

Glendale High School Orchestras
Advanced Orchestra Syllabus 2008-2009
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Advanced Orchestra [0101] Students who enroll in Advanced Orchestra acquire an increased understanding of orchestral literature and performance representing various historical periods and styles. The prerequisite for Advanced Orchestra is prior enrollment in string instrument instruction and approval of the instructor. Advanced instruction is provided in individual technique and ensemble performance. Additionally, the opportunity is provided on an extracurricular basis for solo and chamber ensemble experience. This course may be repeated for credit.

Classroom Rules

In a nutshell, be courteous: polite, kind, and thoughtful to everyone.

1. **Be in the room when the bell rings at 8:00. Have your fiddle out and ready to tune by 8:03.** Tardies will be handled according to Glendale's Tardy Policy: The Lords of the Falcons will swoop down upon you!
2. **Take all music and instruction seriously, whether rehearsal, performance, exercise, or literature.** Don't talk, do homework, read, text your friends (or enemies), or apply makeup. There will be a designated time for that each day (almost)!
3. **Bring your stuff every day:** instrument, music, shoulder rest, endpin stopper, pencil, and a large, light blanket (for female 'cellists in short skirts).
4. **Food and drink in the room:** None except for special occasions. If you have food or drink in class, I will ask you to take it outside the classroom.
5. **Fingernails must be kept short enough to place the finger on the string correctly.** I will make exceptions one week before and after homecoming and prom, unless there is a performance immediately after one or both of those dances.
6. **Music is not to be left on the stand or on the floor.** Music is your responsibility: Keep up with your own. If you do not have yours, whether you misplaced it or whether the aliens abducted it for tests aboard the mothership, you must purchase a new copy. **Guard your music! Don't leave it lying around in the room!**

Consequences of violating most rules: warning, grumpy warning, parent contact and/or grade alteration, office intervention.

Performance Attire

Men: black tuxedo, including white shirt and black bow tie; black socks and dress shoes. I suggest buying a used rental tux from a formal wear shop because it's cheap. That's what I do.

Women: uniform black dress, black dress shoes. Moms will again help with the sizes. I realize that the style of these dresses is not anyone's favorite. We will wear them because it gives our orchestra a more professional appearance. Please note: Anyone, man or woman, not wearing the proper attire for a concert will have his or her grade lowered for that particular performance. Dresses MUST be paid for in advance. If you have trouble meeting this requirement, please see Mr. J in private.

Officers/ Principal Players

Officers will be used to help the director. Principal players of each section are responsible to see that each member of their sections is providing the optimum performance in terms music, discipline, and attitude. Principal players will put in bowings for their sections to use. Principal players will decide chair audition material for the next audition.

Grading System

This is a performance-based class. Final exam grades are frequently, though not always, derived from performances. Performance dates listed on the calendar in bold print are required for everyone, even if they are not during class time. Because this is a performance-based class, these few performances are **not** extra-curricular and **do** take precedence over extra-curricular activities. Performance grades are earned by attendance/participation in performances. If you must miss a performance, a written excuse must be delivered to Mr. J. This excuse must be written and signed by your parent or legal guardian. Acceptable excuses would include serious illness or death in the family. **They would not include** having to work, having made previous plans with your family or friends, not having a ride, or being sick from having eaten a Madagascar Hissing Cockroach. If you don't have a ride, please tell me in advance so we can make arrangements. If you miss a performance excusedly (yes, I made up that word), you may write a paper to make up the grade. Instructions for the paper are included with this syllabus. If you miss a performance unexcusedly, evil things will happen to your grade because of the mathematics described below.

Attendance Procedures

- Parents should notify the attendance office (523-8916 or 523-8915) each day the student is absent. Student not excused from school by parent/guardian will be considered truant. Work missed because of truancy may not be completed for credit.
- Make up tests and work guidelines- it's the student's responsibility to check with the teacher(s) as to work missed during the absence and procedure to follow. Should the student choose not to contact the teacher(s) within five school days and make arrangements for work missed, the teacher is absolved of any responsibility for the student's negligence in this matter and will record an grade of "F/0" for each of the assignments missed during the absence.

