

# Symphonic Band Syllabus

## Hillcrest High School 2023-2024

**Teacher:** Mr. Chase Moore

**Email:** [scmoore@tcss.net](mailto:scmoore@tcss.net)

**Standards and Course Content:** Visit

<https://arts.alabama.gov/PDF/AIE/ALC/2017%20Arts%20Education%20COS.pdf>

pgs. 106-114

### **Course Description and Objectives**

Students participating in the Symphonic Band will be challenged to develop their musicianship through improvement in several areas, including breathing, scales, technique, tone production, singing, and sight-reading. The classroom environment will engage students on a daily basis and allow for them to discover the uniqueness that they bring to the group as a whole. Students will discover the importance sharing music with their community through several performances and furthermore, gain a greater appreciation for the special talents they share.

### **Schoology – Learning Management System**

We will utilize Schoology as a platform to implement virtual learning to students in all classes. Students will be expected to be familiar enough with Schoology to submit assignments, post discussions, check the course calendar, etc. We will spend time going through the system together to ensure familiarity. Please note, grades for assignments may be posted in Schoology; however, your official grade will be posted in PowerSchool, as this is the State of Alabama grading system. **Any changes to the learning structure for the 2022-2023 school year will be made within the guidelines presented by the Governor, State Superintendent, and/or the TCSS Board of Education.**

### **Materials/Supplies: (Required Daily)**

- Operational instrument
- All related necessities (mutes, reeds, valve oil, sticks, etc.)
- Music and folder (provided throughout the course)
- TCSS iPad
- PENCIL!

### **Semester Exam Schedule**

Exams are comprehensive and given at the prescribed times published by Hillcrest High School and the Tuscaloosa County School System.

## **Semester Exam Exemption Criteria**

In order to be exempt from an end of semester exam, a student must:

1. Possess an A (90-100) average with 3 or fewer absences, or
2. Possess a B (80-89) average with 2 or fewer absences, or
3. Possess a C (70-79) average with 1 or fewer absences, **AND**
4. Have no discipline referrals that result in detention or suspension during the semester  
**(This means 4 tardies in any one class equals no exemption from any exams.)**

## **Classroom Behavior Expectations:**

(Respect defined as: to consider worthy of high regard and to refrain from interfering with)

1. Respect the teachers
2. Respect your fellow classmates
3. Respect the equipment and the facility
4. Commit, Communicate, facilitate Camaraderie
5. Be Professional

## **Consequences:**

*All information regarding classroom discipline and consequences can be found in the Band Handbook.*

**\*\*The teacher reserves the right to determine if certain behaviors and offenses justify advancing to specific consequence steps.**

## **Grading Policy** (per Nine-Weeks Period)

<b><u>Assessment Activity</u></b>	<b><u>Points</u></b>
Performance / Rehearsals	<b>100*</b>
Playing/Written Assignments	<b>50 *</b>
Classroom Preparedness	<b>45</b>
Nine Weeks and Semester Exams	<b>30</b>
Math Literacy for All Assignment	<b>5</b>
Literacy for All Assignment	<b>5</b>
Outside Concert Attendance	<b>10</b>

**Asterisk denotes possibility for multiple assignments.**

## **Assessment Activity Descriptions**

### **Performances/ Rehearsals = 100 Points**

Students arriving 15 minutes or more after the scheduled starting time of rehearsal will be considered **absent**, not tardy. Every unexcused absence from class, after school rehearsal

or performance will negatively affect the student's grade. Absences & tardies related to after school rehearsals and performances can only be excused by the director. Excused absences can be made up through the use of bonus points, but *unexcused* absences may not. **Anticipated absences and tardies must be communicated directly to the director well in advance.** These absences and tardies must be accompanied with a note from either the parent or doctor explaining the reason for their absence or tardiness. **It is at the director's discretion whether the reason for missing or being late is valid enough to be considered excused.** An unexcused absence from a performance may result in removal from the program. In case of last second emergencies (such as a car accident, death of a family member, extreme illness, etc.), please contact the director as soon as possible. **Remember, COMMUNICATION is the key!**

Performance/Rehearsal Dates:

**NOTE: These dates are not all dates students are responsible. All dates are available in greater detail on the band website.**

October 23: Dinner Theater Rehearsal 3:30-5:30

October 24: Dinner Theater

December 5: Winter Concert

February 22: Pre-MPA Concert

May 2: Spring Concert

## **Playing/Written Assignment = 50 Points**

To ensure that all students are progressing on their instrument and with their musicality, students will have a combination of written and playing tests throughout the semester. All assignments will be Submitted on Schoology unless otherwise specified in class. Late work for assignments in this section will only be accepted, with a penalty, until one week after the due date listed on the assignment. Penalty for late assignments is 10 points, with an additional 5 point deduction for each day the assignment is late.

