

Sarasota Visual and Performing Arts Center at  
Booker High School  
COURSE SYLLABUS

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**WIND ENSEMBLE**

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Course Description

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**Goal of the Course**

The Wind Ensemble provides the necessary program, climate, and structure to motivate the advanced wind and percussion student to achieve according to their unique learning patterns and to encourage maximum progress for the individual. Instructional units are designed to meet all state and national standards for music education. This course places great emphasis on the reading and performance of high level, sophisticated literature comparable to that which would be studied at the university level, both for the full wind ensemble as well as placing a heavy emphasis on chamber music.

Enhanced curriculum assignments will take the form of required readings of professional journal articles pertaining to pedagogical techniques specific to each instrument, common wind and percussion pedagogical materials, instructional video presentations, content specific books and book excerpts, and the promotion of individual student solo and small ensemble performance and repertoire study. Students will begin to develop a solo and etude repertoire in anticipation of eventual college/university auditions and will practice the application of solo performance skills.

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Performance Standards

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**Course Objectives:**

Students will have met the course objectives when they develop or continue to improve the following skills:

- The ability to follow both verbal and visual directions of the instructor including regular teacher, student teacher, adjunct, or guest conductor.
- Demonstrate in all rehearsals and performances the correct playing position and posture that meet teacher defined criteria.
- Tune his/her instrument by the elimination of beats and through the use of a mechanical tuning aid.

- Demonstrate correct breath control and embouchure setting by performing with a tone quality deemed satisfactory for his/her level of experience by the teacher.
- Demonstrate the ability to recognize and perform all major scales and arpeggios.
- Demonstrate the ability to recognize and perform three forms of minor scales and arpeggios. This should be a continuing learning process over a four year period.
- Demonstrate an understanding of transposition as it applies to his/her instrument and transpose teacher selected work.
- Can react musically to all symbols, including tempo markings, dynamics, musical terminology, time signatures, and key signatures encountered in music.
- Will sight read music appropriate to his/her experience and ability.
- Can demonstrate, by performance, all phases of musicianship in a concert setting.
- Will display correct handling and maintenance of instrument and music.
- Will perform correctly all technical passages.
- Understand and acquire the ability to recognize, understand, and perform musical phrases.
- Demonstrate the ability to listen carefully to a musical performance and then evaluate, by discussion or writing, the quality of performance of an individual player or organization.
- Demonstrate through completion of special project assignments and appropriate literature the ability to identify, explain, and perform music genres/styles (performance practice techniques) from various cultures and historical periods.

In addition, members of the Wind Ensemble will be expected to meet the following *additional* course objectives:

- Explores and expands instrumental technique
- Explores solo literature written for one's own specific instrument and performs in chamber ensembles to expand the knowledge base of performance period practices and literature.
- Performs music literature which meets the highest standards of artistic quality and which requires the application and development of advanced technical skills.
- Demonstrates personal responsibility towards rehearsals and performances.

- Places music literature studied into a wider context of history, art, politics, and culture, demonstrating the interconnectedness of music with other academic disciplines.
- Develops a sense of the aesthetic, expressive, artistic interpretation of music literature in order to achieve self-satisfaction.
- Learns to rehearse and perfect music moving from a left brain, analytical approach to a right brain artistic, expressive, and aesthetic performance.

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## Core Academic Content

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### **Specific Content to be Mastered**

Students will have successfully completed the course of study for Wind Ensemble when they demonstrate proficiency in the following:

- Complete their written portfolio as included in the Individual Education Program Curriculum.
- Perform all etude material assigned for that particular year and instrument as included in the Individual Education Program Curriculum
- Perform two, and become familiar with, all solos assigned for that particular year as included in the Individual Education Program Curriculum (VPA only).
- Perform the highest caliber band literature of grade level five and six, chosen on the basis of serious artistic merit, on an average of four concerts and two festivals per year.
- Perform chamber music of the highest caliber.
- Perform various exercises based on the concepts of Ed Lisk's *Alternative Rehearsal Techniques* including advanced articulation warm-ups.
- Perform, if chosen, in pit orchestra for musicals or full orchestra for major works concerts.
- Audition for All-State band and orchestra and other appropriate honor ensembles.
- Participate, when appropriate, in nationally recognized summer camps and workshop clinic experiences.

