2019-2020 Jazz Band Handbook & Syllabus

PLEASE NOTE:
All students and parents must read and know the policies herein. All students must turn in the signature sheet proving that it was read. Administrators will refer to this syllabus should questions on policy arise. Students will not participate in any performances until the signature sheet is turned in, which will be reflected in the grades.

Omaha North High School
Jeremy Haupt, Director of Bands
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Omaha North High School
Honors Jazz Band
Course Syllabus

Instructor: Jeremy Haupt
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Office Phone Number: 402-332-8704
Plan Periods: A1 & B2
Office Hours: Wednesdays and Thursdays, 330-5p
Classroom: Room 125

Course Description
Honors Jazz Band is an instrumental ensemble comprising advanced instrumental students. Membership is by audition only, and the number of students enrolled in the ensemble will be limited. This ensemble explores various styles of music, including Latin, blues, swing, funk, and rock. This band performs concerts throughout the year and is often asked to perform in the community.

Instructional Philosophy
We strive to create a positive environment of respect, accountability, and creativity. All levels of musician should feel comfortable to learn and grow at their own pace, using the resources provided, including the services of Mr. Haupt and more experienced musicians. Such an experience can only be achieved through relaxation, focus, self-improvement, and cooperation. As a group, we rely on each other to fulfill our responsibilities of commitment, individual preparation, and group awareness and participation. Students are encouraged to assist those around them in order to ensure a successful learning process and a spirit of serious performance.

Content Standards
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.
7. Goal: Demonstrate proper instrument care and maintenance.
Course Expectations
All students are expected to attend all performances (listed below; dates subject to change).

- **Any absences must be discussed with Mr. Haupt and reported in writing 48 hours prior to the performance** to determine excused or unexcused status (prior discussion will not necessarily result in an excused absence).
- **Considerable reasons for excused absences include illness, death in the family, or emergency.** Inexcusable reasons include (but are not limited to) work, lack of a ride, homework, sporting event (graded performances supersede sporting events), family or community functions.
- **Tardies for any reason 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 for any reason that fall during or after performance time** will be considered an absence.

Performance Schedule
- **Thursday, 17 October:** Fall Instrumental Music Concert
- **Saturday, 14 December:** Winter Instrumental Music Concert
- **Sunday, 12 January:** Open House
- **Wednesday, 22 January:** Open Door Mission
- **Friday and Saturday, 28-29 February:** UNO Great Plains Jazz Festival
- **Tuesday, 3 March:** Bellevue East Jazz Festival
- **Date to be determined:** Blue and Gold Ceremony
- **Date to be determined:** NHS Induction
- **Thursday, 2 May:** Spring Instrumental Music Concert

Class Rules and Expectations
- To achieve a spirit of cooperation, focus, and respect, students and instructors should ...
  - ...strive to maintain all **rehearsal concepts** (found at the back of this syllabus)
  - ...strive to meet all points of **rehearsal etiquette** (found at the back of this syllabus)
  - ...strive to maintain **energy level and focus** needed for the **rehearsal level required** (found at the back of this syllabus)
  - ...keep all distracting items out of sight, including homework, books, cell phones, and other similar materials
  - ...be in their seats with their instruments and supplies out and ready for use within five minutes of the start bell
  - Students who are tardy within the first ten minutes of class will be marked tardy;
  - Six tardies will result in a lunch detention;
  - Eight tardies will result in a Late School;
  - Ten tardies will result in an office referral;
  - Students who are tardy beyond the first ten minutes will be marked absent and will receive an office referral;
o participate in warm-ups and rehearsals with either their own or a school-owned instrument.

o 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

o remain in the classroom until Mr. Haupt dismisses them

• All students are allowed three (3) 15-minute bathroom breaks per quarter, to be recorded on the blue hall-pass. Once the three breaks are used or the 15-minute time limit is violated, the student will not have access to the bathroom breaks until the start of the next quarter;

• Passes to see other teachers or to leave the school must be delivered to Mr. Haupt prior to the start of rehearsal, and such visits will be subject to rehearsal schedule and needs;

• Only water is allowed for students in the rehearsal room. No other food or drink will be allowed into the rehearsal room by students at any time.

• Required attire for performances is as follows:
  o Men: dark suit; button-down shirt; neck tie; dark socks; dark dress shoes
  o Women: dark dress or skirt (below the knee when sitting) or pants and blouse; dark dress shoes

Texts
• Aebersold, Jamey. Jazz Handbook
• Jazz at Lincoln Center; National Endowment for the Arts. NEA Jazz in the Schools: Jazz, an American Story
• Steinel, Mike. Essential Elements for Jazz Ensemble
• Various sheet music for performance

Assessment
• Each rehearsal will be graded (formative). Students will be graded according to execution of the expectations laid out in the rehearsal concepts, etiquette, and levels section of this syllabus. Grades will be recorded according to the rubric attached.

• Each performance is graded (summative with an added weight of x2, 3, or 4, dependent on type of performance; see below). Each performance will include a participation aspect and a musical aspect. Students with an excused absence from a performance will be allowed two weeks to make up the musical aspect— but not the participation aspect— of the grade by performing the music for Mr. Haupt after school. Students are expected to approach Mr. Haupt about making up performance grades. Students with an unexcused absence will not be allowed to make up any part of the grade.
  o UNO Great Plains Jazz Festival and Bellevue East Jazz Festival will be weighted x4.
  o School Concert Band concerts will be weighted x3.
  o Blue & Gold Ceremony and NHS Induction will be weighted x2.
• Playing tests will occur frequently (formative with an added weight of x2) to determine progress and proficiency. All students will be required to achieve a 3 or higher on playing tests (graded according to the attached rubric). If a 3 or higher is not achieved, students have one week to prepare and retake the playing test. The playing test must be retaken until a score of 3 or above is achieved or until the week of the concert, whichever comes first. If a 3 or a 4 is not achieved by the week of the performance, students will not be permitted to perform at the performance, which will be reflected in the musical aspect of the performance grade (although attendance is still expected and will be graded as the participation aspect).

• Quizzes will occur frequently (formative with an added weight of x2).

• Written 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, marching techniques, drill setting, and more.

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 three types of coursework*

• Practice: Assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses in discussion or in written form, a valid sampling of ability on performance repertoire, technique exercises, etc.). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not part of the grade. Teachers may keep track of practice work to check for completion, and students could also track their practice work. Practice work is at the student’s instructional level and may only include “Basic” (level 2) questions.

• 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.26 – 4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.81 – 3.25</td>
</tr>
<tr>
<td>C</td>
<td>1.76 – 2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01 – 1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00 – 1.00</td>
</tr>
</tbody>
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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.
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. 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.

*Indicates standardized language
Revised July 2013

Varsity Letters

A Varsity Letter can be achieved for Jazz Band only by going beyond expectations listed above through meeting the following criteria:

• Attendance to and participation in all concerts and competitions
• Attendance to and participation in all classroom and extracurricular rehearsals meeting practice and performance expectations and with a positive attitude and willingness to learn and help the band progress.
I have read, understand, and agree to meet expectations and policies listed above.

Name: ____________________________________________

Signature: _________________________________________

Parents Signature: ________________________________

I give permission to allow my student to participate in all Jazz Band events happening at school and at other locations:

Student Name: ___________________________________

Parent Signature: ________________________________

I give permission to allow my student to participate in all fundraising activities.

Student Name: ___________________________________

Parent Signature: ________________________________