Woodstock Band

Course Overview: Band is a semester course designed to explore and perform engaging and challenging music of a variety of styles. This ensemble is the core of the instrumental music program. The group performs throughout the year, in physical and virtual settings at school, throughout the community, and beyond. Students are also encouraged in opportunities to participate in music individually, beyond those they are involved in as a member of the group.

Activities: What will we be doing in this course? The work done by students in Woodstock Band will support the following music making opportunities, while considering weather and health restrictions.
- Preparation for Fall/Winter formal performances.
- School assembly performances.
- Introductory unit in composition.
- Winter parade preparation and performance
- Preparation for Spring formal performances.
- Review and final unit in composition.
- Spring parade preparation and performance.
- End of year commencement preparation and performance.

Units of Study: What will we be learning about in this course? The conventional performance nature of the Woodstock Band course, as with any performance ensemble, offers students many opportunities in ongoing work in “Presenting Music” and “Responding to Music”. This will be done in Woodstock Band through group performance, individual performance assessments, planning and documenting practice and preparation, surveying written music, evaluating recorded and live music, and other activities continually planned in the Woodstock Band curriculum. Woodstock Band students will also engage in opportunities to work in “Creating Music”, occurring once in conjunction with activities planned near the beginning of the course, and twice more while working in compositional units of study later in the course.

Materials: Students are responsible for all hard copies of sheet music and text documents distributed during class. Students are required to check their school Email for communication from instructor between each class meeting. Students will also be required to access assignments digitally, with the notice of one class meeting by instructor. Students are or course also required to organize daily class access to the instrument(s) they play.

Classroom Expectations: A productive musician’s work ethic; and clear, timely communication are the most important and necessary attributes of successful membership in the WUHS Woodstock Band. Google Classroom and Email (via the wcsu.net domain) as well as JumpRope will be the primary means of communication for Woodstock Band. Members must be committed to doing their share to stay in communication about the ongoing course requirements.
**Anchor Standards:** This course offers students the opportunity to fulfill the WUHS Graduation Requirement in the Arts by assessing the knowledge and skills students develop and apply in the **National Core Arts Standards (NCAS)**, adopted by the **State of Vermont Agency of Education**. WUHS Woodstock Band students will individually have multiple opportunities to show proficiency in each of the **NCAS Education Standards: Creating, Presenting, and Responding**

**Content Standards:** This course builds and assesses student knowledge and skill through work in the **National Association for Music Education (NAfME)** standards, which align with the **National Core Arts Standards (NCAS)** in the following ways.

- **NCAS and NAfME “Create” - WUHS Woodstock Band Edition**
  Use musical and creative processes to conceive and develop musical ideas
  - **NAfME #1** - Generate musical ideas for various purposes and contexts.
  - **NAfME #2** - Select and develop musical ideas for defined purposes.
  - **NAfME #3** - Refine musical ideas to create musical work(s) that meet appropriate criteria.

- **NCAS and NAfME "Present" - WUHS Woodstock Band Edition**
  Demonstrate the ability to effectively interpret and share music with an audience
  - **NAfME #4** - Select musical works to present based on interest, knowledge, technical skill, and context.
  - **NAfME #5** - Evaluate and refine personal and ensemble performances, individually or collaboratively.
  - **NAfME #6** - Perform expressively, with appropriate interpretation and technical accuracy, in a manner appropriate to the audience and context.

- **NCAS and NAfME "Respond" - WUHS Woodstock Band Edition**
  Understand and evaluate how specific pieces of music convey meaning
  - **NAfME #7** - Analyze how the context of varied musical works inform a specific response or purpose.
  - **NAfME #8** - Support interpretations of music that reflect the creators’ or performers’ expressive intent.
  - **NAfME #9** - Evaluate musical works and performances based on analysis, interpretation, & established criteria.

- **NCAS Connecting**: Connect musical ideas and works of music with personal and external meaning
  - **Note: NAfME recognizes standards #10 and #11 as embedded into standards #1 through #9.**
  - **NAfME #10** - Synthesize and relate knowledge and personal experience to make music. Embedded: #1, #2, #6.
  - **NAfME #11** - Relate musical ideas and works with varied context to deepen understanding. Embedded: #3, #4, #7.

Submitted to WUHSMS administration in the 2016-2017 school year.
Assessment of Learning:
For information about assessment types, scoring, and overall grade calculation: [click here](#).

Assessment Scoring Examples for Woodstock Band

<table>
<thead>
<tr>
<th>“Create Music”</th>
<th>NC, NC, NC</th>
<th>C, C+, B-</th>
<th>B, B+</th>
<th>A-, A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0, 1.3, 1.7</td>
<td>2.0, 2.3, 2.7</td>
<td>3.0, 3.3</td>
<td>3.7, 4.0</td>
</tr>
</tbody>
</table>

Achievement Goals

**Beginning**
- Generate, develop, refine, and share musical ideas; meeting specific technical and stylistic criteria, showing that...
  - Musical ideas have been notated as a sketch or draft, in some attempt to share with others; and the compositional process documented to indicate some planning and/or feedback.

