

## **Band 8 Course Outline 2023/2024**

This course is dedicated to the performance and instrumental technical proficiency required to successfully demonstrate a deep understanding and appreciation for concert band music. The student will learn historically significant events, people and places that lead to the inception of instrumental music as well as the technical elements and terms that define it. In Band 8, we focus on the following “big ideas” associated with musical performance and practice:

- *Individual and collective expression can be achieved through the arts.*
- *Growth as a musician requires patience, readiness to take risks, and willingness to try new approaches.*
- *Music is a unique language for creating and communicating.*
- *Musicians often challenge the status quo and open us to new perspectives and experiences.*

To achieve these goals, rehearsals are fast paced, demanding, and as a result, focused. Previous elementary band experience or lessons highly recommended. In Band 8, Students will have the opportunity to choose their own woodwind, brass or percussion instrument and develop basic skills and foundations of music literacy and performance. Ensemble placement for the following year will be based on discussion with the student, considering their ability and grade level. In addition, it is imperative that the student play an instrument found in a concert band (Electric basses for example, will be encouraged learn upright bass or tuba). Doubling will be encouraged to ensure as many unique parts of the arrangement are covered as possible. This course may include guest musicians, masterclasses, and opportunities to attend live performances to enhance the learning experience. Band 8 is intended to help students develop their musical skills, broaden their knowledge of music, and enjoy the experience of playing in an ensemble.

The core competencies of communication, creative and critical thinking, positive personal and social awareness, responsibility as well as personal and cultural identity are central to the Band 8 course. Positive performance outcomes of high level musical repertoire depend upon success in the aforementioned competencies.

Concert band(s) will perform regularly over the course of the year. Students are expected to attend performances.

**\*\*\*The ability to communicate any possible conflicts with a performance is vital, and it is a large part of the “Personal Responsibility” mark.**

Day to day classes will consist of: warm ups, theoretical concepts or rhythm work, rehearsal of music to be performed. Students are expected to be ready to play every day with their instrument in good working order, and their music ready and prepared.

Text books used for this class may include “Essential Techniques for Band”, “Foundations for Superior Performance” as well as selected wind ensemble repertoire. Theory will be taught using a variety of source materials best suited to prepare students for post secondary studies and all technical references will be provided to students who demonstrate a desire to **extend** their knowledge of the concepts presented.

## **Concepts Presented**

### Introduction to Band Music:

- Overview of the history and development of concert band music, different types of bands, and famous composers.

### Instrumental Techniques:

- Focusing on improving individual instrumental skills, including proper posture, breath control, embouchure, fingerings, and articulation.

### Music Theory and Notation:

- Study of music theory concepts such as scales, key signatures, intervals, and rhythmic notation.

### Sight-Reading and Ear Training:

- Developing the ability to read music and play it accurately, as well as improving ear training skills.

### Ensemble Playing:

- Practising and refining ensemble skills, including listening, blending, balance, and following a conductor.

### Repertoire Study:

- Exploring a diverse selection of concert band pieces from various musical periods and styles.

### Solo and Ensemble Preparation:

- Students may have the opportunity to perform solos or participate in small ensemble performances.

### Musical Interpretation:

- Understanding and conveying the expressive elements of a musical piece, such as dynamics, phrasing, and tempo.

### Concert Performance Preparation:

- Rehearsing for public performances, learning concert etiquette, and gaining stage presence.

### Music History and Appreciation:

- Learning about influential composers, significant compositions, and the historical context of band music.

Concert Band Conducting:

- Basic conducting techniques and the role of a conductor in leading an ensemble.

Music Technology and Composition:

- Introducing music software, composition techniques, and arranging for concert band.

Participation in Concerts and Festivals:

- Giving students opportunities to perform in concerts, competitions, or festivals.

Career Opportunities in Music:

- Learning about career opportunities in music as a performer, technician, manager, agent, engineer, teacher, and composer.

Self-Evaluation and Critique:

- Encouraging self-assessment and constructive criticism among students to foster continuous improvement.

**Assessment**

The semester is split into two terms, with each contributing equally to the final mark:

Term I (50%)

Term II (50%)

Each term your mark is divided as follows:

Term I

Rehearsal Etiquette, Effort and Personal Responsibility:	25%
Performances and Playing Evaluations:	25%

Term II

Rehearsal Etiquette, Effort and Personal Responsibility:	25%
Performances and Playing Evaluations:	25%

**Classroom Policies and Rehearsal Procedures**

Detailed Classroom Policies and Rehearsal Procedures can be found in the Argyle Music Handbook here: <https://www.argylemusic.ca/>

**\*\*\*Note: although some of the dates and names listed in the handbook may not be up to date, key policies and procedures referring to attendance, preparation, materials, cell phone use, and performance and rehearsal etiquette remain the same. It is essential that students familiarize themselves with the guidelines set out in the handbook.**