## **Classroom Preparedness = 45 Points**

Failure to have a **functional** instrument for class will affect a student's grade. A **functional** instrument is defined as one that plays **ALL** notes required and has the necessities to perform at a superior level such as: an outstanding reed (always have more than one; recommendation – 4 good ones at all times), a proper ligature, a clean mouthpiece, slides and valves that move easily, etc... If an instrument needs to be put in the shop for repair, it is the student's responsibility to borrow an instrument from either the school or another student until his or her instrument is fixed. Failure to bring one's music to class everyday will affect the student's grade. Failure to bring one's own individual sharpened pencil to class everyday will affect a student's grade. Loss of one's original copy of music will result in the student paying \$30 for each sheet of music lost.

Students will earn 1 point per day for classroom preparedness, totaling 5 points per week. Students that are not prepared for rehearsal will not receive their point for the day.

## **Nine Weeks and Semester Exams = 30 Points**

The performance test will function as the exam for each nine weeks. It is worth 30 points. The test will consist of assigned excerpts from concert selections. Students should prepare and perform for the director at the required tempo. *Assignments will be submitted on Schoology before the end of the nine-week period.* Please see the attached rubric for grading of this assignment. In the final nine weeks of the year, the Nine Weeks exam will be 15 points and the Final Exam will be 15 Points for a total of 30 for the Exam grade. Late assignments will not be accepted!

The first semester exam will consist of all 12 major scales and musical excerpts supplied by the director. Students will submit all exams via the Schoology.

## **Math Literacy for All and Literacy for All = 10 Points.**

Students are required to submit an assignment in accordance with the math literacy for all and literacy for all initiative at Hillcrest High School. Assignments will be given in class and a specific date to turn in will be given during the semester.

## **Outside Concert Attendance = 10 Points**

**Concert Attendance** – Students are required to attend EITHER a **University of Alabama Wind Ensemble or Symphonic Band or another college or professional instrumental ensemble** concert each semester. Available dates are on our band calendar and can be found on the University of Alabama School of Music website at [music.ua.edu](http://music.ua.edu). *Proof of attendance is required by a signature on a program from the director or members of the ensemble or seeing Ms. Miller or Mr. Moore at the concert. Students should also take a picture either before the concert or at the conclusion of the performance and submit to Schoology.*

## **Late Work**

Since this class is performance based, some assignments will not be accepted late. There is no viable alternate assignment for performances, so students with unexcused absences from concerts and performances will result in receiving zero credit. Assignments that are able to be submitted late with have details in their descriptions.

## **Personal Electronic Devices**

Students are allowed to use electronic and technological devices at **SPECIFIED** times and

**ONLY** when authorized by the teacher for an ***instructional purpose***. Devices such as smart phones, Kindles, Nooks, laptops, and iPads are items that students can use at the designated time. **If a student is using a device inappropriately (not in accordance with classroom instruction or TCBOE policy), consequences will be enforced as stated in the Student Code of Conduct Handbook.**

### **School District Electronic Devices**

Since students have been provided a device from TCSS, students will be required to bring their charged device to every rehearsal. Failure to have the device will result in the student losing preparedness points for the class.

### **Professionalism in a Performance Setting – Appearance Policy**

Students that participate in any of our concert ensembles (Symphonic Band, Wind Ensemble, Percussion Ensemble, Jazz Band) are required to adhere to the following dress code policy for all performances unless otherwise stated. It is up to the students and parents to make sure they provide all parts of the uniform for their child. If assistance is needed in acquiring any aspect of the required concert attire, it is the responsibility of the students or parents to let the directors know.

**All students:** Concert Black. Concert Black is defined as an **ALL BLACK** outfit (no other colors, whatsoever).

- a. Students **SHOULD** wear any of the following: black button down, black blouse, black dress pants, black dress/skirt, black dress shoes, black socks.
- b. Students **SHOULD NOT** wear any of the following: any article of clothing that is not completely black (no polka dots, patterns, colors, etc.), sweat pants/joggers, leggings (unless they are worn under a dress; they should NOT be worn as a substitute for pants), tennis shoes, t-shirts, jeans.

The directors have the exclusive right to determine what is appropriate concert attire. Attending a concert or performance in the incorrect or inappropriate concert attire will result in disciplinary actions being taken.

**SEE THE BAND HANDBOOK FOR ADDITIONAL POLICIES ABOUT ATTENDANCE, FEES, GRADES, DISCIPLINE ETC.**

If a student needs any special accommodations, please inform the director as soon as possible, so that necessary arrangements are made to provide the best learning environment is possible. If any student is having trouble with completing any assignment or has a question about their grade, please ask the director before the end of the nine weeks.

**Hillcrest High School  
Code of Academic Honor and Integrity**

**Statement of Purpose**

At Hillcrest High School, we build excellence one Patriot at a time by conducting ourselves with honor in all aspects of academic and personal life. This code is established to foster an authentic learning culture where teachers and students seek academic, social, and personal integrity

**Mission Statement**

Building Excellence, One Patriot at a Time.

**Honor Statement**

As a Hillcrest Patriot, I have neither given nor received inappropriate aid on this assignment or test.

**Honor Pledge**

As a Hillcrest Patriot, I pledge to conduct myself with integrity by upholding the principals of the Honor Code.

