



Meredith Bryan, Band Director

Garner Magnet High School
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Syllabus for Band Classes **Meredith Bryan, Director**

Purpose/Overview:

The purpose of the Garner Magnet High School Band Program is to educate young people through music performance. Time together will not be limited to purely learning about music, although that is the primary purpose. By involvement in this organization, students will mature as a musician, student, and as a person. The curriculum is cyclical in nature; while there is similarity from year to year, the comprehensive program encompasses four years of study. Individual development of character, esteem, teamwork, and group accomplishment can be additional rewards of the program.

These ensembles meet during the school day. Students enroll in one of these courses for academic (elective) credit. The curricular band program is the core of the Garner Band. Students develop necessary skills in music performance in the curricular band ensembles, and these skills are applied toward the success of the extracurricular band ensembles.

Brass, woodwind, and percussion members (except keyboard/synthesizer, bass guitar, drumset) must be enrolled in at least one semester of a band class in order to participate in marching band or indoor percussion. Extenuating exceptions may be granted by the director. It is the preference of the director that students are enrolled in both semesters of a band class. Students who do not participate in both semesters of band may not be considered for the advanced bands. Exceptions may be considered by the director in the case of schedule conflicts, graduation requirements, etc.

In order to maintain success in musical performance in all aspects of the band program, students should choose one main instrument to focus on throughout high school. If a student chooses to play a secondary instrument in one of the extracurricular ensembles (including guard), they should be sure to master the first instrument and to take care of all responsibilities for the class on that instrument before committing to playing a secondary instrument.

More serious music students should also consider acquiring a private teacher as time and finances allow. A private instructor can help with remediation for a student who is switching to a new instrument or struggling with their current instrument, or he/she can help advance and enrich a student's abilities to the next level. A list of approved private instructors is available on the band website.

At times, a student will be asked to play a secondary instrument or to switch instruments completely by the director. This is either because the director feels that a student would be more successful on another instrument, there is a shortage in another instrument section and/or a surplus in the student's current section, or both.

Extracurricular ensembles

These groups meet outside of the school day and are sponsored by the Garner Band Boosters. There is a cost associated with extracurricular ensembles.

Marching Band: This is the largest and most visible component of the Garner Band program. Registration is open to all students and the main part of the season runs from July with the start of camp through November with the last competitions. The marching band also marches in 1-3 Christmas Parades in November and December. The marching

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band practices two times per week and performs at all home football games (5-6) and 3-5 local, regional, and national competitions. There are weekend obligations, including most weekends in October and early November. (Reference *season calendar* for specific days and times)

Jazz Band: There are 1-2 jazz bands, depending on enrollment. Instruments in the jazz band include saxophone, trumpet, trombone, piano/keyboard, drums, guitar, and bass. Auditions are in November and the season runs from November-May. The Jazz Band rehearses 2 days per week after school and has 3-4 performances in the community.

Musical Pit Orchestra: Instrumentation is dependent upon the show selected. Rehearsals generally begin in January-February with performances in mid-March.

Essential Standards of Music:

1. Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.
2. Interpret the sound and symbol systems of music.
3. Create music using a variety of sound and notational sources.
4. Understand the interacting elements to respond to music and music performances.
5. Understand global, interdisciplinary, and 21st century connections with music.

Course Description:

Beginning Band: Beginning Band is a course designed to focus on the beginning processes of playing and instrument, being a part of a group, and being a quality musician through the study of basic music concepts and vocabulary as well as scales and technical studies. It is also designed to strengthen ensemble musicianship through the rehearsal and performance of beginning level concert band literature. Instruments in the beginning band include flute, clarinet, trumpet, and trombone. The course name is *Instrumental Music: Band Developing*.

Concert Band is designed to strengthen the student's individual musicianship through the study of basic music concepts and vocabulary as well as scales and technical studies. It is also designed to strengthen ensemble musicianship through the rehearsal and performance of intermediate-level to advanced band literature. Students must demonstrate intermediate ability through performance of major and chromatic scales, intermediate-level solo literature, intermediate-level band literature, and sight-reading. The course name is *Instrumental Music: Band Intermediate*.

Wind Ensemble is an auditioned ensemble and is designed for the more serious music student in mind. The ensemble builds on the fundamentals gained through prior band experience. More advanced musical concepts of harmony, rhythm, and individual technique are studied through these courses. It is also designed to strengthen ensemble musicianship through rehearsal and performance of advanced-level band literature. Students must demonstrate advanced ability through performance of major, minor, and chromatic scales, higher-level solo literature, higher-level band literature, and sight-reading. The course name is *Instrumental Music: Band Advanced*.

Director's Responsibilities: What you can expect from me.

