
CHEROKEE BLUFF

Concert Band

Intermediate Band

2024-2025 School Year
6th period

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Room: 1325 (Band Room)

Overview

It is the mission of the Cherokee Bluff Band Program to create functionally literate, independent musicians who continually exhibit the highest level of character as school citizens. This development shall take place through traditional concert band classes, as well as through extra-curricular activities, i.e. marching band, jazz band, small ensembles, solos, auditions, etc.

Goals

This performance-based class provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. These objectives include performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music, and appreciation of music. The course stresses strengthening reading skills, individual progress, learning, and group experiences. Personal growth and achievement are encouraged through participation in adjudicated solo and ensemble festivals, district honor bands, and private lessons. Participation in concert performances outside of regular class hours is expected.

Requirements

This co-curricular performance-based course includes requirements outside of the school day. Performances serve as unit exams, showcasing the culmination of classroom work.

Concert Attendance is required.

Students in the Symphonic Band will:

1. Prepare and present multiple concerts annually, as noted in the band calendar at www.cherokeebuffband.com.
2. Actively participate in before and after school sectionals, as determined by the Director.
3. Prepare the GMEA District and All State materials, along with several performance assessments throughout two semesters.
4. Participate in the annual Symphonic Band Camp in February and Large Group Performance Evaluation in March.

Materials

All Students **MUST** bring the following to all rehearsals:

- Instrument (in working order)
- Necessary Instrument Accessories
- Complete [Band Binder](#)
- Pencil

Grading Standards

Summative Assessments - 50%

These assignments will consist of ten (10) assessments (five for each concert cycle) comprising assignments directly related to the concert performances. These grades can include the following:

1. Playing/singing pass-offs of concert music to be completed in person or online.
2. Research assignments related to the composer, history, meaning of the piece, etc.
3. Evaluation of the concert performance.
4. Written performance reflection.
5. Other assignments as deemed necessary by the instructor.

Formative Assessments - 40%

These assignments will consist of all other assignments not specified as concert grades but directly related to the study of music. These grades can include the following:

1. Pass-offs of scales, etudes, solos, and music.
2. Sight-reading assignments/quizzes.
3. Theory assignments/quizzes.
4. Written music assignments/quizzes.
5. Active participation during rehearsal

Midterm/Final Exam - 10%

The midterm and final exam will consist of a performance assessment and a comprehensive written assessment administered during last week of the semester.

SCOPE AND SEQUENCE SCHOOL YEAR 2024-2025

SEMESTER 1

August 2 - August 30, 2024 – Ensemble Fundamentals and Technique

Goals

- Introduce basic fundamental concepts through the use of exercises (Breathing, Posture, Tone Quality, Pitch Matching, Harmony, Interval relationships, Prioritization, etc.).
- Develop technique through the use of scales, foundations, and all state materials.
- Develop an understanding of listening, evaluating, and matching sounds and pitch.

Culminating Event – Individual Performance Assessment: August 30, 2024

September 2 - October 29, 2024 – Fall Concert Performance

Goals

- Develop a non-verbal communicative relationship from student to ensemble to conductor.
- Understand basic theory of chordal harmony, rhythm, and intervals.
- Continue building technique development through the use of scales, rhythms, and exercises.
- Increase understanding of listening, evaluating, and matching sounds and pitch from the individual to the section to the small group to the full band.
- Apply all of these above to less-challenging band literature.

Culminating Event - Fall Concert: October 29, 2024, 7:00PM

October 30 - December 19, 2024 – Holiday Concert Performance

Goals

- Transfer and apply the fundamental concepts learned in the above experiences to build stronger connections.
- Continue to build on these concepts to further stretch our skill set.
- Apply and develop performance skills through the use of more skill-appropriate band literature.
- Continue to work and develop individual skills to prepare for All State Auditions and Band Placement auditions.
- Study for written mid-term exam.

Culminating Event – Holiday Concert: Dec. 19, 2024, 7:00PM

SEMESTER 2

January 3 – February 21, 2025

Goals

- Continue reinforcing basic fundamental concepts through the use of exercises (Breathing, Posture, Tone Quality, Pitch Matching, Harmony, Interval relationships, Prioritization).
- Continued study of basic theory of chordal harmony, rhythm, and intervals through the listening to, analyzing, and describing of assigned parts.
- Begin skill-appropriate literature and concepts for the Large Group Performance Evaluation (LGPE).
- Begin preparation to work with a guest conductor / clinician.
- Begin a regular sectional schedule with each ensemble.

