



Hampden Academy Music Department

Hampden Academy, 89 Western Ave.
Hampden, Maine 04444
(207)862-4962

Patrick Michaud
Director of Bands

Heidi E. Corliss
Director of Choral Activities

2017-18 Programming Units for Bands

Fall

Football Games/Holiday Concert
Classic Pep Band Tunes (approximately 25 songs)

Symphonic Band

Jackson Lake Overture - Mark Williams - Grade 3
Overture type pieces with Contrasting Styles
As Summer Was Just Beginning - Larry Daehn - Grade 3
Sound, Expression, Balance & Blend Piece

Wind Ensemble

Into the Raging River - Steven Reineke - Grade 4
Programmatic Work

Afterlife- Gallante - Grade 3.5
Sound, Expression, Balance & Blend Piece - Stunning!!

Combined Bands

Inchon - Robert W. Smith - Grade 4
Programmatic work about the Korean Conflict
Santa's Journey - Kaighin - Grade 3.5
Holiday Piece

Spring

Performance Assessment, Prism Concert, Pops Concert

Symphonic Band

Gallant March- Cacavas - Grade 3
Standard March Style
"Sound" piece - TBD
Northstar Overture - John Riley - Grade 3
Contrasting Style Piece
Toccata for Band - Frank Erickson
Standard Literature for Band



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Wind Ensemble

*Block M March - Bilik- Grade 4
Standard Repertoire March

*For All the Wyle Eternal- Ralph Ford - Grade 4
Sound, Expression, Balance & Blend - Stunning!!

Choose one of the following:

*Incantation and Dance - James Barne Chance - Grade 5
Standard Repertoire - Stretch Piece

*Suite in Eb - Gustav Holst - Grade 4

*American Salute - Morton Gould - Grade 5
“Back-up” assessment pieces

Commissioned work By John Cooper - dedicated to Connor Graham

Combined Bands

Selections from “Les Miserables” - Grade 3.5
Bee Gees Medley for Band and Chorus - Grade 4
Commissioned work by Terry White



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Daily Rehearsal Routine

Rehearsal Etiquette

- Student is in assigned seat on time with all materials
- When necessary to leave during rehearsal, student leaves with the least possible disruption in instruction
- Student is ready and fully engaged during the warm-up process and throughout rehearsal
 - Student responds to conductors verbal and non-verbal cues

Always do your best and be committed to your growth as musician by giving 100% to the following:

1. Breathing Exercises - To develop diaphragm muscles and reinforce proper breathing technique
2. Long Tones - To develop embouchure and improve tone.
(Percussionists will work on basic rudiments and Mallet technique)
3. Scale Exercises - perform all major, relative minor and chromatic scales in order to facilitate technical development.
4. Tuning - Various tuning exercises in order to improve intonation.
5. Rehearse selections of the day.
 - break down parts by similar rhythms.
 - work on challenging passages slowly
 - on occasion - listen to recordings to provide models that exceed the standard
 - on occasion - record rehearsal and self assess rehearsal performance
6. Daily Targets
 - Tone - Strive for clear, supported, non-restricted tone
 - Intonation - Strive for exemplary ensemble intonation
 - Expression/Dynamics/Phrasing - Work on exaggeration and understand how to play with passion
 - Balance/Blend - To play with a “pyramid” balanced sound
 - Style/Articulation - execute musical passages with clarity and proper style
 - Tempo/Technique/Rhythm - perform at a steady tempo and with proper technique and accurate rhythms.
7. Assessments - Students will be individually assessed on scales technique and one band work. Submit using app. of choice (Clip Champ is available on Chromebooks)



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Standard for Freshman - Perform first four notes of each major scale in a quarter note pattern at a metronome marking of 120.

Exceed the standard by

- Performing the entire scale
- Perform at a tempo that exceeds 120 by at least 12 beats per minute

Standards for Sophomores - Perform all notes of each major scale in a quarter note pattern at metronome marking of 120.

Exceed the standard by

- Perform at a tempo that exceeds 120 by at least 12 beats per minute
- Perform scale in eight notes at a tempo of 120

Standards for Juniors - Perform all notes of each major scale in an eighth note pattern at a metronome marking of 120.

Exceed the standard by

- Perform at a tempo that exceeds 120 by a least 12 beats per minute.
- Perform each scale memorized

Standards for Seniors - Perform all notes of each major scale memorized in an eighth note pattern at metronome marking of 120.

Exceed the Standard by

- Perform at a tempo that exceeds 120 by a least 12 beats per minute.
- Perform all relative minor scales in quarter notes at a tempo of 120 beats per minute.

In addition, each student will be individually. assessed in the following areas:

- Posture
 - Hand Position
 - Embouchure
 - Tone, Tempo, Technique
 - Assessment of Band Work - "The Ascension" utilizing Smart music
- Students will be formally and informally assessed as a group on the following areas:
- Tone - Strive for clear, supported, non-restricted tone
 - Intonation - Strive for exemplary ensemble intonation
 - Expression/Dynamics/Phrasing - Work on exaggeration and understand how to play with passion
 - Balance/Blend - To play with a "pyramid" balanced sound
 - Style/Articulation - execute musical passages with clarity and proper style
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Students will fill out a Band assessment form and write a written critique/analysis after each performance.

Students in Symphonic Band and Wind Ensemble rehearse 2-3 times per week for 80 minutes. When class falls on a Friday, students break into student lead sectionals (Woodwinds, Brass, Percussion). The instructor monitors these rehearsals and offers suggestions when necessary.

In addition, each student is required to attend 1 Band Study per quarter. This is a one-on-one 40 minute instruction time where the student is given feedback and assistance on developing the necessary skills to perform their music at the highest possible level. Students that require more assistance meet more frequently than once per quarter.

At the end of each year, the director brings forward suggestions for literature for the following year. The students and director choose the programs for upcoming concerts. The director chooses the literature based upon the strengths of the current players and the ability of upcoming freshman. The director also communicates with middle school music teachers and attends middle school concerts throughout the year in order to get a gauge of the ability of the upcoming freshman.