1. Approachability. Take your thoughts and questions seriously.
2. Show you clearly how to do the work I assign.
3. Why what we study is important and how it is relevant—to your present and future.
4. Never belittle your mistakes and errors, but will show you how to overcome them.
5. Firm and consistent expectations. Fair.
6. Committed to individuals and the group. YOUR success means the GROUP'S success. I want each of you to achieve YOUR personal potential.
7. Honest feedback.
8. Embrace all of our differences as strengths.
9. Hardworking. Lifelong learner and developer of my craft. I learn from YOU each day.

Supplies:

- Instrument in good working condition
- All supplies related to instrument
- Pencil
- Notebook (daily journal)
- Sheet music (hard copies and/or digital)
- Device with video recording capabilities for assessments outside of class
- Metronome
- Concert Black Attire

Mouthpieces/Equipment:

All equipment and instruments are expected to be of good quality and in excellent condition. It is the responsibility of the student to take care of his/her own equipment so that it remains in good playing condition. Students are encouraged to seek information from professionals about step-up instruments. Students are also responsible for providing their own mouthpieces and ligatures. Following is a list of mouthpieces that are recommended.

Clarinet	Vandoren 5RV Lyre, M13 Lyre, M13, B54
Bass Clarinet	C*, CM 344
Saxophone	C* and Rousseau
French Horn	Holton Farkas MDC (medium-deep cup) or Yamaha 30C4
Trumpet	Bach 5c or 3c
Euphonium	Schilke 51d—check shank size
Trombone	Bach 6 ½ AL or 5G (Advanced)—check shank size
Tuba	Schilke 66

Students are also encouraged to consider acquiring a “step-up” instrument. Students should not purchase a step-up instrument without first trying out the instrument and consulting the director, GMHS Band staff, or his/her private lessons instructor. Typically, instruments that students began playing on (student-level instruments) are not best suited for a student’s continued growth as a musician through high school. Intermediate- or advanced-level instruments help a student produce a quality sound and continue their musical development.

Reed instruments should purchase quality reeds and should always have *three playable reeds that they rotate daily*. Reeds should be put in a reed case between rehearsals. This extends the life of the reed. Vandoren reeds (or equivalent) are recommended. Basic Rico reeds or plastic reeds are generally not acceptable.

Percussionists are responsible for providing sticks and mallets. A complete intermediate-level package can be purchased at:

<https://www.steveweissmusic.com/product/innovative-percussion-fp2-mallet-pack/stick-mallet-pack>. Some sticks and mallets are also provided by the school.

For the more advanced percussionists, an advanced-level package can be purchased at: <https://www.steveweissmusic.com/product/innovative-percussion-fp3/stick-mallet-pack>. This could be used throughout high school and in a college music program.

Resources:

Canvas and Infinite Campus

www.musictheory.net (for theory and ear training exercises)

<http://audacity.sourceforge.net/> (recording software)

Flying Squirrel (woodwinds, 919.615.3117), Morse Instrument Repair (brass, 919.624.1623), Sweeney Brass (brass, 919.617.6340), Jim Peterson (woodwinds and brass, 984.329.7660), Sam Ash (919.855.9581), Music and Arts (for supplies and repairs)

Communication:

All email communication with Ms. Bryan should be done via her WCPSS email (mbryan@wcpss.net). You may also call the school at (919) 662-2379.

All email communication with students must be from the student's WCPSS email account.

Honors Band Clinics

There are several Honors Band Clinics that are available to students by audition. The director will distribute information as he is made aware of the events.

All-District Band: All-District Band auditions are in January. This is a great way for students to showcase their individual talent and hard work through a competitive audition and selection process. Students are also representing the GMHS Band Program. As such, proper preparation and director's approval is required. Students must have an 'A' on all assessments from the 1st and 2nd quarters in order to audition. More info can be found at <https://www.ncecdba.com/>.

Grading:

- 40% Major assessments (Solo/music excerpts)
- 20% Minor assessments (Scales/fundamentals, daily musicianship progress)
- 30% Performances and Projects
- 10% Theory and History Quizzes

Students are expected to submit work by the due date, per school policy. If a student has a planned absence on the day of an assessment, the student should turn in the assignment on or before the due date (or communicate a plan with the teacher). If a student has an unplanned absence on the day of an assessment, *it is the student's responsibility to communicate with the teacher on the first day they are back in class.*

Major assessments 40%

Evaluations will be made regularly on a student's playing ability and will either be based on skills/fundamentals (ex. scales) or on more substantial musical excerpts or etudes. Students should make every attempt at a high-quality performance, focusing on improving every time that they play. Performance-based assessments will be submitted each week; around half of them will be considered "major assessments" (solo or music excerpts). Most performance-based assessments can be submitted online (before the due date) or performed live during class.

