

2022-2023 WARRIOR BAND HANDBOOK

Welcome back to another school year and a special welcome to all new members of the EWHS Warrior BANDS! I am looking forward to the upcoming year and hope you are too. The Warrior Bands have a tradition of performing excellent music for appreciative audiences. Your continued practice and dedication will make this year the best it can be. Our success is a shared responsibility between teachers, administrators, parents and most of all, STUDENTS. Thanks for reading this handbook and processing the paper forms provided in class. There are 2 forms, one for letting me know that you've read and understand the Band Handbook and one for all-year permission to travel.

a. Calendar Dates List (page 11)

Please mark these items onto **your own and your family calendars** ASAP to avoid conflicts. Please alert me ASAP with any potential calendar conflicts in writing. Verbally explaining conflicts may not be remembered by your teacher as there are so many of you and only one of me :)

E-mail is usually best. bergevinj@edmonds.wednet.edu

For more information about this and other Music Department events visit our website which includes the Music Department Google Calendar. Consider syncing this calendar to your own Google Calendar. More about that later.

Open House for EWHS has not been scheduled yet. The Music Boosters are considering an open house "ice cream social" to meet the directors and other Music Parents on Tuesday, September 27 at 6 PM in the Courtyard (or Great Hall).

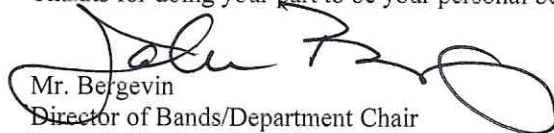
STAY CONNECTED

I encourage all musicians and families to stay in communication with me and all instructors. **I send regular emails to my classes.** Students in high school are expected to read emails. Additionally I use a texting service called PARENT SQUARE which students and families may find helpful. I also use Canvas for many of the class assignments and ChromeBooks need to be in class CHARGED each day. This will be covered in class. Further, we have a Music Booster website for musicians and families.

Most resources can now be found on Canvas. Official grades are kept in Skyward.

www.ewhsmusic.com

Thanks for doing your part to be your personal best and have a great year!



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We're Better, Together!

Edmonds-Woodway High School is committed to equity and to supporting and sustaining an inclusive school community where ALL students - regardless of their race/ethnicity, gender identity, socio-economic status, first language, cultural background, religious beliefs or disability - achieve educational excellence through student-centered programs and services.

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COURSE OFFERINGS

Specific Course Syllabi are found at the back of the packet

Concert Band (Grade 9-12 – primarily grade 9) – Mr. Bergevin, Director

This band is open to any student that has successfully participated in his/her middle school band. Students will play traditional band instruments of the wind and percussion family.

Content: Students will develop skills as individuals and will focus on the cooperative aspect of music making. Areas of study will include but are not limited to: large and small ensemble practice and performance, technical skill, basic music theory and history. Difficulty of music performed will range from 2+ to 3+.

Upon completion students will be able to:

1. Perform alone and within a group a variety of styles of music.
2. Play and spell the 12 major scales.
3. Read and count difficult combinations of quarter, eighth, sixteenth and triplet notes and rests while keeping a steady tempo.

4. Identify at composers and their music from each of the historical periods from the Renaissance to the Modern eras.
5. Understand and demonstrate the basic marching fundamentals.
6. Study music that celebrates several diverse cultures.

Symphonic Band (grades 9-12) – Mr. Bergevin, Director

This band is open to any student that has successfully participated in EWHS Concert Band or the equivalent at another school. Students will play traditional band instruments of the wind and percussion family.

Content: Students will continue to develop skills in large and small group performance. Difficulty of music performed will range from 3 to 4+. Students will continue to focus on scales, chorales, rhythm counting, sight-reading, rehearsal etiquette, music theory, and music history.

Wind Symphony (grades 9-12) – Mr. Bergevin, Director

By Director permission only (AUDITIONED each spring)

Students wishing to participate in this select group will audition in the spring.

Content: Students will continue to develop skills in large and small group performance. Difficulty of music performed will range from 4 to 5+. Students will continue to focus on scales, chorales, rhythm counting, sight-reading, rehearsal etiquette, music theory, and music history.

Jazz Ensemble II – (grades 9-12)

By Director permission and students must participate in a con-current large ensemble.

Instrumentation is limited and auditions may be necessary. Music performed will emphasize Swing, Latin and some popular styles. Students will be introduced to improvisation techniques, jazz theory and history. Literature difficulty level will be medium-advanced.

Jazz Ensemble I – (grades 9-12)

By Director permission and students must participate in a con-current large ensemble.

Instrumentation is limited and auditions will be necessary. Music performed will emphasize Swing, Latin and some popular styles. Students will focus on improvisation techniques, jazz theory and history. Literature played will be advanced.

All students are expected to play at all scheduled concert and community performances, festivals and sports events.

