

Concert Band 8: Year at a Glance

September	October	November	December	January	February	March	April	May	June
Introduction & Community Building	Concert Review Assignment: Discussed and distributed – due Jan and May	Remembrance Day Ceremony	Seniors Centre Performance	Rounds: Group Composition	BandFest	Name Song: Individual Composition	Spring Showcase	Individual Test	Year-End Concert
Soundscapes: Group Composition	Quartets: Groups assigned; test requirements established as a class	Quartet Rehearsal and Test	Winter Concert	Concert Review 1	Theory Unit 3	Duet Test	Reflective Journal 4	Concert Review 2	Reflective Journal 5
Reflective Journal: Assigned	Theory Unit 1 Reflective Journal 1	Theory Unit 2	Reflective Journal 2		Reflective Journal 3				

Each new element of this course will build on the last, and therefore it is necessary to ensure that students are ready to progress to the next stage. This will be aided by the fact that many of the concepts we learn will be highlighted in class repertoire, and students will have many opportunities to practice skills, both new and familiar. We will have tests, but the goal is mastery, not an isolated judgement of ability to perform under pressure. Students may re-write or re-play tests if they demonstrate interest in working with feedback and developing their skills.

Performances: Remembrance Day Ceremony, Winter Concert, Senior’s Centre, Spring Showcase, Year-End Concert

- Performances are the culmination of rehearsals but also a place to celebrate music with friends, family, and the community. Each concert will be treated as such, and student involvement in the repertoire will be a component in developing ownership, responsibility, and a sense of community
- Students are encouraged to work with their quartet group and/or duet partner to perform at the Spring Showcase
- Students are encouraged to select a composition (group round or individual name song) to perform at the Year-End Concert

Playing tests: Fall quartet test; spring duet test; end-of-year individual test

- Requirements will be discussed as a class – it will be very clear to students how they can be successful (and why the elements being assessed are important!) All playing tests will be used as summative assessment but have a formative nature. The goal of all playing tests is to provide an opportunity for students to receive significant feedback on their progress. Students may re-take any playing test, however if they are re-taking the Quartet or Duet material, they will perform individually (one-on-one is perfectly fine) unless other group members also wish to re-test. Students will therefore have the opportunity to receive feedback, address specific areas, and then perform again for more feedback.
- Fall Quartet: Groups are pre-assigned; technique checklist (posture, correct fingering, etc.); performance etiquette and maintaining individual parts when playing with others
- Spring Duet: Pairs are pre-assigned; technical success; attentiveness to duet partner (blend/balance)
- Year-End Individual: Musicality – attention to elements of expression

Periodic Assignments: Composition (as, for), playing tests (of), theory tests (of)

- Soundscapes: Groups of 5; composition using at least 5 different sounds that work together to create an impression of a specific soundscape; to be performed for the class
- Rounds: Groups of 5; composition of 4-bar melody with lyrics that works as a round; to be performed for the class
- Name Song: Individual or in pairs (if in pairs, must incorporate both names); composition of 8-bar melody (minimum – 12 bars min if composing in pairs) with lyrics that uses the letter/note chart (select notes that spell out his/her name) as the foundation of the melody; use at least three note durations (ex. half, quarter, and eighth notes)
- Theory Units: Establishing foundational knowledge using repertoire and elements needed for composition assignments; some theory quizzes, but students may write again (different test on the same topic) as many times as needed since the goal is mastery

Ongoing Assignments: Performance and audience etiquette (for), concert reviews (as, for), reflective journal (for)

- Performance and audience etiquette
 - Checklist for self-assessment of personal audience and performance etiquette – class discussion of guidelines; distributed for concert review assignment and before each concert
- Concert Reviews: One school concert and one performance outside the school (concert, musical, etc.)
 - Specific questions to answer (who, what, where, when, why, etc.)
 - Etiquette checklist – for self and performers (including space for commentary)
- Reflective Journal: 5 entries; may be produced using a variety of media; must have one written and one video – the other three may be any format (cartoon, interview, etc.)
 - 1: Where am I now? Where do I imagine I can go from here? What are my goals for the year? How can Ms. Sidaway-Wolf help me with my goals?
 - 2: Why did we perform for seniors? What was something I liked or that surprised me about sharing music there? What went really well at the Winter Concert? What could have gone better?
 - 3: What did I learn at BandFest? How did the round composition help me grow as a musician? What do I still want to learn about composing?
 - 4: What is something in composing that I did but thought I wouldn't be able to? What are my goals for the individual playing test and the Year-End Concert?
 - 5: Look back at previous journal entries – especially the first. How did I do at meeting my personal goals?