



CARTERSVILLE MIDDLE SCHOOL BAND

2024 – 2025 COURSE SYLLABUS

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COURSE DESCRIPTIONS

6th Grade Beginning Band - This performance-based class focuses on learning to use each student's specific instrument both individually and as an ensemble. In addition to learning proper instrumental technique and sound production, students will learn music reading and notation skills, rhythmic proficiency, fundamental scale exercises, sight-reading skills, and performance skills. Students will perform literature appropriate for their grade and technique levels. Students will also develop team building and leadership skills through collaboration with their classmates. Participation in assigned rehearsals and performances outside of regular class hours is required.

7th Grade Intermediate Band & 8th Grade Advanced Band - This performance-based class focuses on continued and consistent demonstration of proper instrumental technique and ensemble rehearsal/performance skills. Students develop more advanced music reading ability, as well as mature tone quality and technique on their respective instrument(s). Students will rehearse and perform a more challenging repertoire of music suitable for their grade and technique levels. Students demonstrate more advanced proficiency in sight-reading and will participate in regional and state level performance evaluations. Participation in assigned rehearsals and performances outside of regular class hours is required.

INSTRUCTIONAL RESOURCES

Instructional resources include but are not limited to:

Beginning Band:

Habits of a Successful Beginning Band Musician
Band Fundamentals Scale Book
Grade appropriate pieces of concert band literature

Written by Scott Rush & Jeff Scott
Written by Steve Hedrick

Intermediate & Advanced Bands:

Habits of a Successful Middle School Musician

Rhythm Vocabulary Charts, Books I & II
Band Fundamentals Scale Book
Grade appropriate pieces of concert band literature

Written by Scott Rush, Jeff Scott, Emily Wilkinson, Rich Moon & Kevin Boyle
Written by Ed Sueta
Written by Steve Hedrick

GRADING

Playing Assessments & Rehearsal Skills – Formative Assessment – 40%

- Formative Assessments include:
 - Weekly playing assessments on exercises in the method book(s), performance music, and fundamental technique (i.e. scales, etc.)
 - Rehearsal skills demonstrated in class each week.
 - Proficiency demonstrated through individual practice.

Performance Skills – Summative Assessment – 60%

- Includes concert attendance, performance and professionalism [please refer to the Concert Policies section below for more information regarding expectations for concert performances].
- Participation in concerts will count as each student's mid-term and final exam grades.

CONCERT/ PERFORMANCE POLICIES

- Band students are constantly working toward getting music ready for concert performance. The performance experience is invaluable to the music learning process and each student musician is important to the whole group's sound. **Therefore, it is MANDATORY for students to attend each scheduled performance.**
- Points will be deducted if a student is tardy to a performance, or if the student is not dressed in the proper, clean and performance-ready uniform. Students who demonstrate behavior that is in any way unacceptable for the concert experience may not be allowed to perform and will instead receive an alternate assignment.
 - *Students/ Families should communicate with Mr. Elzey if any physical or financial assistance is needed with the cost of a uniform. We will never allow money to keep a student from participating in the Band program.*
- Inappropriate behavior at a performance will not be tolerated. Students demonstrating said behavior at a performance will be asked to leave immediately and receive a failing grade for the performance.
- Excused absences from performances will be dealt with on an individual basis by the director. **A written note or email from a parent or guardian will be required for ANY performance absence.** Excused absences may include, but are not limited to, personal illness, death in the family, or religious reasons. Not having a ride, babysitting, homework, athletic games/practices or other non-school-related activities will not be considered valid excuses.
 - Students should communicate with community activity coaches or leaders early and often regarding required concert dates and times and make sure that these leaders know that our performances are a graded part of a class at school.
 - Students who are too sick to come to school on the day of a concert should not attend the concert. Students must be at school for half of the school day in order to be eligible to participate in after school activities. Students who have ISS or OSS on the day of a concert may not perform that night.

COURSE REQUIREMENTS

All students are required to participate in assigned evening performances throughout the year. 7th and 8th Grade Symphonic Band members (Advanced and Intermediate classes) will also be required to take part in Large Group Performance Evaluations, which is a field trip during the school day where we perform for a panel of state-certified adjudicators. Support from a student's family is extremely valuable to their success. **The most important requirement for high achievement in this program is enthusiasm and willingness to work with a team to create an environment that is rooted in encouragement, effort and positivity.**

Students will need a **pencil** in rehearsal every day (each student will receive a pencil at the beginning of each semester to keep in their Band folder). Sheet music, method books and folders will be provided for each students, and these items will be kept in the Band Room. Copies of sheet music and method books will be posted in Schoology to aid students in practicing at home.