2. EWHS PEP/MARCHING BAND OVERVIEW

The EWHS Pep Band is a band made up of all band musicians. It provides the “Pep” at 4-5 home football games, and 10 home basketball games (5 girls and 5 boys games). The Basketball band is split into two squads so each musician is **only asked to play at 5 basketball games**. Students in Pep Band are admitted free to all events at which they play. Students in band must have an ASB card. Music is easy-medium difficulty.

Pep Band music will be rehearsed in class and the after school commitment is very light. This system allows all students to participate without impacting their other after school activities such as sports and private lessons but **careful calendar coordination is important**.

Most football games are on Friday nights and usually last about 3 hours (including warm-up time). All band students will show up for Football games one hour early to practice as a large group and work on marching. If the game is at 5:00, roll will be called at 4:00. Students will be given 3rd quarter off to get a snack and visit with other friends but must be back in their spots by 1 minute left on the game clock. **All band members will be expected to play at Football Playoff Games. Drumline students arrive 30 minutes earlier than the rest of the band.**

The Pep Band has traditionally played on the field **only in the homecoming game**. In addition they may march in other community parades. Parade marching is a chance to take our tunes to the streets. Students have fun decorating their instruments and sections to add to the merriment.

Basketball game participation will include each student playing for at least 5 basketball games. We will form two squads and each student will need to choose 5 of the 10 games to attend. Students may choose to play at more than the 5 required games.

Marching/Pep Band Philosophy:

Marching band is a part of a band musician’s development. Its history dates back to the military musicians of Roman times. The EWHS Music Department is one of the strongest in our region and athletic events give the band the chance to share their sounds with a large audience. Providing music for student events is also a **service obligation** that the whole band will share fulfilling. Athletes and audience attendees notice and appreciate the energy and enthusiasm that the band contributes to each event at which it performs. We are proud to play our part in making Edmonds-Woodway a great school.

3. OTHER PERFORMANCE ENSEMBLES

The following performance opportunities essentially meet outside the school day and are not credit bearing but may count toward lettering in music.

FULL ORCHESTRA

The full orchestra will rehearse after school during Chamber Orchestra period as needed and may be called to occasional evening rehearsals. It is composed of the students in Philharmonic Orchestra and select wind players and percussionists from the Wind Symphony.

JAZZ COMBOS

These volunteer groups rehearse independently. Several festivals provide opportunities to perform and compete. Combos are student led and may be selected to compete at regional festivals for additional costs.

CHAMBER ENSEMBLES

Chamber ensembles can be the most rewarding for advanced players. One to a part assignments and competing at Solo and Ensemble Festival are the highlight of many students' year.

MUSICAL PIT ORCHESTRA –in coordination with the drama department, more later.

PRIVATE INSTRUCTION – a must for students considering competing at Solo and Ensemble Festival, going on to study music in college, hoping for scholarship or playing in an All-State or All-Northwest honor group. Students should contact a local professional, or ask Mr. Bergevin for a referral.

GRADING POLICIES

Specific Course Syllabi may be distributed separately.

Grades are determined in the following manner:

A	=	93-100%
A-	=	90-92
B+	=	87-89
B	=	84-86
B-	=	80-83
C+	=	77-79
C	=	74-76
C-	=	70-73
D+	=	67-69
D	=	60-66

In the unlikely event the student is unable to maintain the "C" level work, the "D" or poor grade will be given with the suggestion that improvement is necessary if the student wishes to remain in the program. The grade of "E", or failure, will be given in situations where flagrant violations of the band policy exist.

Summary:

30% Performance Participation (Concerts and Games)

50% Classroom Participation, Preparedness and Attitude

20% Playing tests, theory tests, history tests and projects

Performances are mandatory, grade-bearing activities. It is up to the director's discretion to determine if a student has a valid reason for missing a performance. Absences may be considered unexcused even if authorized by the student's parent if the reason does not meet the criteria set up by the director. Points are given for activities that occur outside of class, and are weighted according to the importance of the activity. Generally, major concerts and festivals are worth 30-50 points; sporting events, Pep Activities and after school rehearsals are worth 10-20 points. Surprise absences are rarely excused. Students need to communicate at least 3 days prior if a foreseen absence is expected.

Students must attend all scheduled band performances, assemblies, games, and festivals at which the entire group is required. Evaluations will include attendance, proper uniform, audience behavior and attitude. Students with serious conflicts of an upcoming performance should let the director know as soon as possible and no later than two weeks prior to the performance. Unacceptable excuses include work, transportation problems, family gatherings and other extracurricular activities. There will be no make-up assignments for regularly scheduled concerts or festivals and students missing these events will lower their grade by at least one full letter.

Varsity Football and Cheer Squad are excused from football Pep Band obligations. Varsity Basketball and Cheer Squad are excused from winter Basketball Pep Band Obligations.

50% Classroom Participation (contribution) and Attitude

"Practicing is when you learn your own part, rehearsing is when you learn everyone else's part".

Important to our success is the individual's ability to maintain an attitude of willingness to learn. This measure will be evaluated daily with the expectation that **everyone starts with an "A"**. See attendance policy for further clarification.

