

## **PRIVATE LESSON INSTRUCTORS**

**FLUTE—Dr. Jeremy Wohletz woodwind Professor Dickinson State University**

**OBOE—Melissa Rost**

**CLARINET—Dr. Jeremy Wohletz woodwind Professor Dickinson State University**

**SAXOPHONE—Dr. Jeremy Wohletz woodwind Professor Dickinson State University**

**BASSOON—Dr. Jeremy Wohletz woodwind Professor Dickinson State University**

**TRUMPET—Jill Whiteman**

**HORN—Jill Whiteman**

**TROMBONE—Jill Whiteman**

**EUPHONIUM—Jill Whiteman**

**TUBA—ask for assistance**

**PERCUSSION—ask for assistance**

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HOW TO START YOUR MUSIC PORTFOLIO.....

Band Students and Parents:

WELCOME to one of the most exciting experiences in which you can be a part – THE BAND! The ultimate goal of the band program is to provide our students with a lifelong understanding and appreciation for quality music and music making. In addition, we get to use the medium of music to teach some wonderful life lessons as part of our comprehensive program here at Baker Public Schools.

For new folks, this is the “band bible” that keeps us running smoothly and efficiently. Most questions can be answered by consulting THE BAND HANDBOOK or the band website: <http://jillwhitemanbakermusic.weebly.com/> It is our hope that the information contained in this handbook will be both INFORMATIONAL and INSPIRATIONAL. The advocacy articles, “How Parents Can Help,” and “Parents’ Responsibility to the Band,” are both designed to give guidance to parents. Please read every word of The Handbook so that you are well-informed. We’ve included one *Signature Page* for you to return, stating that you’re familiar with the information contained in The Handbook.

Last school year was full of successes by our students. Performances for Pep Band continued the long tradition of representing BHS and the community of Baker, elementary music festival students earned an unprecedented 70 medals for outstanding performances while the high school students continued to excel at both District and State Music Festivals.

We continue to provide a well-rounded, comprehensive experience for our students. For the upcoming year, we are very excited about the Band Tour to Chicago in June of 2019 along with continuing to provide quality music for many community performances.

We have included a list of private instructors in this edition of the BAND HANDBOOK. There is no better way for your child to improve his or her musical experience than to be involved in private lessons. We are very fortunate to have such fine players in the area. As the band program gets better, the most committed students (those who practice) will have the most positive experience. In addition to making private instruction and chamber music a priority, we have renewed our commitment to instill positive leadership qualities in all of our students. These are the “teachable moments” that develop important life skills.

This handbook is designed to answer any questions you might have concerning the program. **Please read all of the information and sign the form (*Signature Page*) in the back of the handbook and return it to the band office. Additionally, please complete and return the school instrument rental form in the back of the handbook.** I am honored to be your band director and am looking forward to a great year!

Musically Yours,

**Jill Whiteman**  
Director of Bands

*“If Better Is Possible, Then Good Is Not Enough!”*

Dear Band Students and Parents:

It is with great pleasure that I welcome you to the band program at Baker Public Schools! Listening to the students of our school system perform music is certainly one of the many highlights of my position. The band members provide a valuable service to our fine athletic teams, our school, and our community.

Each of my three children participated in the band program at Baker Schools. The opportunity to create music is a unique option not provided by any other program at our school. The band works together as a finely tuned team. Students learn leadership skills as well as the ability to collaborate and co-operate within a large group of diverse students.

I am always amazed at the growth the students demonstrate from year to year. They begin as young 5<sup>th</sup> grade students who sometimes squeak through performances and grow into outstanding soloists who earn the praise of state adjudicators year after year.

It is a source of pride to hear the band performing at home athletic events as well as tournaments. Each year, I hear nothing but praise for the performances our students have at tournament.

If you have any questions or concerns about the band program, I urge you to contact Jill Whiteman first. Her door is always open and she is willing to assist parents and students in any way possible.

Once again, welcome to the band program! It is a decision that will provide lifelong benefits as well as building friendships and memories through making music together.

