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Instrumental Music: Percussion Course Syllabus

Band Philosophy:

The TL Hanna High School Band is an organization of students and staff who pride themselves on excellence – excellence in our personal performance, section performance, band performance, and how we represent the school. The philosophy of the instrumental music education program is to develop each student to the extent of his/her fullest potential, musically, intellectually, and artistically. Through individual, as well as ensemble rehearsal and performance, the student will develop an understanding and appreciation of music of various styles.

Requirements:

- *Students must have an instrument and its accessories in working condition
 - *Instruments can be rented from a local music store – Music and Arts, Pecknell Music, Etc. or can be rented from TL Hanna for a semester rental fee
- *Music will be provided and each student will be responsible for replacing lost music
- *Pencils
- *Tuner and Metronome (a cell phone application will suffice)
- *Focused, high quality rehearsal etiquette
- *Rehearsals are silent
- *Class materials that are issued, must remain in good condition
- *Students will demonstrate a positive attitude and aid in creating a positive learning environment
- *Students will be expected to attend rehearsals and performances outside of the school day
- *This class is a musically AND visually based class. Students will be expected to participate in all movement based criteria as well as music based criteria.

Grading:

Band is a co-curricular class for which students receive a grade. After school rehearsals and performances will be graded and students are required to attend these events. If a rehearsal/performance is missed, excused or unexcused, the student will be assigned a separate assignment to replace the absence.

The final grade for each student will be determined as follows:

Quarter 1 -

Minor Assessments – 40%

- *Playing tests
- *Movement tests
- *Written tests

Major Assessments – 60%

- *Performances – football games, parades, winter concert

Quarter 2 -

Minor Assessments – 40%

*Playing tests

*Movement tests

*Written tests

Major Assessments – 60%

*Performances – football games, parades, winter concert

Final Average -

*Quarter 1 (40%) + Quarter 2 (40%) + Final Exam (20%)

National Standards of Music:

1. Singing, alone and with others a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines
5. Reading and Notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances
8. Understanding the relationship between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

After-school rehearsals/performances:

After-school Rehearsals:

*After-school rehearsals are Mondays, Tuesdays, and Thursdays from 4PM to 7PM through the course of the marching band season.

Parade Rehearsals:

*There will be two rehearsals for parades before the parade season begins. That information will be released prior to the rehearsals.

Concert Rehearsals:

*There will be three after school rehearsals for the concert band and wind ensemble.

*November 20th – 4 to 5:30

*December 4th – 4 to 5:30

*December 11th – 4 to 5:30

Football Games:

Friday, August 30 – Home Game – Emerald HS

Friday, September 6 – Home Game – ISB, Florida

Friday, September 13 – Away Game – BHP

Friday, September 20 – Away Game – J.L. Mann HS

Friday, September 27 – Away Game – Westside HS

Friday, October 4 – Home Game – Greenwood HS

Friday, October 11 – Home Game – Easley HS

Friday, October 18 – Away Game – Wade Hampton HS

Friday, October 25 – Away Game – Laurens District 55 HS

Friday, November 1 – Home Game – Woodmont HS

If the football team moves to post-season play, we will travel with them and give that information as it is available

Marching Band Contests:

***All times are TBA**

Saturday, September 21 – Boiling Springs Festival of Bands – Boiling Springs HS

Saturday, September 28 – C. Phillip McIntyre Tournament of Bands – James F. Byrnes HS

Saturday, October 5 – Foothill Tournament of Champions – Easley HS

Saturday, October 12 – Saturday Rehearsal

Saturday, October 19 – South Carolina AAAA Upper State Marching Band Championships –
Gaffney HS

Saturday, October 26 – South Carolina AAAA State Marching Band Championships – Spring
Valley HS

Concert:

*Winter Concert – December 13th at 7:00 PM

Parade:

*Winter parade – December 1st Time TBA

Performance Attire:

Football Games and Parade Dress:

*Students will dress in a school issued marching band uniform (or color guard costume for those in the guard). The uniform must be worn properly and in code with band policies and procedures. Mr. Pace and Mr. Valentine will explain how this works.

