

**Duke Ellington School of the Arts
Ceremonial Parade Band
2011-12**

Course Syllabus

INTRODUCTION:

The Duke Ellington Ceremonial Parade Band is made up of students grade 9-12. The band performs at parades, festivals and competitions, as well as Duke Ellington school functions that require these services. The success of the ceremonial parade band relies on the commitment and attitude of each individual in the band. Every person in the band is a contributing member – when one person is missing, the whole band is affected. Ceremonial Parade band is aural and highly visual; everyone is in the spotlight. This band is hard work, a lot of repetitions, long hours, and can be very taxing on the physically and mentally. There will be some frustrating days, and there will be many fun days as well. The end result after all those long hours of practice makes it a rewarding experience when you perform your first show.

PHILOSOPHY:

Ceremonial Parade band is intended to foster teamwork, perseverance, time management, responsibility, commitment, pride and most of all, to have fun. The main goal is to grow as an individual and learn how to work together with others to achieve a common goal. For every little task we accomplish, it brings us closer to our goals. It is the process that we must go through in order for us to reach our goals and in turn become successful. Success is not measured by the amount of points you score or awards you receive; success is, the what you have gained through the experience you have encountered during the journey. Overcoming adversity and challenges will make you a stronger and better person.

REQUIREMENTS:

All students joining the Ceremonial Parade band must concurrently enroll in one of the following band classes (Wind Ensemble, Orchestra, Jazz Orchestra, and Concert Band) during the 2011-2012 school year.

EXPECTATIONS:

All students must be committed to the band. Because this is a performance oriented ensemble, rehearsals are very important to the success of the activity. Time management is a priority if you are in Ceremonial Parade band. Students must make time for rehearsals, performances, and more importantly, study time. If you manage your time well, you will be able to attend all rehearsal as well as keep your grades up. It takes self-discipline and perseverance as well as responsibility. Students should also have a personal organizer to help set up a “schedule of routine” to help assist with time management. Students must also follow directions given by the band director, advisors, and section leaders. Everyone must learn to work together as a team; everyone plays an important role in the ceremonial parade band. When someone is absent, it makes it hard for the rest of the group to rehearse and it will slow the progress of the band. This band requires intricate motion with music, in addition everyone is assigned an unique spot. Students must also practice the music as well as memorize all of the parade and show music. Every student is

accountable for knowing his or her music and drill. There will be periodic tests to check on the progress of each individual. Students should also bring pencils, music, instrument, and water to all rehearsals.

REHEARSALS:

Rehearsals will be held after school in the band room, gym, and sometimes at the school field.

Day and Time: TBA

PERFORMANCES:

Most of the bands performances will take place outside of the school walls. All students are expected to participate in **EVERY** performance. If you have a conflict that is not school related or excused by a parent/ guardian, you will not be excused for that performance.

CLASSROOM/FIELD RULES:

1. All school rules are in effect.
2. Only band students are allowed in the band room. Friends not part of the band must wait for you outside of rehearsal.
3. No swearing
4. No eating, drinking, or gum chewing anywhere in the band room, gym, this also includes the field during the rehearsals.
5. Always clean up after yourself, put your chair, stand, and instrument away properly.
6. Do not play with anybody else's instruments.
7. Respect for other people's property; do not "borrow" anything without asking for permission.
8. Students are to remain in uniform whenever they are in the public eye. This means shirts must be tucked in neatly, zippers and buttons fully closed. Exceptions will be made at the discretion of the band director.

CHAIN OF COMMAND:

Section leaders are select by the band director through auditions and recommendations. Keep in mind that the student leaders are human, as well as the band director; we will make mistakes. The following is a chart of the chain of command.

-BAND DIRECTOR

-ADULT ASSISTANTS

-SECTION LEADERS

GRADING:

Performances 40%

Rehearsal Attendance 45%

Music/Routine Memorization 15%

Attitude will be factored in for students who fall in the borderline areas.

Grading Scale:

91-100% A

81-91% B
71-80% C
61-70% D
60%-BELOW F

UNIFORMS: TBA

Student Information Sheet

Name:

Grade:

Instrument:

Department:

Address:

Number (Home or Cell):

Parents or Guardians Name:

Parents or Guardians Number (Home, Work, or Cell):

Grade	Tone Quality	Rhythm/Tempo	Rudiments/Technical Accuracy	Interpretation/Expression	Unexcused absences	Unexcused tardy
A to A-	In tune and distinct throughout with: accurate pitches, clear controlled tone, breath support, and correct bowing. Strong evidence of personal practice	All rhythms are performed accurately while performing at written metronome marking. Strong evidence of personal practice	Evidenced mastery of the music in performance of rhythm, melody, phrasing, articulation and intonation. Strong evidence of personal practice	Conveyed the theme and style of music with excellence; mood/dynamics very effective; maintained the integrity of the music as written. Strong evidence of personal practice	0 - 1	0 - 1
B+ to B-	In tune and nearly accurate throughout with pitches, controlled tone, breath support and correct bowing. Adequate evidence of personal practice	Most rhythms are performed accurately while performing at a given or altered metronome marking. Adequate evidence of personal practice	Evidenced near mastery in performance of rhythm, melody, phrasing, articulation and intonation. Adequate evidence of personal practice	Conveyed the theme and style of music most of the time; expresses mood and dynamics effectively most of the time; maintained the integrity of the music as written. Adequate evidence of personal practice	2	2-4
C+ to C-	Mostly in tune and accurate throughout with minor inconsistencies in one or two tonal components. Evidence of personal practice	The tempo is unsteady at times and some rhythms are inaccurate, not adhering to metronome marking. Evidence of personal practice	Evidenced some mastery of rhythm, melody, phrasing, articulation and intonation but performance is inconsistent. Evidence of personal practice	Somewhat conveyed the theme and style of music; limited development of music: dynamics, mood, style, and expression. Evidence of personal practice	3	5-7
D+ to D	Many pitches are played incorrectly and out of tune. Little evidence of personal practice	The tempo is noticeably faster or slower and the beat is inconsistent throughout. Little evidence of personal practice	Evidenced little or no mastery of rudiments/technique in performance. Little evidence of personal practice	Poor or no development of music; poor or no application of dynamics, mood, style, expression. Little evidence of personal practice	4	8 - 9
F	Unable to perform, completely unprepared. No evidence of personal practice	Unable to perform, completely unprepared. No evidence of personal practice	Unable to perform, completely unprepared. No evidence of personal practice	Unable to perform, completely unprepared. No evidence of personal practice	5 or more	10 or more

****MISSING A PERFORMANCE (UNEXCUSED) WILL RESULT IN FAILURE OF THE ADVISORY.**

****MISSING TWO OR MORE PERFORMANCES (UNEXCUSED) WILL RESULT IN FAILURE OF THE CLASS**

I have received and read the Trumpet/ French Horn Studio Syllabus for the 2011/12 school year. I agree to meet all course requirements and objectives as listed in the syllabus.

STUDENT'S SIGNATURE DATE

PARENT'S SIGNATURE DATE

Please return this signed form to the teacher.