Sincerely,

Dave Breitbach  
Principal, Baker High School

Dear Students and Parents:

I would like to welcome you as a student and/or parent of Baker Public Schools to fully participate in the many programs offered at Longfellow School. Our mission is to provide a safe, supportive, and intellectually stimulating environment built upon the foundation of a cooperative learning, partnership of parents, staff, students, and community. Our emphasis is upon the individual learner's development of social, emotional, physical, vocational, and intellectual skills necessary to succeed as a responsible and productive citizen. We will focus on developing within our students a desire to seek their fullest potential by becoming lifelong learners, recognizing individual learning styles, and acquiring self-sufficient life skills necessary to succeed in an ever-changing global community.

Being a student in fifth and sixth grade at Longfellow School is the ideal time to explore as many educational options and opportunities as possible. Most people regret what they didn't do while they were in school such as explore participating in band or choir.

At Longfellow School, we believe that participating in athletics exercises the physical body; academic study develops and enhances brain function while the study of music through participation in band and choir allows for emotional expression of the human spirit. Developing and enhancing our ability as human beings to expressive creatively is essential to leading a rich and full life as a responsible and productive citizen.

If you have any questions or concerns about the band program at Longfellow School, I urge you to contact Jill Whiteman. Her first concern is always for students and their growth as musicians as well as human beings.

Welcome to band at Longfellow School!

Sincerely,

Bo Lingle

Principal, Longfellow School

# *Reminders for 2018-19*

## **UNIFORM JEWELRY POLICY**

**Absolutely no jewelry will be allowed with the concert uniforms.**

## **UNIFORM HAIR POLICY**

**Hair longer than shoulder length must be secured in a pony-tail or a bun or a braid.**

## **SMART MUSIC**

**Smart Music will be used in the classroom as an assessment tool.**

## **PARENTS CAN CHECK YOUR CHILD'S GRADES**

**Parents and students can check grade using the Infinite Campus Portal. If you have question about access, please contact me!**

## **TAKING INSTRUMENTS HOME**

**There will be random instrument checks to insure that instruments are going home and are being used for home practice.**

## **COLLEGE VISITATIONS**

**I would like to ask that college visits be scheduled on non-performance days. This is especially critical with our preparations for major events.**

# Why Music?

- *Music Is A Science. It is exact, and it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody and harmony all at once and with exact control of time.*
- *Music Is Mathematics. It is rhythmically based on the subdivision of time into Fractions, which must be done instantaneously, not worked out on paper.*
- *Music Is Foreign Language. Most of the terms are in Italian, German, or French and the notation is certainly not English – but a highly developed kind of short – hand that uses symbols to represent ideas. The semantics of music is a most complete and universal language.*
- *Music Is History. Music usually reflects the environment and times of its creation, often representing its country of origin and / or racial feelings.*
- *Music Is Physical Education. It requires fantastic coordination of fingers, hands, arms, lips, cheek, and facial muscles in addition to extraordinary control of the diaphragm, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.*
- *Music Develops Insight and Demands Research.*
- *Music is all these things, but most of all, Music Is Art. It allows the human being to take all these dry, technically boring (but difficult) techniques and use them to create emotion. That is one thing science cannot duplicate: humanism, feeling, emotion, call it what you will.*

*That is why we teach music! Not because we expect you to major in music .....*

*But ..... so you will be human  
 so you will recognize beauty  
 so you will have something to cling to  
 so you will have more love, more compassion, more gentleness, more good;*

*In short, More Life!!*

# STUDENT HANDBOOK

## (2018-19)

### A STATEMENT OF POLICY

In order to assist band members and parents in understanding areas of responsibility, a statement of band policy is herein set forth. Becoming familiar with this policy will enable each individual to make the most of this great opportunity to be a member of the **Baker Public Schools** band program, becoming a better person and a better musician.

**We firmly believe that the student should improve through regular practice.** In the **Baker Public Schools** band program, we feel that when the student has lost the will to improve him / herself or make a better contribution to the band, he is wasting the time and efforts of his or her fellow members and the community by continuing in this program. The HAPPIEST student is the one who is improving through regular habits of practice and daily progress. He or she must not only know right from wrong, but must be able to stand for principles. He or she must develop a high sense of purpose toward which he or she is willing to work. RESPONSIBILITY is the focus behind any level of achievement within this program. We intend to conduct ourselves in a manner that will facilitate all students in learning and bettering themselves.

