

2025-2026 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 semester 1 permission to travel.

Calendar of Music Events (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 up-to-date information about Music Department events visit our website calendar at <https://ewhsmusic.com/calendar/>. Consider "syncing" this calendar to your own Google Calendar.

The Music Boosters are hosting an Open House/Ice Cream Social so parents/guardians can meet the teachers and other music families on Tuesday, September 9th, 2025 at 6:30 PM in the Music "A" Building. Please review the [EWHS General Calendar](#) for the all-school upcoming Curriculum Night information (TBD).

Stay Connected

I encourage all musicians and families to stay in communication with me and all instructors. I send regular messages to my classes usually using Parent Square and also Canvas Announcements. Students in high school are expected to read emails. ChromeBooks need to be in class CHARGED each day as cell phone use will be diminished this year due to a new district wide rule. This will be covered in class.

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

Website and Social Media – We have a Music Boosters website for musicians and their families at <https://ewhsmusic.com>. This is a helpful source of information about the EWHS Music Program and Boosters. You can also find us on Instagram (@ewhs_music) and Facebook ("Edmonds-Woodway Music"). These accounts are not officially part of the Edmonds School District and are rather run by our Music Booster Organization. Use of these is totally optional.

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

Mr. Bergevin

Director of Bands/Department Chair, piano and guitar instructor

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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 composers and their music from each of the historical periods from the Renaissance to the Modern eras (covered in the band book Essential Techniques level 3)
5. Understand and demonstrate the basic marching fundamentals.
6. Study music that celebrates several diverse cultures and time periods.

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 3 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 concerts and community performances, festivals and sports events.

EWHS PEP/MARCHING BAND OVERVIEW

The EWHS Pep Band is a band made up of all band musicians. It provides the “Pep” (enthusiasm) 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**. Drumline students usually play at all 10 basketball games. Students in Pep Band are admitted free to all events at which they play. Music is easy-medium difficulty. Students in band must have an ASB card.

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 (prior to kickoff) 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. 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.

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. **Students are required to be enrolled in music performance ensembles** in order to qualify to play in special opportunities like all-state, solo and ensemble, full orchestra, pit orchestra etc.*

Full Orchestra

The full orchestra will rehearse after school, during Philharmonic Orchestra class 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. Performance is in early February but competitive players usually choose their selected music no later than October.

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 will 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. At the director's discretion students may be able to recover a portion of this grade with an agreed upon special project.

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. Points may also be 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 (probably with a video submission). 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, at the director's discretion, students may be able to recover a portion of this grade with an agreed upon special project. If the absence is unexcused, the student will receive a zero for the performance, and may not make it up.

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	Clarinet	Saxophone
Cleaning Rod Large Soft Cloth	Three Good Reeds Cloth/Leather Swab Cork Grease	Three Good Reeds Neck Strap Cork Grease

Oboe/Bassoon	Trumpet	Trombone
Three Good Reeds Cork Grease Seat Strap (Bassoon) Crutch (Bassoon)	Straight Mute Valve Oil Cleaning Kit	Straight Mute Slide Grease Cleaning Kit Spray Bottle (water)
French Horn	Baritone/Euphonium	Tuba/Sousaphone
Rotary Valve Oil Slide Grease Cleaning Kit	Valve Oil Slide Grease Cleaning Kit	Valve Oil Slide Grease Cleaning Kit

Percussion

Percussionists who do not own these basics will need to commit to a small investment by October 1.

Please come prepared every day with all items as a minimum. Our drum coach, Mr. Drumm recommends an affordable, high-quality vendor for these items and all percussionists need to acquire and bring these to class each day in order 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 may provide 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.**

EWHS MUSIC BOOSTERS

<https://ewhsmusic.com/boosters/>

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 deeply committed parent

group called the Edmonds-Woodway High School Music Boosters. The EWHS Music Boosters is a nonprofit, charitable association, organized for the purpose of supporting the EWHS Music Department.

Functions Include:

- Providing many different types of support to the staff and students
- Raising supplementary funds to benefit Music education at EWHS
- Providing college scholarships and financial aid to music students

Music Boosters Membership

There are NO DUES. All parents/guardians of EWHS music students are members by virtue of their student's participation in the music program. Parent volunteers enable our Music Teachers to do what they do best...spend their time working directly with our music students.

