

Innisfail Music Program Course Outline

Grade 11 Band 2019-2020

Director: Mr. Bushell

In the Grade 11 Band you will:

- Improve your skills on your instrument
- Advance your music reading and interpretation skills
- Play different styles of music
- Learn more about music theory
- Participate in performances, workshops, festivals and fundraising
- Learn how to be part of a great team!

Class Expectations:

In the Band Room we are:

- Respectful of ourselves, others, belongings, and instruments
- Diligent in our efforts
- Enthusiastic in our participation
- Joyful in sharing the beauty of music

Class Materials:

You are expected to be prepared for every class.

Please bring the following to every class:

1. Your instruments or sticks
2. Your music folder with all music and books, a Pencil and eraser
3. Instrument supplies: reeds, oil, cleaning supplies, etc.

Website:

We have a band website that contains useful information about events, dates, times, and what is involved, www.innisfailmiddle.ca . Email will be the main form of communication for upcoming events and reminders.

FUNDRAISING

An important component to the Music Program is our fundraising efforts. We put out several fundraisers each year for students to help with the following: place 50% of the profits raised into that students' tour account to be used during tour years and to allow students many experiences in music such as festival, workshops, instruments, music, and supplies that would normally be at the student's expense. Please try your best to help out with any fundraising that comes up during the year as it impacts and benefits everyone. See list on the following pages.

Evaluation:

1. Performance 40%
 - a. Monthly individual and group playing tests
 - b. Playing in the ensemble
 - c. See attached sheet for a list of concert dates
2. Written work 40%
 - a. Theory
 - b. Research/other assignments
 - c. Quizzes/tests
 - d. Ear training
3. Practice records 20%
 - a. Practice on your instrument outside of class time: at school or at home. Each week I will require that you practice a total of 2 hours. This can be done in many ways: practice journal, practice record, online submission, an app like Practime, calendar, or another suitable method you find. Please share with me so that I know what you will be doing. Practice sheets can always be found on the band website.

**Attendance at all performances is mandatory and constitutes a portion of your mark in band. Only a letter or phone call from a parent indicating a medical reason or family emergency will excuse a student from a performance. Consider band performances as you would consider an exam in another subject! An alternate assignment will be given to make up the mark. Please mark all concert dates on your calendar in September so you can avoid conflicts later!

Performance Attire:

Students will be expected to wear black bottoms (including shoes and socks) and white dress shirts in accordance with the school dress code (i.e. no short skirts, etc.) with a cummerbund and bowtie(provided by the school) to performances. Jeans, sweat pants, hoodies, etc. are not acceptable.

Our band will be as good as the amount of time, energy, attitude, and practice that each of us puts into it!

Our goal is to have fun playing music the best we can!

Contact Info:

IHS 227-3244 ext. 5255 Home 865-4515 Cell 598-0182 cbushell@cesd73.ca

Class Guidelines:

In this class, we treat one another with RESPECT.

1. Please do not exchange instruments. Damage is your responsibility and you must also consider the health risk. Due to the health risk, students will not be allowed to exchange/share instruments at school.
2. Only play your instrument when instructed to do so. At the end of all music there is SILENCE!
3. Students renting instruments from the school must sign a rental agreement. This agreement should indicate any existing damage or problems with the instrument. Parents must also sign the rental agreement.
4. Take care of your instrument. Clean it regularly, if you are unsure as to how, ask Mr. Bushell. If your instrument becomes damaged as a result of any abuse, you will be charged for the cost of repairs.
5. Parents will be contacted early and often if a student is not demonstrating the self-discipline and conduct expected in band class.

Students will work on:

Technique
Articulation
Aural training
Posture
Balance/Blend
Range

Air support
Theory
Pitch
Tone
Form
History



Grade 11 Movie Music Assignment:

Due: **End of October**

You are to watch and listen to TWO movies. You will then compile what you have heard into some type of display for your information. The easiest will be to write a report containing the elements below but it may be more fun to create an interesting way to portray your information.