### OBJECTIVES OF THE BAND PROGRAM

- To teach music by its actual performance
- To develop performance skills of the various wind and percussion instruments
- To provide for the musical needs of the school and the community
- To develop discrimination with regard to the selection of music
- To acquaint the students with Music Theory and History and how history and musical composition relate to students' current life and musical experiences
- To provide all students with the opportunity for worthy use of their time, a means for self-expression, and a healthy social experience
- To develop the ability to function as a responsible member of a group, enhance interaction, and develop Esprit de Corps
- To foster leadership skills within each student



## Jill Whiteman's Educational Mission Statement

As a music educator, my classroom will provide a safe and welcoming environment for all students and as a place to express through music. I will guide my students to work co-operatively as they develop skills necessary to live as independent, self-sufficient adults who will compassionately contribute in a global community. With enthusiasm and a positive attitude, I will create an environment where we respect ourselves, appreciate individual differences and encourage each other to achieve excellence in learning. Within this environment, students will discover the ability to overcome adversity and develop skills necessary to lead rich lives filled with an appreciation for music and its unique form of human expression.

## Jill Whiteman's Curriculum Rationale

Music is essential to being a human. It is much more than entertainment. Music has been a feature of every known human society (Greenberg, 2016). Music reaches us on intellectual, social, emotional, and spiritual levels. Edwin Gordon states "Music is unique to humans. Through music a child gains insights into herself, into others, and into life itself." (Gordon, 1990, pp.2-3)

Humans engage in music as a social phenomenon. Musical emotional experiences should be central to music teaching and learning. Music education should be concerned with enabling students to apply their understandings and expression in their own music making. (Elliot and Silverman, 2012) We should "nurture student's awareness of the many ways music arouses, comforts, bonds, and creates who we are as human beings." (Elliott and Silverman, 2012, p. 59)

Music education should benefit the student by meeting student need. The goals and objectives should be clearly and functionally beneficial to the musical lives of students (Regelski, 2012). Music education should allow students to develop as independent musicians who are musically active on their own. A welcoming and safe classroom environment is essential for every student. Each student requires fair and just treatment. Music education which includes experiences in creating, performing, responding, and connecting can benefit students' musical lives in important and lasting ways (Regelski, 2012).

The organization, delivery, and outcomes of curriculum are one part of music education. Equally important is the decision about what music to teach and what criteria are appropriate in deciding which music to include (Walker, 2012). Robert Walker states that understanding the evolution and growth of musical ideas as well as the interpretative motivation of composers is critical in musical education (2012, p 400). Today's world of instant access to music from around the world requires engagement with other cultures and their music.

Including composition activities in the classroom provides students a way to reflect their learned understanding of how music functions and is structured. Composing provides students with an activity to release stifled emotions and a position creative outlet during the emotional transition to adulthood (Kratus, 2012). According to Jackie Wiggins (2015), composing is a form of thinking in music. Opportunities to think in music are essential to music learning. Likewise, improvising music is spontaneously performing musical ideas in real time. In the music classroom, composing of music comes from students with the teacher meeting needs by establishing guidelines, providing a supportive environment, and assessing student work. Assessment can and should come from multiple sources including self-assessment, peer assessment as well as teacher assessment (Kratus, 2012).

Developing students' unique relationships with music should be a fundamental goal of music education (Bradley, 2012). To encourage these relationships, culturally relevant experiences are necessary for students to make meaningful, important, and durable connections between school knowledge and their lives outside of school. Elliot (1995) expresses that music is a diverse and shared human experience. Deborah Bradley states "Music education is important to identity construction-individual, collective, gender, racial, cultural, and the many other ways people understand themselves." (2012, p. 414)

For musical learning to occur, learners need to engage directly with music in real life situations,

working on their own or with peers by taking active roles in their own learning while being fully aware of the teacher defined goals (Wiggins, 2015). Music education is a shared process which involved listening to music created by others, developing understandings of music, and creating original music.




