



# **School District of Marshfield**

## **Course Syllabus**

Course Name: Band/Wind Ensemble - Honors

Length of Course: Year

Credits: 1 Credit

### **Course Description:**

Wind Ensemble Honors is centered around a challenging, professional level of music. Students will perform music for concerts, marching field shows, parades, solo & ensemble festival, musical pit opportunity, madrigal trumpets, orchestra winds and support of home athletic events. Wind Ensemble Honors allows students the opportunity for additional exposure to advanced music literature and further exploration of composers and musical interpretations. This course may only be dropped during the first 4 weeks of the school year.

### **Requirements:**

Students are required to play a class "A" solo on their major instrument in Wind Ensemble and a Class "A" ensemble (duet, trio, quartet or quintet). Both works must be performed at the district solo & ensemble festival and also at the state level if event(s) qualifies.

### **Prerequisites:**

By audition only, with freshman through senior standing. Student must qualify for Wind Ensemble, the top concert organization.

### **Grading:**

Grading of this course is based on the National Standards for Music Education, Wisconsin's Model Academic Standards for Music and the Wisconsin School Music Association and the corresponding rubrics. Students are graded primarily on summative assessments.

### **Learning Targets:**

After completing this course, students will be able to:

- Demonstrate an open, resonant, full tone in all registers and ranges.
- Demonstrate consistently accurate breathing and embouchure skills.
- Demonstrate accurate intonation in all ranges and registers. Pitch adjustments are made instantly by the students.
- Demonstrate outstanding accuracy with all notes and rhythms being performed accurately with correct pulse throughout.
- Demonstrate consistently appropriate posture and articulation.
- Demonstrate excellent expression with accurate style elements, interpretation, phrasing, dynamics and tempo.

- Demonstrate the ability to watch and respond to the director throughout the performance.
- Demonstrate that they understand and can implement the importance of: respect for others and rules; being prepared for class and performances; being an active participant in rehearsals and performances; seeking improvement through independent practice.
- Demonstrate their ability to move in a rhythmically accurate manner.
- Demonstrate knowledge spatial relationships and how the individual fits into the whole.
- Demonstrate their ability to dress, carry themselves and their instruments, play, and move in a precise and deliberate manner.

## Topic Outline:

### First Quarter

1. Marching/Pep Band (Weeks 1-6)
  - A. Homecoming/Parent Performance
    - a. Learn and rehearse homecoming and parent performance music
    - b. Sight reading
    - c. Learn and rehearse field marching formations and movements
    - d. (See Assessment Attachment m.)
      1. Glide step
      2. 8 to 5, 22 ½ inch step
      3. 6 to 5, 30 inch step
      4. Instrument carriage
      5. Alignment
      6. Float
      7. Rotate
      8. Step 2
      9. Follow the leader
    - e. Lessons pertaining to performances
  - B. Pep Band
    - a. Learn and rehearse music for pep band
    - b. Sight reading
    - c. Perform at home football games
2. Concert Band Preparation (Weeks 7-9)
  - A. Prepare audition music for concert group audition
    - a. Etude
    - b. Scales
    - c. Student's Choice
  - B. Perform audition material for placement in concert groups
    - a. If student's audition does not result in placement in Wind Ensemble, student is moved from honors credit to regular.

### 3. Solo and Ensemble (Weeks 7-9)

#### A. Solo Literature

- a. 1. Research and choose Class "A" (college level) solo piece from WSMA list. (See Assessment Attachment I.)
- b. 2. Work with director to confirm choice
- c. 3. Independent practice
- d. 4. Lessons pertaining to solo literature

- Interdisciplinary Relationships:
  - Uses field grid, step spacing, counting and variations on these to create and adjust field formations to align with varying styles of marching music all relating to geometry, algebra, art, dance and physical education.
- Performance Tasks:
  - Parent performance
  - Homecoming performance
- Research Assignment:
  - Research composer and music style of composer of Class "A" instrumentals solo selected.
- Read/Write Assignment:
  - Two page essay on composer and musical style of Class "A" instrumental solo selected.
- Formative Assessments:
  - Lessons – Parent performance & Homecoming music
  - Audition for concert group placement (See Assessment Attachments a., b., and c.)
- Summative Assessments:
  - Parent performance
  - Homecoming performance
  - Football – Pep band performances

### Second Quarter

#### 1. Winter Concert (Weeks 1-9)

##### A. Chair Placement

- a. Prepare audition music for chair placement in Wind Ensemble
- b. Perform audition material for chair placement
- c. Challenges for shifting chair placement
  1. Etude

