2017–2018 Burke High School
Instrumental Music
Course Syllabus and Handbook

Burke High Mission Statement
Burke High School is dedicated to providing an exemplary education through the collaborative efforts of students, parents, staff and community.

Mr. Kyle Brubaker and Mr. Marcus Brown, Directors

Welcome to the 2017–2018 Burke High Instrumental Music Program. We are pleased to have you as a part of our program, and we hope that you will give your utmost in helping us to create outstanding musical ensembles. It is necessary to have certain written policies governing our members. By presenting these policies in this handbook, many unnecessary misunderstandings can be avoided. You may receive an individual printed copy of the handbook by notifying the directors. We ask that both parents/guardians and students read all sections of the handbook that apply to your course(s). You are also asked to return the last page by Wednesday, August 23, signed by the parent(s)/guardian(s) and the student. If you have any questions please feel free to call or email.

CONTACT INFORMATION:
Band room phone: 402-557-3252
Main office phone: 402-557-3200
Plan Periods: 5th & 6th Block (11:06 a.m.–1:24 p.m.) Office/Classroom: Band Room, Room 257, Auditorium
Best Time to contact: Plan time and after school
E-mail addresses:
alexandria.kasun@ops.org (Alex Kasun, strings specialist)
david.baker@ops.org (David Baker, guard instructor)
omarcolin1996@gmail.com (Omar Colin, percussion instructor)
Instrumental Music Website: www.omahaburkeband.com
Expectations

1. **Positivity:** Everyone will maintain a positive attitude about the program, their group, their section, each other, and individual ability. This is done by giving and receiving constructive feedback in an appropriate tone and following instruction without comment or complaint, etc.

2. **Respect:** Everyone will show the program, their group, their section, their equipment, each other, and themselves respect. This is done by showing up on time, listening to others in discussion, not distracting from instruction, taking care of and maintaining equipment, showing common courtesies (please, thank you) to everyone, etc.

3. **Integrity:** Everyone will do what is right and good at all times, even when no one is looking. This includes staying on task during sectional time, regular practice, and/or having music learned prior to rehearsal, etc.

4. **Determination:** Everyone will work to achieve new tasks, overcome challenges, and grow/learn from new opportunities. This includes not giving up when we are stuck on a challenge, practicing a skill until we become proficient, etc.

5. **Excellence:** Everyone will strive to achieve at the highest level of their abilities. This is done through regular practice, efficient use of rehearsal/practice time, etc.
Honors Concert Band (FULL YEAR ENROLLMENT REQUIRED)

This course is considered to be the principal performing band in the high school instrumental music curriculum. Students will rehearse and perform standard band literature designed to strengthen basic musicianship and instrumental technique. Membership is by audition. In the senior high school, the Honors Concert Band also serves as the nucleus for the marching band program as a part of the first semester’s activities. Other performances include winter and spring concerts as well as the All-City Music Festival. Additional assignments and performances will be required for Honors credit. A large time commitment outside of the school day is a requirement for this course. The first semester of band, i.e., marching band, counts for 1 semester of PE credit. Four PE credits are required for graduation.

Prerequisites: Class standing as a 9th-12th grader and successful completion of 8th Grade Band, Prep Band, or permission of the instructor

Major Units of Study
Marching Band (1st Qtr)
Advanced Instrumental Technique—Breathing, scales, etc. (1st Qtr through 4th Qtr)
Concert Ensemble (2nd Qtr through 4th Qtr)
Chamber Ensemble (2nd Qtr through 4th Qtr)
Athletic Band (Pep Band) (Football and Basketball Season)

Honors/Independent Units of Study
Instrumental Solo Small Ensembles Honors Ensembles
Musical Participation (School/OPS)
Music Participation within the Community

Course Expectations
Honors Concert Band/Flag Corps
- Perform several pieces of music by various composers and demonstrate proficiency on your part and an understanding of your role within the ensemble
- Complete written assignments, when assigned, using your music to formulate insightful comments in typed, complete sentences
- Experience music outside the regular classroom. Students should attend or participate in performances that are not required for the course
- Practice outside scheduled rehearsals split across the week
- Incorporate musical terms and definitions into rehearsals
- Demonstrate the ability to sight-read selections either playing or counting

Texts/Materials
Marching Band
- Music
- Dot Charts

Symphonic Band/Wind Ensemble/Percussion Ensemble
- Sound Innovations for Band
- Cichowicz airflow studies
- Sight-reading materials as assigned
- Etude/excerpt exercises and books as assigned
Assigned literature (music and routine for winter guard)

Athletic Band
- Pep band music

Assessment
- Course grades will be determined by planned assessments such as concerts, playing assessment, and written assignments with rubrics.
- Written and performance formative assessments are for each major unit.

