

NAPERVILLE NORTH HIGH SCHOOL

Nicholas P. Janssen, Chair of Fine Arts



BAND [N10011-N10012]

INTERMEDIATE BAND [N12011-N12012]

ADVANCED BAND [N17011-N17012]

INSTRUCTOR(s): *Zachary A. Taylor & John Gonzalez*

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DISTRICT MISSION

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

DEPARTMENT MISSION

The Fine Arts Department at Naperville North High School is founded on the conviction that academics and the arts are equally important to student development and achievement. North's comprehensive Fine Arts offerings are integrated throughout the academic curriculum and various student activity organizations – motivating students with a variety of learning styles to succeed in high school and pursue higher education. The plethora of Fine Arts opportunities at North maintain our commitment to providing a rigorous arts education for all students while providing quality art for the Naperville Community.

Music offerings are designed to develop in all students: the professional practices of a working musician; the kinesthetic aspects of music making; the skills necessary to be savvy consumers of music; to perform, produce and analyze the language of music; to be self-motivated collaborators in pursuit of group oriented goals; and, lifelong skills that can enhance career and personal potentials.

COURSE DESCRIPTION(s)

High School Band [N10011-N10012]: The Symphonic Band is designed for students who display basic technical skills in brass, woodwind, or percussion instruments. The curriculum is designed to build a foundation for future involvement in the intermediate and advanced bands, with a focus on performance skills. This course is designed to allow the youngest and/or least experienced students to develop as musicians by refining technique, tone quality, and musical expression through performance in band. The literature will be varied for the study of different styles and music notation, terminology, and appropriate level rhythmic studies will also be included. Private study is highly recommended. Public performances include regular concerts; attendance at all performances is mandatory. There are required community contribution requirements each year. – Teacher Recommendation Required

Intermediate High School Band [N12011-N12012]: The Wind Symphony is a moderately advanced wind and percussion ensemble for those students who have achieved an intermediate level of proficiency fostering outstanding rehearsal & performance standards, refined musical literature study, and a high degree of music appreciation. This course is designed to allow students to develop as musicians by refining technique, tone quality, and musical expression through performance in band.

Private study is highly recommended. Public performances include regular concerts and festival participation, both local and otherwise; some weekend travel performance is required. Attendance at all performances is mandatory. There are required community contribution requirements each year. The course is designed to build on a foundation for future involvement in the advanced band.

Audition/Instructor Approval Required

Advanced High School Band [N17011-N17012]: Wind Ensemble is the most advanced wind and percussion ensemble for those students who have achieved the highest level of proficiency. This course is designed as a college preparatory ensemble, fostering outstanding rehearsal and performance standards and a high degree of music appreciation. Daily practice and continued private tutoring are highly recommended in order to maintain the highest performance level within the ensemble. Students will further develop in the areas of technique, tone quality, and musical expression while performing advanced literature, both in full band and in small ensembles. Public performance will include regular concerts and festival participation, both local and otherwise. Some weekend travel for performance is required. Opportunities to participate as soloists and members of small ensembles are possibilities, at the director's discretion, as are opportunities to perform in organizational contest, IMEA District & All-State Bands, as well as other honors performance opportunities. There are community contribution performances each year.

Audition/Instructor Approval Required

Students are expected to bring a well-functioning instrument with the appropriate maintenance and cleaning materials (e.g. reeds, valve oil, swabs, etc.), and a district-issued Chromebook to every class. It is expected that the device is fully charged and ready for use. Chromebooks are to remain closed and out of the work area. They should be utilized only with instructor direction or approval.

COURSE TEXTBOOKS & RESOURCES

COURSE STANDARDS

- **MU:Pr4.1.1a:** Explain the teacher-selected criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- **MU:Pr4.1.1b:** Demonstrate or analyze, using music reading skills, how compositional devices of musical works impact and inform prepared or improvised performances.
- **MU:Pr4.1.1c:** Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- **MU:Pr4.1.1d:** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (for example, dynamics, tempo, timbre, articulation/style, phrasing) as developmentally appropriate.
- **MU:Pr5.1.1a:** Develop criteria to critique individual and small-group performances of a varied repertoire of music, create rehearsal strategies to address performance challenges, and refine the performances.
- **MU:Pr6.1.1a:** Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- **MU:Cr 1.1.1:** Compose and/or improvise melodic, rhythmic, and harmonic ideas for simple melodies and accompaniments for given melodies.
- **MU:Cr2.1.1b:** Use standard and/ or iconic notation and/ or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- **MU:Cr3.1.1a:** Evaluate, critique, and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
- **MU:Cr3.1.1c:** Share personally developed and refined melodic and rhythmic ideas or

motives – individually or as an ensemble – that demonstrate an understanding of characteristics of music or texts studied in class.

- **MU:Re7.1.Ia:** Apply teacher-provided criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
- **MU:Re7.1.Ic:** Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods as developmentally appropriate.
- **MU:Re8.1.Ia:** Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research.
- **MU:Re9.1.Ia:** Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context
- **MU:Cn10.1.Ia:** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.
- **MU:Cn11.1.Ia:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

UNITS OF STUDY

- **Performing**
- **Creating**
- **Responding**
- **Connecting**

COURSE CALENDAR

[2024.2025 BAND CALENDAR](#)

GRADE CALCULATION DEFINITIONS

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: Concert Performance, Concert Reflection, Individual Performance Assessments, Rehearsal Skills
- **Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note-taking, practice exercises, and tasks essential to the learning process. In this course, specific examples include: Individual Practice

GRADING PRACTICES

Grades communicate each student's progress toward mastery of goals/standards for the course.

- **Infinite Campus Symbols/Comments:**
 - A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which

students can still submit. After that date, a zero (0) will be recorded.

- Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
- A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 80% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.
- **Late Work:**
 - Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
 - Practice Work is not accepted for credit after the due date.
- **Other:**
 - No extra credit will be issued.

COURSEWORK GRADING CATEGORIES

Coursework:

- 25% - Rehearsal
- 25% - Individual Performance Assessments
- 25% - Concert Performance
- 25% - Concert Reflection

GRADING DISBURSEMENT & WEIGHT

Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade.

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%

Semester Grade:

- Coursework = 85% (Evidence of Learning = 90%, Practice= 10%)
- Final Exam = 15%
 - 50% - Final Reflection | 30% - Performance Evaluation | 20% - Multiple Choice Exam

ACADEMIC INTEGRITY CODE

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

REASSESSMENT POLICY

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work with a score below 80% is eligible for reassessment if students have:
 - Demonstrated readiness through timely and consistent completion of practice work. This means completing 80% of practice listed in Infinite Campus.
 - Completed designated learning experiences as assigned by the teacher. **In this course, specific examples include:**
- Timeline: Reassessments must be completed 5 school days after the student receives feedback (unless otherwise determined by the instructor).
- Project-based assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment.

COMMUNICATION

- You are encouraged to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.

ADDITIONAL RESOURCES FOR SUPPORT

- You can make an appointment with your teacher should you need additional instruction or support in learning material. Teachers are available before school each day.
- You can attend After School Tutoring in the Learning Commons Monday, Wednesday, and Thursday from 3:15-4:15 to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.
- [Band Website](#)

PARENT GUARDIAN PARTNERSHIP

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grade.
 - Infinite Campus is a tool to monitor student work until final course grade is posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss their student's missing assignments, reiterate due dates, help organize their student's folders, materials and assignment notebooks, and review upcoming projects and assessments.

