



WIND SYMPHONY & PERCUSSION ENSEMBLE SYLLABUS

Michael Appelbaum

michael_appelbaum@gwinnett.k12.ga.us • 678.542.2392 (office)

Course Description:

Students acquire advanced skills in music reading and performance techniques. A variety of literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form and style. Students also explore the composition and improvisation of instrumental music. Required out-of-class activities, as stipulated by the teacher, will determine a portion of the student's grade.

The Academic Knowledge and Skills define our course objectives. While completing the requirements for this course, the student will:

A - Individual Performance Skills

- perform, on instrument alone, a varied repertoire of music with expression and technical accuracy with a difficulty level of four (GPS) (GSWS_A2007-1)
- improvise melodies, variations and accompaniments (GPS) (GSWS_A2007-2)
- sight read music accurately and expressively with a difficulty level of three (GPS) (GSWS_A2007-3)

B - Ensemble Performance Skills

- perform on instrument(s) with others, a varied repertoire of music with expression and technical accuracy with a difficulty level of four (GPS) (GSWS_B2007-4)

C - Music Theory

- compose and arrange music in several distinct styles, demonstrating creativity in using the elements of music (GPS) (GSWS_C2007-5)
- transcribe existing pieces into other mediums for performance (GPS) (GSWS_C2007-6)
- read and notate music in an instrumental score of up to four staves (GPS) (GSWS_C2007-7)
- describe the uses of the elements of music and compositional devices and techniques represented by examples of comparative and contrasting works of music (GPS) (GSWS_C2007-8)
- evaluate music and music performances by evolving a criteria to make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations (GPS) (GSWS_C2007-9)
- evaluate a performance, composition, arrangement and improvisation and compare it to exemplary models (GPS) (GSWS_C2007-10)

D - Cultural and Historical Context

- listen to, analyze, and describe a varied repertoire of music representing diverse genres and cultures (GPS) (GSWS_D2007-11)
- explain relationships among music, the other arts, and disciplines outside the arts by explaining how elements, artistic processes and organizational principles are used in similar and distinctive ways in the other arts, cultures and disciplines (GPS) (GSWS_D2007-12)
- identify and explain music in relation to history and culture (GPS) (GSWS_D2007-13)
- classify music by genre, style or historical period and explain the reasons for these classifications (GPS) (GSWS_D2007-14)
- identify American music genres (GPS) (GSWS_D2007-15)
- trace evolutionary backgrounds of genres, forms and types of music citing exemplary models, performers, activities, roles and achievements (GPS) (GSWS_D2007-16)
- describe and analyze a variety of careers and explore avocational and vocational possibilities related to music (GPS) (GSWS_D2007-17)

Textbooks:

Symphonic Warm-Ups for Band – Claude T. Smith

Rhythms and Rests – Frank Erickson

Grading Scale, Assessment and Course Requirements:

A = 90 – 100 B = 80 – 89 C = 74 – 79 D = 70 – 73 F = <70

10% - Projects/Written Tests	A projects focusing on music history, theory, composition, or careers will be assigned throughout the year and written tests will be given as periodically.
10% - Daily Grade – Preparation & Participation	Be prepared for class. If you do not play for ANY reason on a given day (except a medical reason accompanied by a doctor’s note) 5 points will be deducted from this portion of your grade. This same rule applies if you are UNPREPARED for ANY reason (no reeds, no pencil, no music, etc.). Two “free” days will be given to cover emergencies. If there is a “long term” problem (e.g. broken bone, etc.), the “Project” percentage will be increased to 30%, and a revised project will be assigned. The director will <i>consider</i> exceptions on an individual basis.
30% - Pass-offs/Playing Tests	Pass-off excerpts consisting of scales, rhythms, and playing exercises from method books or concert selections will be required each semester. See the Band/Orchestra Handbook for more details.
30% - Performances/Rehearsals	See the Absence Policy in the Band/Orchestra Handbook
20% - ESOT	Semester test covering all material for semester

Pass-off Information:

Excerpts from students’ classroom method books and concert music will be chosen and announced in a timely fashion to prepare. A small amount of class time will be dedicated toward focusing on these excerpts, but students will need to **practice at home** to successfully pass-off an excerpt. This is why students **MUST** have a book at home! **Pass-offs are ALL or NOTHING.** Either the example is passed-off or not. Just “playing through” a required excerpt with multiple mistakes will not be sufficient. To pass-off a required example, you must achieve a high level of performance as indicated by rubrics posted in the classroom.

Intervention Times:

After school, until intervention time is concluded.

Plagiarism Policy:

Plagiarism is the act of stealing, using, and passing off another person’s ideas or words as your own writing or ideas. Properly document the sources of information used for your research paper and essays so that you will not be guilty of plagiarism.

Honor Code violations of Research Papers and Essays:

1. copying phrases, sentences, or paragraphs without using quotation marks and without giving proper documentation of the source.
2. paraphrasing or summarizing ideas without giving proper documentation of the source.
3. asking someone or paying someone to write a research paper for you
4. selling or giving an assignment to students who submit it as their own.
5. downloading from the Internet a research paper or article in its entirety or in part to submit as your own
6. submitting another student's research paper as your own work

Gwinnett County Excused Absence Policy:

Students who are granted **Excused Absent** status for days missed will be subject to the following:

- **All pre-assigned work will be due on the day of a student's return from an absence.**
- For assignments which did not have a pre-assigned due date during the time of the student's absence, students will be given five days to arrange for make up work or follow other arrangements granted by the teacher. All incomplete work carried over into a new marking period should be completed no later than the tenth day of the following period.

