



LA QUINTA HIGH SCHOOL
PERFORMING ARTS DEPARTMENT
MARCHING/SYMPHONIC BAND (PER. 1)
1ST SEMESTER – FALL 2016



DIRECTOR: Mr. Richie Sebastian **E-MAIL:** rsebastian@ggusd.us
OFFICE: 409 **CLASSROOM LOCATION:** 409
OFFICE HOURS: By Arrangement **GOOGLE CLASSROOM CODE:** 37r2ey

COURSE DESCRIPTION

This is a yearlong course for the student who has had previous training in music, or the desire to learn a new instrument. The first semester focuses on Marching Band, where students will perform at several highly competitive events to further their education, as well as performing at school and community events. The second semester will focus on Concert Band (Symphonic Band) which follows the Visual and Performing Arts Standards by developing and expanding musical expression, aesthetic judgments, connections in society, as well as providing a greater understanding of music from various classical periods, composers, and cultures. Students will need to be prepared to rehearse daily on basic fundamentals and exercises to steadily progress their talents to a higher level. Students are required to act responsibly and maintain a level of pride, dignity and professionalism at all times as they are representing La Quinta High School (LQHS) and the Garden Grove Unified School District (GGUSD).

COURSE OBJECTIVES

(According to California State Curriculum Standards)

Students will be able to:

- Perform alone and with others, a varied repertoire or routine
- Compose a routine or music within specified guidelines
- Listen to, analyze, and describe music
- Evaluate music and performances
- Understand relationships between music, the other arts, and disciplines outside the arts
- Understand music in relation to history and culture

STUDENT EXPECTATIONS

- Be at **ALL** rehearsals/sectionals and **ALL** performances
- Be **ON TIME AND PREPARED** at every rehearsal/sectional and performance with **YOUR** required materials
- Be **prepared** with music/warm-ups
- Always play **musically**
- **Help set up and put away** equipment and instruments before and after each rehearsal
- **Have respect** toward your director, staff and fellow musicians
- Don't play with any instruments that **does not belong to you**
- **Help others** when they need it (remember that you are one team)
- **Have patience** when someone else is being worked with
- Always be **courteous and considerate of others**
- **Communicate** questions, problems, concerns, or suggestions to section leaders, staff, and/or director
- ***PRACTICE DAILY!!!***

INSTRUMENT STORAGE/LOCKERS

In the instrumental music room (room 409) at LQHS, there will be some instrument storage in our storage rooms. There are also a LIMITED amount of additional lockers in our hallway (between rooms 409 and 408 – choir room). To sign up for one of these lockers, it will be an online process (link TBA) during the first couple weeks of school. Lockers will be assigned based on need, availability, seniority, and instrument size. Director has the final say on all locker assignments. When assigned a locker, if a locker does not have a lock on it, you may/will lose locker privileges. Please be reminded that LQHS, GGUSD, nor the Friends of Music (FOM) are responsible for theft or damage to instruments/equipment, and/or any additional items in the lockers or rooms.

Students are encouraged to take their instruments home each and every night. It is also recommended that parents/guardians check with their homeowners insurance to see if instrument theft at school is covered in your policy. If not, you may need musical instrument insurance (a private company).

DISTRICT INSTRUMENTS

Students who do not own a musical instrument may borrow one from the district, if the instrument is available. Students borrowing a district instrument must fill out the form: Garden Grove Unified School District Fine Arts Department Agreement for Use of District Instrument

(signed by one parent/guardian promising to return the instrument and its case in the same condition as when it was borrowed). Student and his/her family are responsible for any damage to the instrument or case beyond normal wear over the course of the year. Furthermore, the family will be held financially responsible if the school/district-owned instrument (or any accessory or part furnished with it, including mouthpieces, ligatures, bows, etc.) is lost or stolen. The student must return the instrument no later than the date given by the Director and listed on the Agreement. Instrument may be borrowed over summer vacation with special permission from the Director. Hard copy forms are available from the Director.

