

Symphonic Winds - Period 4

2024/2025



Instructor Information

Instructor	Email	Remind Course Information
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General information

Description

Symphonic Winds is an advanced course designed for wind students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

Expectations of Employability Skills

- **Communicate:** Effectively and respectfully communicate with teacher and peers.
- **Work Ethic:** Be productive while in class and complete required tasks.
- **Problem-Solve:** Utilize available resources to solve daily challenges.
- **Detail-oriented:** Submit work that has been reviewed and corrected for common mistakes.
- **Time Management:** Effectively budgets time with consideration of other obligations to ensure short- and long-term assignments are completed.

Classroom Rules

- No cell phones, earbuds, or electronic devices used during instructional time.
- Students should be respectful towards each other, themselves, and the instructor.
- Students should refrain from eating in the classroom (no food or drink except water).
- Students must not have a cell phone visible or use the device during class.
- Students must come to class prepared on time with all the necessary materials.
- Students are expected to have a desire in further developing strong musical skills and abilities with their instruments.
- Students are expected to practice at home in addition to during school hours.
- Additional expectations may be found in the LBHS Band Handbook.

Goals/Objectives

This course aims to cultivate advanced musical skills and a deeper appreciation for diverse musical genres among its students. This course is designed for students who demonstrate exceptional musical talent and a commitment to excellence.

The key objectives include:

- **Technical Proficiency:** Enhance students' technical abilities on their chosen instruments through advanced practice routines, performance techniques, and comprehensive musicianship.
- **Musical Literacy:** Develop a thorough understanding of music theory, notation, and history, enabling students to interpret and analyze complex musical pieces.
- **Performance Excellence:** Provide opportunities for solo and ensemble performances in a variety of settings, encouraging students to achieve high levels of artistic expression and stage presence.
- **Creative Expression:** Foster creativity through composition and improvisation exercises, allowing students to explore and develop their unique musical voices.
- **Collaboration and Leadership:** Promote teamwork and leadership skills by involving students in group projects, peer mentoring, and leadership roles within the band.
- **Critical Listening and Analysis:** Cultivate critical listening skills and the ability to provide constructive feedback, enabling students to evaluate musical performances critically and thoughtfully.
- **Community Engagement:** Encourage students to engage with the community through outreach programs, performances at local events, and collaboration with other arts organizations.
- **Lifelong Appreciation:** Instill a lifelong love and appreciation for music, encouraging students to pursue musical endeavors beyond high school.

Through these objectives, this course strives to develop well-rounded, accomplished musicians who are prepared for future musical opportunities and challenges.

Course materials

Required materials

- Paper
- Instruments (with ALL required accessories)
- Tuner (app or standard tuner)
- Metronome (app or standard metronome)
- Pencils
- *Foundations for Superior Performance* by Williams/King - Kjos Music*
- *101 Rhythmic Rest Patterns* by Grover C. Yaus - Alfred Publishing Co., Inc.*
 - *First-year students will receive a copy of each of these books to use for the duration of their time in the LBHS Band Program. If the student loses either book, he or she will be responsible for replacement costs.
- Ability to access Google Classroom

Required texts

- *Foundations for Superior Performance* by Williams/King - Kjos Music*
- *101 Rhythmic Rest Patterns* by Grover C. Yaus - Alfred Publishing Co., Inc.*

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Grade Policy

Total Points

In this course, we will be utilizing a “total points” grading system. This means that each assignment/paper, quiz, project, or activity will be assigned a specific point value, and your final grade will be determined by the total number of points you earn throughout the semester. This approach offers simplicity and transparency, allowing you to easily track your progress and understand how each task contributes to your overall grade.

$$\frac{\text{Total Points Earned}}{\text{Total Points Possible}} = \text{Final Grade}$$

Category	Point Value
Active Engagement	30 points
Rehearsals	25 points
Individual Playing Tests & Quizzes	10 to 30 points
Written Assignments	25 to 50 points
Performances	100

Make Up Work

Completion Deadline

In accordance with our school policy, students are expected to submit assignments by the designated due dates. However, we understand that unforeseen circumstances may arise that could hinder the timely completion of work. It is the STUDENT’s responsibility to collect any missed work. Per county policy, a student will have two days to make up work from one absence. Students with an excused absence will not incur a deduction in points within this timeframe but unexcused students may have up to 30% deducted. **Late submissions will not be accepted past three weeks from the original due date at the discretion of the teacher and with possible point deductions.** Students need to communicate any difficulties they encounter in meeting deadlines with their teachers as soon as possible. This policy aims to foster responsibility and accountability while still providing students with the opportunity to demonstrate their learning and mastery of course material.

