
Concert Band

7th & 8th Grade Band CB0220-3

Overview

Concert Band is a performance based ensemble class consisting of seventh and eighth grade students. Concert Band is a yearlong course that focuses on the development of individual and ensemble musicianship. Note reading, rehearsal/practice techniques, tone development and technical facility will be established through rehearsals and concert performances. A solid musical foundation will be accomplished through the study of quality grade-level literature.

Learning Targets

7th grade students work toward common performance and technical goals as 8th graders; students successfully completing this course will be able to:

- Compose & perform a major scale on concert: Bb, Eb, Ab, Db, F, C, G.
- Play a chromatic scale in 2 octaves (where applicable: woodwinds), ♩=150
- Perform in a variety of meters: (duple, triple, odd, compound)
- Perform with a full and focused tone and demonstrate proper playing technique (posture, hand position and embouchure).
- Percussion: demonstrate matched grip and proper drumstick technique. Play 5, 7, 9, 17 stroke rolls, read, tune and perform on timpani and mallets.
- Read and accurately perform music (with a level of difficulty of 2 on a scale of 1 to 6, including some solos performed from memory) with accurate intonation, expression, articulation and musical style.
- Identify music form as well as significant musical passages and describe/discuss music using proper musical vocabulary.
- Read and accurately perform grade 1.5 music @ first sight.
- Transcribe (write down & perform) simple melodies by ear.
- Identify solo and groups of instruments by sound (timbre) and describe their role in the piece and ensemble.
- Develop instrumental pitch acuity: Identifying pitch as in-tune or not, match pitch on their instrument, tune their own instrument visually (with a tuner) and aurally (matching pitch), having a basic understanding of some pitch tendencies of their instruments, wind instruments should be able alter pitch ½ step flat and ≈5-10 cents sharp with embouchure adjustment.

Expectations

- Practice 30 min. per day; daily practice is essential to build the necessary skills and technique used in playing a band instrument.
- Attend small group lessons on during their Gold-Day elective classes, twice per month.
- Perform their best at ALL concerts!

Be on time.

Be attentive.

Be kind.

Be your best.

Effort Creates Ability

2013-2014

M-F, 11:49-12:44 (4th hour)

Instructor: Corey Needleman

E-Mail: corey.needleman@mpls.k12.mn.us

Phone: o (612) 668-4550 /c (612) 234-5379

Office: B009

Office Hours: 8:40-9:40 or by apt.

Web: <http://folwell.mpls.k12.mn.us/band>

Materials

These items are needed daily. Be prepared.

- Instrument
- Pencil
- Standard of Excellence, Bk 2 (Blue)
- Flute – Rod & soft cloth
- Clarinet & Sax - 4 working reeds (Rico 2.5), reed-guard, swab
- Brass – Soft Cloth

Performances

Attending all performances is mandatory and essential to the integrity of the band.

Performance dates may be added to the list below; a complete list of performances is available on the web.

October 16 - 6pm (Pre-Game)

Football Game Band, Washburn HS

November 14 - 7pm

Fall Showcase, Folwell

December 10 - 7pm

Side-by-Side Concert, South HS

March 25 - 7pm



Chamber Ensemble Festival - Folwell.

May 8 - 7pm

Spring Band Concert - Folwell.

Evaluation

- In-Class Performance 50%
- Home Practice & Smartmusic 20%
- Written Homework & Classwork 10%
- Performances 20%

Month	Unit & Concepts	Assessment(s)	MN Standard(s) MPS Focused Instruction
September	Foundations for Performance Rehearsal Routines, B \flat Major Scale, Rhythms:  Sight Reading Aural Skills	Practice Journals / Smart Music* In-Class Performances SM - B \flat Scale Scale Worksheets Rhythm Worksheet & SM Test Call & Response	1-Artistic Foundations
October	Foundations for Performance Conducting Intonation - Aural Skills Practice vs. Playing Rhythms: 	Pep Band – Football Game Tuning note Practice Journals/ Smart Music – Play-a-thon SM - E \flat Major Scale,	3-Artistic Process: Perform or Present 4-Artistic Process: Respond or Critique
November	Foundations for Performance Intonation Composition	In-Class Performances Pitch Matching / Intonation Graph Transcribing & Arranging SM- F & A \flat Major Scales,	2-Artistic Process: Create or Make
December	Performances from my own and other cultures, from different styles of the past and present. All Flat Scales Score Study Historical/Cultural Study	In-Class Performances Winter Concerts Evaluations SM - C & D \flat Major Scales SM – Concert Parts	3-Artistic Process: Perform or Present 4-Artistic Process: Respond or Critique
January	Creating Performing and Responding Solos	Theme Concert Evaluations SM – performance tests	1-Artistic Foundations 3-Artistic Process: Perform or Present 4-Artistic Process: Respond or Critique
February	Creating Performing and Responding Improvisation	In-Class Performances Evaluations SM- G Major	2-Artistic Process: Create or Make 3-Artistic Process: Perform or Present
March	Creating Performing and Responding Chamber Ensembles	Smart Music Chamber Ens. & Solos Recital Evaluations	3-Artistic Process: Perform or Present 4-Artistic Process: Respond or Critique
April	Becoming an Artist Transcriptions-Aural Skills	In-Class Performances Evaluations SM - D Major	3-Artistic Process: Perform or Present
May	Becoming an Artist Spring Concerts	Showcase Concert Evaluations	3-Artistic Process: Perform or Present 4-Artistic Process: Respond or Critique

Be on time.

Be attentive.

Be kind.

Be your best.

Effort Creates Ability

SUGGESTIONS

1. Practice regularly (see expectations in syllabus) – it is best to practice at least 25 minutes each day, rather than trying to “cram” all your minutes into a couple of days. Find a place where you can practice without interruption. Mr. Needleman will provide weekly exercises for practice in addition to your band music), and leave the Computer, TV & iPod off! Practice with Smart Music!
2. Rest every few minutes when you practice. The first few weeks of practice will be difficult as your muscles learn to do new things.
3. Take care of your instrument. If you have any problems with it, or if it becomes damaged, tell Mr. Needleman right away.
4. Keep your instrument clean, and keep your pads dry. Swab it out or empty water after each use. Wash the mouthpiece at least once a week in warm water with mild soap and a brush. Use a soft polish cloth to clean off dust and fingerprints. Never use brass cleaner or polish on your instrument.
5. Keep your instrument safe! Never let anyone else play your instrument. Make sure your instrument is stored properly in its case when not being used.
6. Do not expose your instrument to extreme temperatures for long periods of time (i.e. do not leave your instrument in the car overnight, or put it next to the radiator to warm it up).
7. Come to your lessons on time, according to the schedule. Be prepared; bring your instrument, your music, a pencil, and other accessories (valve/slide oil) to each lesson or rehearsal.
8. Play your instrument for other members of your family. It is really important for you to demonstrate your new talents! Being a member of the band is something to be very proud of!

----- RETURN PORTION BELOW -----
return by September 6, 2013 Mr. Needleman, Room 009

COURSE AGREEMENT

- We have read the syllabus and understand the Concert Band expectations.
- As a **student** I agree to follow the preceding guidelines and all other instructions given in class.
- As a **parent** I agree to support my student as a learner and to contact Mr. Needleman should any questions or concerns arise.

Student Name (Print): _____

Student Signature: _____ Date: _____

Parent/Guardian Name(s): _____

Parent/Guardian Signature(s): _____

Parent/Guardian Contact Number(s): _____

Parent/Guardian Email(s): _____

Be on time.

Be attentive.

Be kind.

Be your best.

Effort Creates Ability