



Instrumental Music Curriculum Guide

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Forest Hills  
Central High School Instrumental Music  
Curriculum Goals

The learner/musician will become:

- **A LISTENER TO ALL KINDS OF MUSIC.**  
Listening is an interactive process involving music perception, cognition, analysis, and evaluation resulting in aesthetic awareness
  
- **A COMPOSER/ARRANGER.**  
Composition/arranging is a creative process which results in a product of organized sound designed to express feeling.
  
- **A PERFORMER.**  
Performing is a personal, experiential interaction with music through singing, playing, and moving. This experience can be alone or with others.
  
- **AN IMPROVISER.**  
Improvisation is the spontaneous creation of original music.
  
- **PROFICIENT USING THE FORMAL/CONSTRUCTIVE ELEMENTS OF MUSIC.**  
The formal/constructive elements of music are the theory, vocabulary, syntax, and symbolic representations of music.
  
- **KNOWLEDGEABLE OF THE HISTORICAL, SOCIAL, AND CULTURAL CONTEXT OF MUSIC.**  
The historical, social, and cultural context in which music is written provides insight into our culture and the culture of others, and, enlarges on the context in which a piece of music is created.

PART I:  
Forest Hills  
Central High Instrumental Music  
Curriculum Guide  
CLASSROOM EXPECTATIONS

**“GREAT POSTURE ENABLES GREAT BREATHING AND WHICH ENABLES  
GREAT PLAYING - JUST DO IT!”**

**“FOREST HILLS CENTRAL HIGH SCHOOL INSTRUMENTAL MUSIC  
ENSEMBLES DESERVE RESULTS, NOT EXCUSES”**

**“WE REHEARSE COLLECTIVELY TO ACHIEVE WHAT NONE OF US ARE  
ABLE TO ACCOMPLISH INDIVIDUALLY”**

- Be in your seat with your instrument (including sticks, mouthpieces, reeds, etc) and music ready four (4) minutes after the tardy bell. Rehearsal downbeat begins at this moment. During marching band, report directly to the warm-up block at the designated practice field.
- When the rehearsal begins, immediately cease playing and talking. Give your ATTENTION and EYES to the person on the podium. Strive to never miss a downbeat.
- Have and utilize a PENCIL at every rehearsal for the rest of your existence.
- Only practice on the days that you eat.
- Treat the opinions and abilities of each musician with the respect they demand.
- Prepare your INDIVIDUAL music and drill outside of class so the ENSEMBLE may excel during rehearsal. Ensemble success is predicated on the integrity of individual preparation.

**ALL WORK AND INTERACTION IN THE CENTRAL HIGH SCHOOL  
INSTRUMENTAL MUSIC ENSEMBLES IS BASED ON A MUTUAL  
UNDERSTANDING OF RESPECT AND TEAMWORK. Through collaboratively  
following these guidelines, we increase the potential for outstanding musical results!**

CONCERT BAND, SYMPHONIC BAND & WIND ENSEMBLE  
 PERCUSSION ENSEMBLE I & II  
 GRADING CRITERIA  
 SB/WE (Marching Band - Quarter I only)

YOUR QUARTER GRADE IS PREDICATED ON THE FOLLOWING:

Quarter 1:	(Marching Band - no Enrichment due Quarter I)	
	• Drill Evaluation	20%
	• Playing Test (s)/Memory Checks	25%
	• Marching Test	15%
	• Marching Band Rehearsal Attendance Drill Charts	45%
Quarter 2:		
	• Enrichment	10%
	• Rehearsal/Performance Reflections	20%
	• Playing Test (s)	30%
	• Final Exam/Project	20%
	• Concert/Rehearsal Attendance Positive Classroom Participation	20%
Quarter 3:		
	• Enrichment	10%
	• Rehearsal/Performance Reflections	30%
	• Playing Test (s)	40%
	• Concert/Rehearsal Attendance Positive Classroom Participation	20%
Quarter 4:		
	• Enrichment	10%
	• Rehearsal/Performance Reflections	20%
	• Playing Test (s)	30%
	• Final Exam/Project	20%
	• Concert/Rehearsal Attendance Positive Classroom Participation	20%

### DRILL EVALUATION

Every student must demonstrate complete mastery of drill as it relates to the music. This may be through presentation of materials, performance, or written tests. Tests may be given in groups or individually.

### MARCHING TESTS

Every student will be evaluated on execution of basic marching skills, including but not limited to: stationery facings, carriage, mark time, forward march, backward march and slides. Tests may occur individually or in groups.

### ENRICHMENTS

Enrichments are designed to provide opportunity for learning in listening and aesthetic criticism. They occur at the rate of one (1) per quarter, and must be written in the following style:

You are an Arts Reporter for the New York Times. Create a column that validates your opinion about any Fine Arts Event. Include graphics, a ratings system, and vocabulary, which authentically substantiate your opinion. Use this as an opportunity to express yourself through your writing - the more creative, the better the assignment!

### REHEARSAL/PERFORMANCE REFLECTIONS

Twice per quarter you will reflect on a rehearsal/performance, both inside and outside of class. These handwritten reactions will include self-assessment items, whole groups assessment items, goal setting, and other assessment activities.

### PLAYING TESTS/MEMORY CHECKS

Playing tests occur once per quarter, and will be either taped, live, or by jury. Materials will include scales, etudes, and literature being performed in class. Playing test will be a method used to determine appropriate section seating. During marching band, pop memory quizzes will be given to promote ensemble sonic excellence.

### FINAL EXAMS/PROJECTS

Written final exams will occur at the end of the second and fourth quarters. Information covered will be pertinent to class curriculum and repertoire. Special projects may replace a final examination.

### CONCERT AND REHEARSAL ATTENDANCE

In any ensemble, individual attendance determines group success. Included in this handbook is a calendar of events for the 2007-2008 school year. Attendance at all events is mandatory, unless otherwise noted in the calendar. Absences from performances will be excused only for illness, or family emergency. A signed parent note stating the reason for the missed performance is required. Students missing a concert will be required to play their literature in its entirety for that particular concert upon returning to school for a grade. Unexcused absences from concerts and rehearsals will affect grade and ensemble status. Curricular unexcused absences, which exceed two, will result in your dismissal from the ensemble. If you choose to not attend, then your consequence is dismissal from the ensemble.

## JAZZ ENSEMBLE I & II & LAB GRADING CRITERIA

YOUR QUARTER GRADE IS PREDICATED ON THE FOLLOWING:

Quarter 1-4:

- Enrichment 10%
- Rehearsal/Performance Reflections 20%
- Playing Test (s) 30%
- Final Exam/Project 20%
- Concert/Rehearsal Attendance 20%
- Positive Classroom Participation

### ENRICHMENTS

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## CURRICULAR ATTENDANCE EXPECTATIONS

Any musician with an unexcused absence from any jazz band will be immediately removed from the ensemble. This is an elective class - if you choose not to attend, then your immediate consequence is removal from the ensemble. See Mr. DeStefano or Mr. Engelsman with any questions about this policy.

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Please detach and return to Mr. DeStefano or Mr. Engelsman By September 13,2007

I \_\_\_\_\_, have read the handbook and understand its content in its entirety.

I \_\_\_\_\_, as the parent or guardian of the signed above have read the handbook and understands its content in it entirety.