Students who are enrolled for Honors Credit must fulfill the following requirements:

1st Semester Honors Requirements:
1. Attendance at all rehearsals, competitions, and pep band performances. Exceptions are excused absences and or personal/family emergencies with directors’ approval.
2. Complete and hand in all competition and concert evaluations by their due dates.
3. Prepare and record for the directors and, if recommended, an OPS Music Department All-City Music Festival audition. Students must participate if they are accepted.

2nd Semester Honors Requirements:
1. Honors Concert Band Performance Review due on Thursday, May 3 (Guard Honors requirements TBA by Mr. Baker)

Live Performance Option
1. Attend a concert band performance of high school or above playing level that includes at least 3 pieces
2. Turn in program with review

Evaluation Format: Assess every ensemble/solo piece
- When listening to the concert, discuss each trait on a scale of 1 to 4 (1= Poor, 4= Exceptional)...
  - Tone—beauty, blend, control
  - Intonation—tonality awareness, pitch center, unisons/intervals/chords
  - Precision—accuracy in rhythms/notes
  - Facility—ease of fingerings, positions, articulations, attacks/releases
  - Balance—within ensemble, within sections, melodies/harmonies
  - Expression—phrasing, musical line, contrast in dynamics
  - Be sure to refer to specific spots in each piece when explaining WHY you gave them the rating you did (Example: During the beginning of the piece, the band did not start and end phrases together because...).
- While listening to a solo performance, discuss each trait on a scale of 1 to 4...
  - Tone—beauty, blend, control
  - Intonation—tonality awareness, pitch center, unisons/intervals/chords
  - Precision—accuracy in rhythms/notes
  - Facility—ease of bowings, fingerings, positions, articulations, attacks/releases
  - Instrument mastery—embouchure/holds instrument correctly, articulation
  - Expression—phrasing, musical line, contrast in dynamics
  - Again, be sure to refer to specific spots in each piece
- After addressing these musical qualities for each ensemble/solo piece, apply what you learned to the Burke Symphonic Wind Ensemble/Symphonic Band. What did you
hear from the concert that our band could use to improve?

Review Format
- Typed in a 12-point size, legible font (Times New Roman, Calibri, Arial)
- Single spaced
- At least 4 pages
- Name and date in top left corner; class and assignment in top right corner

***For each of these activities that you were/will be in, you can omit 1 to 4 pieces from your honors requirement. You may not use the same activity for different classes.***

- All-State Band (omit 4)
- Musical Pit (omit 2)
- Districts and/or EBO solo/small ensemble (omit 1)
- Approved independent performing ensemble (omit 2)
- All-City Band (omit 1)
- BOCH Festival or Future Stars Honor Band (omit 1)

**Music Composition Option**
- You will compose a short piece, minimum of 32 measures in 4/4 time for the ensemble that you perform in (Concert Band)
- A detailed guideline sheet will be provided by Nov. 1
- There will be no omissions for this option
Honors Orchestra

This course includes the rehearsal and performance of outstanding symphonic literature from the representative periods of music history. This literature provides for the development of both individual and ensemble skills. Performance includes winter and spring concerts as well as the All-City Music Festival. Membership is by audition. High school orchestra members also participate as a pit orchestra for the production of a school’s Broadway musical. Additional assignments and performances will be required to earn Honors credit.

Prerequisites: Class standing as a 9th-12th grader and successful completion of 8th Grade Orchestra or permission of the instructor

Major Units of Study
String Orchestra (1st semester)
Full Orchestra (2nd semester)

Honors/Independent Units of Study
Instrumental Solo Small Ensembles Honors Ensembles
Musical Participation (School/OPS)
Music Participation within the Community

Course Expectations
Honors Orchestra
  o Perform several pieces of music by various composers and demonstrate proficiency on your part and an understanding of your role within the ensemble.
  o Complete written assignments, when assigned, using your music to formulate insightful comments in typed, complete sentences.
  o Experience music outside of the regular classroom. Students should attend or participate in performances that are not required for the course.
  o Practice outside of scheduled rehearsals split across the week.
  o Incorporate musical terms and definitions into rehearsals.
  o Demonstrate the ability to sight read selections either playing or counting.