Culminating Event - Symphonic Band Camp: February 21-22, 2025

January 23 – February 27, 2024

Goals

- Achieve mastery breathing, posture, tone quality, pitch matching, harmony, interval relationships, and prioritization.
- Deepen the study of chordal harmony, rhythm, and intervals while applying theoretical knowledge to more complex sections of the selected repertoire.
- Achieve a higher level of proficiency in skill-appropriate literature while focusing on dynamics, articulation, phrasing, and expressive elements.
- Learn to perform under adjudication and integrate constructive feedback to develop strategies for an effective performance under pressure.
- Implement and integrate feedback from the Pre-LGPE concert adjudicators while perfecting concert etiquette and stage presence for a professional concert performance

Culminating Event – PRE-LGPE Concert: March 4, 2025

Culminating Event – LGPE Performance: March 19-21, 2025

March 24 - May 13, 2024

Goals

- Transfer and apply the fundamental concepts learned in the above experiences.
- Continue to build on these concepts to further stretch our skill set.
- Apply and develop skills through the use of more advanced band literature.
- Continue to work and develop individual skills to prepare for Band Placement Auditions.
- Study written final exams

Culminating Event - Spring Concert “Pops At The Bluff”: May 13, 2025

May 14 – May 24 Final Exam / Ensemble Placement for 2025-2026

REHEARSAL PREPARATION GUIDLINES

Concert Band: 2024-2025 School year

In an effort to create a more positive learning environment and make rehearsals more efficient, the following policies will be in effect:

*1:45pm - Students should enter the room, immediately get their instrument, and find their seat.
The locker room is too small to be a hang out spot.

1:52pm - Students must be seated. Please do not play – we will warm up together.
Percussionists must be setting up for the day's agenda, or warming up, at this time.

1:53pm - Group Warm-up will begin
Percussion equipment must be set up and ready to go for the day's agenda by this time.

2:38pm - Pack-up / Return back to seat for additional announcements.
Students are to make no more sounds on their instruments after dismissal.
Percussionist should cover all instruments at this time, return all auxiliary instruments to their proper place, and not play. All instruments (and music) must be stored in lockers!

2:40pm - Students Dismissed from to 7th period

*When on *Innovation Wednesday* schedule, all times move 10 minutes earlier

- Students should enter class with a growth-mindset and a positive attitude ready to learn and improve. Remember, “practice” at home and “rehearse” at school.
- At no point should a student distract another student's ability to learn.
- At no point should a student's shoulder or head be down or directed to the floor or another student.
- The only sounds allowed during rehearsal are musical sounds from instruments, or the director giving feedback. Students are to speak when spoken to, or to raise their hands with pertinent questions.
- The time between agenda items should be silent and should require minimal movement from the percussionists.
- Percussionist may sit during announcements. That is the only time.
- ALL Students must have their own music, instrument, and pencil daily.
- Students may not use the restroom during the first and last 10 minutes of class.

Students are given 50 points per week (10 pts. per day) for rehearsal preparation. These 10 points per day shall be used to assess the above policies. Unless otherwise noted, 1 point will be deducted from the daily grade for each/any violation of the above guidelines.

These policies are the exact expectations of a professional musical ensemble. They should be viewed as an effort to educate our students on being professional in their approach to rehearsal, not as a punishment.

STANDARDS: GRADE 9 - 12 MUSIC - INTERMEDIATE BAND

(The design constructs for the advanced curriculum may correlate with the musical concepts and demands found within grade 3-4 level literature.)

A. PERFORMANCE

HSIB.PR.1 – Sing alone or with others.

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.
- c. Sing to reinforce breathing and use of the air stream.

HSIB.PR.2 - Perform on instruments through a varied repertoire of music, alone and with others.

- a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major and chromatic scales, and technical exercises).
- c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation).
- d. Demonstrate all ensemble skills through sight-reading performance of music literature of Level 1 and 2.

