

Omaha North Instrumental Music Handbook & Syllabus 2023 - 2024

PLEASE NOTE:

All students and parents must read and know the policies. All students must turn in the signature sheet proving that it was read. **Students will not participate in any performances until the signature sheet is turned in**, this is the first grade in our gradebook



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Honors Concert Band
Jazz Band
Prep Band
Music Business (separate handbook)

Instructor: Amber Bock E-mail: amber.ock@ops.org Phone Number: 531-299-2700
Plan Period: A5 & B6 Classroom: 125

Course Description – Concert Band, Jazz Band, Prep Band

This course is offered to ninth through twelfth grade students with advanced abilities secured through several years of instrumental participation. The band will include rehearsal and performance of outstanding symphonic literature from the representative periods of music history. This literature provides for the development of both individual and ensemble skills including technique, musicianship, professionalism and participation. Placement into Jazz Band is by audition only and students must be co-enrolled in the Concert Band class as stated in the OPS Course Description. Guitar, piano, and bass have different guidelines for enrollment, please see the Course Description for those details. Performances are required as an extension of classroom activities. Concert Band and Prep Band include a PE Credit.

Core Values

Our core values shape our planning for, interaction with, and instruction of students. They play a vital role in the development and growth of the instrumental music program.

- We believe that music and visual repertoire are not what we teach but rather the application of the concepts we teach.
- We believe it is important to develop intrinsic motivation at the individual level.
- We believe that we should model and set the example of the behavior that we wish to see from our members.
- We believe in holding our students to high expectations through accountability.
- We believe that all students can achieve if given the tools to be successful.
- We believe that individual and accurate feedback is the most effective when working with students.
- We believe that our job is never done. Once we have achieved one task, we move on to the next.
- We believe in doing things the correct way from the beginning.
- We believe in not selling out the long-term goal for short-term success.
- We believe in sticking with problems until we can find a solution.
- We believe in doing everything to the best of our abilities at all times.

Content Standards – Concert Band, Jazz Band, Prep Band

1. Goal: Demonstrate through performance a characteristic tone that blends with the ensemble.
2. Goal: Demonstrate through performance basic elements of playing technique.
3. Goal: Recognize, demonstrate and describe basic musical terms and symbols.
4. Goal: Recognize and perform basic rhythm patterns within the appropriate style.
5. Goal: Study, perform and listen to literature that includes music of a variety of styles, textures, and periods.
6. Goal: Demonstrate accurate performance on an appropriately assigned part of an ensemble.
7. Goal: Demonstrate proper instrument care and maintenance.

Program Expectations – Concert Band, Jazz Band, Prep Band

All students are expected to **attend all performances** (listed below; dates subject to change with notice, if changes happen attendance and grading change too, additional performances may be added with notice, participation and grading tied to additions will be reviewed and changed as needed). **Any absences from a summative performance must be discussed with the director and reported in writing 48 hours prior to the performance. Communication must include both student and family, example – student or family member is cc'ed on email.** After review, the director can mark the grade as excused (except or needs to be made up) or unexcused. Lack of written notice 48 hours in advanced will automatically result in an unexcused absence, but written notice 48 hours in advance does not guarantee an excused absence. Considerable reasons for excused absences **include illness, death in the family, emergency, ext.** Inexcusable reasons include (but are not limited to) **work, lack of a ride, homework, sporting event, family or community functions** (extracurricular events, such as athletic practices or competitions, cheerleading practices or performances, Robotics practices or competitions, and other similar events **do not supersede performances**, which are graded). **We can work around work any unexcused absent if given enough time. We can help with work schedules, homework help, coordinating rides and balancing responsibilities of sports/clubs/activities. In order to help with this, we need as much notice as possible.**

Tardies that fall between call-time and performance time will result in 0.5 points removed from the total performance grade (3.5 out of 4). **Tardies that fall during or after performance time (missing the performance)** will be considered an absence.