- 2. Choice
  - 3. Sight reading
- B. Concert Music
  - a. Sight read college and professional level concert band music
  - b. Discuss literature and composers
  - c. Lessons pertaining to concert performance music
- 2. Pep Band (Weeks 1-9)
  - A. Sight read and choose music for performances at athletic events
    - a. Research titles online
    - b. Divide into smaller performance groups
  - B. Performances at football games
    - a. Remaining home games
    - b. Home playoff games
    - c. State football game
  - C. Performances at winter athletic events
    - a. Boys basketball
    - b. Girls basketball
    - c. Boys hockey
    - d. Girls hockey
    - e. Wrestling
- 3. Solo and Ensemble (Weeks 5-9)
  - A. Small Ensemble Literature
    - a. Research and choose Class "A" (college level) ensemble piece from WSMA list. (See Assessment Attachment I.)
    - b. Work with director to confirm choice
    - c. Independent practice alone and with the ensemble
    - d. Lessons pertaining to ensemble literature
- Read/Write Assignments:
  - Record solo for critique by director.
  - Using director's critique for comparison, student critiques second recording of solo using WSMA rubric. (See Assessment Attachments a., b., and c.)
  - Critique another honors student's solo using WSMA rubric. (See Assessment Attachments a., b., and c.)
  - Each ensemble member compose (create) 32 bar melody, any style.
  - As an ensemble, choose best melody and each member compose (create) an accompanying two to four part ensemble to the melody. Turn in compositions for critique by director. (See Assessment Attachment k.)
- Semester 1 project:

- Attend community concert and submit a written analytical critique using a WSMA rubric for guidelines.
- Formative Assessments:
  - Lessons – Concert music & Solo/ensemble literature
  - Audition for concert group chair placement (See Assessment Attachments a., b., and c.)
  - Challenges
- Summative Assessments:
  - Football – Pep band performances
  - Winter athletics – Pep band performances

### Third Quarter

1. Winter Concert (Weeks 1-2)
  - A. Concert Music
    - a. Final preparations for concert
    - b. Lessons pertaining to concert music
  - B. Concert Performance
    - a. Perform concert
    - b. Discuss performance
2. Pep Band (Weeks 1-7)
  - A. Performances at winter athletic events
    - a. Boys basketball
    - b. Girls basketball
    - c. Boys hockey
    - d. Girls hockey
    - e. Wrestling
    - f. Basketball home playoff games
3. III. District Solo and Ensemble (Weeks 1-9)
  - A. Solo Literature Preparation
    - a. Independent practice
    - b. Lesson done during accompanist rehearsal
    - c. Work with accompanist
  - B. Solo Literature Performance
    - a. Performance for WSMA accredited adjudicator and audience of adults and peers for written and verbal critique using WSMA rubric.
  - C. Small Ensemble Literature Preparation
    - a. Work with accompanist if part of ensemble
    - b. Independent practice alone and with the ensemble
    - c. Lessons pertaining to ensemble literature
  - D. Small Ensemble Literature Performance

- a. Performance for WSMA accredited adjudicator and audience of adults and peers for written and verbal critique using WSMA rubric.
  - b. Continuation of rehearsal if event receives \*1 rating
- 4. Spring Concert (Weeks 3-9)
  - A. Concert Music
    - a. Sight read college level concert band music
    - b. Discuss literature and composers
    - c. Challenges for shifting chair placement
      - 1. Etude
      - 2. Choice
      - 3. Sight reading
    - d. Lessons pertaining to concert performance music
- Interdisciplinary Relationships:
  - Uses physics of sound to incorporate solo literature with accompanist by adjusting tone, volume, tuning and phrasing to combine instrument and piano for summative performance.
- Performance Tasks:
  - Solo and Ensemble district performance
  - Winter Concert
- Read/Write Assignments:
  - Record ensemble for critique by director. (See Assessment Attachments a., b., and c.)
  - Each ensemble member critiques a second recording using WSMA rubric. (See Assessment Attachments a., b., and c.)
  - Critique another honors ensemble using WSMA rubric. See Assessment Attachments a., b., and c.)
  - Perform ensemble for Wind Ensemble with 10 min. discussion of piece and composer.
- Formative Assessments:
  - Lessons – Concert music & Solo/ensemble literature (See Assessment Attachments a., b., and c.)
  - Accompanist rehearsals
  - Challenges
- Summative Assessments:
  - Winter Concert
  - District Solo and Ensemble Festival (See Assessment Attachments g. and h.)
  - Winter athletics – Pep band performances