ATTENDANCE POLICY

Grading: Each class period is worth 3 participation points. When grades are calculated, 3 points are deducted for each excused or unexcused absence. One point will be deducted for each tardy as recorded in Skyward. Additionally, students who attend class without their instrument and cannot participate will lose 2 participation points for each occurrence. Now in the era of facemasks and bell-covers, students will also need these items to participate fully. Points may also deducted for violations of conduct guidelines as band is **primarily a participation and cooperation class.**

Probation: Students who have missed more than 20% of the rehearsals for a given performance (absent or non-participating for any reason) may be placed on attendance probation. Students on probation will only be allowed to perform after they have demonstrated that they are adequately prepared. Students on probation that cannot demonstrate adequate preparation will still be expected to attend the performance as an audience member, and may be granted partial or full credit for the performance, depending on the reason for missed rehearsals.

Missed performances: If the absence is EXCUSED, the student will receive half credit and will be allowed to make up the remaining points by submitting concert evaluations (10 points per concert report). If the absence is unexcused, the student will receive a zero for the performance, and may not make it up.

4. Recommended Accessories

To be successful, all instrumentalists need certain accessories to keep their instruments in working order at all times. In addition to the pencil and music that musicians should have at every rehearsal.

Flute

Cleaning Rod
Large Soft Cloth

Oboe/Bassoon

Three Good Reeds
Cork Grease
Seat Strap (Bassoon)
Crutch (Bassoon)

French Horn

Rotary Valve Oil
Slide Grease
Cleaning Kit

Clarinet

Three Good Reeds
Cloth/Leather Swab
Cork Grease

Trumpet

Straight Mute
Valve Oil
Cleaning Kit

Baritone/Euphonium

Valve Oil
Slide Grease
Cleaning Kit

Saxophone

Three Good Reeds
Neck Strap
Cork Grease

Trombone

Straight Mute
Slide Grease
Cleaning Kit
Spray Bottle (water)

Tuba/Sousaphone

Valve Oil
Slide Grease
Cleaning Kit

Percussion

Percussionists not owning these basics will need to commit to a small investment.

Please come prepared every day with all items as a minimum. Mr. Drumm recommends an affordable, high quality vendor for these items and all percussionists need to acquire and bring these to be successful.

Stick Bag containing one pair of each:

Medium-weight sticks, hard plastic bell mallets,

Medium-yarn mallets, timpani mallets, brushes and a black towel.

Also consider these optional items for the serious percussionist:

*Tuning pitch pipe, metronome, drum key, triangle beaters,
and various different weights of sticks and mallets.*

Do not leave your sticks or mallets lying around or they will disappear.

School Instruments

The district provides large and unusual instruments for students to check out. These instruments are issued to students by Mr. Bergevin and are subject to availability. Students need to complete the Instrument Loan Agreement upon check out and be sure to ask to see it again when returning it. **Students are responsible for repairs to these instruments** while in their possession but should be discussed with Mr. Bergevin prior to being repaired.

Instrument Storage

Edmonds-Woodway High School provides locks and lockers to musicians to keep their instrument in while at school. The Edmonds School District and Mr. Bergevin **will not be liable for any damage or theft**. Lockers are a *service* students may choose to use. Students with large instruments may need to share a locker and it is recommended you know and trust your locker partner so as to prevent any problems. Personal locks on school lockers are not permitted and will be removed and discarded. **Students will be fined \$5 for lost locks.**

Booster Club

EWHS is proud to provide outstanding opportunities to our Warrior Musicians and these events could not take place without helpful parents and supporters. We are very grateful to have a wonderfully supportive parent group called The Edmonds-Woodway High School Music Booster Club. The EWHS Music Booster Club is a nonprofit, charitable association organized for the purpose of supporting the EWHS Music Department.

Functions include:

- 1) Providing support to the staff and students
- 2) Raising supplementary funds to benefit the Music Department
- 3) Providing scholarships and financial aid to music students

Booster Club Membership

NO DUES. All parents/guardians of EWHS music students are members by virtue of their student's participation in the music program. Parent participation enables our Music Teachers to do what they do best... spend their time working directly with our music students. MEETINGS: usually the first Tuesday of the month in the Choral/Orchestra Room but can vary so get onto the email newsletter list-serve.

Uniforms

We are thankful to have nice looking special event uniforms for Marching Band, Wind Symphony and Jazz Ensembles. Each student will be fitted during the first few weeks of school and uniforms need to be well cared for. Additional information will be provided prior to check out. \$25 one-time fee for Tuxedo rental or Gown rental for Wind Symphony and Jazz Tuxedos needs to be paid to the **ASB office**. \$25 covers all 4 years of use however lost items will be fined the full replacement value (Tuxes are \$120, gowns are \$70). Keep the receipt for your family records and show a copy to Mr. Bergevin.

PEP BAND/MARCHING BAND UNIFORMS

For Homecoming, Parades and Formal Events:

Overlay, Trouser, Hat, Plume, and Black Shoes & Socks (provided by student).