Be sure to include:

1. Movie Title, Composer (Music supervisor if no composer), year released, and a summary of the plot. (15 marks)
2. Write up as many of the elements you can identify from your movies paying attention to explaining how they relate to and/or affect the film. (70 marks)
3. Watch a small segment (a few minutes worth) of the film without music then again with music and describe what changes occur for you while you watch. (5 marks)
4. A reflection of the project, what you learned, what you enjoyed and any problems you encountered. (10 Marks)

Elements To Listen For:

(ALL elements may NOT be present in every movie)

Source Music – music in the film that is from the era and is usually played via some object in the action... car radio, band, singer, etc. helps to bring the movie to it's proper era / culture.

Style – There are several different types of music you can categorize your film into:

Jazz – any form of jazz(When Harry met Sally, A Bug's Life)

Classical – Traditional Symphonic (Ever After)

- Modern Symphonic (The Rock, Star Wars, The Matrix, Anime)

Country – Country and Western Music (Hope Floats, 8 Seconds)

Rock – any form of rock (The Punisher, Armageddon, Shark Tale)

Ethnic – The use of music from the country of filming to give the audience the impression of that setting.

Melody – The singing quality of the music and the main themes. These could be associated with characters and situations and may be used many times in different ways, different instruments, slower/faster, higher/lower, shortened, lengthened or only snippets.

Tempo/Pulse – Listen to see whether the music fast or slow and does it help, or line up with, the action.

Harmony – Is there a lonely melody alone or several voices going on at once? Listen for the fullness of the sound and for dissonance and consonance.

Orchestration – Types of instruments chosen for the film or for sections of the music. Are there any major solos for particular instruments?

Spotting – This is the use of silence to balance the movie. It also helps to build intensity if used at the right time.

Playing the Drama – The kiss scene for example exaggerates the drama with music.

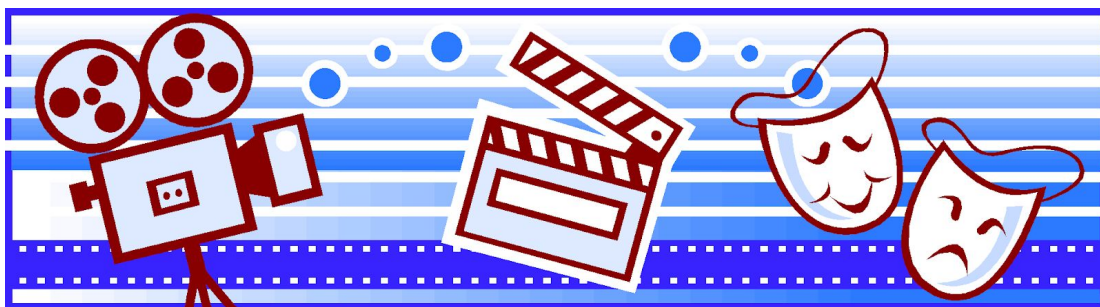
Hitting the Action – If you listen carefully you may hear the swordfighters swords meeting in the orchestra playing along. Accents may be brought out to help these “hits”

Playing Through the Action – Sometimes the music keeps going with what it is doing even though the action behind changes rapidly/slowly and does not quite match.

Playing the psychological subtext – This works well when someone is sad and is acting happily though the music still carries the melancholy mood. Works for any emotion that is not seen outside the body but is trying to be shown by the film writers.

NOTE: Please choose appropriate movies for your age. I will expect no rated R or 18A movies. This will result in a grade of 0 and redoing the assignment. Also try to pick a movie that you may not normally watch and one that you would. If possible have them be contrasting in genre... horror and drama, or some other combination.

Happy Listening/Watching!



Warm Up Project:

Due by May 1

You will get the opportunity to design and conduct a warm up for the senior band this year. You may choose to use our method book or some other source if you wish.

1. Research warm up techniques for band – use the internet, experience, books, or magazines (there are many magazines in my office and books on my shelf)
2. Pick a few strategies to use for the warm up
3. Plan out a warm up that will last for 10 minutes (in writing)
4. Select a date to carry out the warm up-let Mr. B know
5. Conduct the warm up on your chosen date
6. Reflect on your warm up: list after your written warmup: what was good, not good, and what could be improved for future use.

