

NPA Band Handbook

Volume 5

School Year 2019-2020

Special points of interest:

- Grading criteria
- Course overviews
- Required concerts

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FINE ARTS CORE PRINCIPLES REGARDING CURRICULUM, ASSESSMENT AND RESOURCES

All students deserve quality arts learning in dance, music, theatre, or visual arts.

- A comprehensive arts education curriculum uses culturally and linguistically responsive **pedagogy** that maximizes learning in and through the visual and performing arts, actively accesses and develops student voice, and provides opportunities for leadership for every group of students.
- A **challenging and relevant curriculum** engages every group of students in comprehensive, well-articulated

and age appropriate visual and performing arts curriculum that also purposefully builds a full range of vocabulary, literacy, and other content area skills. The curriculum is cognitively complex, coherent, relevant, and challenging.

- **High quality instructional resources** provide and utilize high quality standards-aligned materials that provide each group of students with equitable access to core curriculum and academic language in the classroom, school and community.

- **Valid and comprehensive assessment** is designed to promote reflective practice and data-driven planning to enhance academic and real world outcomes for each specific student.

Arts Cyber conference,
"Learning in the Arts"
Core Principles, October
18, 2006

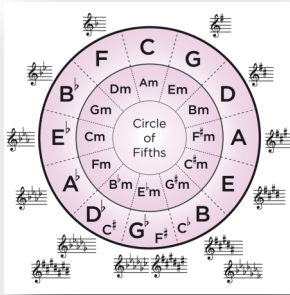
Course Overview

Jazz Bands

Students can only be placed in these groups by audition **and** permission of the band director. The jazz ensembles focus on the performance of jazz, blues styles as well as the application of music

theory through improvisation. The music is difficult and requires highly motivated participants. Students must maintain a 85% or better higher mastery on all playing tests and attend all required

concerts. Students who do not maintain the highest levels of musicianship may be invited to play in more appropriate band setting for their skill-set.



“Being good at whatever we want to do is among the deepest sources of fulfillment we will ever know.”

“Talent is Overrated” by Geoff Colvin



Course Descriptions (cont.)

Honor Band/Orchestra

This group is for students who have developed the high level of proficiency on their instrument. Students can only be placed in this group by audition or permission of the band director. The ensemble will perform several times throughout the year. Members of this group will be offered the opportunity to compete individually in regional/state competitions and solo and ensemble festivals. Private lessons are recommended for students in this ensemble. Class performances are mandatory. Regular practice is required. 85% - 90% mastery on all playing tests is expected from members of this group. Chamber is now a capstone class for any senior who may use the class as a core elective. Certain requisites are required.

Symphonic Band Members of this group must have at least one year of experience on their current instrument. One of the purposes of Concert Band is to provide its members with the training and development necessary for future membership in the Chamber ensemble or Jazz Band. Members of this group will be offered the opportunity to compete in regional or state competitions and solo and ensemble festivals. Private lessons are recommended for students in this ensemble. Class performances are mandatory. Regular practice is required.

Beginning Band

Is for students who would like to learn how to play a musical instrument in a band setting. The purpose of Beginning Band is to provide its members with the training and development

necessary for future membership in Concert or Symphonic Honors Band. Members of this group will learn the groundwork for music mastery on a typical band instrument. Private lessons are recommended for students in this ensemble.

All performances are mandatory. Regular practice is required. Auditions are not necessary for this group but the band director reserves the right to limit the size or participation on some instruments. Beginners who have played one year in another school in a “beginning band” will be considered section leaders and helpers for beginners.

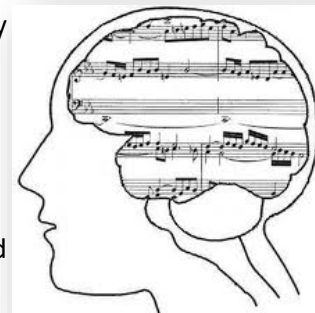
Pep Band

If there is an interest and appropriate instrumentation, an NPA pep band will form to play at home

Overarching Objectives: All groups

Students in instrumental music (band) will:

- Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.
 - Unique and specific to developmental skill sets in each band.
- Create music using a variety of sound and notational sources.
- Be able to respond to music and music performances through critical analysis.
- Understand global, interdisciplinary, and 21st century connections with music.
- Dialog and write about music, musical experiences, composers, styles, and issues involving music and other art forms.



