

**The Bromfield School - Music Department**  
**Wind Ensemble - Syllabus**

**General Description:**

This course is open to all students who have a desire to perform and learn about music. The Wind Ensemble presents a variety of approaches to the study of music, designed to teach both music literacy, and a perception of the expressiveness and uniqueness of music. Music literacy skills (music reading, instrumental technique, tone production) are developed and refined each year. In this course, the performing arts engage the imagination, foster flexible ways of thinking and problem solving, develop disciplined effort, and build self-confidence. These are lifetime activities, which should enhance the quality of student lives long after high school. To enroll in Wind Ensemble, student members must play a woodwind, brass, or percussion instrument or show a willingness to learn an instrument by spending extra time through individual or group lessons. These lessons may be scheduled with the teacher or by taking private lessons from such programs as the Artist-in-Residence Lesson Program at Bromfield or the Indian Hill program in Littleton. This organization is primarily performance-based. Further learning occurs in the participation of concerts and attendance of concert events.

The course offers the student the opportunity to continue development in the following areas: tone production, music literacy, critical listening, expression, ensemble, communication, auditory perception, and self-discipline. Students will have the opportunity to perform high quality wind ensemble literature at in-school concerts and to perform and compete at regional, state and district festivals. Students will also be exposed to professional performers including live performances in and out of school and audio and video recordings. Music is chosen based on the ensemble's abilities and concert themes, composers, time periods or styles being studied and time allowed for preparation. The major goals of the Wind Ensemble are geared toward the individual development of each student. It is the intention of this program to help each student acquire knowledge, understanding, and appreciation of the musical accomplishments of civilization as well as to develop skills for self-expression.

**Outcomes:**

- Development of knowledge and appreciation of the performing arts.
- Development of aesthetic judgments and the ability to apply them to artistic works.
- Ability to use cultural resources of performing arts groups.
- Ability to produce and perform musical works.
- Acquire a knowledge of the materials, media, and history of music.
- Understand the diversity of cultural heritage.

- Provide opportunities for positive social interaction.
- Help all participants to develop a positive feel of self-worth.
- Students involved in the Music Program are expected to:
  - a. respect others, property, the learning environment, and him/herself in language, action, and dress.
  - b. exhibit honesty, integrity, self-control, responsibility, trust, concern for the well-being of others and oneself, and a striving toward excellence.
  - c. demonstrate consistency and purpose in his/her focus upon personal growth through the privilege of public education.

**Student Expectations:** It is expected that all students in Wind Ensemble will:

- A. Be present and on time for all rehearsals.
- B. Come to all rehearsals prepared with instrument, music, a pencil and related equipment.
- C. Use their own instruments or a school instrument that has been assigned to the student.
- D. Respect others and the facilities.

- E. Keep school property (books, music, instruments, equipment, etc.) in good condition.
- F. Participate and contribute in rehearsals and performances.
- G. Learn their individual music and be a contributing member of the ensemble.
- H. Attend all required performances.

**Additional Offerings:** Other musical opportunities for Wind Ensemble students include the following:

CHORUS	STAGE BAND	OTHER OUTSIDE MUSICAL GROUPS
BRASS ENSEMBLE	CENTRAL DISTRICT MUSIC FESTIVAL	(at director's discretion)
WOODWIND ENSEMBLE	MASSACHUSETTS ALL-STATE MUSIC	WRITING PROGRAM NOTES
PERCUSSION ENSEMBLE	FESTIVAL	SOLO/SMALL ENSEMBLE RECITAL
MUSICAL	NEW ENGLAND MUSIC FESTIVAL	CHORAL ACCOMPANIST
PRIVATE LESSONS	JOHN PHILIP SOUSA HONORS BAND	STUDENT OFFICER

**Assessment:** A Students Grade Will Be Based On The Following:

1. **INDIVIDUAL PRACTICE AND PREPARATION:** Recommended minimum of 30 minutes per day at home (5 days a week). Evaluated constantly at rehearsals, sectional etc. Students will be asked to be responsible for **musical terms, scales and/or rudiments.** Please consult the Music Performance Handbook for required terms, scales and rudiments. **40% of TOTAL**
2. **ATTITUDE, PARTICIPATION AND COOPERATIVE SPIRIT:** rehearsal skills, enthusiasm, dedication, pride, positive leadership, effort and intensity, promptness, organizational skills. **35% of TOTAL**
3. **CONCERT ATTENDANCE:** All School Rehearsals, Concerts and other performances, Sectional rehearsals, etc. Ensemble playing is dependent on team rehearsals with all players present. Students wishing extra help in addition to sectionals may meet with staff or section leaders as needed. The rehearsal is where we learn to make music (ART) TOGETHER!!! Performances at major concerts will be treated as final test grades for the appropriate marking periods. **25% of TOTAL**