## Syllabus Acknowledgement

I \_\_\_\_\_ (print name of student) have read and understand the expectations put forth in this syllabus. I have read and understand how my grade will be determined for this course and accept those responsibilities. Furthermore, I have read and understand the classroom rules and consequences put forth in this syllabus and accept those responsibilities.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

I/We \_\_\_\_\_ (print names of parents/guardians) have read and understand the expectations put forth in this syllabus. I/We have read and understand how my student's grade will be determined for this course and accept those responsibilities. Furthermore, I/We have read and understand the classroom rules and consequences put forth in this syllabus and accept those responsibilities.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/ Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please return this form by August 16, 2023 to the director.**

# Nine Week Performance Test Rubric for HHS Symphonic Band 2019-2020

	D - (0-39) = Fair (IV)	C (40-59) = Good (III)	B (60 -79) = Excellent (II)	A (80-100) = Superior (I)
<b><u>TONE:</u></b> Characteristic sound; consistency of sound throughout registers & dynamics; use of vibrato, mechanics of tone production	Basic tonal quality not present. Consistently thin, unfocused, and forced; Tone production not controlled and inconsistent throughout registers and dynamics.	Tone quality is underdeveloped; Performers are often pushed beyond their ability to control tone quality in varying ranges and dynamic levels, many times creating thin, unfocused, and forced tone.	Basic tone production developed however inconsistent in extreme registers and dynamics with occasional lack of control and focus of sound; Use of vibrato (if existent or appropriate) very rudimentary.	Students perform with mature characteristic tone most of the time; Mechanics of sound developed; Tone production is occasionally limited by range and dynamic level; Vibrato is developed at basic level (if appropriate).
<b><u>INTONATION:</u></b> Consistency throughout the registral and dynamic spectrum; control; ability to make corrections	Performers demonstrate no understanding of tuning tendencies of instruments or sensitivity to uniform intonation; Inability to make corrections	Individual and sectional tuning problems consistently occur; Undeveloped listening skills; Few attempts to make corrections; Little awareness of tuning tendencies of instruments and uniform intonation	Performance displays intonation accuracy most of the time but is marked by numerous out of tune pitches that recover quickly; Evidence of listening skills present but needs significant growth and development	Consistent and accurate performance with very minor intonation problems that recover; Demonstrates well-developed listening skills; Understands intonation tendencies of instrument, able to make corrections.
<b><u>TECHNIQUE:</u></b> Pitch accuracy; efficient and fluent coordination of mechanical elements; proper execution of articulation	There are numerous missed pitches throughout the performance; Manual dexterity and flexibility are pushed beyond ability to meet technical demands of the music; Attacks and releases are not accurate; There is inadequate approach to total articulation in the music	Technical passages are inaccurate; Articulations are inconsistent; Mechanics of articulation and pitch production are labored and inefficient; Dexterity, facility, and flexibility are lacking; Attacks and releases are not accurate	Some technical facility is in evidence but technical passages are not always executed with precision; Manual dexterity and flexibility are good but there are often lapses that do not recover quickly; Articulation is appropriate but lacks clarity and/or is not consistent detracting from overall performance	Only occasional, minor weaknesses in technical passages; Demonstrates understanding of correct articulations, (appropriate and consistent throughout); Dexterity, facility, and flexibility are excellent with only minor flaws that recover quickly; Precision and clarity at all tempos
<b><u>RHYTHM:</u></b> Accuracy; stability, appropriate choice of tempi; precise subdivision during long note durations, ties, and rests	Numerous rhythmic inaccuracies and generally unstable throughout performance; Inappropriate choice of tempi. Steady pulse non-existent	Inconsistent performance of rhythmic patterns; Inaccurate and imprecise subdivision during long notes, ties, and rests; Inappropriate choice of tempi; Pulse lacks steadiness	Precision and clarity are good but some passages are occasionally not performed together; Subdivision during long notes, ties, and rests somewhat accurate; choice of tempi generally appropriate; stable pulse most of the time	Rhythmic approach is uniform throughout the performance; Errors are infrequent and corrected quickly; Appropriate choice of tempi; Rhythmically stable throughout performance; Generally precise throughout long note durations, ties, and rests.
<b><u>MUSICIANSHIP:</u></b> Dynamics; phrase shape; stylistic elements; musical sensitivity; use of tone color; interpretation; attention to musical detail	There is no attempt to address musical style throughout the performance; No attention to proper shaping of musical lines and phrasing; Tempos are inadequate for music performed; there is little or no evidence of attempts for dynamic contrast; Musical understanding is inadequate due to lack of all fundamental performance skills	Performance lacks stylistic elements; Phrases lack shape and direction; Ineffective dynamic contrast; Rigid, mechanical and/or non-musical performance displaying lack of musical sensitivity; Musical details are mostly ignored	Some evidence of phrase shape and direction but style is often rigid and mechanical; Dynamic contrasts are not always obvious and/or are performed with a lack of control; Some questionable interpretations; Awkward use of rubato, ritardando, and accelerando;	Phrase shape and direction are clearly present; Effective use of dynamics; Successful interpretation evident in most passages with only occasional deficiencies; Sensitivity to musical details reflected in the performance with only minor lapses in effectiveness