Make-up work is not allowed for an unexcused absence, and zeros may be given for missed work.

UPON RETURNING TO SCHOOL, IT IS THE STUDENT'S RESPONSIBILITY TO MAKE ARRANGEMENTS WITHIN 5 DAYS TO MAKE UP WORK.

*******Please see the Orchestra Handbook for a detailed description*****
****of the Attendance Policy for Performances and After School Rehearsals.******

Classroom Rules and Expectations:

RICHARDSON and APPELBAUM'S ONE RULE – **RESPECT!**

- **Respect others:** Showing rudeness is disrespectful! Don't interfere with someone else's learning through conversations, disrupting class, etc. Appreciate ALL differences in ALL people no matter how different they are! Be kind to each other.
- **Respect yourself:** Have enough self pride to try your hardest! You're smart! USE YOUR BRAIN! You can do anything you want with your life if you want it bad enough!!
- **Respect your teacher:** Follow instructions, pay attention, and learn something from this person who has been around a little longer than you have ;-) I'm *actually* trying to help you!! It's not some form of medieval torture.
- **Respect your surroundings/equipment:** Gum, food, and drinks cause a mess and are therefore restricted. Graffiti of any kind is disrespectful. Take care of your supplies and instrument. They're expensive!!

NO PHONE ZONE! It's disrespectful to use a cell phone during instructional time. If your cell phone, mp3 player, videogame, or other electronic media device can be SEEN or HEARD during any instructional time (before or after school), it will result in an automatic referral to an administrator. Don't assume it's ok to use it... ask first. Displays of disrespect will generally receive one warning, depending on the severity of the offense. Disciplinary steps appropriate to the offense will be taken afterward. See below for more details.

TEACHER CONSEQUENCES FOR MINOR CLASSROOM DISRUPTIONS

- | | |
|-----------------|---|
| 1 st | Penalty assigned at teacher's discretion – Parent Contact |
| 2 nd | 30 minute teacher detention and parent contact |
| 3 rd | 2 – 30 minute teacher detentions and parent contact |
| 4 th | Administrative Referral |

ALL POLICIES OUTLINED IN THE GWINNETT COUNTY STUDENT DISCIPLINE HANDBOOK AND THE GSMST STUDENT HANDBOOK WILL BE FOLLOWED IN THIS CLASSROOM.

ACCEPTABLE USE OF ELECTRONIC MEDIA FOR STUDENTS (GCPS)

Failure to follow the guidelines established in school policy and the Gwinnett County Public Schools Student Conduct Behavior Code will result in disciplinary action that may include restricted or denied access to school computers and other instructional technology tools.

Electronic Media Policy & Procedure information is provided in the Student Parent Handbook (GCPS), and Student Planner Agenda Book.

LAPTOP CONTRACT FOR STUDENTS (GSMST)

All GSMST students will be provided a computer laptop. Parents and students must sign a computer laptop contract in order to obtain the GSMST computer laptop. Students must follow the electronic media policy and procedures that are provided in the Student Parent Handbook (GCPS). Failure to do so could result in a loss of student GSMST computer laptop privileges.

Laptop Usage Guidelines:

Students will NOT need the laptop most of the time in Wind Symphony. Unless students are specifically guided to use the laptop, it should remain in its bag from the time students enter the rehearsal space. The laptop will be used periodically for composition projects, research projects, etc. and students will be given specific instructions for appropriate use focused on a specific classroom goal. Students wishing to show the teacher something on their laptop (related to instruction and prior to rehearsal) should ask permission to do so.

Students will need the following materials:

<p>ALL students</p>	<ul style="list-style-type: none"> • Method book (<i>TBA</i> for home) • Electronic metronome (<i>or</i> www.metronomeonline.com) • Digital tuner (percussion – pitch pipe) <i>Or</i> download Chromatia Computer tuner (not ideal) http://www.mymusictools.com/test_tools_27/chromatia_tuner_2812.htm • Wire Music Stand for home practice
<p>WOODWIND students</p> <ul style="list-style-type: none"> - <i>flute</i> - <i>oboe</i> - <i>clarinets</i> - <i>saxophones</i> - <i>bassoon</i> 	<ul style="list-style-type: none"> • Instrument and mouthpiece • Reeds (for oboe, bassoon, clarinets, saxophones) • Tuning rod (flutes only – also for cleaning) • Key Oil • Small screwdriver set (available for \$1 at most Dollar Stores) • Cleaning rag(s)
<p>BRASS students</p> <ul style="list-style-type: none"> - <i>trumpet</i> - <i>F-horn</i> - <i>trombone</i> - <i>euphonium/baritone</i> - <i>tuba</i> 	<ul style="list-style-type: none"> • Instrument and mouthpiece • Valve oil and slide grease • Slide oil (trombones only) • Small screwdriver set (F-horns only - available for \$1 at most Dollar Stores) • Cleaning rag(s)
<p>PERCUSSION students</p>	<ul style="list-style-type: none"> • Snare and bell-kit for home practice • Sticks/mallets (MUST have the following) <ul style="list-style-type: none"> - concert snare sticks (not marching “logs”) - hard rubber bell mallets (not vinyl or plastic) - standard timpani mallets

The teacher of this course reserves the right to make changes to this syllabus and curriculum calendar as necessary during the semester.