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## ***Baker Public Schools Band Code of Conduct***

**Dave Breitbach** has asked that we establish a band “code of conduct.”

The following guidelines have been put in place to establish more clarity with regard to the policy:

-  We cannot compromise participation in band activities with substance abuse or blatant disregard for school or band policy.
-  These consequences are in reference to program membership and are in addition to school policy.
-  Infractions that are against the law are more serious in nature and will be handled accordingly.

# Why Is Music Education Important for Students?

- ✎ Music students scored higher on the 2009 SAT - College Board website
- ✎ "At risk" students cite participation in the arts as a reason to stay in school
- ✎ A ten year study by the President's Committee on the Arts showed that music students tested higher on all standardized tests, regardless of socioeconomic group.
- ✎ Music helps us to better understand our motives, fears, memories, and to communicate more boldly and creatively - *Levitin, This Is Your Brain On Music*

# Why Is Music Education Important For Parents?

- ✎ 94% agree: music education is necessary for a well-rounded education - 2005 Gallup Pole
- ✎ Schools with music programs have significantly higher graduation rates (90.2% to 72.9%) - *MENC*
- ✎ Music Education enhances cooperative learning, instills disciplined work habits, and correlates with gains in standardized tests.
- ✎ Studies of kindergarten children showed the more music skills, the greater their reading skills and development - *Anvari, et. al*

# Take Note: Music Study Enhances Memory and IQ

A study by researchers at McMaster University in Canada indicated that young children who received a year of musical training showed brain changes and superior memory when compared with children who did not receive the instruction... That the children taking music lessons improved more than the others in non-musical abilities such as literacy, verbal memory, visuospatial processing, mathematics and IQ.

**Keep music education strong: Go to [www.SupportMusic.com](http://www.SupportMusic.com)**

Source: Takako Fujioka, Bernhard Ross, Ryusuke Kakigi, Christo Pantev, and Laurel J. Trainor. Brain, a Journal of Neurology. Oxford University Press, September 20

# Why Is Music Education Important For The Community?

- ✍️ **The "back-to-basics curricula, " while it has merit, ignores the most urgent void in our present system - absence of self-discipline. The arts, requiring self-discipline, maybe more "basic" to our nation's survival than traditional credit courses. We are spending 29 times more on science than on the arts, and the result so far is worldwide intellectual embarrassment. - Paul Harvey, syndicated radio host**
- ✍️ **The arts are an economic plus - second only to aerospace as our most lucrative national export. - Michael Greene, National Academy of Arts and Sciences**
- ✍️ **Arts-centered schools have fewer dropouts, higher attendance, better team players, an increased love of learning, greater student dignity, enhanced creativity, and they produce citizens better prepared for the workplace of tomorrow.**

# Music's Impact on the Seven Intelligences: Musical

“While it is understood that music education can have an important impact on musical intelligence, there is accumulating a significant amount of research supporting the impact of music education on all seven [of Howard Gardner’s basic] intelligences. Musical “A report in The New York Times International in May 1996 indicated that in Japan, Korea, Taiwan, and China music is a more significant part of education for children than in the U.S.A., and the children in those countries are far more likely to have what some regard as one of the most striking signals of a musical mind, absolute pitch. As reported in 'The Musical Mind,' by Susan Black, neuromusical investigations are producing evidence that infants are born with neural mechanisms devoted exclusively to music. And perhaps, even more important, studies show that early and ongoing musical training helps organize and develop children's brains. “A report by John Langstaff and Elizabeth Mayer in Learning, March/April 1996, presented a rationale for the importance of music education in early childhood. By approximately age 11, neuron circuits that permit all kinds of perceptual and sensory discrimination, such as identifying pitch and rhythm, become closed off. Not using them dooms the child to be forever tone deaf and offbeat.”

## **BAND CURRICULUM IN BRIEF**

### Symphonic Band

The Symphonic Band is the primary performing organization in the instrumental music department during the winter and spring. Membership is open to all students grades 8-12. The Symphonic Band will be comprised of students with the performing ability necessary to play level IV (4) literature.

### Seventh Grade Band

Seventh Grade Band is open to all students in grade 7.