All grading will be reviewed case by case. If you have any concerns over a grade, please reach out for a discussion.

Class Rules and Expectations

- **Absolute respect between students and teachers** – We strive to create a culture of respect and community. We understand that not everyone likes and gets along with everyone, but we understand we must work together for the common goal. All staff members (marching band/guest conductors/visitors) will be shown respect and they will be expected to show the same to the students.
- **Cell phones and other electronic devices** – We will follow the North policy with Levels. Level 1 is no devices out; devices are stored on silent. Level 2 is devices are out for academic work only, devices are silent. Level 3 is devices are out and could be used for personal use, devices are silent.
 - We will have devices at Level 1 and Level 2 for class unless stated
 - Students are expected to have their devices everyday
 - We will have outlets available for students to charge ipads and personal devices, we do not have charging cables, students are not allowed to leave devices charging in the room outside of our class
- **All students will be in their seats ready to go within five minutes of the start bell.**
 - Each day we will have an agenda on the board with what supplies we need
 - STUDENTS NEED TO HAVE INSTRUMENTS EVERYDAY, even after a concert day, we will most likely plan to play. If a student doesn't have their instrument, they will need to make up the class with a Rehearsal Make Up Form.
 - Tardy students to A1/B2 should get a PINK pass from attendance. Their attendance will not be updated by the teacher. The attendance office updates it in the morning to track

tardy minutes for students. Tardy students to all other blocks will be marked when the student arrives (live). Tardies will affect grades, see grading section for details.

- All students will **participate in warm-ups and rehearsals** with either their own or a school-owned instrument. **STUDENTS NEED TO HAVE INSTRUMENTS EVERYDAY**, even after a concert day, we will most likely plan to play. If a student doesn't have their instrument, they will need to make up the class with a Rehearsal Make Up Form. **These should be turned in with 5 days of the absence, they are not accepted after the unit closes.** Phone calls home will be made to alert families of the lack of instrument if it becomes routine.
- **Grade checks will be sent out regularly during the marching band season and before concerts. Students are expected to be passing their classes. Students who are failing classes could be pulled from any performance.** This would be a discussion well before the performance with the student and their family. There are supports we can put into place to assist students with homework and tutoring. Please reach out to Ms. Bock if you want more information about those supports.
- **Band students are required to keep a regular practice routine. Families are encouraged to work with their children in following through on practice expectations.** In order to achieve excellence and have a good overall sound, it is imperative that each member commit to practice. Just playing during class is not enough to hone your abilities and really listen to and improve your sound. If consistent practice is not an option, we expect you to practice on the weekends (Friday night, Saturday, and Sunday) and on school breaks. By doing this you
 - build the physical strength and endurance necessary to play the instrument well,
 - learn your part thoroughly so the ensemble sounds its best
 - improve as a musician so you can get the full benefit that lifelong musicianship has to offer

We will not assign practice cards, but instead expect you to shoulder the responsibility to make our ensemble THE BEST. We expect to maintain a high level of technical and musical ability. In order to achieve the highest possible ability level, students must be practicing at home.

If you are concerned about practicing at home, please reach out. We can help put in supports as needed, we can help provide things like practice mutes (make sound super soft) or opening up time at school to practice, just to name a few.

- All students will participate in preparing the rehearsal room for the next period, including stacking chairs and stands neatly on their racks, securing instruments and music in lockers and music shelves provided, and cleaning any trash. **Students (Not large instruments / Percussion) will be assigned a locker and padlock. Students must have their instruments in the correct locker and using their locks when not in use.**
- All students will remain in the classroom until the teacher dismisses them. Teacher will give out passes if a student is going to be late to their next class.
- Restroom passes are to be limited. Restroom passes are not given out during the first or last 15 mins of each class (North HS policy).
- Passes to see other teachers or to leave the school must be delivered to Ms. Bock prior to the start of rehearsal, and such visits will be subject to rehearsal schedule and needs.
- **Only water** is allowed by students in the rehearsal room. **No other food or drink** will be allowed into the rehearsal room by students at any time. When students need to eat in our space, they need to stay out in the hallway.
- All textbooks and materials handed out by Ms. Bock must be **taken care of** by students and **returned** at the end of the year. Any item returned **damaged** (markings other than pencil, rips, folds, etc.) or without a student name will result in a **\$2 fine** for each item. Any concert folder **lost** or returned **damaged** will result in a **\$35 fine**.