NECESSARY MATERIALS

All students must have:

- A three-ring binder with clear page sheet protectors for music
- Music (on phone/tablet are acceptable in emergencies, but hard copy is preferred)
- A pencil with an eraser
- A metronome/tuner (highly recommended – apps on phones are acceptable)
- Instrument/equipment
- Lined paper
- Daily planner/agenda/calendar
- Proper rehearsal/uniform/performance attire
- Necessary supplies for specific instruments:
 - Brass players – Towel, proper valve oil, greases, and creams;
 - Woodwind players – cleaning cloth, swabs, reeds (recommend Vandoren – clarinets and saxophones), cork grease (clarinets and saxophones), small screwdriver kit, and tuning rod (flute);
 - Percussionists – sticks, mallets and drum pad;
 - Guard – fanny packs with needed materials;
 - String players – rosin and extra strings

COURSE GRADING CRITERIA

40% of student grades are based on formative assessment (participation) and 60% are based on summative assessments (test scores).

Performances/exams are mandatory - **ALL assignments must be completed to earn an “A”**

Daily Class Participation

Students will receive 100 points per term. Each student must have all of the following material in order to receive full credit for the term:

- Instrument/equipment (complete with necessary accessories);
- Music;
- a pencil to write with (NOT a pen);
- proper rehearsal attire;
- and your undivided attention during class.

If you fail to have all of your materials for class, you will lose 10 of your participation points for each time you forget your materials. If a student does not have his/her required instrument/equipment, he/she must still be active in the musical process and will **NOT** be allowed to work on homework for other classes. If a student is not feeling well, he/she will be sent to the Health Office/Nurse.

In the event that you do not have your instrument because it is in the shop for repair, you must bring a note from your parent/guardian stating that your instrument is in the shop for repair, or the repair shop's pickup slip/ticket as proof. If you do not bring either, you will lose 10 participation points.

In the event that a student is disruptive during class (and is reprimanded for his/her choice of behavior), that student will lose 50 participation points.

These points cannot be made up under any circumstances.

Concert Report

Students must attend a live, instrumental music concert by high school aged performers or older (junior high and elementary concerts constitute half a project) each semester. At least a one-page paper explaining what was heard is required, and a program and/or ticket stub must be attached. Most rock concerts do not suffice. If in doubt about the appropriateness of a performing group, check with Director. You are not allowed to write paper of a concert you are already performing in. If student is enrolled in multiple Instrumental Music classes, he/she need to only submit one concert report.

Concert Report Rubric

_____ Appropriate format and length of paper (5 points)

- Typed,
- double spaced,
- size 12 font (times new roman, or similar readable font),
- 1” margins (top, bottom, and sides),
- at least 1 page (please do not write more than 3 pages!)

_____ Proper use of spelling and grammar (5 points)

_____ Turned in on time (**report is due 7 days after attended concert**; one day late is docked one letter grade, NO LATE PAPERS ACCEPTED more than two days after due date) (10 points)

_____ Attend a live performance, and have program and/or ticket stub attached (10 points)

_____ Song #1 and 2 assessment (using guidelines from SCSBOA rubric) (must include completed festival adjudication sheet with comments) (50 points)

_____ Reflect on what was learned from this concert, and discuss what will be brought back to the program and apply to self for the future from this experience (20 points)

TOTAL SCORE: _____ (**out of 100**); **GRADE:** A B C D F

Performances

Students are expected to be present and participate in all performances. This not only includes the performance itself, but also being in proper attire, being on time, and having the necessary equipment and attitude. Students will lose points for not following these guidelines.

An absent/tardy is only considered excused if:

- Absence is due to an illness/injury, family emergency, bereavement/funeral, or other school event conflict which is notified AT LEAST two (2) weeks in advance;
- Contacted Mr. Sebastian via e-mail (rsebastian@ggusd.us);

- Completed the “Schedule Conflict Form” (<https://goo.gl/forms/0V86io2EeAzea30y1> also found on the www.lqaztecmusic.com page)

Student still receives 75% of the points for an excused absence at a performance and is allowed make up opportunities to regain the missing points. If an absence is considered unexcused, student will receive 0 points, with no make-ups allowed, and may be put on probation, or removed from the group.

In order to perform in concert/competition, student must not have more than one grade of “D” or “F” on any repertoire playing/performance exams in that concert/performance cycle.