For all assessments, students must either 1) submit the assignment online by the start of school on the due date, 2) perform the assignment live in class on the due date, OR 3) contact Ms. Bryan PRIOR to the due date requesting an extension.

For most weekly assessments, grades of 100, A (95%), B (85%), or incomplete (0%) are given. More specific numerical grades are given if the assessment is used for chair placement or percussion assignments. Students may redo an assessment with Ms. Bryan for a higher grade. Students receiving an "incomplete" grade should work to replace the grade as soon as possible. There is no deduction for turning in an assignment late as long as a first attempt was made by the due date; however, students should not try not to acquire two "incomplete" grades working with Ms. Bryan or a peer outside of class. Assessments are evaluated/graded on the following criteria:

Accuracy (playing as written)

- Notes
- Rhythms
- Articulation
- Dynamics
- Technique
- Intonation
- Tempo

Musicality

Expression/phrasing

Tone quality

Minor assessments 20%

Performance-based assessments will be submitted each week; around half of them will be considered “minor assessments” (scales or fundamentals). Most performance-based assessments can be submitted online (before the due date) or performed live during class.

For all assessments, students must either 1) submit the assignment online by the start of school on the due date, 2) perform the assignment live in class on the due date, OR 3) contact Ms. Bryan PRIOR to the due date requesting an extension.

During live instruction, students are to be actively engaged at all times and perform their best effort. Students will be informally assessed on their musical development and growth. This could be demonstrated by applying feedback given during class or being engaged in class sessions and discussions.

Students will electronically sign a participation contract outlining specific expectations. It is the understanding that all students fulfill the basic expectations of participation for all band classes. Students are encouraged to go above and beyond by selecting other opportunities to improve their experience in band.

Basic expectations:

- We are a team.
- Come to class on time and prepared. Have instrument assembled and ready to play at the start of class. Log in 2-3 minutes early so class can start on time.
- Be prepared with instrument, music, supplies (including valve oil, 3 playable reeds that you rotate daily, etc.).
- Your instrument should be maintained prior to class (valves oiled, slides greased, instrument cleaned). Take care of your instrument.
- If you are using sheet music, have a pencil handy. If you are reading music digitally, have a way to mark things in the music or take notes to refer to later.
- Practice regularly to ensure constant improvement. If you are struggling or if you aren't seeing improvement, let me know so I can help. Be committed to learning outside of class.
- Be ready to complete assignments in and out of class, written or playing.
- Stay alert, pay attention, focus, stay engaged in every minute of our live instruction time. Commit 100% of your attention to our class time; no multitasking (no phones, no eating/snacking, no additional tabs/browsers/apps open).
- Don't miss a count-off or cut-off.
- Always play your best, for the sake of the band, yourself, and the music. Sit up straight, always produce your best possible sound, breathe, don't accept less than your best.
- Find a place in your house where you will be uninterrupted, you are able to play your instrument without disturbing others (if possible), and you can use good posture while playing your instrument and looking at your device/music. Position your camera so you and your instrument can be seen on the screen so I can give you meaningful feedback.
- Know your instrument (background/history, pitch tendencies and solutions, alternate fingerings, etc.).
- If you need help, ask me or a peer. We can set up a time to meet outside of class to work on a skill or a concept, or you can set up a peer group to practice or study together virtually.
- No gum, food, candy, drinks, etc. during class time, since you will always need to be ready to play your instrument. Water is allowed and encouraged.
- I will use every minute for meaningful instruction. Let's not waste one moment of our live time together.
- Communicate—Not prepared? Not feeling well? Technical issues? Situations that may prevent you from participating fully on a given day? Etc.
- Have a good attitude. You don't have to like every piece we play or everything we do, but you must learn to appreciate and respect it for its artistry, and we depend on everyone to be a team player.
- Respect—your peers, your conductor, your band, the music, your instrument, and yourself.
- Be an active consumer of music—beyond just learning to play your instrument really well.

Going above and beyond:

- Virtual Private Lessons are huge right now! There's no better time to support a local artist and boost your own playing through private lessons. Let me know if I can help pair you up with a teacher.
- Expose yourself to music performances outside of class. There is an infinite supply of online resources (online concerts/performances, master classes, etc.)! Use the suggested listening list from the website—professional soloists, great bands.
- Find background information on pieces we are playing and composers.
- Learn music outside of class (other solos/etudes, chamber music, etc.). Band music should not be the most difficult music you can play.
- Tutor other students.

Regular practice is expected. Students should not merely strive to master the notes and rhythms of the music from class. Students should constantly work toward mastery of their instrument, and they should take the initiative to find etudes or solos outside of the normal class curriculum to master and perform. Consistently working on material inside and outside of class will improve each student as an individual musician as well as improving our ensemble sound.