- **Band members are expected to wear correct attire for each performance. Correct attire for marching band is the marching band uniform (all pieces including marching blue shirt and black shorts). Concert black will be used for concerts. Parade attire is the Omaha North Marching Band shirt with black shorts (in accordance with school policy) and tennis shoes.** (lacking in any item will result in sending the student home to change and return for the performance):
 - **Option 1 for Concert Black:**
 - Plain black, floor to mid-calf length gown/dress with long or 3/4 sleeves.
Or
 - Long or mid-calf plain black skirt, or plain black dress slacks (no jeans or workout pants), with a plain black top having long or 3/4 sleeves
 - Black dress shoes. No open-toed shoes or sandals.
 - No plunging necklines, rising slits (dress and skirt slits must not exceed six inches in length), low-cut backs, or displays of midriff.
 - Plain black should be interpreted as meaning solid black, with no stripes or other patterns, sequins or sparkles.
 - **Option 2 for Concert Black:**
 - Black dress slacks (no jeans, work-out pants, leggings).
 - Black dress shirt
 - Black bow tie
 - Black suit jacket
 - Black belt
 - Black dress socks (no ankle socks).
 - Black dress shoes (no tennis shoes, cowboy, work or combat boots)

All Concert Black attire must follow North and District Policy. If a student needs concert black clothing, please talk to Ms. Bock two weeks prior to the performance.

Required Materials

The following materials are necessary for each class period.

- Your instrument, properly maintained and with all working parts
- Any supplies you need to play (reeds, valve oil, sticks, mallets)
- Your music – provided by director
- Two pencils – sharpened and ready for use

The following materials are recommended

- Extra supplies like reeds, valve oil, sticks, mallets
- Metronome (The app Tonal Energy (not on school ipads) is one of the best apps on the market for practicing. It includes a metronome, tuner, and drones. It costs \$3.99 on the app store. It can be a great addition to practice but is not required. This cannot be added to the school ipads at this time.
- Tuner

Texts

- *Sound Innovations for Band: Sound Development (various books)*
- Various supplemental books for rehearsal and practice
- Various sheet music for performance

Assessment

- **Each rehearsal will be graded** (formative). Students will be graded according to the expectations in rehearsal concepts, etiquette, and levels. Grades will be recorded according to the rubric attached. Every two weeks will be one formative assignment in the gradebook. .5 points will be taken off for each missed rehearsal (including unexcused tardies over 20 minutes late). Rehearsal Make Up Assignments are located in the room. **THEY ARE HARD COPIES ONLY.**
 - Grading Conventions – In the gradebook some of our assignments have Grading Conventions added (PE, RE, CR). These align to our state and national standards and give us a look into what the assignment is designed around.
 - PE – Performance
 - RE – Respond
 - CR – Create
- **Each performance is graded** (summative with an added weight of x2, 3, or 4, dependent on type of performance). Each performance will include a **participation aspect and a musical aspect**. Students with an excused absence will work with Ms. Bock on what the make up assignment will be. Options include marching fundamentals and/or recording of music. Students are expected to approach Ms. Bock about making up performance grades, Ms. Bock will not reach out to make up these grades. Once a student had made up the work, they need to fill out a MAKE UP WORK SLIP (half sheet of paper, located by Ms. Bock's office door) and turn it into Ms. Bock. **Students with an unexcused absence will not be allowed to make up any part of the grade.**
 - Grading Conventions – In the gradebook some of our assignments have Grading Conventions added (PE, RE, CR). These align to our state and national standards and give us a look into what the assignment is designed around.
 - PE – Performance
 - RE – Respond
 - CR – Create
- **Playing tests will occur frequently** (formative with an added weight of up to x2) to determine progress and proficiency. All students will be expected to achieve a 3 or 4 on playing tests (graded according to the attached rubric). If a 3 or 4 is not achieved, students have one week to prepare and retake the playing test. If a student retakes a playing test, they need to fill out a