HSIB.PR.3 Reading and notating music

- a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, and key signatures.
- b. Interpret the musical terms incorporated in the literature.
- c. Demonstrate an understanding of simple and compound meter rhythmic patterns through a systematic counting procedure.

B. CREATION

HSIB.CR.1 – Improvise, compose, and arrange music within specified guidelines

- a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).
- b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).
- c. Compose rhythmic exercises and short melodies using traditional notations, which incorporate use of dynamics.
- d. Refine improvised or composed pieces using student or teacher-created criteria.

C. RESPONDING

HSIB.RE.1 - Listening to, analyze, and describing music

- a. Relate and describe the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance.
- b. Distinguish characteristics of a specific work based on genre and/or culture.
- c. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. tuner, electronic drone, individual performer).

HSIB.RE.2 – Respond to music and music performances

- a. Identify music literature and band performances of both superior and poor quality and distinguish the factors that are used to classify them as such.
- b. Compile a list of strengths and weaknesses in performance and suggest strategies for improvement.
- c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer.
- d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

D. CONNECTING

HSIB.CN.1 - Understanding relationships between music, other arts, other disciplines, varied contexts, and daily life.

- a. Describe and discuss similarities and differences in the terminology of the subject matter between music and other subject areas (i.e. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, and culture).

Classroom Electronic Use Policy

1. Electronic devices (cell phones, iPads, tablets, music players, etc.) are to remain on silent and put away during class time, unless the teacher has instructed to use them for a class activity. Failure to follow this guideline will result in confiscation of the electronic device for the remainder of the period. Continued failure to follow this guideline will result in disciplinary referral.
2. Digital recording (audio and/or video) or photography with electronic devices may not be done without prior approval of the teacher. ASK before taking pictures of class notes or recording any activities. Failure to do so will result in confiscation of electronic device and/or disciplinary referral.
3. Practice appropriate digital citizenship at all times when using electronic devices in this classroom. For our classroom, **Digital Citizenship** is defined as:
"Critical thinking and ethical choices about the content and impact on oneself, others, and one's community of what one sees, says, and produces with media, devices, and technologies."

In other words: THINK before you engage in online activities.

Regarding Cell Phones:

Cell phones are strictly prohibited in this classroom (unless we use them for an activity, which will be very rare). Cell Phones should be put away and on silent (if I see it out, it is an infraction).

Discipline steps when cell phones are used improperly:

1. Warning
2. Teacher keeps phone for duration of period – Parent contact
3. Admin intervention
 - a. If admin has to intervene student will receive 1 day of ISS
 - b. If student refuses to give phone to admin they will receive 1 day of OSS

Tardy Policy (School Policy)

1st Tardy:	Warning	5th Tardy	ISS
2nd Tardy:	Warning & parent contact	6th Tardy	ISS & potential parking loss for 1 week
3rd Tardy:	1 Detention	7th Tardy	ISS & potential parking loss for semester
4th Tardy	2 Detentions	8th Tardy	ISS & potential parking loss for year

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CONCERT BAND – 6TH PERIOD

Detach the following portion and return signed by the end of the first week of classes please.

By signing below, I acknowledge that I have read and understand the Symphonic Band class syllabus. I agree to adhere to all guidelines and expectations outlined within it.

I recognize the critical importance of attendance and participation in all rehearsals and performances. I understand that absences will negatively impact my grade and that I will not be permitted to perform in any concert if I miss the dress rehearsal preceding it. I acknowledge that work schedules and lack of transportation are not valid reasons for absences, as all rehearsal and performance dates are provided in advance on the band calendar.

I have reviewed the rehearsal preparation guidelines and classroom procedures, including the policy on electronic device use. I confirm receipt of the mandatory deadlines and performance dates outlined in this syllabus, provided on the first day of class.

*The Hall County School District will continue its practice of providing an alternative reading assignment at parent/guardian request.

Student Name (PRINT): _____

Student Signature: _____

Date: _____

Parent Signature: _____

Parent Phone: _____

Parent Email: _____

****Parents: Please be sure that you have registered for a Cut-Time account (www.cuttime.net). We use this platform to send out information through email and/or text for those who are registered. We promise to respect your time and try to send only communication that applied to you and your student.***