## Fourth Quarter

1. State Solo and Ensemble (Weeks 1-5)
  - A. Solo Literature Preparation
    - a. Work with accompanist
    - b. Independent practice
    - c. Lesson done during accompanist rehearsal
  - B. Solo Literature Performance
    - a. Performance for WSMA accredited adjudicator and audience of adults and peers
  - C. Small Ensemble Literature Preparation
    - a. Work with accompanist if provided
    - b. Independent practice alone and with the ensemble
    - c. Lessons pertaining to ensemble literature
  - D. Small Ensemble Literature Performance
    - a. Performance for WSMA accredited adjudicator and audience of adults and peers
2. Spring Concert (Weeks 1-7)
  - A. Concert Music
    - a. Final preparations for concert
    - b. Challenges for shifting chair placement
      - a. Etude
      - b. Choice
      - c. Sight reading
    - c. Lessons pertaining to concert music
  - B. Concert Performance
    - a. Perform concert
    - b. Discuss performance
3. Marching Band (Weeks 7-9)
  - A. Street Parade Performance
    - a. Learn and rehearse street parade performance music
    - b. Sight reading
    - c. Learn and rehearse street marching
      - a. Glide step
      - b. 8 to 5, 22 ½ inch step
      - c. 6 to 5, 30 inch step
      - d. Instrument carriage
      - e. Row alignment
      - f. Percussion cadence
      - g. Cover down
    - d. Lessons pertaining to parade performance

- Performance Tasks:

- Solo and Ensemble state performance. (See Assessment Attachments i. and j.)
  - Spring concert
  - Dairyfest parade
- Semester 2 project:
  - Attend Marshfield School District musical event and submit a written analytical critique using a WSMA rubric for guidelines.
- Formative Assessments:
  - Lessons – Concert music, Marching music & Solo/ensemble literature
  - Accompanist rehearsals
  - Challenges
- Summative Assessments:
  - State Solo and Ensemble Festival (See Assessment Attachments i. and j.)
  - Spring Concert
  - Dairyfest Parade

#### Required Core Resources:

##### 1<sup>st</sup> Quarter

- Music Library - Marching Band Music
- Music Library - Pep Band Music
- Music Library – Concert Band Music
- Uniforms
- Musical Equipment (Instruments, sticks, mallets...)
- Half-time show preparation and performance equipment and supplies
- Field show information sheet
- Materials and supplies for Homecoming

##### 2<sup>nd</sup> Quarter

- Music Library - Concert Music
- Music Library - Pep Band Music
- Music Library - Solo & Ensemble Music
- Musical Equipment (Instruments, sticks, mallets...)

##### 3<sup>rd</sup> Quarter

- Music Library - Concert Music
- Music Library - Pep Band Music
- Music Library - Solo & Ensemble Music
- Musical Equipment (Instruments, sticks, mallets...)
- Materials and Supplies for Solo and Ensemble
- Materials and Supplies for winter concert

##### 4<sup>th</sup> Quarter



- Uniforms
- Musical Equipment (Instruments, sticks, mallets...)
- Music Library - Concert Music
- Music Library - Pep Band Music
- Music Library - Solo & Ensemble Music

Additional Materials:

- Transportation to Football field, Hockey Arena, Parade
- Possible Guest Artist
- Marching show materials (Computer program, paint, paper etc...)
- Transportation to State Solo & Ensemble
- Materials and supplies for Spring Concert
- Materials and supplies for parade
- WSMA registration
- District Solo & Ensemble Entry Fees
- State Solo & Ensemble Entry Fees
- Solo & Ensemble Medals

Assessment Attachments:

- a) Wind Honors Instrumental Solo Rubric
- b) Wind Honors Instrumental Ensemble Rubric
- c) Wind Honors Percussion Solo/Ensemble Rubric
- d) WSMA Instrumental Solo Rubric
- e) WSMA Instrumental Ensemble Rubric
- f) WSMA Percussion Solo/Ensemble Rubric
- g) Example of adjudicator district solo critique
- h) Example of adjudicator district ensemble critique
- i) Example of adjudicator state solo critique
- j) Example of adjudicator state ensemble critique
- k) Copy of Original Composition
- l) WSMA Solo/Ensemble Library List
- m) 2011 Homecoming Elton John Drill to Pinball Wizard (Each student received reduced copy with drill count sheet which is then transferred to their music.)