MAKE UP WORK SLIP (half sheet of paper, located by Ms. Bock's office door) and turn it into Ms. Bock.

- **Quizzes will occur frequently** (formative with an added weight of x2).
- **Written and playing finals will occur at the end of each semester** (summative with an added weight of x3). These finals will cover everything learned up to that point in the year, including musical terms and symbols, rhythms, and more. Playing finals will be on flipgrid and students will have some practice time during class to practice and record if needed.
- **Homework and in-class assignments** All students are expected to complete all homework, including any written or performance practice and classroom assignments.
- **Honors Credit** – Students in Concert Band have the option to participate in Honors. In order to receive the Honors Credit, they must do extra than the non-honors credit. The following guidelines will be in effect for Honors only. Students need to track these projects, they will be introduced on Canvas and students are expected to complete them outside of class.
 - Complete Honors Project each semester
 - Fall – Chamber Group Project
 - Perform a prepared Chamber piece (duet, trio, quartet) with other Honors students. Perform the last week of Fall Semester for the full class.
 - Spring – Solo Project
 - Perform a prepared solo. Perform the last week of Spring Semester for the full class.
 - Participate in **ONE** of the following during the year:
 - Audition for All State (Fall)
 - Audition AND participate in All City (Fall/Spring)
 - Participate in Elkhorn Band Olympics (Spring)
 - Participate in District Music Contest Solo and Small Ensemble (Spring)

OPS Secondary Grading Practices*

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.).

There are two types of coursework*

- Formative (35% of grade): Assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (playing tests, pop-quizzes both written and performed). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the students’ instructional levels or at the level of the content standard. Formative assessments/assignments will have all levels of learning: Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4) grade. Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students’ scores on assessment that was redone will be their final score.
- Summative (65% of the final grade): Assessments/assignments are major end-of-learning unit tests, projects, and performances used to determine mastery of content or skill. Summative assignments are graded on accuracy. Summative assignments assess the students’ progress on grade level standards and may not be written at the students’ instructional levels. Summative assessments/assignments will have all levels of learning: Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4) grade.

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment, entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework. At the end of the grading period, scores are converted to a letter grade using the following grading scale:

A=3.26-4.00
B=2.51-3.25
C=1.76-2.50
D=1.01-1.75
F=0.00-1.00

Redoing/Revising Student Coursework*

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing and revising of summative assessments. **When students have redone an assignment, they need to complete a MAKE UP WORK FORM (located by Ms. Bock’s office door).**
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking, or revising will be done at teacher discretion in consultation with the students and parents/guardian. **When students have redone an assignment, they need to complete a MAKE UP WORK FORM (located by Ms. Bock’s office door).** Teachers may schedule students before, during, and after school to address needed areas of improvement if

not convenient during class. The time and location for redoing, retaking, or revising will be done at the teacher's discretion in consultation with the student and parents/guardian.

Varsity Letters

North Varsity Band/Jazz Band/Orchestra/Guard students have the opportunity to earn a Varsity letter based on their performance and participation in their respective ensembles. Students members must apply for their letter by submitting the tally sheet in the spring semester (usually beginning of April), with all points tallied according to activities in which students attended and participated. Letters are awarded to members who seek extra opportunities both within the program (e.g. musical pit, chamber performances, etc.) and outside (e.g. All City, All State, OAYO, MAYJO, etc.). Missing performances may be excused for academic/grading reasons but may be unexcused for letter points. A chenille letter is awarded at Instrumental Music Honors Night, with an award bar or pin being issued for each subsequent year. Letters may be taken away if not treated appropriately.

