



# SILVERTON HIGH SCHOOL

## INSTRUMENTAL DEPARTMENT 2016-17

**Instructor:** Frank Petrik, Director of Bands

**Room:** E190

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### **Course Requirements and Expectations**

It is the group's expectation that all members come to rehearsal prepared. All notes, rhythms and other technical facets are prepared and ready to contribute to the rehearsal in efforts to create music at the highest level of artistry.

### **Attendance Requirements**

As a performance-based class, attendance to all rehearsals, sectionals and performances is required to demonstrate proficiency and ensure eligibility

### **Code of Conduct**

Students will be expected to abide by all policies and expectations set forth in the Silverton High School student handbook and band handbook.

\*\* The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather or class situations.\*\*

### **Course offerings**

#### **Concert Band**

The Concert Band is an ensemble that explores and learns more advanced concepts and literature. This performance group is a great way to enjoy music and the band experience. This group is open to all students who play an instrument.

#### **Wind Ensemble**

The Wind Ensemble is the most advanced ensemble at Silverton High School. The Wind Ensemble performs the challenging wind band literature and performs at various contests and festivals throughout the winter and spring. Wind Ensemble positions are auditioned in the spring of each year.

#### **Marching/ Pep Band**

The marching band is among the best programs offered at Silverton High School. All students from Concert Band, Wind Ensemble and Percussion Ensemble perform in the stands for football during the fall, homecoming parade, winter parade, pet parade and starlight parade

#### **Jazz Ensemble**

Jazz Ensemble is composed of a select group of advanced students who perform a wide variety of jazz literature. The jazz style and improvisational techniques are explored, developed and refined. The Jazz Ensemble performs at regional festivals and competitions in the winter and spring. In addition to performing standards, the jazz ensemble is always experimenting with newly composed jazz material from internationally known artists.

## Intended course outcomes

### **Mental and physical discipline**

- Develop powers of concentration
- Memorize music
- Learn techniques of preparation as they relate to group and individual performances
- Develop self and group discipline

### **Citizenship through group endeavor**

- Develop leadership abilities
- Develop responsibility
- Develop ability to cooperate with others and to work as a team member
- Develop diligence
- Develop mutual respect

### **Cultural growth**

- Provide opportunities to attain knowledge of music history through performance of various types of instrumental literature.

### **Value judgments**

- Develop the ability to make musical value judgments, as they pertain to a musical setting, through critical listening.
- The student will recognize quality of sound, pitch, style, tempo, rhythm, blend, balance, phrasing, dynamics, and articulation.

### **Music theory**

- Know and utilize note values and rest
- Know and utilize keys, key signatures, and scales
- Know and utilize musical terms, signs, and symbols
- Recognize and tune intervals and harmony
- Ear training / listening skills

### **Creative self-expression**

- Express oneself in every performance experience
- Explore careers

## Outcome Assessment Strategies

- Formative and summative strategies which assess student success in progress towards the set proficiency based core standards.
- Qualitative and quantitative examination of assigned part(s) in solo or sectional application through smart music, performance critiques and playing exams

### **Grading:**

*In compliance with HB2220, all Silver Falls School District classrooms will be recording and reporting academic achievement and personal management skills separately. Please refer to this syllabus for more details on how your student's grade is calculated. To view your student's progress towards proficiency on course standards as well as their personal management for the class, please use the Parent Links button on the top of the SHS homepage to access the link to Pinnacle (a password-restricted website). A letter will be mailed home with instructions for using the website as well as a log-in and password. For further assistance with your log-in or password, please contact Sandy Sprauer (ext3800) or Debbie Valoff (ext3799) in the Silverton High School Counseling Center (503-873-6331). Silverton HS homepage can be found at: <http://silvertonhigh.silverfalls.orvsd.org/>*

### **Grading scale:**

#### **5: Exceeds Standard**

The student can perform the skill appropriately and accurately but can also analyze them, analyze results for reasonableness and accuracy, and explain their

#### **4: Meets Standard**

The student can perform the skill appropriately and accurately.

#### **3: Nearly Meets Standard**

The student can perform the skill but makes errors that may affect the results.

#### **2: In Progress**

The student demonstrates a basic understanding of the skill but requires support work.

#### **1: Beginning**

The student demonstrates little or no understanding of how to perform the skill the work.

### **Grading categories:**

Performance	50% of grade
Proficiency skills	30% of grade
Rehearsal Skills	20% of grade

## **Grading content areas**

Ensemble skills  
Proficiencies/assessments  
Performances/concerts/festivals

### **Ensemble skills**

Students receive 5 points per class rehearsal and are graded on meaningful and prepared participation in rehearsals. Unexcused absences result in lost points and tardies are a loss of 1 point as recorded in the personal management grading category. Continuous lack of achievement will result in consequences increasing in severity based on offences. Continued lack of commitment to course objectives and philosophies may result in a conference regarding future participation in the program. For more information, please refer to the Band handbook.

### **Proficiencies/assessments**

Silverton High Instrumental requires students to meet proficiency standards at each grade level and assessment of students skills will be determined by the end of each semester. Students must demonstrate proficiency in each area before moving on to the next level. Some bands will require certain levels of proficiency for participation. There is a grading rubric for each content area specified in the standards. Students will work toward proficiency in each content area and reach their personal target goal.

### **Performances/concerts/festivals**

We perform best as one and every student plays an important role in the ensemble's overall success. A calendar will be set at the beginning of the year and resolutions of any scheduling conflicts are the responsibility of the student. Attendance and participation is **REQUIRED** for all scheduled performances.

## **Course Content (Themes, Concepts, and Skills)**

Rehearsal and performance of standard high school and collegiate-level wind band literature from the 17th century to the contemporary period.

### **Individual Quality of Sound**

- Tone: well-focused, full, open, resonant, consistent, uniform in color, texture, and sonority at all times. Utmost clarity is achieved.
- Intonation: control difficult tuning situations

### **Ensemble Quality of Sound**

- Blend/Balance: uniform and consistent. Quality is characteristic of the best ensemble sound.

### **Technique**

- Rhythm/Precision: Superb control of pulse, tempo and rhythmic patterns.
- Articulation: Outstanding and comprehensive knowledge of articulation, styles and techniques is demonstrated at all times.
- Facility: flexibility and dexterity exhibited during the most demanding and complex passages.

### **Musicality**

- Interpretation/Style: thorough understanding of style, tempos and interpretations, and successfully communicate this knowledge throughout the performance.
- Phrasing
- Expression: Clear, meaningful and expressive shaping of musical phrases
- Sensitivity:
- Dynamics: use of musical techniques to create a sensitive, effective, naturally communicated artistic performance.

Course and program specifics regarding all other information can be found in the Silverton High Instrumental Department Handbook.