

	Bb	Eb	Ab	Db	Gb	B	E	A	D	G	C	F
Ma												
nat												
har												
mel												
Chr												

- RHYTHMIC ACCURACY**    The student performs:
- 5 accurate rhythms throughout.
  - 4 nearly accurate rhythms, but lacks precise interpretation of some rhythmic patterns.
  - 3 many rhythmic patterns accurately, but some lack precision or have approximate interpret.
  - 2 many rhythmic patterns incorrectly or inconsistently.
  - 1 the majority of rhythmic patterns incorrectly.

C = Consistently (5 points)	S = Sometimes (3 points)	R = Rarely (1 point)
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- TECHNIQUE**            The student:
- C S R performs with proper body posture and position.
  - C S R performs with efficient air support and breath management.
  - C S R performs with appropriate breath markings (does not interfere in phrasing).
  - C S R demonstrates appropriate legato, staccato, and marcato articulation as marked.
  - C S R demonstrates appropriate slurs as marked.

- MUSICIANSHIP**    The student:
- C S R demonstrates control of time and pulse; appropriate for the musical style.
  - C S R demonstrates dynamic contrast as notated by the composer.
  - C S R demonstrates the ability to shape and contour the melodic line.
  - C S R demonstrates appropriate expressiveness.



**BELLINGHAM HIGH SCHOOL  
REHEARSAL TECHNIQUES RUBRIC AND ATTENDANCE**



DATE:                      GRADE:                      NAME:

- PREPARATION**    The student:
- 5 is always prepared for class in regards to instrument, music, and equipment needed.
  - 4 is usually prepared for class . . .
  - 3 is sometimes prepared for class . . .
  - 2 is rarely prepared for class . . .
  - 1 is never prepared for class . . .

- PARTICIPATION**    The student:
- 5 always participates in all aspects of class/ensemble performance and rehearsal without reminders/cues.
  - 4 usually participates in aspects of class/ensemble performance and rehearsal, occasionally needs reminders/cues.
  - 3 sometimes participates in aspects of class/ensemble performance and rehearsal with frequent reminders/cues.
  - 2 rarely participates in aspects of class/ensemble performance and rehearsal, only participates with reminders/cues.
  - 1 never participates in aspects of class/ensemble performance and rehearsal, student does not respond to reminders/cues.

- PERFORMANCE**    The student's performance:
- 5 is well prepared in class and shows evidence of consistent practice/effort.
  - 4 is usually prepared in class and shows some evidence of consistent practice/effort.
  - 3 is sometimes prepared in class and does not show evidence of consistent practice/effort.
  - 2 is not prepared in class and does not show evidence of consistent practice/effort.
  - 1 is not prepared in class and shows no evidence of practice/effort.

- BEHAVIOR**    The student:
- 5 is consistently attentive and does not cause distraction to self or others.
  - 4 is consistently attentive and sometimes causes distraction to self or others.
  - 3 is usually attentive but causes distraction to others.
  - 2 is occasionally attentive but causes distractions to others.
  - 1 does not demonstrate attentiveness and causes distractions to others.

**REHEARSAL TECHNIQUES:**

	Prep	Part	Perf	Beh	Total	Num	Grade
Teacher							
Student							

- The student has met his/her attendance and participation obligations to the class and ensemble.
- The student has not met his/her complete attendance and participation obligations to the class and ensemble, please refer to band handbook for class requirements and contract.
- The student's grade has been affected by his/her excessive absences and he/she has not met his/her obligations to the class and ensemble.  
**Only if checked!**  Please call to schedule a parent-teacher conference to discuss this matter in further detail.

**ATTENDANCE RECORDS:**

**DAILY CLASS**

The student  missed days of class this quarter.

The student  had excused absences this quarter.

**PERFORMANCES** All performances are mandatory.

The student  missed performances this quarter.

**SECTIONALS** Weekly sectionals are required.

The student missed  sectionals this quarter.

**OTHER EVENTS:** \_\_\_\_\_

The student missed  other events this quarter.