Attendance incentive

- 100% attendance-Final exam or other end of term activity multiplied by 1.2
- 96% attendance-Final exam or other end of term activity multiplied by 1.15
- 92% attendance-Final exam or other end of term activity multiplied by 1.1

Performance grades (concerts/contests) will be given for each required performance. These grades will comprise 25% of your grade in orchestra, as they count as our End-of-Term Activity, equivalent to a comprehensive final exam. There will also be a written portion of the final exam. It is on this written portion that the school's attendance incentives will be added.

Test grades will consist of short playing tests taken from scales or literature referred to in our Major Instructional Goals (MIGs). These will be done live and in class. They will not always be for a chair, but sometimes they will. These will be given most Fridays, except during the week of or before a performance. These tests will comprise 60% of your quarterly grade.

Rehearsal grades will comprise the remaining 15% of your grade. They are given for participation, preparation, and citizenship during everyday rehearsals.

STI Homeplus: Parents can bring in a drivers license and get a pin number to access their student's attendance and grades from home. <http://sps.k12.mo.us/ghs/homeplus.htm>

All grades given will follow the Springfield Public Schools grading scale:

The numerical range represents a percent and a score of .5 will be rounded up (92.5= A; 92.4= A-)

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	63-66
		B-	80-82	C-	70-72	D-	60-62

ALERTNOW: a parent/emergency notification software company. ALERTNOW will notify you of district-wide delays or cancellations due to inclement weather or other important events. You will receive up to two messages a month highlighting upcoming events such as report card distribution, attendance, and early release days.

Academic Integrity

Academic dishonesty will not be tolerated. Students in either Glendale Orchestra are required to submit their own work and cite their sources. Any student who plagiarizes as a substitute for doing his or her own work will receive a "0" on the assignment.

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement. This includes any material copied directly or paraphrased from the Internet. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, including material taken from or ordered through the Internet, also constitutes plagiarism.

Repair

You are responsible for any and all repairs to your fiddle and bow, even if your instrument is school-owned. Broken strings must be replaced by the very next day of class. Please let me know if you need a recommendation for where to take repair work.

Instrument Storage

Storage is provided in the orchestra room, but it is not a 100% safe place to keep your fiddle. Lots of teachers, coaches, and staff members have keys to lots of places. It is not uncommon for our room to be used by other groups without my prior knowledge. Also remember that there are over 90 students in our orchestras. Lots of people are using the instrument cubbies each day. The safest place for your instrument to be is with you! Of course that's not always convenient or even possible. I will do my best to keep the doors locked when I am not here. The past few years, some 'cello players have had trouble with others using their bows. This year, 'cellists and bassists may keep their bows on a hook in my office. I hope this will cut out some of the unauthorized bow swapping that has happened in the past.

Backpacks and other personal items

While I do not mind backpacks at your chairs, I don't want them to get in the way of learning and making music. If you are doing homework during rehearsal, I will ask you to put it away. Same goes for electronic devices. If putting homework, cell phones, iPods, etc. away in your backpack doesn't solve the problem, I will ask you to leave your backpack and other stuff in your cubby. New for 08-09: Mr. Prouty has asked that students using electronic devices in class be sent to the office immediately with a referral.

Major Instructional Goals—Advanced Orchestra

Music State Strand & Goal: MF-II.A. History Strand. Recognizes over time exemplary works, composers, and performers of historical significance; national, ethnic, and cultural influences on musical styles; and the social functions of music.

- **Objective: II.A.1.** Aurally recognize significant works and composers from various historical periods.
- **Objective: II.A.2.** Identify significant performers, both past and present.
- **Objective: II.A.3.** Relate music to various ethnic and cultural influences through time.
- **Objective: II.A.4.** Identify composers, themes, and performers reflecting nationalistic influences.
- **Objective: II.A.5.** Relate music to particular functions in society which have developed throughout history and in different social climates.
- **Objective: II.A.6.** Compare works of music to works from other art forms: dance, theatre, visual arts within the same or from differing periods.