Practice "Do's:"

- ♪ Find a quiet place without distractions.
- ♪ Follow a routine (you can use the warm-up tracks from the website for a quick daily warm-up routine):
 - ♪ Brass: Mouthpiece and free buzzing—long tones, then lip slurs (5 minutes)
 - Be sure that the pitch stays steady on long tones
 - Use lots of air, especially through sustained notes
 - Work for fast note changes on lip slurs, center on pitch
 - ♪ Long tones with dynamic changes
 - Be sure tone stays consistent and pitch stays steady as dynamic changes
 - ♪ Woodwinds: Chromatic/scale exercises
 - ♪ Play etude, solo, or melody from music or warm-ups
 - Work for phrasing, dynamics, proper breath support/tone quality
 - ♪ Articulation study/rhythms
 - ♪ Scales (all major scales and chromatic)
 - ♪ Sightread something (ex. etude, sightreadingfactory.com)
 - ♪ Practice solo piece or parts from music
 - ♪ End with your favorite thing to play
- ♪ Count yourself off in the tempo of the piece before you play.
- ♪ Practice exactly like you want to perform.
- ♪ Spread out your practice time throughout the week.

Practice "Don'ts"

- ♪ Spend all of your time on music that you know.
- ♪ Just play through pieces over and over. Isolate your problem areas, then run the whole piece or section.
- ♪ Practice for less than 15 minutes at a time.

Practice Tools:

- Tuner
- Metronome (type "metronome" into Google for a quick and easy online metronome)
- Recording device—listen to yourself often
- Internet—research the pieces you are playing, your instrument for pitch tendencies, alternate fingerings, tips on improving tone quality and intonation, etc.
- Mirror—be sure that there is no superfluous movement in your embouchure

Projects and Performances 30%

There will be 1-2 concerts (performances) per grading period. **Concerts are mandatory for all students.** Examples of projects include:

- Written Project
- Self- and Peer-Evaluation Projects
- Video Projects

- Chamber/Small ensemble Projects

Theory and History Quizzes 10%

Students will be responsible for maintaining a band notebook that we will add to each day of class. Journal entries include concepts relating to music history and theory and are crucial to the comprehension of the curriculum material. Written assessments will be derived primarily from notebook entries. Students may also be asked to complete online music theory assignments.

Make-up/Late Work

Students are expected to make up all missed work, *including daily theory/history lessons*. *Students must initiate completion of make-up work on the first day that the student returns after being absent*. If possible, a student should see the teacher before absence regarding assignments.

For all assignments, students must 1) submit by the due date, OR 2) contact Ms. Bryan PRIOR to the due date requesting an extension AND agree upon a reasonable extension date. Assignments that are not submitted or completed or without prior approval for an extension will receive a zero.

Written Assignment Guidelines

All written assignments should be double-spaced and Arial or Times New Roman font. You should use 1-inch margins on all four sides of the paper and it should fill all pages required by the assignment (ex. a two-page assignment should fill up two full pages). Your paper should include a Works Cited page (not included in the page count) that lists all references from the paper. As a general rule, you should attempt to diversify your sources (in other words, do not get all of your information from one website). Wikipedia is *not* an accepted source.

Fundraising Info

In order to run a successful band program at Garner Magnet High School there are some costs incurred but not covered by the school. Therefore, we have several fundraising activities each year to provide supplemental funds.

Garner Magnet High School Tardy Policy

GMHS students should arrive inside of the classroom before the tardy bell rings. A student not inside of the classroom when the bell sounds to begin class is considered Tardy for that class period (unless excused or absent from school). Students arriving to school late are considered tardy unless they have an excused note from the attendance office. Teachers will mark students tardy in the classroom.

Students are expected to arrive on time and remain in school for the entire day. Tardiness and early dismissals cause students to miss important information and are strongly discouraged. The school administrators will deal with those students who are chronically tardy or who leave early. When tardiness becomes excessive, the student, his or her parents or guardians shall be notified by the principal or designee in writing of the students' tardiness. If the tardiness continues after parent notification, appropriate disciplinary action will be taken. Tardiness and early dismissals may be excused for the same reasons listed under the school's absence policy.

Garner Magnet High School Exam Exemption Policy *Seniors Only*

Senior exam exemption details are set by the school district. For the 2025-2026 school year, criteria for senior exam exemptions are as follows:

Students in grade 12 may be exempt from exams based on the following criteria: (1) projected final grade of B or higher; and (2) student must have 10 or fewer absences in the course. Please note the following:

- **All** absences will count toward the 10 total absences including excused, unexcused, educational, college visits, etc.
- At the end of the semester, students may apply to waive additional absences that are (1) outside of their control (such as documented medical absence/hospitalization; absence due to bus route not running, etc.); and (2) are well documented beyond the student/parent. This waiver will be extremely limited.
- Students cannot be exempt from state testing including field tests.