

Concert and Symphonic Band Course Syllabus: 2021-2022

Instructor: Neil Delson

Contact Info: ndelson@cbsd.org / 267-893-2500 (ex. 2547)

Meeting Time

- Symphonic Band 3-B ,11:39-1:02 (B Days)
- Concert Band 4-A, 1:07-2:30 (A Days)

Canvas

All course materials, content, and links will be posted on Canvas.

Performances and After-School Commitments

Attendance is expected at all after-school rehearsals and performances. Please add the dates below to your calendar and be sure to inform your boss, coach, etc. to prevent conflicts with these events.

Tuesday, December 7: Winter Concert Rehearsal

- 3:00-5:00, Concert and Symphonic Band
- 5:00-6:00, Symphonic Band only

Tuesday, December 9: Winter Band Concert Performance

- Performances by CBWMB, Jazz Ensemble 1, Symphonic Band, Concert Band
- 5:30, Marching Band reports
- 6:00, all other students report
- **7:00, Concert begins**

Thursday, January 20: West Wing Concert w/ Lenape and Tohickon

Snow date: January 27

- Symphonic Band, Jazz Ensemble, and select members of Concert Band
- 2:45, report to stage
- 5:30, Pot Luck dinner with MS students
- **6:30, Concert begins**

Thursday, February 17: PMEA Adjudication Rehearsal

- 3:00-5:00, Rehearsal
- Symphonic Band only

Wednesday, February 23: PMEA Adjudication Festival Performance

- Held at CB East, **Performance times TBD**
- Symphonic Band only

Additional Rehearsals and Performance to be announced:

- Concert Performance: early April 2022
 - CBW Music Dept. Tour of BOSTON: April 28-May 1
 - Outdoor "Spring" Concert: late May 2022
 - Memorial Day Parade: May 30, 2022
 - Graduation: June 2022
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Assessment, Feedback, and Course Grading

- Student Learning Targets
 - **Student Musical Understanding (SMU)**, consisting of listening (aural), music theory, music terms/vocabulary, and genres
 - **Student Performance Skills (SPS)**, consisting of skills demonstrated through playing or singing
- Authentic feedback will be given formally or informally in a timely manner
- A more thorough explanation of the Assessment and Course Grading policy can be found on the next page.

Constructivist Approach to Education in Band

Constructivism is "an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner." (Elliott et al., 2000, p. 256).

Our first lessons this year will outline the benefits of taking this approach to learning in the Virtual Learning setting and beyond. Students must take an "active" role in the learning throughout this course. I, as the teacher, will serve as a facilitator of active student learning instead of simply providing students with constant direct instruction.

2021-2022 ASSESSMENT & GRADING GUIDING PRINCIPLES

Purpose of a Grade: It is our belief that a grade should be an accurate measure of what students know and their ability to apply & demonstrate their learning at the time they are assessed.

Grade Breakdown: Marking period grade books will be aligned based on formative and summative assessment practices with the grade distribution.

- **Formative Assessment:** 10% of final grade
- **Summative Assessment:** 90% of final grade

Final Grade Breakdown: In the “large ensemble” classroom, Summative Assessment grades are generally calculated by observing the **level of “improvement” from 2 performances of the same material** (Benchmark and Re-Assessment). *This allows all students to focus on mastery of material at their specific level of proficiency.*

Formative Assessment: Formative Assessments are academic practice. These assessments take place daily and in a variety of forms in the classroom. They are used as students learn new concepts, providing an opportunity for teachers to determine each student’s level of understanding of skills and concepts. It allows students to demonstrate their learning and provides teachers feedback on the specific areas of strength and weakness for individual and whole groups of students. *It is important to note that not all formative assessments are graded and posted in the grade book, but it is essential that students complete formative assessments as this has a direct impact on their learning.*

Summative Assessment: Summative Assessments can accurately be described as academic achievement. When students have had time to practice and receive feedback (their own feedback and the teacher) on skills and concepts, they will have the opportunity to be assessed on their understanding and application of the skills and concepts.

Non-Achievement Tasks: Tasks such as participation, attendance, practice schedule, leadership, effort, etc. *are essential for success* in SMU and SPS Assessments. Because they are nearly impossible to measure accurately, *these tasks will not be included in the grade book.*

Submission of Work: It is the expectation that all assignments will be handed in either before or on the due date. Due dates are communicated to students in advance both in class and through Canvas.

Assignments that are not completed will receive a grade of “Missing” until the assignment is handed in. This communicates to both the student and parent the assignment has not been completed, and it impacts the overall grade as a zero until submitted. *Late work will be accepted only if students have made arrangements with the teacher.*

Reassessment Guidelines: Students in CBSD secondary schools will be provided reassessment opportunities for summative assessments with the understanding that it allows students an opportunity to demonstrate an improved understanding of the content after a relearning process after the initial assessment has occurred.

Reassessments are not meant for the sole purpose of getting a better grade; *they are intended for students invested in achieving mastery of the content and related skills. The student grade that demonstrates Mastery in a particular assessment will be communicated to students at the start of the reassessment process.*

Reassessment Guidelines: The process for students to be reassessed is outlined below:

1. Student takes initial summative assessment and receives results
2. Student feels he/she can demonstrate increased proficiency in the content area/skill assessed.
3. Student communicates to teacher within 5 school days after the initial assessment is returned that they would like to retake the assessment.
4. Student completes intervention/relearning process to prepare for new assessment. These interventions are at the discretion of the teacher and could include supplemental practice material, conferences, enrichment, or other interventions deemed appropriate. All formative assessments related to the summative assessment should be completed before a reassessment occurs.



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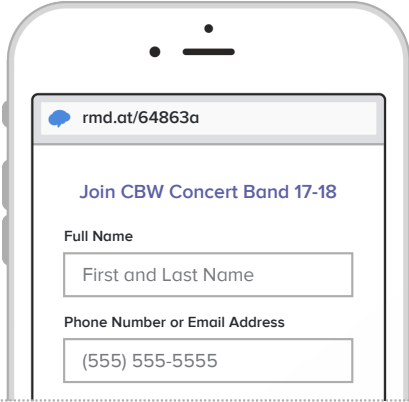
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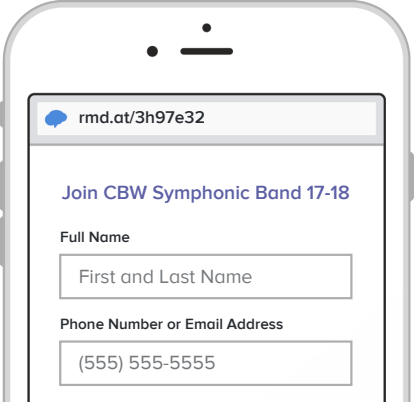
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