

ATHOLTON BANDS

CLASS SYLLABUS

**SYMPHONIC WIND ENSEMBLE
CONCERT BAND
PERCUSSION ENSEMBLE
JAZZ COMBO**

Eric Posner, Director of Bands
eric_posner@hcpss.org
410-313-7075
<http://www.atholtonbands.org>

WEBSITE

The Atholton Bands website is located at: <http://www.atholtonbands.org>

The website will be utilized to distributed pertinent information and announcements to all students and parents. Included on the website is the full calendar and all forms for our use. ***It is the responsibility of everyone involved in the program to frequently check the website.***

I. PURPOSE, GOALS, AND OBJECTIVES

Whether students go on to be symphony musicians or people who play in or attend community band concerts, we encourage personal growth through achievement in music, and this is very challenging. *Only through positive efforts on the part of everybody involved can true excellence be achieved. The more effort put into the experience, the more rewarding the experience will be.*

We aim to provide a positively rewarding experience for each student, unlike any other activity, by:

- Learning about music through its actual performance.
- Developing performance skills on various instruments.
- Developing a high sense of appreciation for, and critical discrimination of, quality music.
- Providing students with the opportunity for worthy use of their time, a means for expression, and a healthy social experience.
- Developing the ability to function as a responsible member of a team.
- Fostering teamwork and leadership skills in each student.
- Providing for the needs of the community.

II. PROGRAM STRUCTURE

The Atholton Bands are structured around three co-curricular ensembles and three extra-curricular ensembles. Participation in all extra-curricular ensembles will be dependent on *quality* participation in any of the three co-curricular ensembles.

- *Co-Curricular Ensembles* – Co-Curricular ensembles rehearse during the school day and all students receive a grade. Additional rehearsals outside of the school day will be necessary, and mandatory, to ensure adequate preparation for performances.
 - Symphonic Wind Ensemble
 - Concert Band
 - Percussion Ensemble (*Also serves as Concert Band Percussion*)
 - Jazz Combo (*Students must be enrolled in a Concert Ensemble and must also participate in primary Jazz Ensembles I or II*)

- *Extra-Curricular Ensembles* – Extra-Curricular ensembles rehearse after school and may include weekend obligations that are *mandatory* when a commitment to these ensembles has been made. Students’ grades will *not* be impacted but continuous participation in these ensembles will be dependent on their good standing at rehearsals and performances for the ensemble and also in their Co-Curricular Ensembles as well as HCPSS Academic Eligibility.
 - Marching Band
 - Jazz Ensembles I and II
 - Pit Orchestra-Spring Musical

III. STUDENT CONDUCT/BEHAVIOR GUIDELINES

With high expectations come many policies and procedures. Atholton Bands have a reputation for students that demonstrate a high level of respect and discipline.

General Expectations

- Everyone will treat others with the highest degree of respect.
- When someone is talking to the group, you are listening.
- Saying “Thank You” is expected when you encounter people that deserve it for what they have done for you or the group.
- All school and Howard County Rules and Regulations will be followed at all times.
- Students will not be late to rehearsal; this is the responsibility of both the students and their parents.

Use of The Band Room

- **NO FOOD OR DRINK EXCEPT IN DESIGNATED AREAS: YOU MUST THROW OUT YOUR TRASH!!!**
- No Gum anywhere, at anytime.
- No horseplay.
- If rehearsals are in session, be respectful of the rehearsal in progress.
- If it is not your instrument, do not play or touch it, period.
- All percussion and guard equipment is off limits except to those students assigned to use them.
- All students will be assigned a cubby to put their instrument in. If it’s not your cubby, do not put your things in it.
- Keep all instrument cubbies clean: Do not keep food, drinks, trash, or any non-music related items in cubbies.
- Students must remove all chairs and stands from sectional rooms at the conclusion of the sectional.
- Students should not be in the office without an Atholton teacher or parent. If the door is open, students are welcome and encouraged to stop in to say hello.

Care of Instruments

- Store instruments in their appropriate place in the Band Room. Cubbies will be assigned and it is expected that only those students assigned a cubby will keep their materials in that cubby. If it is not your cubby, do not go in it.
- Keep non-musical items out of cases.
- Keep music out of cases.
- Regularly clean instruments to keep them in the best possible working condition.