- Students who do not perform on a concert due to the aforementioned policy will have their course grade lowered on full letter grade. Any student who is disallowed from performing in a concert due to low exam scores or unexcused absences must still attend that concert to support their fellow classmates. Any student who fails to do so will have their grade lowered by two full letter grades in addition to any other consequences already in place.

Rehearsal Attendance

Students are expected to be present and participate in all rehearsals as scheduled.

Projects

Students are expected to complete two (2) projects a year (one each semester). A project may consist of the following:

- An additional Concert Report. Attending a live, instrumental music concert by high school aged performers or older (junior high and elementary concerts constitute half a project). At least a one-page paper explaining what was heard is required, and a program and/or ticket stub must be attached. Most rock concerts do not suffice. If in doubt about the appropriateness of a performing group, check with Director. You are not allowed to write paper of a concert you are already performing in. If student is enrolled in multiple Instrumental Music classes, he/she need to only submit one concert report. Concert Report Rubric (listed above).
- Private lessons (minimum of 5 hours per semester) on your instrument with a teacher approved in advance by the Instrumental Music Director. A form must be filled out which includes the signature of your private instructor will need to be completed. **Private Lesson Verification Form (TBA).**

- Auditioning and performing in an additional ensemble/concert and/or an outside/honor group (i.e. GGUSD honor band/orchestra, SCSBOA All-Southern Honor Band/Orchestra, Orange County Youth Symphony, etc.). A form must be filled out which includes the signature of the Ensemble Director to show the student was in the group. Auditioning for an outside group/honor group/additional ensemble, but not making it, consists of half a project. **Outside Group Verification Form (TBA).**

Performance/Playing Evaluations

Scheduled performance/playing evaluations will be held in all classes approximately every 1-3 week depending on the class. Exams will be scheduled by section/instrument grouping. The purpose of each playing exam will be to assess each performer’s level of preparedness in technique and literature on an individual basis. Assessment repertoire information will be generally assigned in class at least three days in advance of each exam.

Placement/chair seating is determined by the scoring/results of a playing exam performance. Grades for playing exams will be assessed along the following rubric. If a student’s playing exam performance falls between two tiers, consideration will be given to the student’s experience level and effort in determining the grade received. Low-scoring students will not be allowed to perform in the next concert within that test cycle due to a lack of proficiency in individual assessment.

Instrumental Music Playing Exam Rubric

Name _____ Assigned Repertoire _____ Date _____

	1 (20%)	2 (40%)	3 (60%)	4 (80%)	5 (100%)
Performance Aspects	Far Below Standard SCSBOA rating: Poor	Below Standard SCSBOA rating: Fair	Approaching Standard SCSBOA rating: Good	Meets Standard SCSBOA rating: Excellent	Exceeds Standard SCSBOA rating: Superior
Technical Aspects	Student attempted the performance exam but did not produce an adequate or recognizable	Frequent mistakes in performance. Musical terms/symbols are not defined or applied.	Mediocre performance. Musical terms/symbols are not clearly defined or applied, or not performed	Small mistakes in literature and technique. Most musical terms/symbols are defined and consistently performed/applied.	Well prepared. No mistakes on literature or technique requirements. Musical terms/symbols are defined and applied

	musical product.	<p>TONE: below average tone quality; lacks resonance</p> <p>TUNE: poor intonation, frequent note errors</p> <p>TIME: tempo varies greatly and rhythms are inaccurate</p>	<p>consistently.</p> <p>TONE: mediocre tone quality; little resonance</p> <p>TUNE: acceptable intonation, occasional note errors</p> <p>TIME: tempo varies slightly (inconsistent) and rhythms are mostly accurate</p>	<p>TONE: good tone quality; some resonance</p> <p>TUNE: strong intonation, no (or very few) note errors</p> <p>TIME: tempo and rhythms are precise and accurate</p>	<p>precisely, deliberately, and consistently.</p> <p>TONE: excellent characteristic tone quality; high resonance</p> <p>TUNE: excellent intonation, zero note errors</p> <p>TIME: tempo and rhythms are precise, accurate, and consistent</p>
Artistic Aspects	Non-existent	Articulation, dynamics, phrasing, and expression are lacking or non-existent	Undefined and/or inconsistent articulation, dynamics, phrasing, and musical expression	Correct but somewhat inconsistent or imprecise articulation, dynamics, phrasing, and musical expression	Consistently precise, deliberate articulation, dynamics, phrasing, and musical expression

Other Graded Activities

The Instrumental Music Director reserves the right to add other graded assessments or activities not included in the descriptions above at any time at his sole discretion.