### Pep Band

All students enrolled in the 8-12 band are required to participate with the exception of students who are actively participating in another school activity while the pep band is performing. If you have questions about Pep Band performances, please contact me.

#### Excused from Pep Band

A member of the Varsity Team  
Speech and Drama  
Wrestling  
Middle School Sports Conflict  
FFA

#### Not Excused from Pep Band

Member of "C" Squad or JV  
Cake Raffle  
Working concessions  
Selling 50/50 tickets  
Eating at concessions  
Member of a sports team that is NOT on the floor during pep Band playing time  
Work  
Baby sitting

### Jazz Band

The jazz band is a part of the regular 5<sup>th</sup> hour band class, open to grades 8-12. The jazz band plays for concerts and performs at the District Music Festival in the spring.

### Chamber Ensembles

During the fall and spring, chamber ensembles will be formed. ALL band members will be encouraged to perform in a chamber ensemble. Possible groups will be Woodwind Quintet, Brass Quintet, Saxophone Quartet, Horn Ensemble, Trombone Quartet, Low Brass Ensemble, Percussion Ensemble, Flute Choir, and Clarinet Choir. There will be a chamber concert in the spring and opportunity for performance at Solo and Ensemble.

### Summer Instruction

There are many nationally known summer institutes for instrumental instruction. Some of the best are International Music Camp, Flathead Music Camp, Red Lodge Music Camp.

### Private Lessons

Private lessons on a musical instrument are the best way to improve performance skills. The one-on-one approach allows the student to benefit from individual attention as opposed to a teacher monitoring a class of over sixty. A recent survey of students in the S.C. All-State Band revealed that approximately 85% of the students in the band studied privately. The band directors will be more than happy to assist in the selection of a private teacher (*See the inside front cover*).

### District 11 Honor Band and Montana All-State Band

Members of the band program are eligible to audition for the **Montana** All-State as well as participate in the District 11 Honor Band. Please consult the schedule.

### **Is Band Considered, “FUN?”**

Band, in and of itself, is not “fun.” It is hard work. Where there are certain playful, funny “family” moments, the overall one-word summation is most definitely not *fun*. It is not fun to constantly be held to the highest critical standards. It is not fun to take an audition and know that you have one chance to get it right. It is not easy to strive for excellence.

There are other words, however, that describe the band experience. Challenging, discipline, fulfillment, pride, work ethic, emotional expression, respect, passion – there is almost no experience that is more REWARDING! If there were, students would meet in those classrooms first thing in the morning, or students would wear t-shirts with the logo of their favorite class, instead of band apparel. The reality is that the enjoyment of band comes from the interaction of people that ultimately leads to great music making. When the downbeat is given at the concert, that's the time to have “fun” because you get to share this incredible experience called “making music” with others.

Please send a message to Google Voice stating your first and last name. Instructions for using Google Voice are included a few pages further into the handbook. Responding to this request will earn you 20 grade points.



## **Five points will be deducted from your participation grade for UNEXCUSED ABSENCES!**

### **PERFORMANCES**

Students are expected to attend all performances. In addition, there is an expectation that students remain for the entire performance, whether it be for concert band or pep band. Part of a student's education is listening to the performances of others. As a member of band, it is expected that you fully participate in performances. We perform as a service to the athletic teams, our school, and our community. It is the nature of being in a performance class such as band.

### **MISSING MATERIALS OR NO INSTRUMENT**

If a student has missing materials or does not bring their instrument to class, five points will be deducted from their participation grade. In addition, students will complete theory worksheets during the class time they do not have materials or instruments.

### **ATTENDANCE POLICY**





**THE ONLY EXCUSABLE ABSENCES ARE PRE-ARRANGED\* SCHOOL CONFLICTS, ILLNESS OR A FAMILY EMERGENCY.**

\*Example: a school conflict may be a club or varsity sport. This system is subject to modification and interpretation by the director.

**MISSED PERFORMANCE-** Students will lose seven percentage points on their quarterly average grade, based on the formula used for participation.

**“NO SHOWS” TO REHEARSAL for Jazz band or Chamber Ensemble** – A “no show” is defined as an absent student that cannot be accounted for due to lack of a phone call or simply cutting rehearsal for jazz band or chamber ensembles. In such case, the student may lose the opportunity to participate in the next performance by the ensemble. For jazz band, an alternate may be placed in the empty spot. This decision will be made by the director based on what is best for the entire group.