Care of Music

- Students will be assigned a concert binder to keep music. *If the binder is lost, students will be required to provide \$10 for its replacement.*
- Whether the music is copied or an original, take care of it and do not lose it. The binder is your textbook!

Rehearsal/Class Procedures/Duties

- At the sound of the bell, all students should be in the Band Room.
- Upon arrival, immediately get out instruments, music, and get to your seat. *This is not a socialization time.*
- Warm-up with long-tones, scales, lip-slurs, articulation exercises, and anything else that you need to do to be ready.
- *At two-minutes past the bell Daily Drill will begin. Any student not in their seat at this time will be considered late; in this case the students may not be allowed to participate for the day and will lose 10 points towards their participation grade for the quarter.*
- Pack up only when dismissed by the Director or Staff Member.
- If there are school-wide announcements on the PA, sit quietly and listen.

Bus Rules for all trips

- Listen to all chaperones.
- Get on the bus when told.
- Stay seated while the bus is in motion.
- If your voice can be heard at the opposite end of the bus, it's too loud.
- When changing into/out of uniform will happen on a bus, be prepared and wear shorts and a shirt that are not being removed at all.

IV. GRADING POLICY

Participation (55%): In band, students learn and grow by playing their instruments and actively participating in daily rehearsals, evening rehearsals, and all performances. This type of learning cannot be “made-up.” Thus, full participation in the classroom is essential for musical growth. This includes full attendance at rehearsals and performances including *HCPSS Band Assessment and AHS Graduation*.

Students will be evaluated on their level of participation in the classroom on a daily basis. Active and full involvement in the rehearsal process is expected. It is implied and assumed that each student will be prepared to fully participate and will therefore receive an ‘A.’ Failure to fully participate in class by being unprepared, or not actively participating, with a good attitude, will result in a lowered grade. Each after school rehearsal and performance will be graded. Failure to attend, except for an *excused absence*, will affect a student’s grade.

Daily Rehearsals: 200pts. Total
After-School Rehearsals: 20pts. Each
Performances: 100pts. Each (HCPSS Assessment is worth 200pts.)
(ALL performances are required except for Spring Trip)

Required materials in each rehearsal include: Instrument and accessories, Pencil, Breathing Tube, Binder including all Music and Warm-Ups.

Performance Tests (25%): Student performance will be periodically evaluated through recorded performance tests via *SmartMusic*. These tests will be based on scales and ensemble music as a measurement towards attainment of musical goals. Students should use *SmartMusic* to practice, record, and submit their tests. When seating tests are given, scores will be based on a rubric that is included at the end of this syllabus.

- *Note for SWE Members – Students must have at least a 90% average on their SmartMusic grade EACH quarter in order to be eligible for SWE again. If students are not eligible, they may re-audition with all non-members trying to join SWE.*

Intonation Charts (20%): Students will complete intonation charts to be turned in via *SmartMusic*. If a student takes private lessons the chart should be completed with the help of their teacher.

- **Percussionists** – Students will be tested each quarter on Check Patterns and/or scales. Memorization may be required.

Mid-Term/Final Exam: At the conclusion of each semester there will be a test. Format will vary.

Extra Credit:

- **Private Lessons:** If you take private lessons, make sure to have your teacher fill out an evaluation form. Turn in the signed evaluation by the due date.
5pts per satisfactory lesson
- **Solo & Ensemble/All-State:** If you participate in Howard County or Maryland State Solo & Ensemble or All-State Auditions, you will receive credit for your participation.
20pts. per festival

V. SMARTMUSIC

SmartMusic is the system we use here at Atholton to assess students on their musical skills. In addition to using SmartMusic for school assignments, students will have access to *thousands* of titles of music from solo repertoire, to movie music, to jazz standards and workbooks that they can play for Solo & Ensemble or just for fun. *This is an extremely valuable resource for and beyond use in band.*

All students are required to:

- Create a FREE SmartMusic account
- Enroll online for the appropriate ensemble at Atholton High School
- Submit all assignments via SmartMusic

It is ***highly recommended*** that all students *purchase* SmartMusic software for use at home. SmartMusic may be purchased online for a *one-time* fee of \$30 that will give the student a one-year subscription.