Texts/Materials
  o Sound Innovations for Orchestra
  o Sight-reading materials as assigned
  o Etude/excerpt exercises and books as assigned
  o Assigned literature

Assessment
  o Course grades will be determined by planned assessments such as concerts, playing assessment, and written assignments with rubrics.
  o Written and performance formative assessments are for each major unit.

Students who are enrolled for Honors Credit must fulfill the following requirements:
Honors Orchestra Performance Review due on Friday, December 8 and Thursday, May 3

Live Performance Option
  o Attend an orchestra performance of high school or above playing level that includes at least 3 pieces
Turn in program with review

Evaluation Format: Assess every ensemble/solo piece

When listening to an orchestra concert, discuss each trait on a scale of 1 to 4 (1= Poor, 4= Exceptional)...

- Tone—beauty, blend, control
- Intonation—tonality awareness, pitch center, unisons/intervals/chords
- Precision—accuracy in rhythms/notes/bowings
- Facility—ease of bowings, fingerings, positions/shifts, articulations, attacks/releases
- Balance—within ensemble, within sections, melodies/harmonies
- Expression—phrasing, musical line, contrast in dynamics
- Be sure to refer to specific spots in each piece when explaining WHY you gave them the rating you did (Example: During the beginning of the piece, the orchestra did not start and end phrases together because...).

While listening to a solo performance, discuss each trait on a scale of 1 to 4...

- Tone—beauty, blend, control
- Intonation—tonality awareness, pitch center, unisons/intervals/chords
- Precision—accuracy in rhythms/notes/bowings
- Facility—ease of bowings, fingerings, positions/shifts, articulations, attacks/releases
- Instrument mastery—embouchure/holds instrument/bow correctly, articulation
- Expression—phrasing, musical line, contrast in dynamics
- Again, be sure to refer to specific spots in each piece

After addressing these musical qualities for each ensemble/solo piece, apply what you learned to the Burke Orchestra. What did you hear from the concert that our orchestra can use to improve?

Review Format

- Typed in a 12 size, legible font (Times New Roman, Calibri, Arial)
- Single spaced
- At least 4 pages
- Name and date in top left corner; class and assignment in top right corner

***For each of these activities that you were/will be in, you can omit 1 of the 4 pieces. You may not use the same activity for different classes.***

- All-State Orchestra (omit 4)
- Musical Pit (omit 2)
- Districts and/or EBO solo/small ensemble (omit 1)
- OAYO (omit 2)
- All-City Orchestra (omit 1)
- BOCH Festival (omit 1)

Music Composition Option

- You will compose a short piece, minimum of 32 measures in 4/4 time for the ensemble that you perform in (Orchestra)
- A detailed guideline sheet will be provided by Nov. 1
- There will be no omissions for this option
Honors Flag Corps (FULL YEAR ENROLLMENT REQUIRED)

This course is considered to be the principal performing corp in the high school instrumental music curriculum. Students will rehearse and perform standard flag corp routines with performance technique. Membership is by audition. In the senior high school, the Honors Flag Corp also serves as an extension of the marching band program during the first semester’s activities. Other performances include winter and spring guard. Additional assignments and performances will be required for Honors credit. Students are required to participate in all scheduled performances. Each semester in this course qualifies for 1 credit of PE. Four PE credits are required for graduation.

Pre-requisites: Audition

Major Units of Study
Marching Band (1st Qtr)
Winter/Indoor Guard (2nd Qtr through 4th Qtr)

Course Expectations
Honors Flag Corps
- Perform routines and demonstrate proficiency on your part and an understanding of your role within the ensemble.
- Complete written assignments, when assigned, using your music to formulate insightful comments in typed, complete sentences.
- Experience color guard outside of the regular classroom. Students should attend or participate in performances that are not required for the course.
- Practice outside of scheduled rehearsals split across the week.
- Incorporate technical guard terms and definitions into rehearsals.

Texts/Materials
Marching Band
- Routine
- Dot Charts
Winter Guard
- Routine

Assessment
- Course grades will be determined by planned assessments such as concerts, playing assessment, and written assignments with rubrics.
- Written and performance formative assessments are for each major unit.

