Objective

1. To offer music majors and minors both an experiential learning environment for their education training while also providing an essential outlet for continued performance growth. This course will also provide the musical inventory and vocabulary necessary for future music educators. Students will rehearse and perform quality literature representative of various music periods and styles.

2. To offer non-majors and minors the opportunity to continue their musical growth and educational enrichment outside their major subject area, a cornerstone of the Liberal Arts education.

3. To provide education, enrichment, entertainment and positive publicity for both campus and community.

Intellectual Perspective Credit: “Visual and Performing Intellectual Perspective

Those students completing four successive semesters of band may fulfill their VP credit requirement. These students must complete Intonation Charts (two per month) and Performance Journals 1 per ensemble performance, plus a research paper due by the completion of the fourth semester. A common topic is to research the history of your instrument, though your choice is not limited to this. Paper length: 5 – 8 pages, double-spaced, four sources (two only may be internet)

Responsibilities

Students must attend ALL scheduled performances on and off of campus as well as rehearsals and/or recording sessions. The Ensembles are no good with people missing and the group suffers as a result. Students must prepare their music outside of class so that the rehearsals maybe more effective. A majority of all music is accessible on-line (NAXOS, Spotify, YouTube). Students giving short-term (less than two months) excuses for missing performance will not be excused and the grade will be lowered. In the case of grave illness, appropriate confirmation must come from a doctor.

*It is a musician’s responsibility to be prepared, on task and on time for all rehearsals. I hold myself to the same standard.

Grading Policy/Criterion for Success

The grade for this class will be based upon Active participation, Attendance and Preparation. Class begins at 5:00 p.m. Students without class conflicts should be in their seats and warming up by 4:55 at the latest. The classroom is open for questions as they pertain to the acquisition of the musical material. With only two rehearsals per week it is imperative that we use our time effectively. Students, if called upon individually are responsible for their individual part

NON-MUSIC RELATED TALKING IS NOT AN OPTION AND WILL NOT BE TOLERATED!!

Grading will be calculated by Musical Performance analysis, Marching Movement Analysis, Attendance at all rehearsals and scheduled performances.

(See Evaluative Rubrics below)

Synthesis/Transfer – Majors will draw from their Music Theory and Labs, Instrumental Methods Classes, Pedagogies, and Conducting classes
Minors will draw from Studio Lessons, Music Theory and labs and prior or additional ensemble experience(s)
Non-Majors or Minors will draw from their past ensemble experience both at Westminster and from their High Schools plus any elective lessons or secondary ensemble experience

**Visual and Performing Arts Credit (MUS 401 V)**
Students enrolled for the “VP” credit must complete 2 Intonation Charts per month for February, March and April. Intonation Charts may be found on the bench outside of my office. **Concert Reflection 1 for Feb. 15 concert DUE BY MARCH 1. Concert Semester reflection (Reflection #2 due by Wednesday, May 8.** Reflect upon the growth and development of the band as a whole, and your individual development over the same period of time.

**Attendance Policy:** Students are given 2 points for each rehearsal attended, Late = 1 point, absent = 0 points. Unexcused absences will accumulate toward to lowering of a student's grade. Dr. Greig must be contacted prior to the absence to determine approval. **All students with lab conflicts must see the band secretary (attendance) who will make a note of the conflict.**

Questions not answered in class or additional help needed may be received by simply setting up a meeting with me. I am always interested in helping my students!!

[* on Monday’s I have to rush immediately to Pittsburgh for another rehearsal, so I am not available for questions at that time.*]

*On Wednesday, March 20, the Wind Ensemble will be rehearsing at 5:00 p.m. in Orr. Those not involved in the Wind Ensemble are to go to practice rooms to work on specific parts* 

**Symphonic Band Rubric:** Based upon video tape review of performances, individual and collective musical performance evaluation

**Music Performance Rubric, Symphonic Band**

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Accuracy</td>
<td>Performs all notes as written.</td>
<td>Performs with very few note mistakes.</td>
<td>Performs with several note mistakes.</td>
<td>Performs with many incorrect notes.</td>
</tr>
<tr>
<td>Rhythmic Accuracy</td>
<td>Performs all rhythms as written.</td>
<td>Performs with very few rhythmic mistakes.</td>
<td>Performs with several rhythmic mistakes.</td>
<td>Performs with many incorrect rhythms.</td>
</tr>
</tbody>
</table>

3 – 4 overall average = A
2.5 – 2.9 overall average = B
2 - 2.4 overall average = C
<table>
<thead>
<tr>
<th>Tone Quality</th>
<th>Performs with a full, mature sound.</th>
<th>Performs with a characteristic tone quality.</th>
<th>Approaches a characteristic tone quality.</th>
<th>Performs with an uncharacteristic tone quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musicality and Style</td>
<td>Performs in a musically appropriate style.</td>
<td>Performs in a musically appropriate style most of the time.</td>
<td>Performs in a musically appropriate style some of the time.</td>
<td>Does not perform in a musically appropriate style.</td>
</tr>
<tr>
<td>Intonation</td>
<td>Performs all notes in tune.</td>
<td>Performs most notes in tune.</td>
<td>Performs some notes in tune.</td>
<td>Performs consistently out of tune.</td>
</tr>
<tr>
<td>Phrasing</td>
<td>Consistently performs phrases with proper dynamics and breath control.</td>
<td>Performs most phrases with proper dynamics and breath control.</td>
<td>Performs phrases with inconsistent dynamics and breath control.</td>
<td>Performs phrases with little evidence of dynamics or breath control.</td>
</tr>
<tr>
<td>Playing Position</td>
<td>Performs with excellent head, body, hand, and feet placement.</td>
<td>Performs with acceptable head, body, hand, and feet placement.</td>
<td>Performs with inconsistent head, body, hand, and feet placement.</td>
<td>Performs with incorrect head, body, hand, and feet placement.</td>
</tr>
<tr>
<td>Tempo</td>
<td>Performs at best possible speed without deviation.</td>
<td>Performs at steady speed, but faster or slower than indicated.</td>
<td>Tempo is not always steady</td>
<td>Starts and stops many times</td>
</tr>
</tbody>
</table>

**Spring Performances**

Friday, February 15, 7:30 pm – Mid-Winter Concert, Joined by: South Side Beaver High School, Mr. Shawn Sisler

Friday, May 4, 7:30 pm – Combined Band Concert with Wind Ensemble

Please mark calendars accordingly