Students who do not purchase SmartMusic will need to complete assignments in the school practice room before or after school or during lunches.

During the first week of school, students will be getting more information to bring home and discuss with you. In the meantime, feel free to explore SmartMusic online:

<http://www.smartmusic.com>

Note: Purchasing SmartMusic is a *solid investment* in your child's musical achievement. It makes practicing more fun and more informative by assisting them with proper notes, rhythms, timing, and intonation among many other things. SmartMusic allows students to put forth their best work for a grade since they may re-record / take their test as many times as they'd like until they get the grade that they want. However, lines at school can get long and time limits using the software at school will be enforced.

VI. ATTENDANCE POLICY: A calendar of events is published far in advance on the [website](#). Please mark your calendars accordingly. Work, vacations, and homework are **NOT** valid excuses for an absence or being late.

Communication: All absences for *after-school rehearsals* must be communicated verbally with the director. It is essential that both excused and unexcused absences are communicated to the Director.

Absences: *Absences negatively affect everyone in the ensemble.* If the school excuses an absence, it is excused; if the school does not excuse an absence, it is unexcused. If a student is in school during the day, they will be expected to be at any required after-school rehearsals or performances. If there is an absence from a performance due to illness or injury, a doctor's note *must* be turned in to the director.

Tardies: Being late to rehearsals and performances is not expected from any student. Tardies will be dealt with on a case-by-case basis. If tardies become a problem with a student, the parents and school administrators may become involved to resolve the issue per school guidelines.

No-Show: *As soon as* you realize you may not be at an after-school rehearsal, *email* the Director. A "no-show" is classified as such when a student does not communicate their absence *beforehand* and "cuts" rehearsal. *A "no-show" may result in losing the privilege to participate in the next performance.* The director, based on what is best for the entire group, will make this decision and school consequences may be imposed per school guidelines.

VII. HCPSS BAND ASSESSMENT

The Howard County Band Assessment is required of ALL Howard County Band students. This is a one-time performance opportunity that *cannot* be made up in any form. ***Please plan for this NOW: Pending HCPSS approval, SWE will perform on Friday night March 16, 2012 and Concert Band will perform on Saturday March 17, 2012.*** Please note that ALL STUDENTS will travel with the band to and from the adjudication. This ensures that this is a team effort, and that all students are rested and *focused* for their performance. *Every attempt at flexibility with athletics, clubs, churches, etc. will be made during the rest of the year; however, with Assessment, this is the ONE day we will require that everyone be present for the duration of the day. Failure to participate in the HCPSS Assessment will result in a 'D' for the third quarter. Juniors/Seniors preparing for the SATs are STRONGLY encouraged to find another time to take their prep classes and the test.*

VIII. SCHOOL-RELATED CONFLICTS WITH BAND

PLEASE CONSULT THE FULL CALENDAR ON THE [WEBSITE](#) AT THE BEGINNING OF THE YEAR! Band is a very time-intensive co-curricular class. The avoidance of any conflicts with other activities is greatly appreciated. *The Director must be made aware of all conflicts in writing as soon as the student becomes aware of one. PLEASE check athletics calendars as soon as you join a team, note conflicts and immediately tell Mr. Posner.* Assuming sufficient notice has been given, every effort will be made to work with the student in resolving the conflict.

Rehearsals: Rehearsals well before a concert/performance are excused if a student is participating in a *school-related* sports game or the equivalent that overlaps with the rehearsal. Rehearsals are not excused for all sports practices but will be excused for some practices as a compromise between the two groups. *This must be worked out in advance with the Director and the appropriate coach.* Students will not be denied participation based on *excused* schedule conflicts.

Performances: Performances are required and cannot be missed for *any reason*. Should an extreme situation arise, contact the Director.

IX. ATTITUDE

The success of any group of people or individual is directly related to attitude. Your attitude is an individual choice, made by you and you alone. Attitude can be the difference between reaching your full potential or not.

Is Band Considered "Fun?"

There are other words that describe the band experience. Challenging, fulfilling, emotional, passionate – there is almost no experience that is more REWARDING! The reality is that the enjoyment of band comes from the interaction of people that ultimately leads to great *music making*. When the downbeat is given at the concert, that's the time to have "fun" because you get to share this incredible experience with others.