For ALL absences, the following procedure must be followed by all students and parents:

-  **Director must be notified in advance.**
-  **An absentee request form must be filled out and on file.**
-  **For illness, a parent note or doctor's excuse must be submitted.**
-  **Follow-up is the sole responsibility of the student.**

### **CONFLICTS WITH BAND**

Conflicts between band and other activities or events are the responsibility of the student. Rehearsal and performance schedules are given out in advance (via the website, the white board and paper copies) so that arrangements can be made. When outside activities create hardships concerning band, the student will need to consult with the director about alternatives that may be possible. Students should have a calendar book (or google calendar on their phone) and be aware of all band dates well ahead of schedule. It is the policy of the band to assist students when conflicts occur within the scope of the band policy. Students are reminded that band is a very demanding activity and that involvement in outside activities should be limited to those that are compatible with the band schedule. **Work is not an excuse for missing any band activity.**

### **GRADING POLICY**

Grades are assigned for the band class and any activity that is considered co-curricular. Some performances may fall outside of the school day.

Participation:	20%	This includes lunch rehearsals during music festival season. Students must have their instruments every day, a pencil at every rehearsal, and show maximum effort to earn the best grade.
Band Curriculum:	80%	Assignments will be presented at the beginning of each nine weeks. Students are responsible for all assignments, and recorded examples of performance.

**Students will be provided with a list of assignments at the beginning of quarter listing assignments and the due date.**

### **CELL PHONE POLICY**

**Due to the nature of band class, cell phones are NOT to be present on the stands or in use by students at any time during class. There will be times when students are asked to use cell phones as a part of class. When these occasions arise, it will be very clear through Jill Whiteman's instructions that the cell phone is to be used. Band class requires 100% participation throughout class time. The distraction of checking social media, checking game status, and sending communications does not serve the forward progress of the band.**

### **DUTIES OF THE BAND MEMBER**

- Be on time to all rehearsals and performances. EARLY IS ON TIME – ON TIME IS LATE.
- Upon entering the rehearsal setting, acquire your instrument and go directly to your seat.
- When the director or staff member steps on the podium or asks for your attention, all talking should cease.
- Come to rehearsal with a GOOD ATTITUDE.
- There is no excess playing (i.e. horsing around on the instrument); Only appropriate warm-up material.
- Make a real effort to improve on a daily basis and establish a good practice routine.
- At the end of rehearsal, put all materials in their proper place.
- Maintain a strong academic standing in all course work.
- Become responsible for and assume responsibility for your own actions. Admit when you are wrong.
- Have a proper respect for yourself and those in authority.
- Read and play music with insight – have musical expectations.

### **THE IMPORTANCE OF ATTITUDE**

**The greatest single factor that will determine the success of any individual or organization is attitude.** The kind of person that you are is an individual choice and how we feel about something, which involves attitude, is one of the few actual independent choices that we have in life. It takes intense dedication to reach goals. Students should learn to discipline themselves to daily practice on fundamentals. The “right attitude” must be present along with sincerity, concentration, and dedication as the basic foundation. Such an attitude makes an artistic performance inevitable and is the difference between a winning organization and a mediocre group. You who are in band are a favored few. The band can do much for you. Make the most of it in every rehearsal and performance.

### **THE IMPORTANCE OF DISCIPLINE**

Because of the nature of the organization, band discipline must be strict. Band students and parents must believe in the ideals, principles, and philosophy of the organization. Each member must always be aware of good behavior and think for himself. Any misconduct casts a bad light on the school, community, and band program.

Cell phones are NOT to be on the stands during band class. The appropriate place for a phone is in each student’s band locker.

## PARENTS' RESPONSIBILITY TO THE BAND

It is the responsibility of every parent and guardian to see that the policies outlined in the HANDBOOK are followed and that the form in the back is signed and returned. This states that you UNDERSTAND the policies as set within, and that any questions are to be addressed with the band director by making an appointment. Each parent IS responsible for the attendance of their child at all band functions. It is the responsibility of each parent to see that their child practices his / her instrument daily. The hands of the directors are tied without the help of parents.