For all other events including assemblies:

Pep Band T-Shirt (\$11) and Blue Jeans (provided by student), tennis shoes, etc. Pay the \$11 shirt fee in the **MAIN OFFICE**.

WIND SYMPHONY UNIFORMS

For formal concerts:

Tuxedo Jacket and Pants, white tux shirt, black bow tie, or black gown and blouse for girls. Uniforms for Wind Symphony need to be rented for \$25. Once the uniform is issued it will remain in the student's possession until they leave the music department. Make uniform rental payments in the ASB Office. Additional information will be sent home prior to our first performance.

Quadrant Concert

Music Department Polo Golf Shirt (\$17), (pay in **main office**)
Black Pants, Black Shoes, Black Socks (all of which are furnished by student).
Pep Band T-Shirt (\$11) and Blue Jeans (provided by student), tennis shoes, etc.

SYMPHONIC BAND AND CONCERT BAND UNIFORMS

Music Department Polo Golf Shirt (\$17), (pay in main office)
Black Pants, Black Shoes, Black Socks (all of which are furnished by student).
Pep Band T-Shirt (\$11) and Blue Jeans (provided by student), tennis shoes, etc.

JAZZ ENSEMBLES I, II UNIFORMS

Black tuxedos and gowns rented through the Music Department with Booster Club cooperation. Students may rent a tuxedo including shirt, jacket, slacks, tie, cummerbund and shirt studs. Additionally black shoes, black socks need to be provided by the students. Girls wear black gown similar to the gown that orchestra and Wind Symphony students wear. One time \$25 fees are to be paid in the ASB office.

FINANCIAL ASSISTANCE

Families needing financial assistance regarding uniforms, fees or travel expenses should pick up a Music Booster Club Financial Aid Form in the band room and return it to Mr. Bergevin. Applications are carefully reviewed and grant recipients will be notified via email of their status within 2-3 weeks after their application. Please complete a form ASAP so that all students have the proper uniform.

FINES

Be aware of these common fines due to lost or damaged school owned uniforms: Locks (\$5), and shoes (\$20). Uniform replacement exceeds \$200 for a marching band set up and \$120 for a Wind Symphony Tuxedo, so please take care of it. Fines must be paid to receive final report cards and transcripts.

HEMMING/ALTERATIONS

In most cases, concert pants and skirts are issued **unhemmed**. It is the responsibility of the student/family to hem these garments so that they fit properly, and to remove the hem prior to returning the uniform. Please do not cut off any of the fabric when hemming these items. Any additional alterations must be approved, temporary, and removed prior to returning the uniform. If a garment cannot be returned to its original condition, please pay the replacement cost for the item.

FINES for lost or damaged uniforms are as follows: Blouse: \$30, Skirt: \$30, Tux jacket: \$50, Tux shirt: \$15, Tux pants: \$30, Cummerbund: \$5, Bow Tie: \$5, Garment bag: \$10.

ASB CARDS

Music at EWHS is an ASB-supported activity. All students in band, orchestra, and choir at EWHS are required to purchase an ASB card. See Mrs. Daines in the ASB office to pay for your ASB card and learn about the additional benefits. Payment plans are available.

FUNDRAISING

Each year, Music students work to raise necessary ASB operating funds in the Fall. Fundraising revenue subsidizes travel, activities, uniforms, and equipment expenses. Parents are encouraged to help their students sell books by taking books to work to sell to colleagues, and contacting friends and relatives that might be interested in purchasing a book. Notice that the contract on the final page mentions the students' responsibility for this sale.

Eligibility Overview

In order for a student to participate in the extra curricular trips and activities in the EWHS music department, the student must:

1. Be in compliance with the eligibility requirements or the WIAA Activities Code
2. Purchase an EWHS ASB Card, and
3. Have prior approval of the Director, the students' parents/guardians and in the event that classes will be missed, the missed class teachers' approval

5. Travel Permission

For all events where the student is transported away from the school property a field trip form will be sent home for parents' permission. If class will be missed then students must also have teacher permission. Please return permission forms as promptly as possible to avoid last minute hassles. Please complete the attached permission form to be kept on file with your child's healthcare and insurance information. All-year field trip forms are **due Tuesday, September 11th**.

6. Conduct Guidelines

Students are expected to follow all school rules which are found in the Edmonds-Woodway school website.

Students learn more efficiently when in a positive and supportive environment. In order to maintain this environment a few conduct expectations are to be observed. It is the goal of the directors to be as consistent as possible. Consequences are administered to change conduct and should not be viewed as personal issues.

Be on time. This means in your seat and mentally prepared when the bell rings.

Be prepared. Have all equipment and materials. Be respectful (of music, fellow students and conductors)

No gum, drinks, food or hats in the music building.

No cell phones (electronics) unless approved in advance by Mr. Bergevin

No chair leaning.

Give 100%

Listen

Stay seated

Come with an attitude to contribute something that will benefit everyone (practice your parts).