GEORGIA STANDARDS OF EXCELLENCE – BEGINNING BAND

MSBB.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. Refine improvised or composed pieces using teacher-created criteria.

MSBB.PR.1 Sing alone or with others.

- a. Sing to recognize fundamentals of tone production.
- b. Sing to match pitch.

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

- a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises).
- c. Recognize ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

MSBB.PR.3 Read and identify elements of notated music.

- a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression).
- b. Define and describe the musical terms incorporated in the literature and identify key signatures.
- c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure.

MSBB.RE.1 Listen to, analyze, and describe music.

- a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).
- b. Compare and contrast musical works based on genre and culture.

MSBB.RE.2 Respond to music and music performances of themselves and others.

- a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations).
- b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, and improvisations).
- c. Compile a list of strengths and weaknesses in performances and suggest areas of improvement using self-reflection and peer feedback.
- d. Identify the interpretations in a band performance in relation to the expressive intent of the composer.
- e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance.

MSBB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.

- a. Describe the relationship between music and other arts.
- b. Describe the relationship between music and other disciplines.
- c. Identify genres, styles, and composers within specific time periods.
- d. Describe the relationship between music and musicians, and society and culture.

GEORGIA STANDARDS OF EXCELLENCE – INTERMEDIATE BAND

MSIB.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.

MSIB.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, use of the air stream.

MSIB.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, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises).
- c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette).
- d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

MSIB.PR.3 Read and identify elements of notated music.

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

MSIB.RE.1 Listen to, analyze, and describe music.

- a. Relate 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. Tune instrument with a tuner (e.g. electronic device) for the appropriate range of the instrument.

MSIB.RE.2 Respond to music and music performances.

- a. Identify music literature and band performance of both superior and poor quality and distinguish the factors which are used to classify them as such.
- b. Compile a list of strengths and weaknesses in performances 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.

MSIB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.

- a. Discuss the relationship between music and other arts.
- b. Discuss the relationship between music and other disciplines.
- c. Discuss genres, styles, and composers within specific time periods.
- d. Discuss the relationship between music and musicians, society, and culture

GEORGIA STANDARDS OF EXCELLENCE – ADVANCED BAND

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

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

MSAB.PR.1 Sing alone or with others.

- a. Sing to reinforce fundamentals of tone production.
- b. Sing to develop the ability to match major, minor, and perfect intervals.
- c. Sing to reinforce breathing, use of the air stream, and quality of sound.
- d. Vocalize rhythms through counting and sing diatonic melodies in advanced literature.

MSAB.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, vibrato, appropriate percussion technique).
- b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises).
- c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette).
- d. Develop a strong understanding of the complex and compound rhythms, multi-meter time signatures, and simple ornamentation through literature which is stylistically representative of the period or genre of the music studied.
- e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation.
- f. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level.

MSAB.PR.3 Read and identify elements of notated music.

- a. Apply an understanding of the compound and complex counting systems to read music at the advanced middle school level.
- b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances.
- c. Analyze compositional elements (e.g. musical terms, key signatures, tonality and form) in the study of music.

MSAB.RE.1 Listen to, analyze, and describe music.

- a. Read, write, and/or analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision.
- b. Demonstrate, through performance, knowledge of the pitch tendencies of the individual instrument by listening, analyzing, and making the appropriate modifications.
- c. Tune instrument without the use of a tuner or electronic device and maintain relative intonation in a two-octave register.
- d. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble.

MSAB.RE.2 Respond to music and music performances.

- a. Assess musical elements (e.g. tone, intonation, blend, balance, melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied.
- b. Distinguish the factors which are used to evaluate the effectiveness of a performance.
- c. Analyze and evaluate specific musical works and styles heard through recorded or live performance using appropriate terminology.
- d. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value of the performance.

MSAB.CN.1 Understand relationships between music, other arts, other disciplines, varied contexts, and daily life.

- a. Analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama.
- b. Develop a thorough knowledge through performance of repertoire representing diverse cultures, historical periods, or styles at the highest level of music performance.