

DESA Clarinet Ensemble
Grades 9 through 12
Course Syllabus

Course Overview:

Clarinet Ensemble is for clarinet instrumentalist. This course is designed to improve their skills as ensemble performers. Students will have a daily lesson emphasizing music literature from various periods of history. The ultimate goal of the Clarinet Ensemble course is for all students to perform at a high level while being exposed to various literatures thereby preparing them for their senior recital and college entrance auditions.

Specific objectives are as follows:

1. Correctly interpret and perform music literature according to historical timeframe or composer's intent.
2. Collaborate with other musicians to form cohesive ensemble music with attention to musical elements including tempo, balance, dynamics, phrasing, and interpretation.
3. Play a variety of repertoire, emphasizing all appropriate literature.
4. Develop sight-reading skills

Content Standards:

DCPS music content standards are basis for the core skills and concepts addressed in this course:

1. Undertake daily instrument technique exercises.
2. Learn to play through music notation and develop sight reading proficiency.
3. Develop proficiency in performing assorted etudes and compositions.
4. Learn to play a varied repertoire of music
5. Understand the history and culture of the instrument
6. Learn to improvise

Course Materials:

1. Instrument
2. Extra reeds, cork grease, clarinet swab, pad paper (this can be substituted with a dollar bill)
3. 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

The grade for each advisory will be based on the following areas:

Participation	40%
Practice and Application	50%
Assessments	40%

Participation [10%]:

Participation will count for **10%** of your overall grade and it will be graded daily out of **4 points**.

- Class attendance, promptness and participation. 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. **(1 pt.)**
- Materials: Instrument, instrument accessories (mouthpiece, reeds, valve oil, cork grease, etc.) **(1 pt.)**
- Music and Music Binder **(1 pt.)**
- Behavior (Rehearsal protocol) **(1 pt.)**

4 Points Total

Practice and Application [50%]:

Practice and Application will count for **50%** of your overall grade and it will be graded daily out of **10 points**.

- Quality of in class performance: Evidence of a consistent daily practice schedule. **(4 pts.)**
- Homework assignments: Preparation for and quality of performances. **(4 pts.)**
- Independent in class practice **(2 pts.)**

10 Points Total

Assessments [40%]:

Assessments will count for **40%** of your overall grade and each assessment will be graded out of 100 pts.

- Performances
- Play Tests

Dress requirements for performances

Students will not be allowed to perform and will receive a failing grade for the performance assessment 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, and black shine-able dress shoes.

Female – black full-flowing dress or long black skirt with white collared blouse, flesh tone stockings and black dress shoes. No cleavage, midriff, bare shoulders or pants/pant suits allowed. All jewelry worn for performance must be modest and conservative. For additional information, please seek advice from the designated female advisor.

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

Performance Breakdown of Rubric

Tone Quality
Rhythm/Tempo
Rudiments/Technical Accuracy
Interpretation/Expression
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

Issues with behavior will not be tolerated and will affect the student's overall grade. Examples are listed below:

- Unauthorized talking/conversations
- Eating food or chewing gum
- Being disruptive to class
- Using profanity
- Unauthorized use of cell phones

I have received and read the Clarinet Ensemble Course Syllabus for the 2016-17 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.