Students who are enrolled for Honors Credit must fulfill the following requirements:
1st Semester Honors Requirements:
1. Attendance at all rehearsals, competitions and pep band performances.
   Exceptions are excused absences and or personal/family emergencies with directors’ approval.
2. Complete and hand in all competition and concert evaluations by their due dates.
3. Prepare and record for the directors and, if recommended, an OPS Music Department All-City Music Festival audition. Students must participate if they are accepted.

2nd Semester Honors Requirements: TBA by Mr. Baker
Honors Jazz Band

This course is a high school instrumental ensemble composed of advanced instrumental students who are simultaneously enrolled in Concert Band or Orchestra. Various jazz rudiments and improvisation techniques are introduced through a variety of jazz and popular styles of music. Additional assignments and performances may be required for Honors credit.

Prerequisites
Enrollment in Band or permission of the instructor

Major Units of Study
Big Band (1st Qtr through 4th Qtr)
Jazz Combos (1st Qtr through 4th Qtr)
Improvisation (1st Qtr through 4 Qtr)
Listening and Analysis

Honors/Independent Units of Study
Community Performances Honor Ensembles

Course Expectations
- Play several pieces of music by various jazz composers and demonstrate playing proficiency on your part and an understanding of your role within the ensemble.
- Demonstrate a basic understanding of improvisation and the use of jazz chord progressions within a solo setting.
- Complete written assignments, when assigned, using your music experience to formulate insightful comments in typed, complete sentences.
- Experience music outside of the regular classroom. Students should attend or participate in performances that are not required for the course.
- Practice outside of scheduled rehearsals split across the week.
- Incorporate musical terms and definitions into rehearsals.
- Attend to after school sectionals.
- Demonstrate the ability to sight-read selections either playing or counting.

Texts /Materials
Jazz Ensembles and Combos
- Jamey Aebersold Improvisation Series
- Rhythm Workshop
- Assigned Ensemble Literature
- Various recordings

Assessment
- Course grades will be determined by planned assessments such as concerts, playing assessment, and written assignments with rubrics.
- Written and performance formative assessments are for each major unit.

Students who are enrolled for Honors Credit must fulfill the following requirements:
Honors Jazz Performance Review due on Friday, December 8 and Thursday, May 3
Live Performance Option
- Attend a jazz band performance of high school or above playing level that includes at
least 3 pieces

- Turn in program with review

**Evaluation Format:** Assess *every* ensemble/solo piece

- When listening to a jazz band concert, discuss *each trait* on a scale of 1 to 4 (1= Poor, 4= Exceptional)...
  - Tone—beauty, blend, control
  - Intonation—tonality awareness, pitch center, unisons/intervals/chords
  - Precision—accuracy in rhythms/notes
  - Facility—ease of fingerings, positions, articulations, attacks/releases
  - Balance—within ensemble, within sections, melodies/harmonies
  - Expression—phrasing, musical line, contrast in dynamics
  - Be sure to refer to specific spots in each piece when explaining WHY you gave them the rating you did (Ex: During the beginning of the piece, the band did not start and end phrases together because...).

- While listening to a solo performance, discuss *each trait* on a scale of 1 to 4...
  - Tone—beauty, blend, control
  - Intonation—tonality awareness, pitch center, unisons/intervals/chords
  - Precision—accuracy in rhythms/notes
  - Facility—ease of fingerings, positions, articulations, attacks/releases
  - Instrument mastery—embouchure/holds instrument correctly, articulation
  - Expression—phrasing, musical line, contrast in dynamics
  - Again, be sure to refer to specific spots in each piece

- After addressing these musical qualities for each ensemble/solo piece, apply what you learned to the Burke Jazz Band. What did you hear from the concert that our jazz band can use to improve?