X. INSTRUMENT/MOUTHPIECE UPGRADES

Once a student enters high school, the level of musicianship expected rises. In order to get the most out of band, students and parents should expect to put more into it. *Ninth Graders will be expected to have upgraded mouthpieces and reeds at the very least.* Beyond 9th grade it is suggested that all students/parents explore upgrading instruments. "Student Model" instruments are meant for beginners, not high school students.

If you are taking private lessons, please defer to your teacher for what equipment to use. If not, the list below provides a good reference list of what to purchase. Please *ask* the Director for help!

MOUTHPIECES:

- Clarinet: Vandoren B45 Mouthpiece
Muncy Winds R13 Barrel
Rovner/Bonade/or Charles Bay Ligatures
Vandoren V12 Reeds (3.5, or 4)
- Saxophone: Selmer C*
Rovner or Charles Bay Ligatures
Vandoren (Blue Box, 3)
(Please refrain from Neotech neckstraps)
- Trumpet: Bach 3C or 1 ½ C
- Horn: Schilke 29 or 30
- Trombone: Bach 5G or 4G
Schilke 51 or 51 D
- Tuba: Helleberg 120S
Bach 18

INSTRUMENTS:

- Piccolo: Yamaha YPC 62
- Flute: Yamaha 684 H
- Clarinet: Buffet R-13
- Oboe: Loree or Fox 400
- Bassoon: Fox Renard 220 or 222
- Saxophone: Selmer *Paris* S80 Series II or III, Yamaha 62-II
- Trumpet: Bach Stradivarius
- Horn: Yamaha 567 or 667
- Trombone: Bach 42
- Euphonium: Yamaha 321S or Wilson
- Tuba: Miraphone 191 or 187

XI. RECORDINGS

Instrumentalists need to listen to good role models on their instrument in order to understand what a characteristic sound of that instrument is. Every student should own some recordings of artists on their instrument that are generally regarded as good examples to follow.

- Flute: Jean-Pierre Rampal, Mathieu Dufour
- Clarinet: Harold Wright, Larry Combs, Julie DeRoche
- Oboe: Joseph Robinson, John Mack
- Bassoon: Christopher Millard
- Saxophone: Lynn Klock, Otis Murphy, Tim McAllister
- Trumpet: Phil Smith, Adolph Herseth, Chris Martin
- Horn: Dale Clevenger, Dennis Brain
- Trombone: Joseph Alessi, Jay Friedman, Charles Vernon
- Euphonium: Brian Bowman, Roger Behren, Adam Frey
- Tuba: Arnold Jacobs, Sam Pilafian, Pat Sheridan
- Percussion: Evelyn Glennie, Keiko Abe, Michael Burritt

XII. PRACTICING

Students will get out of band what they put into it. Too often we hear poor players say, "I just play for the fun of it." This makes little sense since most people do not have 'fun' doing things that they do not do well. Our response should be, "Isn't it more 'fun' if we're good at it?"

Always remember, "Perfect Practice Makes Perfect." Here are some guidelines for good practice habits:

- Use SmartMusic!
- Pick a set time each day
- Have a set place to practice
- Stretch and do breathing exercises prior to warm-up
- Keep the tuner out and refer to it often
- Play long-tones throughout the range of your instrument everyday!
- USE THE METRONOME!!!
- Play some form of scales every day (all of your scales!)
- Take a break every 20-30 minutes
- Work on technique (articulations, scales, thirds, etc.)
- Practice sight-reading
- Work on dynamic range
- Work on endurance
- Work on range (lowest and highest pitches with a GOOD sound)

Some thoughts on practicing:

- Setting goals for an amount of time to practice works for some people but not for others. A good idea is to set goals for *what needs to be accomplished* that day and practice until it has been accomplished. Set realistic goals.

XIII. MUSICAL DEVELOPMENT

Summer Instruction: There are numerous summer camps locally and nationally for further development. Please visit the website for more information and ask the Director which camp might be best for you.