Music Boosters Meetings

Meetings usually take place on the first Tuesday of the month in the Choral/Orchestra Room at 7 PM, but this can vary so sign up for the monthly EWHS Music Boosters newsletter at <http://lp.constantcontactpages.com/su/7Lkn4qy>.

UNIFORMS

We are thankful to have nice looking special event uniforms for Marching Band, Wind Symphony and Jazz Ensemble 1. 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 (\$14) and Blue Jeans (provided by student), tennis shoes, etc. Pay the \$14 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 (\$18), (pay in main office)

Black Pants, Black Shoes, Black Socks (all of which are furnished by student).

Pep Band T-Shirt (\$14) and Blue Jeans (provided by student), tennis shoes, etc.

Symphonic Band and Concert Band Uniforms

Music Department Polo Golf Shirt (\$18), (pay in **main office**)

Black Pants, Black Shoes, Black Socks (all of which are furnished by the student).

Pep Band T-Shirt (\$14) and Blue Jeans (provided by student), tennis shoes, etc.

Jazz Ensembles I, II Uniforms

Black tuxedos/suit with black shirt and/or gowns rented through the Music Department with Booster Club cooperation. Students may rent a tuxedo including shirt, jacket, slacks, tie, cummerbund and shirt studs. Jazz 2 class will provide their own black attire. Additionally black shoes, black socks need to be provided by the students. Girls wear black gowns similar to the gown that orchestra and Wind Symphony students wear. When joining jazz there is a one-time \$25 fee. Jazz and formal tuxedo Fees are to be paid in the ASB office.

FINANCIAL ASSISTANCE

Students qualifying for Free and Reduced Lunch will have all materials and required trip fees provided at no cost. Thanks in large part to our EWHs Music Boosters organization. Optional activities like Solo & Ensemble or Lionel Hampton Solo categories will be covered by the students.

FINES

Be aware of these common fines due to lost or damaged school owned uniforms: Locks (\$5), and shoes (\$20). Uniform replacement exceeds \$300 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. **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 Madison Cho in the ASB office to pay for your ASB card and learn about the additional benefits. Payment plans are available.

ELIGIBILITY OVERVIEW

In order for a student to participate in the extra-curricular trips (like fall retreat) 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

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 Friday, September 12th.**

CONDUCT GUIDELINES - RULES

Students are expected to follow all school rules which are found in the Edmonds-Woodway Student Planner and online at our 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.

Generally consider this idea: Be HIP (honorable, involved and positive).

Specifically follow these principles to be sure you are learning the most possible:

1. Be on time. This means in your seat and mentally prepared when the bell rings.
2. Be prepared. Have all equipment and materials(including music, pencil, reeds etc)
3. . Be respectful (of music, fellow students and conductors)
4. No gum, drinks, food or hats in the music building.
5. No phones, - new this year, students will keep cell phones away during class time.
6. No chair leaning.
7. Give 100%
 - a. Listen
 - b. Stay seated
 - c. Come with an attitude to contribute something that will benefit everyone (practice your parts).

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/Assistant Principal or Warrior Support Center
6. Parent phone conference
7. Drop student from class with loss of credit