**Review Format**

- Typed in a 12 size, legible font (Times New Roman, Calibri, Arial)
- Single spaced
- At least 4 pages
- Name and date in top left corner; class and assignment in top right corner

***For each of these activities that you were/will be in, you can omit 1 of the 4 pieces. You may not use the same activity for different classes.***

- All-State Jazz (omit 4)
- Musical Pit (omit 2)
- Districts and/or EBO solo/small ensemble (omit 1)
- MAYJO (omit 2)
- BOCH Festival (omit 1)

**Music Composition Option**

- You will compose a short piece, minimum of 32 measures in 4/4 time for the ensemble that you perform in (Jazz Band)
- A detailed guideline sheet will be provided by Nov. 1
- There will be no omissions for this option
Prep Band (FULL YEAR ENROLLMENT REQUIREMENT)

This course is intended for high school students with previous instrumental experience but have yet to sharpen their skills sufficiently for membership in the concert band. Appropriate band literature and method studies that encourage the development of instrumental technique is rehearsed and performed. Membership is by audition. **Prep Band members will also be included in the marching band activities that include after school and weekend events/practices.**

Prerequisites
Successful completion of the previous year of band, or permission of the instructor
Successful completion 2 semesters of Prep Band and six semesters of Varsity Band will result in the waiving of the two-year PE requirement

Major Units of Study
Band Citizenship (1st Qtr through 4th Qtr)
Instrumental Technique—Breathing, Fingerings, Tone Production, etc. (1st Qtr through 4th Qtr)
Individual Musicianship (1st Qtr through 4th Qtr)
Concert Ensemble (1st Qtr through 4th Qtr)
Introduction to Visual Fundamentals for Marching Band (4th Qtr)

Independent Units of Study
Instrumental Solo
Small Ensembles
Music Participation within the Community

Course Expectations
  o Play several pieces of music by various composers and demonstrate playing proficiency on your part and an understanding of your role within the ensemble.
  o Complete written assignments, when assigned, using your music experience to formulate insightful comments in typed, complete sentences.
  o Experience music outside of the regular classroom. Students will attend and/or participate in public/classroom performance.
  o Practice outside of scheduled rehearsals split across the week.
  o Incorporate musical terms and definitions into rehearsals.
  o Demonstrate the ability to sight-read selections either playing or counting.

Texts/Materials
Prep Band
  o Sound Innovations for Concert Band—Intermediate
  o Sight-reading materials as assigned
  o Standards of Excellence for Band
  o Assigned literature

Assessment
  o Course grades will be determined by planned assessments such as concerts, playing assessment, and written assignments with rubrics.
  o Written and performance formative assessments are for each major unit.
Policies

Attendance Policy
Many practices/performances are scheduled outside of the school day. This is a preliminary list and subject to change. Families/students will be notified of changes as they happen. Students are expected to attend all practices/sectionals and performances in order to earn a letter (letters are not awarded for Prep Band). Absences will be excused at the discretion of the directors for the reasons listed below.

Excused absences include personal illness, death in the family, family wedding, out of town trip, and participation in a Burke athletic event, which directly conflicts with a practice. Family weddings, out of town trips, and conflicts with Burke athletic events will require a month advance notice so we can prepare another student to cover the missing part/spot. Remember to contact the band office by email or at 402-557-3252 in advance to notify us of unexpected absences caused by illness, etc. before the event.

Unexcused performance absences may result in a lowered grade and may prevent students from earning their letter. Students may also be removed from upcoming performances. Reasons for unexcused absences include but are not limited to work, unnamed “prior/family commitment” or “emergency,” and failure to make transportation arrangements. The directors will consider unusual and extraordinary circumstances and may excuse a student from a practice/performance in rare instances. Prior notice in the form of a note, email or phone call is required for any practice/performance absences.

Students at Burke are encouraged to be a part of instrumental music and other school activities. Students who are involved in instrumental music also participate in various school sports, drama, vocal music, and other school clubs, teams, and activities. It is the belief of the staff at Burke High School that is a way to help create well-rounded students.

High school is the time of life to try many things and to participate in many activities. The instrumental music directors make it a priority to cooperate with coaches and activity sponsors to ensure that you can be a member of multiple activities. At Burke, we all work together for the good of the student! Students are asked to do their part by recognizing that an increase in the number of activities increases the need for communication in all directions. All students involved in multiple activities are expected to communicate to both coaches and the directors when there is a conflict at least 2 weeks in advance. Let us help you arrange your schedule so that high school is a wonderful experience for you!

Grading and Lettering Policy
The directors will determine grades and letter eligibility based on the guidelines below. Instrumental music classes are treated as academic classes. Some of the class summative assessments (performances) have a very high degree of visibility. The performances become the evaluations of how well the ensembles are achieving and how the individual is progressing.
Content Standards and Grading Weights

The following standards and grading system will be used for the Omaha Burke High School instrumental music classes:

OPS Instrumental Music Standards

Create – Students will compose, arrange, improvise, read, and perform music with an analytical understanding of the language of music.

- Connect music to historical and cultural contexts, the arts, other disciplines, and life experience through creating.
  - Students will be able to make performance suggestions based on their schema.
- Independently generate multiple compositional ideas for a specific purpose or mood, including: how elements of music utilize expressive intent, unity/variety, tension/release, how personal experiences influence musical choices.
  - The students will produce motifs demonstrating proficient knowledge of compositional devices.
- Create, evaluate, and refine musical ideas that actualize creative intent with increasing craftsmanship.
  - The students will demonstrate an ability to construct musical ideas and respond/refine these ideas.
- Analyze compositional devices in student creations.
  - Students will demonstrate knowledge of compositional devices in their creations.
- Present an improvisation, arrangement, or original composition that conveys mood through craftsmanship. Explain how elements of music in the student creation are used to communicate expressive content (e.g., aurally, visually, electronically) and evaluate the effectiveness of their use.
  - Students will present an improvisation arrangement or original composition and be able to explain how elements of music are used to communicate expressive content.
  - Students will proficiently connect music to historical and cultural contexts, the arts and other disciplines through creating.
  - Students will proficiently reflect how personal experiences influence musical choices.
Perform – Students will play, independently and/or with others, a variety of music genres and styles using technical accuracy and expression, and synthesize feedback from various sources to evaluate performance.
  o Analyze and interpret expressive characteristics and components of technique, function, and context of selected pieces (e.g. timbre, texture).
    o Students play with proper blend and balance
    o The intent of the composer/arranger is conveyed through the music by the students.
  o Perform (formally or informally) music of greater complexity using accurate intonation, expression, and stylistically correct interpretation of phrasing, dynamics, and articulation. Demonstrate appropriate performance expectations.
    o Through formative and summative evaluations students are given feedback by the teacher and peers.
    o Students are given feedback from outside experts (e.g. clinicians, judges) on their performance.

Respond – Students will analyze and evaluate how much music elicits intended responses (personal response to music).
  o Select appropriate music in contrasting styles to listen to or perform with the audience in mind.
    o Music selected corresponds with music recommended by state and national organizations.
  o Analyze and evaluate how the performer/creator uses composition and performance characteristics (e.g. form, style) to convey expressive intent.
    o Students can evaluate how the music fits in with the composer’s intent (e.g. melody, harmony, counterpoint, countermelody, concept).
  o Independently choose appropriate criteria (e.g. texture, phrasing) to critique expressiveness and effectiveness of performance/composition.
    o Students will reflect and provide feedback on their performances.
  o Connect music to historical and cultural contexts, the arts, other disciplines, and life experience through responding.
    o Students will be able to express how a composition/performance relates to other disciplines through formal/informal discussion.
Grading Weight:

*Practice* – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

*Formative (35% of the final grade)* – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., one three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

*Summative (65% of the final grade)* – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

**Revision Policy**

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed to revise coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Revisions will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for revisions will be done at the teacher’s discretion in consultation with the student and parent(s).
4. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.
**Activity Cards**
All Prep Band, Honor Band, Color Guard and Jazz Band members are required to have an activity card. The cost of an activity card is $35.00, and it can be purchased at the Burke Bookstore.

**General Policies for Special Problems**
The students at Burke High School who are involved in activities are representing their school, themselves and the community in all they do. Therefore, they are expected to consistently act in a way that would reflect positively on the school, themselves and the community. The code of conduct in the Burke High School 2017-2018 Student Handbook should be followed by all participating students.

1. **Bus and Travel Requirements**
When buses are provided, all members will ride the same bus both ways. This can be adjusted only with advance written permission from the parent/guardian.
   A. Students will not board buses until instructed to do so. Students will mark their names on the attendance roster and remain seated on the bus until instructed otherwise.
   B. Keep all noise to a minimum. Personal listening/game devices will be allowed only if they are used with headphones/ear buds. Stop all talking at railroad crossings.
   C. Keep everything (including body parts) inside the windows at all times.
   D. Keep the buses clean. No glass containers or sunflower seeds. No food or drinks except water.
   E. There will be trash containers for your use on each bus. Clean the area around your seat before exiting the bus.
   F. Loud, boisterous behavior or profane language will not be tolerated at any time. This includes using drumsticks to play on practice pads or any other surface (except as permitted during marching band season).
   G. Respect the decisions of the sponsors. They have received specific instructions from the directors.
   H. Departure times are just that. Schedules have been organized with little spare time. If you are late, you should expect to be left and are expected to get to the performance on your own.
   I. Upon returning to Burke High School, ALL students are responsible for cleaning up the buses and making sure all belongings are removed. ALL students are responsible for making sure their equipment and uniform are returned to their proper places in the band room.
   J. Excessive public displays of affection should be avoided.

2. **Concerts**
   A. Concert performances are scheduled at Burke High School as an extension of the regular classroom. Part of the learning process includes live performance. *Call time for concerts is normally 30-60 minutes prior to the concert. Plan for enough time to be dressed in concert attire, assemble your instrument, and to warm-up and tune. We will also make additional announcements at that time.
   B. Most concerts will last approximately one hour. The students are expected to be
present for the entire program. We also encourage the audience to be courteous to all of the students performing on the program by staying for the entire concert.

Uniforms

*Marching/ Honors Concert Band/Prep Band*

Burke High Bands have a long-standing tradition of not only sounding good, but looking good. Part of maintaining this tradition is taking care of the uniforms issued to students. Students will be assigned a uniform by our band uniform committee after having it fitted. Students ARE NOT to take uniforms home unless given special permission by the directors. Uniforms will be kept in the uniform storage room located in the band room and will be checked in and out for each event. While the uniform is checked out to the student, he/she is responsible for any damage/loss of the uniform or any parts of the uniform.

The band’s appearance is the first factor that people consider when judging a band and this evaluation takes place before the first note is played. When in uniform, students are EXPECTED to wear the uniform correctly. No student should be viewed by the public out of uniform. Students should have pants fastened, jackets on and zipped. If the ensemble has hats on, they are to be worn correctly.

A. *Students will wear athletic shorts or long johns underneath the uniforms only!* Students cannot wear any type of jean shorts, blue jeans, or long pants because they will pull out the seams and damage the uniforms.

B. *Students will wear Burke Marching Band 2017 show shirts only under the jacket.* The show shirt is part of the uniform. Occasionally, in hot weather, the directors will give permission for students to open their jackets. The band MUST still look uniform. This also prevents the wearing of inappropriate t-shirts.

C. *Students must wear BLACK ATHLETIC/DRESS SOCKS.* The socks CANNOT be the ankle high socks. If students are unable to obtain socks or lose them, they can purchase black socks at a cost of $2.00 per pair. If they are unable to pay for the socks at that time, their name will be put on a list and they will be expected to pay as soon as possible. All unpaid fees will be placed on the fine list at the end of the semester.

D. *Students must use BLACK MARCHING SHOES.* Burke High currently uses the Drillmaster Marching Shoe. Students can order these shoes through the large group order done at the beginning of the school year. No other shoes are acceptable.

E. *Students MAY NOT wear jewelry.* Part of marching band is having everyone be uniform in appearance. Students who have piercings must remove them for all performances. If the student recently got their piercing and is unable to remove it, they are expected to cover it with a flesh color band-aid or use clear studs. Students with gauges must replace them with clear gauges for performances. Students may not wear watches or rings.

F. *All students, female and male, with LONG HAIR, must braid it or put it up so that it is off the shoulders and can be placed inside the hat.*
Guard
Guard members’ uniforms will be specified by the directors.

Jazz Band
Male Jazz Band students will wear a black suit and tie outfit for all performances. Students will provide these outfits, which should also include a dress shirt, black socks, and black dress shoes. Female Jazz Band students will wear a black dress or black skirt and black blouse.

Orchestra
Male Orchestra students will wear a black suit and tie outfit for all performances. Students will provide these outfits which should include a dress shirt, black socks, and black dress shoes. Female orchestra students will wear a black dress or black skirt and black blouse.

Pep Band
Pep Band students will wear their 2017 show t-shirt and jeans. Students who were not in Varsity Marching Band will wear a black t-shirt and jeans.

Lettering Award Policy and Point System
Burke Varsity Marching Band/Concert Band/Symphonic Band/Jazz Band/Orchestra students have the opportunity to earn a Varsity letter based on their performance and participation in class. Varsity Band students must apply for their letter by submitting the page below by Friday, April 20, 2018, with all points tallied according to activities they participated in. Guard, Jazz Band, and Orchestra letters are awarded at the discretion of the directors and do not use a points system. Missing performances may be excused for academic/grading reasons but may be unexcused for letter points. A chenille letter is awarded at Band Honors Night or in orchestra class with an award pin being issued for each subsequent year. Letters may be taken away if not treated appropriately.
Letter Point Tally

Name: ________________________________

Please circle any of the events in which you participated. Total the points on the left-hand side.

_______ (out of 14) **Marching Band Performances** - 1 pts each

<table>
<thead>
<tr>
<th>Exhibition</th>
<th>March-A-Thon</th>
<th>FB Game #1</th>
<th>FB Game #2</th>
<th>Wildcat Classic</th>
<th>FB Game #3</th>
<th>FB Game #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>StarFest</td>
<td>Orange City</td>
<td>OME</td>
<td>FB Game #5</td>
<td>OMI</td>
<td>NSBA</td>
<td>Highlights</td>
</tr>
</tbody>
</table>

_______ (out of 10) **Concert Performances** - 1 pts each

<table>
<thead>
<tr>
<th>Fall Concert</th>
<th>Winter Con.</th>
<th>Bell West</th>
<th>OPS Adj</th>
<th>Fest. Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perc. Ensemble</td>
<td>Spring Concert</td>
<td>Benefit Concert</td>
<td>Districts</td>
<td>Post Contest Concert</td>
</tr>
</tbody>
</table>

_______ (out of 9) **Winter Guard Performances** - 1 pts each

<table>
<thead>
<tr>
<th>Eval Show</th>
<th>Show #1</th>
<th>Show #2</th>
<th>Show #3 Regional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show #4</td>
<td>Show #5</td>
<td>HWAA Championships</td>
<td>Dayton</td>
</tr>
</tbody>
</table>

_______ (out of 8) **Pep Band Performances** - 1 pts each

<table>
<thead>
<tr>
<th>Black Band Game 1</th>
<th>Game 3</th>
<th>Game 5</th>
<th>Game 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold Band Game 2</td>
<td>Game 4</td>
<td>Game 6</td>
<td>Game 8</td>
</tr>
</tbody>
</table>

_______ (Pick one) **Events** – 2 pts each

<table>
<thead>
<tr>
<th>Band Boutique</th>
<th>HWAA Show</th>
<th>Jazz Festival</th>
<th>Jazz Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Additional Pep Band Performances - 1 pts each (BB Playoff, FB Playoffs, Spirit Functions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>Community Performances - 1 pts each, Directors’ discretion. (List all on back)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>Service to Band Program - 1 pts each, Directors’ discretion. (List all on back) Ex. Concert Set-Up and Tear Down, Prop Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>Honor Ensemble Participation - 2 pts each (All-State UNO, UNL, All-City and other approved ensembles)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>EBO (Elkhorn Band Olympics) or District Music Solo or Small Ensemble Performance - 1 pts each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>MAYJO, OAYO, Approved independent performing ensemble Member - 2 pts each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>Jazz Ensemble 1 pts each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>Pit Orchestra Member - 1 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>Private Lessons on Primary Instrument for a full year - 2 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>Director’s Points - List other items you feel are worthy of letter points. We will consider each and assign points where appropriate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**

**Total Points needed to letter in band:** Varsity Band – 38, Orchestra – 8, Guard – 25

*In addition to the total points, student attendance to rehearsals and sectionals will be recorded throughout the year by the directors and will be used as part of the consideration process for your letter. Additionally, your band grades will be factored into the selection process.*
Please fill out both sections of this page, sign where indicated, and detach and return this entire page to Mr. Brubaker or Mr. Brown by **Wednesday, August 23**.

**Section 1: Acknowledgement that syllabus/handbook has been read**

We have read the 2017-2018 Burke Instrumental Music Syllabus/Handbook and understand the requirements of the Burke Instrumental Music Program.

______________________________  ____________________________  ____________________________
Student Signature               Parent/Guardian Signature            Date

**Section 2: Bus transportation permission form for all events requiring bus transportation (see list). Occasionally events will require parent/guardian/student transportation.**

![Permssion Form Image](image-url)