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## Performance Exhibitions/Special Projects

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Students will be required to fulfill all class expectations and requirements leading to advanced training in wind and percussion instrumental technique and mastery in preparation for more advanced performances in other musical venues including the following:

- Development of advanced performance skills through frequent performance task assessments covering class assignments and material on a daily basis.
- Development of a Solo Repertoire Portfolio which includes specific material selected for each student and their instrument from the Individual Education Program Curriculum for Advanced Training. The solo repertoire portfolio selections will be performed for evaluation once each semester on student Juries.
- Development of an Etude Repertoire Portfolio which includes specific material selected for each student as listed above. The student will perform one etude for evaluation each nine weeks.
- Development of a Professional Journal Article Portfolio consisting of two articles each nine weeks—one which relates to their specific instrument, and one of a general nature pertaining to all instrumentalists. Students will submit reaction papers for evaluation on each article.
- Development of Critical Listening Skills as demonstrated through written critiques of live performances and radio programs pertaining to music of serious artistic merit. Critiques are submitted once each nine weeks for evaluation.
- Development of knowledge of Music History/Appreciation, Theory, and writings on Advanced Musical Topics is achieved through assignment of special projects submitted for written evaluation once each nine weeks.
- Development of a consistent daily practice schedule/routine.
- Development of ensemble playing through participation in the Florida Bandmasters Association Solo/Ensemble Festival, BHS Chamber Music Concerts, BHS Small Ensembles, West Coast Youth Symphony Orchestra, Florida Music Educators All State Band and Orchestra, Bands of America Honor Band and Orchestra, and other musical performance venues as available.

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# Grading Scale for Authentic Assessment

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The grading ensemble for the Booker High School Wind Ensemble conforms to the Sarasota Public Schools grading policy. The intent of this grading system is to accurately assess the student's academic progress and commitment to course objectives and educational goals. The academic grade reflects what the student knows and is able to do.

The following categories will reflect those aspects of student performance that will be assessed and the percentages that will contribute to a student's grade:

## **Rehearsal Skills: 20%**

- Attendance
- Promptness—being on time for rehearsals
- Is ready to perform in all aspects: warmed up, all materials and equipment available, instrument mechanically set
- Student enters and leaves the room in an orderly manner
- Does not talk while tuning or while the director is working in rehearsal
- Does not write on stands, chairs, or whiteboard
- Takes care of music and instrument
- Brings pencil to class
- Listens to the conductor and others
- Marks music—does not trust memory
- Constantly listens and adjusts pitch and volume
- Is always ready for entrances
- Always attempts to play part correctly
- Interprets as the conductor wishes
- Displays professional attitude
- Uses band room for its intended purpose
- Does not play instruments not assigned to him/her
- Does not bring food, drink, or gum to band room
- All instruments and music are stored properly before and after rehearsal

## **Concert Performances: 30%**

- Attendance at all performances including band concerts, solo and ensemble concerts, all FBA district and state events, all regional and national festivals, and all community and recruiting performances. Also included are any assigned performance exams of an individual nature, such as scale tests and band literature excerpt exams.

## **Class Work/Rehearsal: 30%**

**Etude/Performance: 20%**

- Completes one etude every nine weeks—two per semester for evaluation. Etude repertoire has been chosen for you. You must perform the appropriate etude from your instrument and year curriculum guide.

**Juries: 30% of Semester** - Serves as Mid-term/Final exam grade.

- VPA Concert Choir students are required to complete one jury each semester. Students will select an appropriate piece that must be approved by the director. Students who receive highest marks on their jury may be invited to perform at the departmental Evening Recital