


RMS Sixth Grade Band Course Syllabus



<p>Course: Sixth Grade Band</p>	<p>Department Teachers: Rob Buckley, Sherry Reiss, Keith Ozsvath, Chris Griffith, Kate Hillman</p>
<p>Teacher: Rob Buckley--Full Band BSME: University of Illinois, Urbana-Champaign MME: University of Illinois, Urbana-Champaign IL Comprehensive Musicianship through Performance Committee</p>  <p>Sherry Reiss: Lessons Keith Ozsvath: Lessons Chris Griffith: Lessons Kate Hillman: Lessons</p>	<p>Course Description: Three trimester full-year course. The music program in Batavia has earned the distinction as a <i>Best Community for Music Education</i> four times. This standard enables students to thrive in a supportive music environment while experiencing outstanding opportunities to grow as musicians. The band performs a wide variety of music that can include concert, classical, pop, rock, jazz, and Broadway selections. Band is open to all students who have successfully completed fifth grade band at a school previously attended. The band rehearses daily and each student receives one technique lesson every 7-8 school days. These lessons are pulled from band class and will not impact the student's other classes. Students will learn both technical fundamentals and ensemble fundamentals while performing the finest age-appropriate band literature. Students will perform in four band concerts and have the opportunity to perform in the Solo/Ensemble Festival (optional, but encouraged). Students in sixth grade band can also participate in extracurricular ensembles including Jazz Band, Jazz Ensemble (by audition), and Symphonic Band (by audition). Students are required to practice their instrument outside of school. Private lessons are strongly recommended, although not required.</p>
<p>Teacher Contact Info: phone: 630-937-8727 email robert.buckley@bps101.net</p>	<p>Communication Links: http://rotolomusic.com</p>
<p>Required Materials:</p> <ul style="list-style-type: none"> ♪ Instrument (flute, oboe, clarinet, alto saxophone, trumpet) ♪ Mouthpiece (Tenor Sax, French Horn, Trombone, Baritone, Tuba) ♪ Stickbag (Percussion) ♪ 3-Ring Binder (clear front cover) ♪ Pencil (have three) <p>♪ Textbook: <u>Warm-ups and Beyond</u> (purchased through Powerschool course fee)</p> <p>♪ Software: <u>Sight-Reading Factory</u> App for Chromebook (purchased through Course Fee)</p> <p>♪ Uniform: Red Music Polo (purchased through Powerschool course fee) Black Dress Pants, Black shoes, Black socks (purchased by parent/guardian)</p>	<p>Instrument Care:</p> <ul style="list-style-type: none"> ♪ A name tag with up-to-date information must be on every case/stickbag ♪ Students are expected to take care of instrument at home/school. <ul style="list-style-type: none"> -Swab-out woodwind instruments -Empty spit from brass instruments -Keep valves oiled and slides greased on brass instruments -Take care of reeds when not in use (replace when reeds break) -Label all drumsticks/mallets with student name on piece of tape <p>School-Owned Instruments</p> <ul style="list-style-type: none"> ♪ Students playing Tenor Sax, French Horn, Trombone, Baritone, Tuba, and Percussion play School-Owned instruments -Students are expected to take great care of instruments at all times -Students are expected to return instruments to proper location <p>STUDENTS USING SCHOOL-OWNED INSTRUMENTS PAY A \$50 FEE TO BE PAID ON POWERSCHOOL BY THE END OF THE SCHOOL YEAR.</p>
<p>Textbook Information/Resources: Sight-Reading Factory (App purchased with course fee for Chromebook) Warm-ups and Beyond (purchased through powerschool) All other materials provided by school</p>	<p>Building Myelin (Practicing) “Practice doesn’t make perfect. Practice makes myelin, and myelin makes perfect.” – <i>Daniel Coyle, The Little Book of Talent: 52 Tips for Improving Your Skills</i></p> <ul style="list-style-type: none"> ♪ Students are expected to practice as many times as possible each week. ♪ Students should practice... <ul style="list-style-type: none"> -Small sections of the music

- Slowly until it is 100% accurate
- The same thing many times
- With a pencil to mark the areas that need more attention

Essential Learnings/Concepts:

- ♪ To accurately perform music from notation and/or by ear.
- ♪ To recognize and identify elements of music from sound and/or notation.
- ♪ To critically analyze music.
- ♪ To positively contribute to a musical ensemble.

