

**Duke Ellington School of the Arts**  
**Wind Ensemble/Concert Band**  
**Course Syllabus**

**Mission** – The mission of the Duke Ellington School of the Arts Wind Ensemble/Concert Band is to provide an environment that cultivates individual success.

**Beliefs:**

Ensure rigorous academic preparation  
Emphasize an inclusive, innovative school culture  
Enhance positive relationships  
Commit to lifelong learning  
Produce active, responsible citizens

**Instructors** - Mr. Kieron C. Irvine(Wind Ensemble) – irvine\_kieron@yahoo.com – 301-538-1757/ Mr. Dupor Georges(Concert Band) – 202-580-5201

**Class Description** - The Wind Ensemble class offers the most advanced concepts preparing students with the necessary skills to continue to advance in their musical abilities. Fundamental and advanced concepts of music are reviewed and reinforced. Various genres of music and cultures are studied and basic/advanced skills of interpretation, expression, and musicality are taught. Individual and ensemble performance is a required component of this course.

**Class Expectations** - Students are expected to participate fully in a directed music rehearsal for each class meeting. **This includes arriving on time and participating with instrument and music for every rehearsal!** Students are to have a pencil on their music stand and have available the appropriate accessories for their instruments. In addition, all students are expected to practice their instrument daily at home in preparation for class.

**Instructional Philosophy** – Students will experience a variety of teaching methods and experiences. Warm-up exercises are performed during each class period and vary by day. These exercises reinforce basic musical concepts as well as provide an introduction to new concepts. Warm-up exercises may include long tones, lip slurs, scales, technical and lyrical exercises, and rhythm studies. The class will continue with full group, small group, or individual music rehearsal as appropriate. Students will also experience a number of ear training and sight reading exercises on a regular basis.

### **Course Materials:**

1. Instrument
2. Instrument accessories (i.e. mutes, reeds, etc...)
3. Percussion instrumentalists must have a complete percussion kit to include pitch pipe and stick bag (hard and soft timpani mallets, concert drum sticks, soft and hard melodic instrument mallets, etc...)
4. Pencil and music folder

### **Course Requirements**

1. All rehearsals and performances are mandatory. This includes after school rehearsals in preparation for performances (work scheduling and extra-curricular activity conflicts will not be acceptable reasons to miss rehearsals).
2. Prepare music through a rigorous daily practice schedule.

### **Grading Procedures**

Students will be graded by:

1. Quality of class and homework assignments.
2. Evidence of a consistent daily practice schedule
3. Class attendance and promptness. Any absence must be supported by a note from home signed by a parent or legal guardian. Tardiness without a pass will affect the student's grade. Three unexcused tardy equal one unexcused absence. Five unexcused absences result in the failure of the course.
4. Rehearsal protocol
5. Class participation
6. Preparation for and quality of performances.
7. See attached grading rubric for further explanation.

### **Dress requirements for performances**

Students will not be allowed to perform and will receive a failing grade for the performance if they are not in the correct performance attire as indicated below.

- Male – black tailored suit (no saggy cuffs), white collared shirt, long matching black tie, black bow tie, black socks, black shine-able dress shoes
- Female – black T-length dress, skirt with white collared blouse with sleeves- ¾ length or longer, females who play instruments such as cello, guitar, bass clarinet must wear long skirts or full-flowing black dress culottes with white collared blouse with sleeves- ¾ length or longer, black/off black stockings and black dress shoes. No cleavage, bare midriff, bare shoulders (strapless or halter dresses). Any dresses with bare shoulders (with straps) must be covered with a cardigan or shawl. All jewelry worn for performance must be modest and conservative. No pants/pantsuits allowed. For additional information, please seek advice from the designated department female advisor.

### **Performance numerical Breakdown of Rubric**

20% Tone Quality

20% Rhythm/Tempo

20% Rudiments/Technical Accuracy

20% Interpretation/Expression

20% Scales (all Major, and all forms of Minor)

*Attendance and Behavior will affect the overall grade:*

### **Attendance**

Unexcused absences and tardy will affect the student's overall grade as listed in the rubric and community handbook. All performances and performance rehearsals are mandatory.

### **Behavior**

Every five demerits will reduce a student's performance grade by one letter (i.e. Performance grade =B+, student receives 10 demerits for the advisory, student's grade for the advisory = D+).

Demerits will be issued for but not limited to the following infractions:

Unauthorized talking/conversations

Eating food or chewing gum

Being disruptive to class

Demerits may be removed by completing extra-credit at the discretion of the director.

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

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

**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 Wind Ensemble Syllabus and agree to meet all course requirements and objectives as listed in the syllabus.

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STUDENT'S SIGNATURE DATE

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PARENT'S SIGNATURE DATE

Please return this signed form to the teacher.