### HOW PARENTS CAN HELP

When a “band question” arises, it is important that you get factual information before discussing it with others. We do more harm to ourselves, the band family, when we talk about things that contain one or more “falsehoods” but consider them facts. If questions arise, it is important to remember this axiom: If it is a performance issue or anything dealing with the band proper, contact **Jill Whiteman**. If it is a fundraising question or anything dealing with parent volunteer issues, talk with the booster club president.

Here are a few other things parents can do to help:

- Show an interest in the music study of your child.
- Take woodwind instruments to the shop once a year for maintenance.
- Find a quiet place where he/she can practice without interruption.
- Help the student keep a DAILY RECORD of practicing.
- Come up with a reward system for DAILY practice.
- Keep the instrument in good repair and keep at least three reeds in the case; purchase a metronome and tuner!
- Be extra-careful with school-owned instruments. Repair costs are high!
- Teach your child to be prepared and on time to each rehearsal or lesson.
- Provide private instruction.
- Make faithful attendance at all band activities important.
- Buy your child a personal planner for marking important dates.
- Keep the Handbook in a safe place and refer to it often.
- Notify the teacher if the student is to be absent for rehearsals or lessons.
- If a student is absent, make sure that their folder gets to school (if they share it with someone).
- Visit rehearsals occasionally.
- Attend booster meetings, concerts, games, and festivals.
- Turn in fundraising money on time.
- If your child is a brass player, ask them when the last time they gave their horn a bath was.

## **STUDENTS' RESPONSIBILITY TO THE BAND**

As members of this organization, you have a great deal of responsibility. It is essential to any program that if certain expectations are to be met that they coordinate with the privileges, rewards, and duties of the band program.

### **TO OURSELVES**

YOU have the primary responsibility of developing your own abilities. The benefits of a good instrument and private instruction can never be underestimated. What you put into it is what you will get out of it. The director is ALWAYS available for your guidance and encouragement – just ask!

### **TO THE SCHOOL**

**Baker Public** School District provides us with the resources for rehearsals, performances, and some equipment. The Band Booster Club also provides a support network, both financially and philosophically. We have the responsibility to provide the best possible service to our community.

### **TO MUSIC**

Music has always been a part of our culture. We must take what we have and use it for the betterment of that culture. No one expects virtuoso musicians, only your very best! The great composer Gustav Mahler once said that only 10% of a piece of music is on the page. If that is the case, then we as musicians have the duty of creating and producing the other 90%. The joy of music is not in everything that is apparent. It must be discovered and created.

### **TO EACH OTHER**

We must always do what is best for the WELFARE of the group. There can be no selfish acts solely for the benefit of the individual, but for all. Respect each other. If there are conflicts, find a way to resolve them. Never insult another band member's integrity. The word "band" means that we are banded together and that there is no separation or discourse. Sometimes, *the needs of the many outweigh the needs of the few.*

## RULES AND PROCEDURES

### Miscellaneous

- Shoes and socks must be worn at all times.**
- Chewing gum is not permitted during a rehearsal or in the band room.**
- A band member must respect his/her uniform, and wear it properly at all times.
- Food and drink are not permitted in the band room.**
- No hats or sunglasses inside the building.**
- Be in your seat, warmed up, and ready to begin on time.
- Respect authority and others, including their personal property.
- A band member will wear no jewelry while in uniform; civilian clothes must be tasteful.
- Drinking, smoking, and drugs are **STRICTLY PROHIBITED**. *All Baker Public Schools policies regarding such are in force during any band activity.*
- Young adults shall not damage property or equipment. A value system must be in place. Any vandalism to instruments or the room will be paid for by the perpetrator.
- Fundraising materials will be collected in **music office**.
- Original music will be housed in the music library. It is the student's responsibility to make sure that music gets to class. Perpetual problems with not having music will result in an appropriate consequence.
- Students may practice in the band room before school, after school, and during lunch as well as during study hall time when Jill Whiteman is present. Students must ask to use practice rooms. They are first come, first serve. Students may lose this privilege at the discretion of the directors.
- Students are not allowed in the music library.