Music State Strand & Goal: MF-II.B. Criticism/Analysis Strand. Understands the basic elements of music to include sound, melody, harmony, rhythm, texture, form, and traditional audience behaviors and settings.

- **Objective: II.B.1.** Listen for and analyze innovative uses of the elements of music.
- **Objective: II.B.2.** Identify the acoustic properties of sound from a string's vibration.
- **Objective: II.B.3.** Listen for more sophisticated uses of the music elements such as dissonance/consonance which contribute to tension and release patterns.
- **Objective: II.B.4.** Cite knowledge which supports decisions about personal tastes regarding a piece of music.
- **Objective: II.B.5.** Aurally identify different compositional styles by analyzing the use of music elements.
- **Objective: II.B.6.** Compare the elements of music to other art forms: dance, theatre, visual arts using, but not limited to, shared concepts such as: level, space, time, director, abstract, balance, background/accompaniment, center of interest/climax, color/tone, contrast, fantasy, form, line, pattern, shade, shape, texture.
- **Objective: II.B.7.** Demonstrate appropriate performance and audience behavior dependent upon the social setting.

Music State Strand & Goal: MF-II.C. Aesthetics Strand. Observes, discriminates, compares, and contrasts the expressive elements of music when composing, performing, viewing, listening, and analyzing.

- **Objective: II.C.1.** Identify the elements contributing to expression in music presented in aural or written form.
- **Objective: II.C.2.** Compare selected musical works by indicating musical elements and techniques used in the works that categorize them by style or historical period.
- **Objective: II.C.3.** Develop expressive playing by reading and using contrasting dynamics, articulations, and tempos, and correct phrasing, balance, and intonation.
- **Objective: II.C.4.** Improvise working with traditional and nontraditional notation and sound sources.
- **Objective: II.C.5.** Compose or arrange music using traditional and nontraditional notation and sound sources.
- **Objective: II.C.6.** Perform with an understanding of the expressive gestures of the conductor.
- **Objective: II.C.7.** Define, compare, and contrast specific expressive terms from the Integrated Arts Vocabulary.

Music State Strand & Goal: MF-II.D. Performance Strand. Produces and creates music to include singing, playing, reading, writing, creating, and interpreting.

- **Objective: II.D.1.** Perform Level III-VI orchestral literature at a high artistic level showing awareness of intonation, phrasing and expressive notations, balance, accurate tempos and rhythms.
- **Objective: II.D.2.** Perform with accurate bowing technique.
- **Objective: II.D.3.** Demonstrate the principles of tuning, using double stops and harmonics.
- **Objective: II.D.4.** Perform major scales and broken thirds in two octaves: C, G, D, A, E, F, Bb, Eb, Ab.
- **Objective: II.D.5.** Perform melodic minor scales in two octaves: a, e, b, f#, d, g, c.
- **Objective: II.D.6.** Perform music from the various historical periods: Baroque, Classical, Romantic, early 20th Century, and Contemporary.
- **Objective: II.D.7.** Improvise melodies and complex rhythms.
- **Objective: II.D.8.** Sight-read advanced orchestral music.
- **Objective: II.D.9.** Compose and arrange music up to 24 measures using different forms of notation and instrumentation.
- **Objective: II.D.10.** Perform all elements of a given piece of literature as interpreted by the conductor.
- **Objective: II.D.11.** Perform alone and in ensemble.

Orchestra Composer Papers (for a missed performance)

This report is broken down into the following parts:

- 1- playing
- 2- sources (bibliography)
- 3- oral presentation
- 4- written report

Please use the following as a checklist when you are finding facts about your composer. Make sure that you cover **every** point. If you cannot find each point in your sources, ask Mr. J before omitting that point.