7. Consequences for Discipline Issues

Including but not limited to:

1. Verbal reminder
2. Put instrument away for remainder of period
3. Dismissed from class to hallway until consultation occurs
4. Removal of electronic device until the end of the period or school day
5. Discipline referral to Dean of Students
6. Parent phone conference
7. Drop student from class with loss of credit

EWS DRAFT #1 2022-23 BAND EVENTS

Date	Time	Event	Location	Notes
Tuesday, September 27, 2022	6:00 PM	Music Booster Ice	Great Hall or Cour	Drumline, Jazz 1, Philharmonic, Mellors
Friday, September 9, 2022	7:00 PM	Football Game #1	Stadium	All Bands
Thursday, September 29, 2022	7:00 PM	Football Game #2	Stadium	All Bands
Friday, October 7, 2022	midnight	All-State Recording	optional	
Friday, October 14, 2022	7:00 PM	Football #3	Stadium	All Bands
Friday, October 21, 2022	4:00 PM	Football #4 - Home	Stadium	All Bands
Saturday, October 29, 2022		Boosters Mattress	Great Hall	All
Saturday, November 19, 2022	all day	Northshore Jazz F	Bothell HS	Jazz 1&2
Saturday, December 3, 2022	All day	Craft Fair	Great hall	All
Tuesday, December 6, 2022	19:00	Winter Concert: O	Great Hall	ORCH
Tuesday, December 13, 2022	7	Winter Concert: B	Great Hall	BAND
Wednesday, December 14, 2022	7	Winter Concert: C	Great Hall	BC+CPM
Monday, January 16, 2023	9:00 AM	Jazz Recording for	London Bridge?	Jazz 1
Various Weeknights and Fridays		Basketball Pep BA	Gym	
Saturday, February 4, 2023	8-4	SOLO & ENSEMB	Lynnwood HS	ALL
Thursday February 16-19, 2023		NAFME All NW Cd	Bellevue	Teachers/All State
Wednesday, February 15, 2023		Band Quad Conce	Gym	BAND
Thursday, February 16, 2023		Orchestra Quad C	Gym	ORCHESTRA
March 9-12, 2023		MUSICAL	Theater	
Wednesday, March 15, 2023		SKMEA Band I	ECA	BAND
Thursday, March 16, 2023		SKMEA Band II	ECA	BAND
April 20-22, 2022		Lionel Hampton Ja	Moscow Idaho	Jazz Band
Thursday, April 27, 2023		Masterworks	Shorewood	ORCH/BC
Saturday, May 20, 2023		Jazz Connection	Edmonds	JAZZ & MELLO
Monday, June 5, 2023		Mello-Aires Solo N	Theater	MELLO
Tuesday, June 6, 2023		Spring Concert #1	Great Hall	WS/CO/BC
Tuesday, June 13, 2023		Spring Concert #2	Great Hall	SO/SB/CB
		Graduation	Stadium	WS/MA

The ewhsmusic.com google calendar is also very handy.

Washington State Essential Academic Learning Requirements (EALRs)
with emphasis added for Band

The student understands and applies arts knowledge and skills.

The student demonstrates thinking skills using artistic processes.

- 2.2 *Applies a creative process in the arts:*
- **Conceptualizes** the context or purpose
 - **Develops** ideas and techniques
 - **Organizes** arts elements, forms, and/or principles into a creative work
 - **Reflects** for the purpose of elaboration and self evaluation
 - **Refines** work based on feedback
 - **Presents** work to others

- 2.3 *Applies a performance process in the arts:*
- **Rehearses, adjusts, and refines** through evaluation and problem solving
 - **Presents** work for others
 - **Reflects and evaluates**
 - **Identifies** audience and purpose
 - **Selects** artistic work (repertoire) to perform
 - **Analyzes** structure and background of work
 - **Interprets** by developing a personal interpretation of the work

The student communicates through the arts.

The student makes connections within and across the arts, to other disciplines, life, cultures, and work.

8. ENDURING UNDERSTANDINGS

- The Arts reflect and shape culture and history
- The Arts permeate all cultures
- The Arts are a universal language
- Elements of Art
- Structure creates order and clarity in the Arts
- The Arts require form
- Form follows function
- Arts as a Process
- Creating Art is a process
- Purpose of Arts
- The Arts enrich our lives
-

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CONCERT BAND

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EWHS Credit:	1.0
School Phone:	(425) 431-6237
E-mail:	bergevinj@edmonds.wednet.edu
Office Location:	A112
Office Hours:	5th period, 12:00-1:40
Website:	www.ewhsmusic.com

Enduring Understandings

- Participation in a performance ensemble benefits the individual and the group
- Independent success will lead to greater group success
- High level performance builds positive self esteem
- Music reflects and shapes culture and history
- Music has content and meaning
- Music is a life-long activity that provides enjoyment and enrichment
- Music is a craft as well as an artistic endeavor
- The Arts are a universal language

Essential Questions and/or Learning Targets

- What does it mean to be a responsible musician?
- What does it mean to be a leader in a music ensemble?
- What is the purpose of music?
- What role does music play in my life, now and in the future?
- How is music a form of communication?
- What is the value of adjudication?
- How can self-evaluation make me a better musician?
- What is music literacy?
- What skills am I learning by preparing this piece of music?
- How can musical progress be measured?
- Why is it important to set goals for personal improvement?