Concert Dress:

All students are required to dress appropriately for concerts. Concerts are a formal event. Everyone puts forth much time and effort to ensure that the group sounds great. Let's give that extra edge by looking great, too! This is the required outfit: Dress Concert Blacks

Men: Black dress shirt, black dress pants, black socks and black dress shoes.

Ladies: Black dress shirt/blouse, black dress pants or skirt (knee length or longer), black hose/socks, and black dress shoes.

Behavior:

*Be On-Time

*Be Prepared to Learn

*Be Respectful to others

Consequences for Violating Class and School Rules:

All School guidelines on discipline apply in band class.

The following procedure will be followed in the event of disruptive behavior:

1st offense – A verbal warning will be given followed by a teacher/student conference

2nd offense – An e-mail or call to parent

3rd offense – After school detention (by appointment) and call home

4th offense – A call to parent and/or referral to an administrator

Communication with Parents:

Parents of students will be contacted during the school year. They will receive:

1. Progress reports and report cards
2. PTA meetings/ other school events/ Concerts
3. Telephone calls concerning behavior/work
4. Letters/e-mails concerning upcoming events
5. Parent/teacher conferences as needed

Pacing Guide/ Unit Plans:

Unit 1 – Fundamentals of Marching Band – August 18 to September 8

*Music – long tones, lip slurs, junior band scales

*Visual – field break-down (the grid), initiations, mark-time, positions, primary directions, primary direction changes, tendus, and closes

Unit 2 – Marching and Playing – September 9 to October 9

*Music – pre-game music, stands music, chord tuning, clinic band scales

*Visual – pre-game drill, extended step sizes, basics of body, stop-and-gos

*Combined – begin basic music concepts with basic visual concepts

Unit 3 – Advanced Marching Band Techniques – October 13 to October 30

*Music – sight reading, rhythm studies, double tonguing, extended range exercises, and technical exercises

*Visual – extended visual exercises, extended step sizes, obliques, interval control

*Combined – body movement with music playing, extended technical and scale passages on the move

Unit 4 – Winter Concert Preparation – November 2 to November 20

*Music – students will switch to wind band instrumentation, sight-reading, senior band scales, chromatic scales, chord building, chorales, technical passages, begin work on winter concert music and some parade work

*Visual – proper posture and correct concert band etiquette, some parade work will be used as well

Unit 5 – Performance season – November 23 to December 13

*Winter Concert

*Parade(s)

*Music – continue preparing music for the Winter Concert as well as parade(s)

*Visual - proper posture and correct concert band etiquette, some parade work will be used as well

Unit 6 – Audition preparation – December 16th to the end of the semester

*This unit is dedicated to individual student achievement in county/region/and all-state auditions

Music Advocacy:

Arts involvement teaches children many skills necessary to succeed in life, including problem solving and decision making, building self-confidence and self-discipline, the ability to imagine what might be and to accept responsibility for it, teamwork, the development of informed perception, and articulating a vision. - - Compiled from various research documents and reports

A research team reports that early music training dramatically enhancing children's abstract reasoning skills. These findings indicate that music uniquely enhances higher brain functions required for mathematics, chess, science and engineering.

- From Neurological Research, Feb 28, 1997; Frances Rauscher, Ph.D., Gordon Shaw, Ph.D, University of California, Irvine

A two-year Swiss study involving 1,200 children in 50 schools showed that students involved in the music program were better at languages, learned to read more easily, showed an improved social climate, showed more enjoyment in school, and had a lower level of stress than non-music students.

-Weber, E.W., Spsychiger, M. & Patry, J.L. (1993)

“Music expresses that which cannot be put into words and that which cannot remain silent”
- Victor Hugo

Parent and Guardian:

Please discuss this syllabus with your child, then sign and date below. By signing this form, you and your child are agreeing to the information in the syllabus. Please sign and return this portion of the syllabus to Mr. Pace or Mr. Valentine. This is your first grade in this class.

Student's Printed Name

Grade

Student Signature

Date

Parent/Guardian Signature

Date