Make-up Work

There are many opportunities for students to make up points that may have lost. Those opportunities include but are not limited to: additional concert reports, additional ensemble participation, and assisting the organization of the musical library. Please contact Mr. Sebastian for additional opportunities to make up the missing points.

Semester Exams (Juries)

Juries are the major culmination activity of the fall and spring concert seasons. Juries are a standard performance requirement at any University-level music school. Students will select an etude, concerto, solo, or set of smaller works (typically one piece demonstrating technique and one demonstrating musicality and lyricism) around or before the midpoint of the semester, and shall prepare the work along with any relevant technique exercises in their home practice and/or

private lessons. These items will then be presented by the student in a recital-format before a “jury” of LQHS Instrumental Music Department staff and other music instructors (TBD).

Juries are weighted much higher than both concert and playing exams. Poor performance in a jury may result in failing the class.

Juries are graded on a 10-point scale (translating to 100%, 90%, 80%, 70% and so on), otherwise following the same format as the playing exam rubric above, weighing in the evaluation from each member of the jury panel. Students receive immediate feedback on their performance and suggestions for improving future performances from the panel.

Juries are also used as auditions for the following semesters. The jury performance is the basis for assessing students’ cumulative musical progress throughout the semester. This assessment data is the primary factor in assigning chair placement in future ensembles, which is typically announced the week after juries conclude. At any time during the semester, students may “challenge” the student in the chair above them for their seat (for example, the third cellist may challenge the second cellist). More details about Challenges will be provided in class. The Director also reserves the right to change chair placements at any time for any reason.

A small number of seniors may elect to complete one of the following projects in place of the Spring semester final jury exam with the direct approval and guidance of the Instrumental Music Director. These projects WILL demand more time commitment, but will be much more rewarding upon completion, especially for students who wish to study music seriously in college.

1. Conducting a group in a Spring Concert (must approve by fall semester jury)
2. Solo performance with accompaniment by piano, Symphonic Band, or Advanced Orchestra in concert (must approve repertoire by November 1; prepare solo portion of repertoire for jury)
3. Composition, 3.5 to 5 minutes, to be performed by Symphonic Band/Advanced Orchestra/Percussion Ensemble (must present draft of compositional ideas to Director by November 1 and be responsive to input and suggestions; complete composition by fall semester in addition to jury performance, to allow time for rehearsal and further editing as necessary during the Spring semester)

CLASSROOM RULES

- All school rules and dress codes apply
- Do not talk or play while the teacher is talking

- No gum, food, or drinks in the music room (water in a bottle that closes is permitted)
- No running or horseplay in the music room
- Be careful of all musical instruments and equipment

CONSEQUENCES

- Verbal warning
- Loss of participation points

- Detention/Referral
- Removal from Class

REHEARSAL SCHEDULE – FALL 2016 (SEPTEMBER – NOVEMBER)

**Mondays (visual), Tuesdays (music),
Thursdays (ensemble) – 3:15pm to 7pm**

Wednesdays (guard) – 5pm to 8pm

“Super Saturday” – 9am to 9pm (09/24)

Allow time before rehearsal to get all required equipment and to be able to travel to desired practice area.

These times may be adjusted due to change of schedule (minimum day, student free day, etc.). In order to maintain the high level of performance excellence, we must have full attendance at all rehearsals. Please make every attempt to schedule around rehearsals and performances, as our success is dependent on everyone being there.

PERFORMANCE SCHEDULE – 2016 – 2017 (tentative)

Dates and times subject to change; visit website for updated information:

<http://www.lqaztecmusic.com/wordpress/calendar/>

WEBSITE RESOURCES

La Quinta High School Home Page (www.laquintahts.org)

La Quinta High School Music Department Page (www.lqaztecmusic.com)

Western Band Association (WBA) (<http://www.westernbands.org>)

California State Band Championships (CSBC) (<http://csbc.compsuite.io>)

Southern California School Band and Orchestra Association (www.scsboa.org)

Metronome Online (www.metronomeonline.com)