Test Repair

At our school, we believe in the importance of continuous learning and improvement. Therefore, all students are provided with the opportunity to make test repairs following their initial assessment. This policy allows students to reflect on their performance, identify areas for improvement, and strive for mastery of course content. It's essential to note that this opportunity is not extended to essays or projects that involve rough drafts or progress checkpoints, as these assignments already provide ample opportunity for revision and feedback. Students have one week from the date of receiving their graded test to initiate the repair process. Repair sessions may be scheduled before or after school, but not during regular class time. Additionally, students have the option to complete their repairs under the supervision of a proctor in the media center during tutoring sessions. Upon successful completion of the repair, students will earn points at the discretion of the teacher. This provides a tangible incentive for engagement in the improvement process and reinforces the value of ongoing learning and growth.

Attendance

Attendance is vital for student success and engagement in our learning community. As per our school policy, students are expected to attend all classes regularly and punctually. In the event of unavoidable absences, it is the responsibility of the student and their guardians to notify the school promptly. **Students who miss more than 20% of instruction will be prohibited from participating in school events such as extracurricular activities i.e., homecoming, prom, athletics, band, ROTC, theatre, and chorus.** Research has shown that 10% or more of instructional time missed by students (Pre-K to grade 12) is an early warning indicator for possible academic struggles; this measure is used to define chronic absenteeism nationwide. Florida Statute 1003.24 and School Board Policy 5200.

After the first seven days of absences, a letter will be issued to the student and their parent/guardian as a reminder of the importance of consistent attendance. This communication serves to encourage students to prioritize their education and take proactive steps to address any barriers to attendance they may be facing.

Should a student accumulate ten or more days of absences, a second letter will be issued, emphasizing the need for immediate action to improve attendance, the need for documentation, and the potential consequences of continued absenteeism.

***Please note that for AICE and AP courses, a student who misses more than 20% of period attendance will be responsible for the cost of the assessment and possible removal from the class.**

Furthermore, it is crucial to note that excessive unexcused absences will result in a significant impact on academic performance. Any assignments or assessments missed during unexcused absences will incur a penalty of up to 30% off their grade. This policy underscores the importance of regular attendance and emphasizes the correlation between consistent attendance and academic success. It is our collective responsibility to support students in maintaining attendance habits that foster their learning and development.

Your attendance during class and at performances directly affects your grade. Band is a participation/performance-based course. Attendance is mandatory to all rehearsals and performances unless otherwise noted. All scheduled performances will be posted on the band's calendar and website.

- Excused Absences Include:
- Extreme personal illness with Doctor's Note (or absence from school)
- Family Health emergencies verified by family
- Approved Academic conflicts
- Required Religious observances (with notice)
- Extra-Curricular School conflicts approved by director in advance.

Communication with the director is crucial when a conflict resulting from an absence is known. The director should know about any conflicts at least TWO weeks before the event in question. The best method of communication would be via e-mail or phone contact, preferably by the parent or guardian of the student. Absences that are excused will be subject to a make-up assignment. Note: Even if the director is informed about the conflict with ample time, it does not guarantee that the absence will be approved.

Tardy Policy: Being on time to classes and rehearsals is essential to your individual success AND the success of the ensemble. Tardies should be avoided whenever possible because missing ensemble members wastes precious rehearsal time. Students in this ensemble will be allowed a maximum of five (5) unexcused tardies (in accordance with LBHS policy) per 9 weeks (quarter). Unexcused tardies in excess of five in a quarter will place the student on probation for the following quarter. If the student exceeds five unexcused tardies while on probation, the student will be subject to loss of chair placement and/or other consequences as determined by the Director.

Classroom Policies and Procedures

Pass-Offs

Students will regularly be assigned excerpts to perform individually for the teacher. This performance is called a "pass-off." Depending on the difficulty of the excerpt, students will have between one and three days to pass it off. The time length is determined by the teacher, and if students do not pass off the excerpt within the given time limit, they will receive an "F" for that assignment. Exceptions will be made in the case of excused absences.

Performances

Symphonic Winds is a performance-based class. All performances are **required** events for **all** members of the ensemble. Missing even one performance will greatly affect your grade for the semester (see Grading Policy). Our performances are listed on the band calendar, found at www.bandsoflbhs.com.

Uniform

Jewelry is to be minimal. Moderate make-up may be worn for concerts. All decisions regarding appropriate "Concert Dress" are at the discretion of the Director.

Women: concert dress, black hose/stockings, and black closed-toe dress shoes.

Men: tuxedo pants, tuxedo shirt (with plain white shirt underneath), black bow tie, black cummerbund, black socks (higher than ankle length), black dress shoes, and tuxedo jacket.