1. Composer's full name
2. Date of birth and death. Include month, date and year if possible.
3. Place of birth and death.
4. Style period in which he composed (see below).
5. Important events in childhood
6. Where the composer studied and with whom.
7. Other composers that your composer hung out with.
8. Name at least 5 major works that your composer wrote. Go into detail about one or more of these works, for example: place that piece was first performed, reason it was composed, who if anyone commissioned the work, etc.
9. Person or persons that the composer married (or did they marry at all?)
10. Did the composer have any children? Did they have a role in music later on?
11. Who the composer worked for and where.
12. Name all the places your composer traveled and worked.
13. Any strange or interesting facts about the composer, like nicknames.
14. What instrument(s) did your composer play?
15. Was the composer well known for his work during his lifetime? Did they die unknown or famous?
16. Give the reason for death.
17. Be sure that you can pronounce the composer's name correctly (ask **well in advance** of your oral report).

The report needs to be at least 2 pages written or 1 page typed. Please make sure that this report is in your own words. Plagiarism constitutes an automatic F. Please carefully check all spelling and grammar. Make certain you can validate your facts.

Sources: You must have at least 3 sources, **only one of which can be from the internet**. Check all facts in any website that you use against a music history book because in the past I have found that sometimes these two sources contradict each other. I find the statements in the music history books to be more reliable. List the title of your source, author, publisher or producer, and page number (if applicable). Remember, CD jackets can make excellent sources.

Style periods: Each composer should fit into one or even two of these style periods. Check the dates of your composer against the dates of the style period. **In your report, please include a brief description of the style period in which your person composed and include characteristics that separate this period from the other periods.**

Baroque period: 1600-1750
Classical period: 1750-1825
Romantic period: 1825-1900
Contemporary: 1900-present

These periods are approximate.

Playing:

Choose sixteen measures from one piece by your composer and perform it for the class. You may stay in your seat to do this.

Choose any composer programmed on the concert you missed.

Glendale High School Orchestras Calendar of Events 2008-2009

For yourself! Keep this on your refrigerator!

September 4	Fun Acre Night	7:00 p.m.
September 17	Open House (ensemble plays)	6:30 p.m.
September 29/30	SJYS Auditions at Hillcrest	5-9 p.m.
October 30	Fall Concert	7:00 p.m. /Call time is 6:30
November ??	Group Pictures (in concert dress)	TBA
November 13	Bowling at Enterprise Lanes	TBA (depends on league schedules)
December 2	Springfield Youth Symphony Concert	7:30 p.m.
December 6	All-State auditions in Columbia	All Day
December 11-14	GHS Musical	Performance times TBA
January 8	Winter Concert No. 1	7:00 p.m./Call time is 5:45
January 28-31	MMEA Convention/All-State Orchestra	All Day
February 7	SYS Youth Talent Auditions at MSU Ellis Hall	8:00 a.m. to noon
February 17	Springfield Youth Symphony Concert	7:30 p.m.
February 19	Incredible Pizza Night	TBA
March 19	Winter Concert No. 2	7:00 p.m./ Call time is 6:30
April 4	District Solo/Ensemble Festival	All Day
April 21	State Large Ensemble Festival	TBA
April 28	Springfield Youth Symphony Concert	7:30 p.m.
May 2	State Solo/Ensemble Festival in Columbia	All Day
May 7	Awards Banquet/Spring Concert	Banquet at 5:30, Concert at 7:30
May 18	Graduation (at Hammons Student Center)	5:00 p.m./Call time is 4:15
May 21	All-City 5 th Grade Orchestra Concert	7:00 p.m.

Items listed in bold print are required for all Glendale Orchestra students and will be given a performance grade.

These dates are as accurate as I can be at the moment. I do not expect changes, but they may happen.

This portion of the sheet must be returned to Mr. J by Friday, August 29, 2008. This signature will count as a test grade.

I have read the Orchestra Syllabus and understand the obligations mentioned therein. I am also aware of the dates listed in the 2008-2009 Glendale Orchestra Calendar.

Student's Signature

Parent's Signature

I prefer to be contacted by: (mark all that apply)

Home Phone _____ Work Phone _____
Cell Phone _____ E-mail _____

Glendale High School Orchestras

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