Students in band are viewed as both performers and educated consumers of music. Throughout their course of study, students will:

- Increase playing skills as they relate to the technical demands of the music
 - Improve intonation, knowledge of rhythm reading and practicing scales in different keys
 - Learn to identify and appreciate various styles of classical music, including *Baroque*, *Classical*, *Romantic*, and *20th Century*
 - Study basic concepts of music theory and learn to apply music symbols and terminology
 - Continue to improve all aspects of musicianship, including *tone*, *intonation*, *ensemble skills (listening)*, *rhythmic counting and playing*, *expressiveness*, and *technique*
 - Improve music reading skills through regular ensemble practice
 - Learn to March in the parade style and demonstrate proper marching techniques
 - Exercise leadership and problem-solving skills through participation in sectionals and chamber ensembles
 - Show a high level of self-discipline and personal responsibility, as demonstrated by diligence in home practice, proper care of equipment, and attendance at required events
 - Learn and follow protocol for rehearsals and sectionals
-

Content Outline and Assessments

Content Outline

First Semester:

- 6 major scales and arpeggios will be practiced and assessed, chromatic scale in triplets – 1 octave
- Technical skills such as rhythm counting, independence, tone, tonguing, and vibrato will be emphasized to prepare students for more advanced literature
- Chorales will be played regularly to develop tone, breath support, tuning and balance
- Sight reading will be practiced regularly to improve speed and musical literacy
- Concerts will be performed featuring music appropriate for each occasion as well as traditional band literature
- There will be inclusion of study of the composers, their place in history, and an understanding of all musical symbols and terms introduced in the literature
- Students will exercise perceptive listening and evaluation skills through concert observation paper

Second Semester:

- 6 additional major scales and arpeggios will be practiced and assessed, There will be a continuation of the learning from first semester, which will also include a wider variety of literature. Performances will be more frequent.
- As in the first semester, a discussion of terms, composers, and music history will be included.

Anchor Tasks

- Perform major scales and arpeggios: Bb, Eb, Ab, Db, Gb/F#, B
- Spell the following scales in musical notation: Bb, Eb, Ab, Db, Gb/F#, B
- Demonstrate how to notate and speak the rhythmic counting system
- Perform in the Fall Concert
- Perform in the Winter Concert
- Participate in a Contest or Festival
- Perform in Solo/Ensemble Contest
- Perform in the Spring Concert
- Participate in Pep Band Performances (5 fall football games, 5 winter basketball games plus occasional assembly performances)
- Participate in Parade Marching Exhibition (homecoming)
- Understand and demonstrate the basic marching fundamentals

CBPA

All students in grade 10 will complete one Washington Classroom-Based Performance Assessment, to be selected by the instructor from the following:

- Documentary Theme Song*
- Festival Time – Solo/Individual*
- Festival Time – Ensemble*
- Sounds of Music*
- Prime Time TV*
- The Melody of Your Dreams*
- World Class All-Stars*



SYMPHONIC BAND

Instructor:	Mr. Bergevin
EWHS Credit:	1.0
School Phone:	(425) 431-6237
E-mail:	bergevinj@edmonds.wednet.edu
Office Location:	A112
Office Hours:	5th period, 12:00-1:40
Website:	www.ewhsmusic.com

Enduring Understandings

- Participation in a performance ensemble benefits the individual and the group
- Independent success will lead to greater group success
- High level performance builds positive self esteem
- Music reflects and shapes culture and history
- Music has content and meaning
- Music is a life-long activity that provides enjoyment and enrichment
- Music is a craft as well as an artistic endeavor
- The Arts are a universal language

Essential Questions and/or Learning Targets

- What does it mean to be a responsible musician?
- What does it mean to be a leader in a music ensemble?
- What is the purpose of music?
- What role does music play in my life, now and in the future?
- How is music a form of communication?
- What is the value of adjudication?
- How can self-evaluation make me a better musician?
- What is music literacy?
- What skills am I learning by preparing this piece of music?
- How can musical progress be measured?
- Why is it important to set goals for personal improvement?

Students in band are viewed as both performers and educated consumers of music. Throughout their course of study, students will:

- Increase playing skills as they relate to the technical demands of the music
 - Improve intonation, knowledge of rhythm reading and practicing scales in different keys
 - Learn to identify and appreciate various styles of classical music, including *Baroque*, *Classical*, *Romantic*, and *20th Century*
 - Study basic concepts of music theory and learn to apply music symbols and terminology
 - Continue to improve all aspects of musicianship, including *tone*, *intonation*, *ensemble skills (listening)*, *rhythmic counting and playing*, *expressiveness*, and *technique*
 - Improve music reading skills through regular ensemble practice
 - Continue to refine parade style and demonstrate proper marching techniques
 - Exercise leadership and problem-solving skills through participation in sectionals and chamber ensembles
 - Show a high level of self-discipline and personal responsibility, as demonstrated by diligence in home practice, proper care of equipment, and attendance at required events
 - Learn and follow protocol for rehearsals and sectionals
-