**Approaching**
- List multiple musical details with relevant performance outcomes and preparation strategies.

**Proficient**
- Categorize multiple musical details with relevant performance outcomes and preparation strategies.

**Distinguished**
- Develop a thorough evaluation of musical details and relevant performance outcomes, providing multiple preparation strategies for each.
Students perform music of grade appropriate difficulty level, showing:

<table>
<thead>
<tr>
<th>Quality Of Sound</th>
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<tbody>
<tr>
<td><strong>Tone Quality</strong>: Basic understanding of tone production, but often weak, inconsistent and/or distorted.</td>
<td><strong>Tone Quality</strong>: Good tone much of the time, yet inconsistent, somewhat distorted in more advanced situations.</td>
<td><strong>Tone Quality</strong>: Excellent tone most of the time, supported and controlled, with only infrequent and corrected lapses occurring in the most demanding situations.</td>
<td><strong>Tone Quality</strong>: Achieves superior tone quality that is supported, controlled and consistent, at all times, even in the most demanding passages and situations.</td>
</tr>
<tr>
<td>Intonation: Instrument being played somewhat in tune. Many passages in the music cause major problems which are seldom corrected.</td>
<td>Intonation: Instrument played in tune somewhat well, but more demanding passages are not. Some attempts are made to correct problems.</td>
<td>Intonation: Instrument played well in tune. Problems sometimes occur at extreme ranges and volumes, or demanding situations, however are often quickly corrected.</td>
<td>Intonation: Instrument played perfectly in tune. Ability to control tuning situations is well developed, shown in even the most difficult situations.</td>
</tr>
<tr>
<td><strong>Technique</strong></td>
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<tr>
<td><strong>Note Accuracy</strong>: Accurate at times in simple passages, though problems often occur.</td>
<td><strong>Note Accuracy</strong>: Accurate much of the time, but problems frequently occur in more difficult and complex passages.</td>
<td><strong>Note Accuracy</strong>: Accuracy is excellent, lapses infrequent and quickly corrected, occurring only in the most difficult situations.</td>
<td><strong>Note Accuracy</strong>: Accuracy is superior, even in the most demanding passages.</td>
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<td><strong>Rhythmic Accuracy</strong>: Accurate sometimes, with problems often occurring. Tempo not often controlled.</td>
<td><strong>Rhythmic Accuracy</strong>: Accurate much of the time, but problems frequently occur in more difficult and complex passages. Tempo is often controlled but not consistently.</td>
<td><strong>Rhythmic Accuracy</strong>: Accuracy is excellent with lapses infrequent, occurring only in the most difficult situations. Tempo is consistently controlled.</td>
<td><strong>Rhythmic Accuracy</strong>: Accuracy is superior, even in the most demanding passages. Tempo controlled perfectly in all situations.</td>
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<td><strong>Expression</strong></td>
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<td><strong>Articulation</strong>: Attempts at specific Articulation are somewhat evident but lack consistency and clarity.</td>
<td><strong>Articulation</strong>: Articulation is clear much of the time, but lacks accuracy, consistency, and clarity.</td>
<td><strong>Articulation</strong>: Articulation is clear most of the time, but lacks consistency, accuracy, and clarity in challenging passages.</td>
<td><strong>Articulation</strong>: Outstanding and comprehensive articulation is demonstrated at all times, even in the most demanding situations.</td>
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<td><strong>Phrasing-Dynamics</strong>: Mechanical phrasing with little ability in expression beyond technical aspects. Some attempts at altering dynamics but with limited range.</td>
<td><strong>Phrasing-Dynamics</strong>: Basic phrasing which is not always natural, or is often driven by technical or mechanical aspects. Successful use of basic dynamic contrast, though limited in range or control.</td>
<td><strong>Phrasing-Dynamics</strong>: Thorough and natural phrasing most of the time. Frequent demonstration of expression beyond technical and mechanical aspects. Clear use of dynamic range, with only the most challenging situations presenting a lack of control.</td>
<td><strong>Phrasing-Dynamics</strong>: Thorough and natural phrasing at all times. Superior demonstration of expression uninhibited by technical and mechanical aspects. Superior dynamic range with excellent control at all levels.</td>
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“Present via Perform/Evaluate”  
Concise Rubric  
NC, NC, NC  
1.0, 1.3, 1.7  
C, C+, B-  
2.0, 2.3, 2.7  
B, B+  
3.0, 3.3  
A-, A  
3.7, 4.0  

Students perform music of grade appropriate difficulty level, showing:

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<td>Fair/Inconsistent</td>
<td>Good/Much of the time</td>
<td>Excellent/Most of the time</td>
<td>Superior/All the time</td>
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<td><strong>Intonation:</strong></td>
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- **Quality Of Sound**
  - Tone Quality: Fair/Inconsistent, Good/Much of the time, Excellent/Most of the time, Superior/All the time
  - Intonation: Fair/Inconsistent, Good/Much of the time, Excellent/Most of the time, Superior/All the time
  - Technique: Fair/Inconsistent, Good/Much of the time, Excellent/Most of the time, Superior/All the time
  - Expression: Fair/Inconsistent, Good/Much of the time, Excellent/Most of the time, Superior/All the time
Communication:

How Do I Access Work from Home, and What Should I Expect?
- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom.
- If you have any questions, email your teacher.

How Do I Know What My Grades Are?
- On Summative Assessments, teachers will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments.
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope. Reminders to check grades will be sent from the school.
  - Communicating with your teacher if you are unclear.

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running. It will also be available in our Google Classroom.

How Do I See What’s Due?
- Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

How Do I See What’s Past Due?
- If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.

Schoolwide Procedures:
Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook.