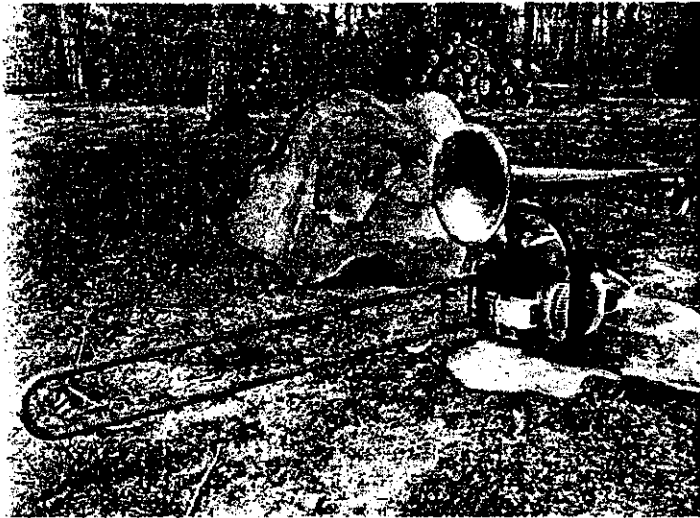


Section 3

Philosophy and Goals



Band saw

Masuk Band Philosophy

The Masuk High School Band's purpose is to provide all wind and percussion students with a musical and enriching experience. Students of all musical backgrounds are welcome. The concert band provides students with the experience of playing with musicians of all levels and concentrates on enhancing musicianship individually and collectively through warm-up techniques, conducting, ensemble performance, leadership, chamber ensembles and rehearsal techniques. The band program also provides many varied select/auditioned ensembles including our Wind Ensemble, Jazz Masters, Jazz Combo, Percussion Ensemble, Marching Band, and Pit Orchestra. Through all these ensembles, we strive to create independence, confident musicians, and social leaders.

There are other musical opportunities for those student musicians who feel the need to raise their level of musicianship. For these students, we provide music theory class jazz improvisation, music appreciation class, CMEA Western Region/ All-State, youth orchestras as well as the before mentioned select auditioned ensembles. These auditions allow students to advance their musical study and raise their level of awareness in preparing them for achieving success after high school.

BAND

band¹ **bænd** - Show Spelled Pronunciation[band] Pronunciation Key - Show IPA Pronunciation

ˈbɑːnd

1. a company of persons or, sometimes, animals or things, joined, acting, or functioning together; aggregation; party; troop
(Webster's Dictionary)

Notice how the definition of the word "band" does not use words like trumpet, flute, or drums in its definition. The Masuk Band works to use the word "band" in its most literal sense. Our day to day and long term visions incorporate the use of working together through listening, creating, questioning, communicating, being flexible, and being persistent. Our goals, outcomes and accomplishments are a reflection of how well we can directly practice this definition, both in school and outside of school. Sometimes banding is more than just working with multiple people, but banding **you**, the individual, together through working with the same listening, creating, questioning, communicating, being flexible, and persistence that works in a group. In fact, it is a synthesis of both group (WE's) and individual (ME's). We are not here to put on a concert(s) and performances, but they are merely a result of how well we have worked individually and together.

Masuk High School Music Performance and Music Education Department

Mr. Z. Aaron Barkon, Director of Instrumental Music, Jazz, Music Appreciation, Keyboard Harmony

MUSIC PERFORMANCE

The Music Performance program is a 4 year sequential program. Students in 9th grade are taught to develop the technique on their respective instruments (Brass, Woodwind, Strings, Voice, Percussion) including breath, articulation, posture, and tone production. These elements are reinforced in their daily rehearsals and their concert preparation. As students advance to the 10-12 grades, along with their techniques, more individual performing opportunities and leadership responsibilities may become available. As more mature musicians/technicians, the 10-12 grade members give back to the next 9th grade class by offering help (section leaders).

Students in the Music Performance program not only have the opportunities of performing for an audience, but they also develop skills of creativity, listening, and responding to music that they create or have been created by other groups

Students in the Music Performance program are required to attend group lessons that are scheduled at the discretion of their instructors.

There are also many varied after school auditioned performing ensembles that any member of a Music Performance group can audition for. They include; Chamber Choir, Camarata, Jazz Combo, Jazz Masters Big Band, Wind Ensemble, Select Strings, Sinfonietta.

MUSIC EDUCATION

The Music Education Program is designed for those student interested in music but do not meet performance requirements. Courses offered for 9th graders include Music Appreciation, a course designed to open up students "musical ears" with rhythmic and harmonic dictation, solfege, transposing, and sight singing (reading) as well as an in depth look at 20th century music. Keyboard Harmony allows students who have NO music background to learn the elements of music through learning the piano as a tool for music and recording. As 10-12 graders students can choose Music Theory 1 and Music Theory 2, Rock Ensemble, and Jazz Improvisation to round out their music education. These courses are great tools for students who may be planning a career in the music industry (performance, education, engineering/recording, technology). All Music Education courses enforce the creative and responding processes.

Masuk High School

Monroe, CT 06468

Grades 9-12

Instrumental Goals and Student Achievement

Students should be able to demonstrate proper performance etiquette (WE/ME)

- ↓ Attend ALL performances on time
- ↓ Dress appropriately
- ↓ Stay for the entire performance
- ↓ Leave only when appropriate or confirmed
- ↓ Show appreciative and respectful attention to others
- ↓ Evaluate the performance and create strategy for improvement

Students should be able to demonstrate proper instrumental technique (ME)

- ↓ Use instrument specific posture, hand position, and embouchure
- ↓ Know and use proper diaphragmatic breathing (steady stream of air for different volumes)
- ↓ Play in tune (adjust appropriately) and understand the sharp/flat tendencies of your instrument
- ↓ Play with a mature characteristic tone of your instrument
- ↓ Read and play the following articulations
 - Slurs, tenuto, staccato, legato,
- ↓ Show and demonstrate proper care for your instrument
- ↓ Develop a regular practice schedule
- ↓ Demonstrate technique used in CMEA Western Regional audition literature

Students should be able to demonstrate knowledge of musical notation (ME)

- ↓ Read and perform all dynamic and tempo markings
- ↓ Conduct, count, and play rhythms (notes and rest) including;
 - Whole, half, quarter, eights, sixteenth, eighth triplets (and any subdivisions)
- ↓ Conduct, count, play in mixed and odd meters
- ↓ Conduct, count, play in a variety of tempos
- ↓ Read the key signatures of and perform the scales/arpeggios of
 - 9th (G, C, D) Major and chromatic Bb, Eb, F (review from middle school)
 - 10th add (Ab, Db, E, A)
 - 11th add (Gb, B)
 - 12th add (3 minor scales and Bb, F modes)
- ↓ Explain musical form from selected music

- ↓ Explain your instrument transposition to and from “concert” pitch

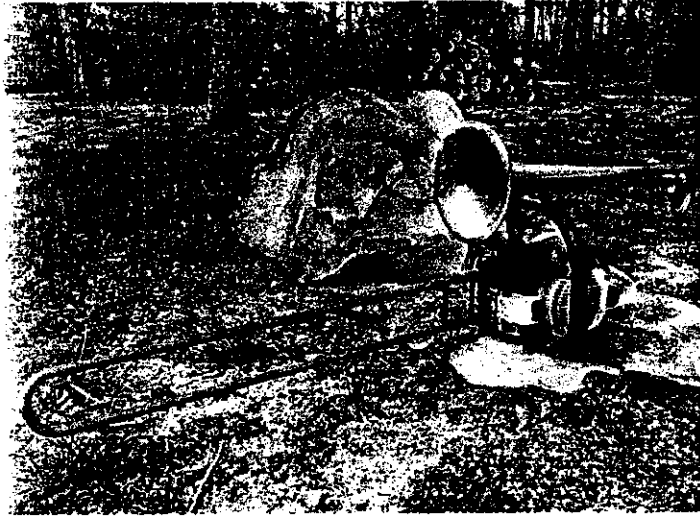
Students should demonstrate proper rehearsal and ensemble techniques (WE)

- ↓ Be on time for class
- ↓ Be prepared with instrument in working condition, music, pencil, and accessories
- ↓ Develop and articulate strategies for improvement
- ↓ Develop a working relationship with peers (section leader – section support)
- ↓ Evaluate group and individual performances (oral or written --- articulate well thought insight and concrete rationale)
- ↓ Perform with a balance and blend given the size of the group
- ↓ Respond to the conductors movements appropriately
- ↓ Appropriate posture
- ↓ Show a commitment to rehearsal, lesson, and performance schedule

	ME's (Individual)	WE's (Ensemble)
listening	to others (improves your musicianship)	to sections/surroundings to unify the group
counting	good personal/internal rhythm	lining up rhythms so the group sounds whole
breathing	strong breath control	provides good ensemble intonation
articulation	having good control and flexibility of tonguing and lips	
technique	clean technique and coordination with fingers and tongue	
scales	the life blood of all music	allow musicians to not get stuck to "the page"
posture	playing with correct posture	strong supported sound and good ensemble pitch
musical terms	knowledge of vocabulary on the printed page to play appropriately	
tuning	playing with good pitch	playing with good ensemble pitch
practicing	creating a regimented schedule	attending all rehearsals
trust	that what you're doing is correct	everyone is important and must be trusted
smart	good study and practice habits	making choices that benefit the entire groups well being/sound
consistency	perfect practice makes perfect	
transposing	read and play YOUR music	read and play other peoples music to help
conducting	feeling the beat and rhythm within your own body	seeing the beat to coordinate with others
matching		adjusting your timbre to blend and balance with the instruments around
moving	playing as your body is relaxed and able to create shape	shaping the music homogeneously
eyes	brings emotion and intensity to your playing	
modeling	become confident in your playing	be proud of your accomplishments and show them to others
confidence	ask questions and practice to feel good about what you do	when YOU feel good, people will listen and follow
leadership		helping other in times of need
passion	love what you do	its infectious
advocacy		positive voices and compliments go a long way to build a program
projection	how air works with your instrument at ALL dynamics	the audience should hear deliberate dynamics and dynamics on paper are relative
etiquette	do the right thing	someone else is watching

Section 4

Leadership Responsibilities and Duties



Band saw

MASUK BAND COUNCIL DUTIES

President (VP) – Help maintain the quality band program at Masuk High School by:

1. Must be in Band full time
2. Always being the first to help in any way
3. Being the voice of student concern
4. Helping to organize concert programs
5. Monitor the Section Leader and their progress (meet with director regularly to check in and assess)
6. Must be in good standing with the band programs

Secretary – Help maintain the quality band program at Masuk High School by:

1. Must be in band full time
2. Always being the first to help in any way
3. Taking the first 5 minutes of band class to take attendance. In seats at 10:48.
4. Taking note of students who are late to class (leave Director a list)
5. Helping the president organize concert programs
6. Collect, count and log in forms or paperwork that must be handed in

Historian – Help maintain the quality band program at Masuk High School by:

1. Always being the first to help in any way
2. Documenting all relevant concerts, performances, events (pictures, write-ups, newspapers). Scrap book at the end of the year
3. keeping in touch with the yearbook staff
4. Helping to organize information for program notes in concert programs

Librarian - Help maintain the quality band program at Masuk High School by:

1. Always being the first to help in any way
2. Organize concert band music. Hold on to originals and copies. Always make sure there are extra copies available if students lose or switch parts.
3. Hand out music to section leaders for distribution.
4. Helping to organize information for program notes in concert programs

ALL BAND COUNCIL MEMBERS ARE TO BE DEDICATED MEMBERS OF THIS BAND PROGRAM AND WORK AS A TEAM AND COLLABERATE ON ANY SITUATION THAT NEEDS TO BE WORKED OUT. YOUR JOBS ARE HERE TO BENEFIT THE **ENTIRE** BAND PROGRAM....THAT IS YOUR EXPERIENCE. REMEMBER, I AM HERE TO HELP YOU IN ANY WAY.

Section Leader Auditions

Part 1

Hand in a typed musical resume

- Should include ALL musical experiences inside and outside of Masuk High School

Part 2

Playing Audition

To include

- Scales (all 12 major)
- Sight reading
- Music theory
 - Counting (up to subdivisions of sixteenth notes and eighth note triplets)
 - Transposing
 - Clefs (bass AND treble) reading
- Excerpts form concert music (to demonstrate technical facility as well as musicianship...phrasing, dynamic contrast, etc.)

Part 3

Group Audition

To include

- Rehearsing a small group of instruments on a small excerpt of a piece from this past concert
- Conducting

Part 4

Discussion

This years council, and a sample of seniors, current section leaders, Juniors, Sophomore, and Freshmen to discuss any pros and cons that they have seen over the years.

Responsibilities

Report to the Band council once a week to check in and see if anything will be needed for the upcoming week

Assign and rotate parts throughout the section as seen fit

Conduct sectionals and work with individuals and small groups constantly until your section is performing at its maximum potential

Discipline the student as necessary (within reason...perhaps have the student play in front of the class until it is satisfactory, or give a 4-10 measure homework assignment due the next day)

Monitor individual improvement and assess each player as needed – Mr. Barkon will assess for quarterly grades

Ask section players that they see fit to assist in helping other individuals that may need improvement.

Have a tuner on your stand every day and tune your section....work with section on tuning.

Help in music selection if needed!

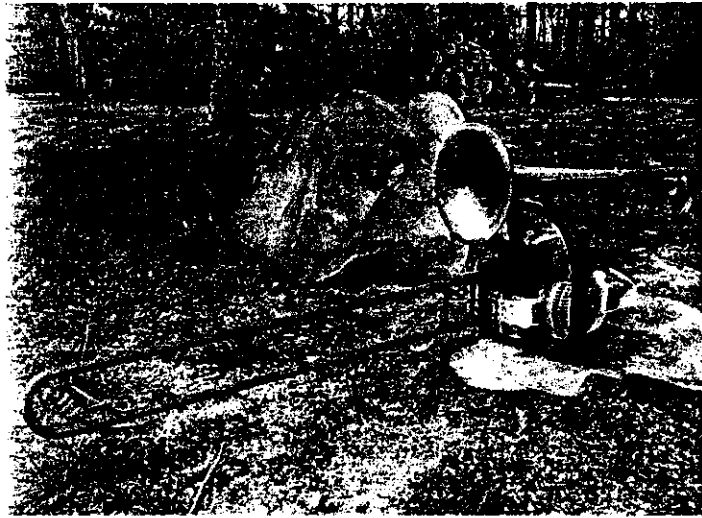
Attendance in Band

Be a positive role model

The Band Director will check in with the Band council weekly to meet and discuss any band related issues that arise and inform the council for next weeks work. If a section leader does not meet responsibilities they will be warned once. A second warning is simply a removal from the title of section leader.

Section 5

Course Book Summaries



Band saw

MUSIC

Course Summary

9	10	11	12	Band	8450	1.00
9	10	11	12	Concert Choir	8470	1.00
	10	11	12	Jazz Improvisation	8460	.50
9	10	11	12	Music Appreciation	8490	.50
9	10	11	12	Keyboard Harmony (pending BOE approval)		.50
	10	11	12	Music Theory 1	8430	.50
	10	11	12	Music Theory 2		.50
9	10	11	12	String Orchestra	8380	1.00

MUSIC DEPARTMENT GOALS

- Students will use compositional materials – voice and instruments, including electronic media – and techniques to improvise and create new music in various styles and forms.
- Students will reveal their knowledge of music and its innate qualities through performing works of others as well as their own original works.
- Students will be given the opportunity to make informed choices of artistic works, performances, and creative experiences that are designed to extend their listening beyond music they already know well.
- Students will be presented with materials and experiences which will reveal to them the integral role music has played throughout many historical contexts and in the various world cultures.
- Students will achieve a level of awareness and skills in the music creative process which will prepare them for lifelong involvement in the musical arts as either a creator of the music itself or as a co-creator of the music as a perceiver of the music creative process.
- Students will be provided with the background knowledge and experience to prepare them for further music study and/or a career in the multi-varied fields of music.
- Students will be provided the opportunities, i.e. the experiences, to make connections between music, other disciplines and their daily lives.

(an extension of State of Connecticut Program Goals for Music)

PREREQUISITES FOR ALL MUSIC COURSES:

1. Membership by approval of ensemble director.
2. Previous performance experience is helpful but not mandatory.
3. Students may sign up to participate in two of the three programs offered but no more. So a student may be in Band and Concert Choir, or Band and Strings, or Strings and Concert Choir. Those students choosing this will alternate from one group to the other on a day to day basis.

REQUIREMENTS FOR ALL MUSIC COURSES:

1. Attendance at all scheduled after-school rehearsals
2. Attendance at all performances
3. Attendance at music lessons as per director's schedule, unless excused by director
4. Acceptance of responsibility for school-owned equipment and uniforms

The following co-curricular activities are available by audition only to all high school students involved in any aspect of the Music Program at Masuk:

1. Jazz Ensemble
2. Pit band for Masuk musical
3. Regional and All State Band, and Strings
4. Chamber Choir
5. Camerata
6. Wind Ensemble
7. Sinfonietta Strings Ensemble
8. Strings Orchestra
9. Marching Band

CONCERT BAND (R1, W1, PS3, RE1, H1)

8450 Grades 9,10,11,12 Credit 1.00

The Concert Band is open to all high school instrumental students who meet minimum performance standards which includes instrumental technique (scales, facility, breath, posture), music reading (listening, rhythm, counting, decoding at sight), and large/small ensemble playing skills (conducting, score analysis, trust). During their scheduled class period(s), students learn the process of building these instrument performance standards, the process of rehearsal and performance techniques as well as creating concert band literature. Students listen, reflect, and work in small groups in order to further their ensemble experience. Music studied varies from standard band repertoire to popular music to 20th century sounds all of which are appropriate high school and collegiate (prep) level. Students are required to attend all scheduled concerts and dress rehearsals held after school. ***All concert band students will perform in the Memorial Day Parade.*** Students are expected to practice outside of school (private lessons are available) to ensure the success of the high school concert band program.

CONCERT CHOIR (R1, W1, N2, PS3, T2, H1)

8470 Grades 9,10,11,12 Credit 1.00

The Masuk High School Concert Choir of mixed voices provides a challenging and thorough approach to the learning of music and the singing process for the individual. Students learn about the singing process not only within the context of a large choral instrument but also as an individual singer. Creative movement, drama exercises, reflective reading, and visual art projects are used to enrich the music learning process. Music encompassing a wide range of time periods and ethnicities is used.

JAZZ IMPROVISATION (R1, W1, N3, PS3, T1, RE3, H1)

8460 Grades 10, 11, 12 Credit .50

Jazz Improvisation allows students to explore the only true American music; jazz and how it helps open up your instrumental creativity. Students will be required to listen to, transcribe, and perform excerpts on their primary instrument as well as the use of a piano as a tool for sounds. Jazz Improvisation also allows students to understand the history of the development of jazz (dixieland, ragtime, swing, bebop, cool, avant garde, fusion) through research, listening examples, as well as live performances. A strong proficiency on your primary instrument is expected.

MUSIC APPRECIATION (R1, W2, N1, PS3, T1, RE3, H1)

8490 Grades 10,11,12 Credit .50

Music Appreciation offers students the knowledge and the skill of listening to music through extensive ear training techniques such as solfege, transcription, and dictation. Students will also review the traditions and history of 20th Century music. Piano skills, creative projects, and composing new works will round out their learning experience. Teacher approval required.

KEYBOARD HARMONY (R1, W2, N1, PS3, T1, RE3, H1)

Grades 9,10,11,12 Credit .50

In this course, students who do not have instrumental and music reading backgrounds can explore and develop the skills and techniques needed to play the piano. Students will learn music theory (pitches, scales, rhythms, counting, dynamics, and phrasing) and be able to apply them to the piano as the medium for playing music. Basic piano skills will be taught along side with the music theory and music reading. Limit to 6 students. Teacher permission is required.

MUSIC THEORY 1 (R1, W2, N3, PS3, T2, RE2, H1)

8490 Grades 10? 11, 12 Credit .50

This course is a comprehensive study in the development of Western music through the four interrelated areas of Theory, Harmony, Composition, and Form. Students learn the basics of music theory and harmony along with writing their own compositions based on 18th century musical period structure. Students will learn how to operate the Clavinova which has an onboard 16-track computer operated recording system. The curriculum encompasses related arts, e.g. graphing of baroque keyboard works, constructing sonata form, a temporal intangible medium, into a three dimensional form constructed of toothpicks and, thereby, becoming a tangible and nontemporal/plastique form. The course prepares students for college level music study. Teacher permission is required.

MUSIC THEORY 2 (R1, W2, N3, PS3, T2, RE2, H1)

Grades 10,? 11, 12 Credit .50

STRINGS ORCHESTRA (R1, PS3, RE1, H1)

8380 Grades 9,10,11,12 Credit 1.00

This course will explore a wide variety of musical styles, from Baroque and Classical, up to Modern and even Pop. The group will play large ensemble pieces, as well as smaller chamber works, concomitant with the skill and interest of the performers. Students should strive towards mastering their instrument skills to keep up with the level of the class. Lessons will be provided throughout the year for the students who don't take private lessons. Sections of the strings orchestra will meet once a week for the first half of the lunch period in order to prepare the concert music in a smaller group settings. Two major concerts are planned, as well as smaller performances at a variety of venues.

PREREQUISITES:

1. Previous experience on a string instrument.
2. The student must have his/her instrument except for Cellos and Bases.