Extracurricular Opportunities

- Students are encouraged to audition for and participate in **Honor Bands** to strengthen their skills, learn from a new instructor, and perform different music in a different setting.
 - **All-State Band, All-State Jazz Band** (Nebraska State Music Educators run)
 - **All-City Band** (OPS run)
- Students are encouraged to participate in **extracurricular musical activities** that will strengthen and enrich their growth and performance level.
 - **Private lessons** that provide more focus on individual instrument technique. A **private instructor** list with names and contact info will be maintained and available at request from Ms. Bock
 - **Omaha Area Youth Orchestras** (OAYO) provides string, wind, and percussion students an opportunity to perform in a full orchestra setting. Auditions for the various orchestras are held in April.

Communication

- **Weekly Newsletter** will be sent out at the start of the week (Monday or Tuesday) using the Smores website. All emails collected on forms will be included on the email list unless a family member opts out of receiving emails. These newsletters will also be shared through Infinite Campus and on the student TEAMS and Canvas pages. **It is expected of students and families to read through these newsletters for important updates.**
- **TEAMS** – Students will be added to a TEAMS page for their class.
- **Canvas** - Students will be added to Canvas. New this year, we will be using this more for daily work. Students should have notifications turned on for their class on Canvas.

Travel – NEW PLEASE READ

- **We have many opportunities to travel throughout the year. Students will need a signed hard copy of the permission slip for EACH event. Students may pick up permission slips from the band room. They are expected to be returned a day or two ahead of the travel date so we can track them. We will email out missing permission slips the day before travel. Please avoid emailing in permission slips, this adds to our set up, having a hard copy saves us time. Last-minute permission slips can delay our departure time. Thank you for helping our students remember permission slips.**

Secondary Proficiency Scale

Level of Performance	Score	Description
Advanced	4	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Exceeds expected course content/grade level standard • Applies skills and strategies in new and unfamiliar situations
Proficient + (Approaching Advanced)	3.5	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Demonstrates success toward exceeding course content/grade level standard • Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations
Proficient	3	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Meets expected course content/grade level standard • Retains information and applies skills and strategies in familiar situations
Basic + (Approaching Proficient)	2.5	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and at times applies skills and strategies in familiar situations
Basic	2	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and simple processes in familiar situations
Approaching Basic	1.5	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets some of expected course content/grade level standard • Retains some information and simple processes in familiar situations
Below Basic	1	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> • Performs below expected course content/grade level on the standard. • Has difficulty retaining information and applying skills and strategies
Failing	0	<p>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</p>

PLEASE SIGN AND SUBMIT VIA CANVAS

Due: Friday, August 25th 3:05pm (11:59pm)

We have read and understand the 2023-2024 Omaha North High Magnet School Band Syllabus, especially the sections on attendance, grade requirements, practice expectations, concert attire and schedule. The required concert dates are marked on our calendar(s). We understand that attendance at performances and concerts is mandatory and we agree to abide by the classroom and grading guidelines. We also agree to support the band by following a regular practice routine at home.

Student Name (Print): _____ Date: _____

Student Signature: _____ Date: _____

Family Member Name: _____ Date: _____

Relationship to Student: _____

Family Member Signature: _____ Date: _____

We love to include photos in our weekly update from band events, competitions, and concerts. Below we ask about consent to use your student's photo in the weekly email. These weekly emails are sent to North Band Families and our administration team.

Check one of the following:

_____ I give permission to use our student's photos in the weekly email.

_____ I do not give permission to use our student's photos in the weekly email.

Need to be added to our Weekly Smore Newsletter? Please email Ms. Bock at Amber.Bock@ops.org.

Thank you for your time and all you do to support our student musicians. I am so proud to be the director at Omaha North. Please do not hesitate to reach out with questions or concerns.

Best,
Amber

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