Grading Criteria

Class Participation/Homework :

- Class Preparation - Student has all necessary materials for class. Necessary materials are defined as: a working instrument, reeds or mouthpiece, **pencil**, music. Students receive a grade called TOT for this category.
- **Time on Task.**
- Engagement with Lesson - Student asks relevant questions in class and actively participates in all activities. A part of TOT.
- **Practice is required for all band members. There are no PR's for all bands except beginning band this year. Upper bands are required to complete 4 (four) recording assignments per year which will demonstrate knowledge of scales, etudes and rhythm.**
- Homework assignments are a graded component of the class. Homework takes many forms . The most

common homework will be the Sight Reading Factory.

- After school or lunchtime sectional rehearsals may be a component of grading. There will be up to two per semester.

Playing, Theory, Writing:

- Students will be assessed on the performance of musical selections or etudes.
- Students will be assessed on the performance of scales.
- Students will be assessed on their applications of music theory in both playing and written formats.
- Writing assignments will be a regular component of class.

Performance Attendance:

- All scheduled performances are required of students with no exceptions.
- An evaluation follows each concert .
- **Concert attendance includes the observance of**

all performing groups at the same concert

- Concert etiquette is a component of the concert attendance grade. Students who disrupt the audience experience either by excessive talking or movement will lose points from the performance grades.
- Emergency situations, (such as illness, injury, family emergencies, etc.) will be taken into consideration in the event of an absence for a concert. Absences due to conflicts in calendar- ing oversights **are not excused.**
- Punch Cards have been issued to all upper grade bands. Students are to attend 5 events total: 3 school music or art events, 1 community event, and 1 non participant sport event. The completed card is worth 10 points on the final exam.

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“The best performers set goals that are not about the outcome but about the process of reaching the outcome.”

“Talent is Overrated” by
Geoff Colvin



Music at the Peak of Performance

Concert Attire

There is a required concert “uniform” for all NPA band members.

- Adv. Jazz Band – black bow tie (formal), cummerbund, black dress shoes with black socks
- Beginning Jazz and bands—Band tshirt, black pants, assigned shoed.
- Honor band – all black attire (black top, black bottom, black shoes) In the event of a competition, chamber will be asked to purchase a formal uniform black.
- Symphonic Band – Black slacks or skirt, Band tshirt, black shoes
- Beginning Band – Same as symphonic band.

Supplies Needed

- At least two sharpened pencils. Pencils are to be used for all assignments, musical markings, etc. At no time should you mark any music in pen
- Loose-leaf notebook space for all assignments, papers, etc. This may be shared with other classes.
- Music folder, including all sheet music/method books assigned
- Your instrument, including all of its required parts and accessories
- All equipment necessary to perform on and properly maintain your instrument
- Percussion students are required to own or rent their own bells sets and must own each of the following mallets: drum sticks, bell mallets (plastic), xylophone mallet (soft felt), and tympani mallets as needed.

General Rules and Procedures

The following are general rules and procedures for the band classes at Northland Prep:

- All NPA school rules and guidelines apply during class and at all after school rehearsals or performances
- Come to class prepared and ready to work
- You are considered late if you are not in your seat and prepared for class two minutes after the tardy bell
- Do not play on an instrument that does not belong to you or is not your primary instrument (this includes percussion equipment and keyboard instruments)
- Show respect toward yourself, your peers, the band room and the director at all times

Performance Dates 2019-2020

- Please refer to the school calendar for performance dates.
- Jazz bands will have additional dates which will be notified 3 weeks prior to the event.
- Bands will be involved in AMEA large group festival performances in February and April.

Concerts begin at 6:30 Pm. **Additional required performances or rehearsals may be scheduled during the course of the school year.**