Content Outline and Assessments

Content Outline

First Semester:

- 6 minor scales and arpeggios will be practiced and assessed, chromatic scale in triplets – 1 octave
- Technical skills such as rhythm counting, independence, tone, tonguing, and vibrato will be emphasized to prepare students for more advanced literature
- Chorales will be played regularly to develop tone, breath support, tuning and balance
- Sight reading will be practiced regularly to improve speed and musical literacy
- Concerts will be performed featuring music appropriate for each occasion as well as traditional band literature
- There will be inclusion of study of the composers, their place in history, and an understanding of all musical symbols and terms introduced in the literature
- Students will exercise perceptive listening and evaluation skills through concert observation paper

Second Semester:

- 6 additional minor scales and arpeggios will be practiced and assessed, There will be a continuation of the learning from first semester, which will also include a wider variety of literature. Performances will be more frequent.
- As in the first semester, a discussion of terms, composers, and music history will be included.

Anchor Tasks

- Perform **minor** scales and arpeggios: G, C, F, Bb, Eb, G#/Ab
- Spell the following scales in musical notation: G, C, F, Bb, Eb, G#/Ab
- Demonstrate how to notate and speak the rhythmic counting system
- Perform in the Winter Concert
- Participate in a Contest or Festival
- Perform in the Spring Concert
- Participate in Pep Band Performances (5 fall football games, 5 winter basketball games plus occasional assembly performances)
- Participate in Parade Marching Exhibition (homecoming)
- Understand and demonstrate the basic marching fundamentals

CBPA

All students in grade 10 will complete one Washington Classroom-Based Performance Assessment, to be selected by the instructor from the following:

- Documentary Theme Song*
- Festival Time – Solo/Individual*
- Festival Time – Ensemble*
- Sounds of Music*
- Prime Time TV*
- The Melody of Your Dreams*
- World Class All-Stars*



WIND SYMPHONY

Instructor: Mr. Bergevin
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Office Location: A112
Office Hours: 5th period, 12:00-1:40
Website: www.ewhsmusic.com

Enduring Understandings

- Participation in a performance ensemble benefits the individual and the group
- Independent success will lead to greater group success
- High level performance builds positive self esteem
- Music reflects and shapes culture and history
- Music has content and meaning
- Music is a life-long activity that provides enjoyment and enrichment
- Music is a craft as well as an artistic endeavor
- The Arts are a universal language

Essential Questions and/or Learning Targets

- What does it mean to be a responsible musician?
- What does it mean to be a leader in a music ensemble?
- What is the purpose of music?
- What role does music play in my life, now and in the future?
- How is music a form of communication?
- What is the value of adjudication?
- How can self-evaluation make me a better musician?
- What is music literacy?
- What skills am I learning by preparing this piece of music?
- How can musical progress be measured?
- Why is it important to set goals for personal improvement?

Students in band are viewed as both performers and educated consumers of music. Throughout their course of study, students will:

- Increase playing skills as they relate to the technical demands of the music
 - Improve intonation, knowledge of rhythm reading and practicing scales in different keys
 - Learn to identify and appreciate various styles of classical music, including *Baroque, Classical, Romantic, and 20th Century*
 - Study basic concepts of music theory and learn to apply music symbols and terminology
 - Continue to improve all aspects of musicianship, including *tone, intonation, ensemble skills (listening), rhythmic counting and playing, expressiveness, and technique*
 - Improve music reading skills through regular ensemble practice
 - Learn to March in the parade style and demonstrate proper marching techniques
 - Exercise leadership and problem-solving skills through participation in sectionals and chamber ensembles
 - Show a high level of self-discipline and personal responsibility, as demonstrated by diligence in home practice, proper care of equipment, and attendance at required events
 - Learn and follow protocol for rehearsals and sectionals
-

Content Outline and Assessments

Content Outline

First Semester:

- 12 major scales and arpeggios will be practiced and assessed, chromatic scale in triplets – 1 octave
- Technical skills such as rhythm counting, independence, tone, tonguing, and vibrato will be emphasized to prepare students for more advanced literature
- Chorales will be played regularly to develop tone, breath support, tuning and balance
- Sight reading will be practiced regularly to improve speed and musical literacy
- Concerts will be performed featuring music appropriate for each occasion as well as traditional band literature
- There will be inclusion of study of the composers, their place in history, and an understanding of all musical symbols and terms introduced in the literature
- Students will exercise perceptive listening and evaluation skills through concert observation paper
- PROJECT – all students will participate in Solo and Ensemble contest in February and this will be the main final project of First Semester. Private instruction is strongly encouraged.