Private Lessons: Large ensemble rehearsals by nature limit the ability of the Director to interact with students and their individual skills. Though *not required*, only the students who take advantage of private instruction will fully meet their potential. It is no coincidence that the majority of students who are placed into Symphonic Wind Ensemble or make the Maryland All-State ensembles study with great private teachers. Please consult the HCPSS Music website for area teachers and ask the Director for recommendations.

XIV. FUNDRAISING

Fundraising is an integral part of the group's success and YOUR PERSONAL success. Without fundraising, we could not afford to provide:

- New music each year
- New instruments
- Transportation to band events
- Instructional staff to give students exposure to professional musicians
- Guest clinicians
- Awards
- College scholarships
- The list goes on...

While fundraising will not be a part of your grade, *students are expected* to contribute towards the success of the group, rather than solely take advantage of what the group has to offer, which will be significantly less without your help. *Keep in mind, that the more you contribute, the more you will get back.* We cannot exist at our current level, or expand, without YOUR HELP in fundraising. Consider this your "Fair Share" and help out.

Students are expected to participate in ALL fundraisers on their own, and are also expected to be physically present at school to help operate at least two fundraisers. Please sign-up for two times to be at school and return the "Fundraiser Sign-Up" form, on the next page, with your signed Syllabus Form at the end of this packet.

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FUNDRAISER COMMITMENT FORM:

All students are expected to help raise money through *each* fundraiser and we are expecting each student to be physically present at school for at least *two* fundraisers to help it operate during the day-of the fundraiser. *Please check which dates you are committing to be here to help, mark these dates on your calendar, and sign and return this form to your teacher. Teachers will sign-off on Service Hours after the completion of each fundraiser.*

FUNDRAISER	DATE/TIME	YES, I WILL HELP ON THIS DAY
FALL CAR WASH	September 10, 2011 9am-2pm	
GIFT CARD BINGO NIGHT	November 18, 2011 6pm-10pm	
NOVEMBER FRUIT DELIVERY	November 19, 2011 9am-1pm	
DECEMBER FRUIT DELIVERY	December 17, 2011 9am-1pm	
JANUARY FRUIT DELIVERY	January 14, 2012 9am-1pm	
POPS CONCERT (JR./SR STUDENTS ONLY)	January 14, 2012 4pm	
FEBRUARY FRUIT DELIVERY	February 11, 2012 9am-1pm	
FRISBEE TOURNAMENT AND SPRING CAR WASH	May 12, 2012 8am-4pm	

I understand that it is everyone's responsibility to help maintain the operations of this department. Therefore, I (Print Student Name) _____ commit to being present at the above fundraisers that I have indicated. These dates have been marked in my calendar. I recognize that if my plans change, I am responsible for finding a student to take my place and will communicate this with the appropriate teacher.

Student Signature _____ *Email* _____

Parent Signature _____ *Email* _____

ATHOLTON BANDS: SYLLABUS SIGNATURE SHEET

Please sign and return this form, along with the Fundraiser Commitment Form to the Director NO LATER than WEDNESDAY, AUGUST 31, 2011. This will be essential to receive Participation Points for AUGUST 31ST.

I (Print Parent Name) _____ have read through the band syllabus online (<http://www.atholtonbands.org>) and discussed the co-curricular policies and expectations of this class with my student. We both understand what is expected for performances, the Howard County Band Assessment in March, due dates for all assignments, performance and rehearsal dates, and fundraising expectations. We understand that these co-curricular expectations and policies apply to all students in the program and are very clear.

I understand that more information pertaining to uniforms, fundraising, and other general Music Department issues are in the *Music Department Handbook, which can be found online.*

I have addressed any questions with the Director before I signed this.

(Parent/Guardian Signature) _____ Date _____

I (Print Student Name) _____ have read through the band syllabus online (<http://www.atholtonbands.org>) and discussed the co-curricular policies and expectations of this class with my parent/guardian. We both understand what is expected for performances, the Howard County Band Assessment in March, due dates for all assignments, performance and rehearsal dates, and fundraising expectations. We understand that these co-curricular expectations and policies apply to all students in the program and are very clear.

I understand that more information pertaining to uniforms, fundraising, and other general Music Department issues are in the *Music Department Handbook, which can be found online.*

I have addressed any questions with the Director before I signed this.

(Student Signature) _____ Date _____