CALENDAR OF MUSIC EVENTS

DATE	EVENT	TIME	LOCATION	PARTICIPANTS
Fri, Sep 5, 2025	Football #1	7:00 PM	Stadium	All Bands
Fri, Sep 19, 2025	Football #2	5:00 PM	Stadium	
Fri, Sep 26, 2025	Football #3	5:00 PM	Stadium	All Bands
Fri, Oct 10, 2025	Football #4 - Homecoming	7:00 PM	Stadium	All Bands
Oct 3-5, 2025	Wind Symphony & Jazz Retreat	10:00 AM	Fort Casey	Wind Symphony & Jazz 1
Fri, Oct 17, 2025	Earshot Jazz Festival at Town Hall	6:00 PM	Town Hall Seattle	Jazz 1
Sat, Oct 25, 2025	Edmonds SD Jazz Symposium	8:00 AM	MTHS	
Sat, Nov 22, 2025	Northshore Jazz Festival	all day	Bothell HS	Jazz 1&2
Tue, Dec 2, 2025	Jazz Night	TBD	Edmonds Opera House	
Sun Dec 7, 2025	Craft Fair	10 AM - 4 PM	Great hall	All
Tue, Dec 9, 2025	Winter Concert 1		Great Hall	Orchestra & Choir
Tue, Dec 16, 2025	Winter Concert 2		Great Hall	Band & Jazz
Fri, Dec 12, 2025	Middle School Band Tour		Middle Schools	Wind Symphony, Jazz 1
Sat, Feb 7, 2026	SOLO & ENSEMBLE	8-4	Lynnwood HS	ALL
Tue, Feb 10, 2026	Band Quad Concert		Gym	ORCHESTRA
2/13-16/25	NAFME All NW		Spokane	Teachers/All State Students
Thu, Mar 12, 2026	DeMiero Jazz Festival	8am-10pm	Edmonds College	MELLO
Wed, Mar 18, 2026	SKMEA Band Festival		Shorecrest	
Fri, Mar 20, 2026	Big Band Dance			
Fri, Mar 27, 2026	Hot Java Cool Jazz		Edmonds Waterfront Center	Jazz 1 & 2
Apr 6-10, 2026	Spring Break			
Apr 22-25, 2026	Lionel Hampton Jazz Festival - jazz bands			
5/9/2026	Jazz Connection		Edmonds	JAZZ & MELLO
Fri, May 22, 2026	Jazz Band Night		(off Campus)	
Tue, Jun 2, 2026	Spring Concert #1 w/ awards		Great Hall	WS/CO/BC
Sat, Jun 6, 2026	Edmonds Jazz Walk		Edmonds (off Campus)	volunteers/Jazz 1/& pro groups
Tue, Jun 9, 2026	Spring Concert #2	7	Great Hall	SO/SB/CB
Jun 19-21, 2026	Edmonds Arts Festival		Francis Anderson Center	Mellos/Jazz 1/Phil
Fri, Jun 12, 2026	Graduation	5:30 PM	Stadium	WS/MA

WA STATE EALRs

- . 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.

1. 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

Instructor:	Mr. Bergevin
EWHS Credit:	1.0
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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

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WIND SYMPHONY

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How is music a form of communication?
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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)
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EWHS BAND PARTICIPATION AGREEMENT

Student Contact Information

Name: _____

Please return this signature sheet to your teacher by Tuesday, September 9th, 2025. Your signatures below acknowledge receipt and understanding of the course outline (posted online only - no paper copies distributed). **All band members are required to purchase an ASB Card. Please return the orange field trip form by 9/9 also.**

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 **INITIALING one of the blanks below** as to whether you give permission or decline your students' participation. Thanks!

_____ Yes, I give permission pictures of my student to be used
for Music Department/District publication (press releases, etc.)

_____ No, I do not wish to have
photos of my child used.

Student Signature

Parent/Guardian Signature

Parent/Guardian Contact Information

Name(s): _____

Parent's Cell Phone(s): _____

Parents' Email Address(es): _____

Kickoff BOOSTERS MEETING – Ice Cream Social
Thursday, SEPTEMBER 9th - 6:30 PM
EDMONDS-WOODWAY Music Classrooms in A Building

Student Name _____ School _____ Date _____

General Information

The _____ is planning a trip to _____
 Purpose of trip _____
 Trip Destination _____ 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

Type of Transportation

☐ District Vehicle ☐ Commercial Transportation ☐ District Bus ☐ Other (explain) _____

Medical Information

The following current health problems should be noted and adequate precautions taken (please list conditions such as unusually severe reaction to bee stings, other severe allergies, diabetes, seizures, etc.): _____

If your student requires medication on a field trip, a current Medication Authorization (SS-500, signed by an MD/health care provider) must be provided. These are available at the school main office or district website.

Medical insurance? ____ yes ____ no Carrier Name _____

If yes, includes Dental Insurance? ____ yes ____ no

Student Accident Insurance is recommended; low cost plans applications are available in the school offices.

Name of Preferred Health Care Provider or Clinic: _____ Phone (_____) _____

Name of Preferred Dentist or Dental Clinic: _____ Phone (_____) _____

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: _____

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.

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.