Illinois State Fine Arts Standards:

- ♪ STATE GOAL 25: Know the language of the arts.
- ♪ STATE GOAL 26: Through creating and performing, understand how works of art are produced.
- ♪ STATE GOAL 27: Understand the role of the arts in civilizations, past and present.

National Standards for Music Education:

- ♪ Performing on instruments, alone and with others, a varied repertoire of music
- ♪ Improvising melodies, variations, and accompaniments.
- ♪ Composing and arranging music within specified guidelines.
- ♪ Reading and notating music.
- ♪ Listening to, analyzing, and describing music.
- ♪ Evaluating music and music performances.
- ♪ Understanding relationships between music, the other arts, and disciplines outside of the arts.

Grading/Assessments:

Grade Calculation:	Total Points System
BPS Homework Policy:	6:290 policy.bps101.net
BPS Grading Policy:	6:280 policy.bps101.net

Student Expectations for this Course: [RMS Bark Chart](#)

- ♪ Do his/her personal best every day
- ♪ Practice his/her instrument to be prepared for class
- ♪ Be respectful to others: use positive language, actively listen, be kind, be inclusive, be empathetic, and show patience
- ♪ Students without an instrument will use a loaner if available or complete a worksheet where they will *actively* observe, engage in, and contribute to rehearsal.
- ♪ Attendance at all performances is required. Should a student miss a performance due to an unexcused absence, an alternate assessment will be offered to earn up to 70% of the credit missed. Absences will be examined on a case by case basis.
- ♪ Silence is the expectation when the teacher is teaching or somebody else is talking.
- ♪ A quick cut-off of sound is the expectation when the teacher stops.
- ♪ Water is okay, but keep the band room clear of food, gum, and/or other drinks
- ♪ Students are expected to be ready 3 minutes after bell rings (In seat, instrument ready, ready to warm-up)

Extra Learning & Help Opportunities:

- Help sessions will be set up before and after school for student to come in and get additional instruction. Schedule TBD
- ♪ Symphonic Band - by audition only
 - ♪ Jazz Band-Open to all
 - ♪ Jazz Ensemble - by audition only
 - ♪ Percussion Ensemble-6th Grade (open to Percussion--starts after winter break)
 - ♪ Clarinet Ensemble -by teacher invitation
 - ♪ ILMEA Honors Band - by audition only
 - ♪ Solo & Ensemble Festival
 - ♪ 1501 Show Choir - by audition only
 - ♪ Vocal Gold Show Choir - by audition only

Teacher Expectations for this Course:

- ♪ I will challenge you to grow and consistently put forth your best effort and work.
- ♪ I will provide positive, constructive feedback in a timely manner as well as help you meet and exceed your goals.
- ♪ I will make myself available to you for personal and academic help.
- ♪ I will foster a safe, creative, and nurturing environment for you to enjoy learning both independently and collaboratively.

Remediation Statement:

- ♪ Obtain a parent/guardian signature on original assessment.
- ♪ Submit a [plan for re-learning which includes a goal and day-by-day calendar](#).
- ♪ Provide evidence of re-learning which must include a practice log of a minimum of 90 minutes logged signed by a parent or guardian.
- ♪ Turn in the original assignment with the redo. Include a letter to me a letter explaining what you did differently and

♪ I will help you develop a lifelong love of music and find ways to share that passion with others.

what you learned through completing the redo. Highlight the changes from original to redo.