Second Semester:

- There will be a continuation of the learning from first semester, which will also include a wider variety of literature. Performances will be more frequent.
- As in the first semester, a discussion of terms, composers, and music history will be included.
- Spring Tour and or Contest will be one of the main focuses of this semester

Anchor Tasks

- Perform all 12 major and minor scales and arpeggios
- Spell the scales in musical notation
- Perform in the Winter Concert
- Participate in a Contest or Festival
- Perform in the Spring Concert
- Perform at Solo and Ensemble Contest
- Participate in Pep Band Performances (5 fall football games, 5 winter basketball games plus occasional assembly performances)
- Participate in Parade Marching Exhibition (homecoming)
- Understand and demonstrate the basic marching fundamentals

CBPA

All students in grade 10 will complete one Washington Classroom-Based Performance Assessment, to be selected by the instructor from the following:

- Documentary Theme Song*
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Important Dates for Music Calendar

EWHS keeps a google calendar of Important Dates for Staff. This calendar is linked above, but you can also add it as a calendar to view in your Google Calendar.

USE A LINK TO ADD A PUBLIC CALENDAR

Important: You can only add a calendar with a link if the other person's calendar is public. Learn more about public calendars.

1. On your computer, open Google Calendar.
2. On the left, next to "Other calendars," click Add From URL.
3. Enter the calendar's address. Cut and paste this address:
<https://bit.ly/3CYgvXy>
4. Click Add calendar. The calendar appears on the left, under "Other calendars."

Tip: It might take up to 12 hours for changes to show in your Google Calendar.

EWHS BAND Participation Agreement

Student Contact Information

Name: _____

Please return this signature sheet to your by Tuesday, September 13th, 2022. Your signatures below acknowledge receipt and understanding of the course outline (posted online only - no paper copies distributed).

We have read and understand the rules/standards and the Personal and Academic Honesty sections of the syllabus. I (student) will abide by the rules/standards and consequences established in these materials.

Over the course of the year Music Groups have had pictures taken at our various performances. We would like to be able to use these pictures to promote the Music Department and celebrate our wonderful students. Photos posted online will not have individual's names associated with them without additional prior written consent of students and parents. Please indicate by INITIALLING one of the blanks below as to whether you give permission or decline your students' participation. Thanks

<input type="checkbox"/> Yes, I give permission pictures of my student to be used for Music Department/District publication – press releases, etc.	<input type="checkbox"/> No, I do not wish to have photos of my child used for publication.
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This fall our department will be participating in a Fundraiser. Mark your calendars for October 29th Mattress Sale ... more information will be provided.

Student Signature

Parent/Guardian Signature

Primary Parent/Guardian Contact Information

Name: _____

Best Day Phone: _____

Parent's Cell Phone: _____

Best Night Phone (home): _____

Parent Email Address: _____

**Kickoff BOOSTER MEETING – Ice Cream Social
Tuesday, SEPTEMBER 27TH, 6:00-7:00PM
EDMONDS-WOODWAY COURTYARD (OR GREAT HALL)**



EDMONDS SCHOOL DISTRICT NO. 15
PARENT/GUARDIAN INFORMED CONSENT FOR FIELD TRIP

Student Name _____ School EWHS Date All Year 2022-23

GENERAL INFORMATION

The BAND is planning a trip to _____

Purpose of trip _____

Trip Destination To Be Determined Phone No. (____) _____

Address _____ Place of Lodging _____

We will leave from _____ at _____ AM PM

on (date) _____. We will return to the school on (day) _____ (date) _____

at _____ AM PM Itinerary is attached List of items needed is attached

Attending: number of students _____ minimum number of chaperones _____

TYPE OF TRANSPORTATION

District Vehicle Commercial Transportation District Bus Other (explain) _____

MEDICAL INFORMATION

The following special health problems should be noted and adequate precautions taken (list such items as unusually severe reaction to bee stings, other severe allergies, hemophilia, diabetes, heart disease, etc.) _____

The following medications, prescriptions or special diets are needed: _____

MEDICAL RELEASE

In the event of an accident or illness, I understand that reasonable effort will be made to contact the parent/guardian immediately. However, if I am not available, I authorize the school district to secure emergency medical care as needed.

Medical insurance? ____ yes ____ no

Student accident insurance is available through Excel Serv. It is recommended that all students have medical or student accident insurance. Contact the school office for details.

Name of Preferred Doctor _____ Phone (____) _____

Name of Insurance Carrier _____ Policy No. _____

This activity provides a learning experience for the students and allows them an opportunity to apply their classroom learning. If you have questions or concerns about this activity, please contact Mr. Bergerin 425-431-6237

Although I understand that the school district will make reasonable effort to provide a safe environment, I am fully aware of the special dangers and risks inherent in participating in the activity, including physical injury and/or death. Being fully aware of the risks, I hereby give consent for (student) _____ to participate in the activity.

Parent/Guardian Name _____ Day Phone (____) _____

Home Address _____ Evening Phone (____) _____

Emergency Contact _____ Emergency Phone (____) _____

Signature of Parent/Guardian _____ Date _____

Parent/guardian signature reflects their knowledge and approval of the activity described above. This form must be returned to school before the student is involved in the activity.