4. **EXTRA HELP, EFFORT, OR SERVICES:** Students who seek extra help for self improvement, or who voluntarily perform extra jobs necessary for successful music ensemble operation may be given extra credit at the discretion of the music staff. In addition, students who perform in small chamber groups, combos, solo recitals, or compose original music or arrangements may receive additional credit toward their grade in band. **20% extra credit**

**Rehearsal Behavior:** Students are expected to exhibit proper rehearsal behavior including the following:

- A. Listening (no talking) when the teacher is talking or another student is responding or asking a question.
- B. Exhibit good posture - feet on the floor, no legs crossed, back straight, sitting up tall when playing.
- C. No gum chewing or eating during rehearsal.
- D. When in wind ensemble rehearsal, a student will do wind ensemble work (not work from another class)

**Grading:** Grades will be based on the criteria listed in the Assessment section. Students may earn extra credit for extra work. Extra credit examples: Private instrumental lessons, outside band activities related to their primary instrument, attending a concert. Students must report extra credit options to the teacher and points will be given at the discretion of the teacher.

**Performances:** A student is expected to be at all performances of the ensemble. If a student has prior obligations on a performance date he or she must give the teacher a written letter, with a parent or guardian's signature, describing the event they will be missing and why it is necessary at **least one week in advance**. Excusal of the event will be given by the discretion of the teacher. If a student is sick or has a family emergency that wasn't pre-planned, they must give the teacher a written letter with a parent or guardian's signature as **soon after the event as possible**. **Unexcused absences will result in the lowering of that student's grade.**

**Performance Dress:** Students are responsible for obtaining the following for the concert performances:

Women-White blouse, black trousers or long skirt, black shoes.

Men-White button down shirt, black bow tie, black trousers, black shoes and socks.

**Discipline:** If any discipline issues arise in class, they will be handled by following the hierarchy listed below:

- A. Student warning
- B. After class discussion
- C. Formal teacher-student conference
- D. Parent phone contact
- E. Administrative referral
- F. Parent-student-teacher-administrator conference

**Music Selections:** Music will be chosen from, but not limited to, this list:

**WIND ENSEMBLE SHEET MUSIC CYCLE 5:**

- Bach, Johann Sebastian/arr. Moehlmann 1685-1750  
Prelude and Fugue in g minor
- Copland, Aaron/arr. Merlin Patterson 1900-1990  
Down a Country Lane
- Davis, Albert Oliver  
Rhenish Folk Festival
- Fischer, J.C.F./arr. Keith Wilson  
Le Journal du Printemps
- Fucik, Julius 1872-1916  
Entry of the Gladiators (Thunder and Blazes)
- Grainger, Percy Aldridge 1882-1961  
Colonial Song
- Grainger, Percy Aldridge 1882-1961  
Country Gardens
- Khachaturian, Aram/arr. Ralph Satz 1903-1978  
Armenian Dances #2
- Leemans, Pierre/arr. Charles Wiley

- Marche des Parachutistes Belges
- Mendelssohn, Felix  
Overture for Band
- Mozart, Wolfgang Amadeus/arr. Boyd 1756-1791  
'Alleluia' from "Exultate jubilate"
- Rhoads, William  
Brazilian Folk Dance Suite
- Sousa, John Philip/arr. Frank Byrne 1854-1932  
High School Cadets - Sam Fox
- Sousa, John Philip/arr. Keith Brion 1854-1932  
Stars and Stripes Forever - Sam Fox
- Sousa, John Philip/arr. Frederick Fennell 1854-1932  
The Washington Post - Sam Fox
- Traditional/arr. Mark Hamilton  
Hongal
- Wagner, Richard  
Trauersinfonie
- Williams, Clifton  
Symphonic Dances No. 3 "La Fiesta"

**CONCERT SCHEDULE:** Consult Master Calendar Online

<b>August - October, 2009</b>	<b>- PREPARATION FOR AUTUMN CONCERT</b>	<b>October 15, 2009</b>	<b>C Day</b>
<b>October - December, 2009</b>	<b>- PREPARATION FOR WINTER CONCERT</b>	<b>December 15, 2009</b>	<b>G Day</b>
<b>January - April, 2010</b>	<b>- PREPARATION FOR SPRING CONCERT</b>	<b>April 15, 2010</b>	<b>C Day</b>
<b>April - May, 2010</b>	<b>- PREPARATION FOR MEMORIAL EXERCISES</b>	<b>May 28, 2010</b>	<b>A Day</b>
<b>May - June, 2010</b>	<b>- SIGHT-READING, PREPARATION FOR RECITALS</b>	<b>June 10, 2010</b>	<b>B Day</b>

*This is the best estimate that we have for performances as of 9/1/2009. Dates and information are subject to change.*