# Fifth Grade, Sixth Grade, and Seventh Grade Band Uniforms

For each concert or music festival performance, band students in grades 5, 6, & 7 will wear the following as their band uniform.

- 1) Plain white shirt. At this band level any style of plain white shirt is acceptable.
- 2) Navy blue or black pants. To maintain a uniform look throughout the band, students are to wear only navy blue or black pants.

## CONCERT ETIQUETTE

ALL of the students have worked very hard to provide a quality music concert for the audience. Remember that when the audience talks during the music, the music has forever been changed to include a part for “talking”. The appropriate time to comment on performances is at the end while the audience is clapping.

Ladies and gentlemen sit back and enjoy the show so that others can do the same. After all, as an audience, you are collectively sharing a magical moment that will be gone forever once the last note or word is played, sung or spoken. This is the beauty of live performances. Don't wreck it with slack etiquette.

Audience Etiquette    Do not talk during the performance.

- Turn off cell phones.
- Limit movement in and out of your seat and around the gym during the performance.
- Do not shout, whistle or cheer.
- Keep small children with you at all times.
- Please refrain from using the gym locker rooms as restrooms during the concert. It is very distracting to the students who are performing.
- If a young child must get a drink, use the water fountain in the lobby area.

## Concert Uniforms Grades 8-12

Concert uniforms are provided by the school. Each student is fitted for a uniform at the beginning of the school year and as necessary throughout the school year.

- 1) The school provides the jacket, pants, vest, and tie.
- 2) It is the individual student's responsibility to provide black dress shoes that are similar



to this style: Any other shoe style is not acceptable and reflects negatively on the image of Baker School.



- 3) Each student needs a pair of black dress socks in this style. Any other style of sock is not acceptable for wearing with a dress uniform.



- 4) A white dress shirt in this style: The shirt must have a collar that **BUTTONS** at the neck and long sleeves. Any other style of shirt is not acceptable for wearing with a dress uniform.
- 5) If you are unable to purchase or borrow the correct shoes, socks, or dress shirt, **PLEASE contact Jill Whiteman at least 2 weeks prior to the first performance.** She will purchase items for you.

**THE UNIFORM IS TO BE WORN PROPERLY AT ALL TIMES!**

### **INSPECTION**

Prior to a few performances of the **Baker School** band, all band members will stand inspection. Any member that does not pass the inspection will be deducted 5 grade points. Band members will be checked for the following:

- Cleaned, pressed uniforms
- Correct hems on trousers
- Black dress socks
- White collared long sleeve dress shirt
- Cleaned, polished shoes
- Hair correctly worn-all hair will be up off of the collar at all performances
- Clean, lubricated instruments, and the appropriate music.

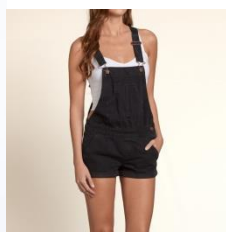


### PEP BAND GAMES

- Report time for all games will be announced on Thursday prior to the game.
- For home games, students will be dismissed following half-time. Students must be present for all portions of the band's performance.
- If a student must leave the band section, he/she must have permission from the director.
- Students will WEAR the appropriate PEP BAND TSHIRT for the ENTIRE Pep BAND PERFORMANCE. Any member who does not wear a Pep Band shirt will be deducted 5 grade points.

### BAND TRAVELING

- If a conversation can be heard in the front of the bus, it is TOO LOUD!**
- Please lower the volume level considerably when crossing railroad tracks, entering towns, or stadiums. This is for your safety, is courteous to the bus driver, and an act of class!
- Please keep the bus clean; pick up after yourselves and always thank the chaperones and driver!
- Students will wear nice school clothes. **The following clothing choices are NOT appropriate for band trips.** Remember we are representing our entire community when we travel. In addition, you cannot determine who will see you on a trip that is potentially a future employer, a college scholarship donor, a college recruiter. First impressions can only be made once.



### HOTEL SITUATIONS

- Parents and students will be responsible for paying any unexpected incurred charges.
- There will be no one of the opposite sex in your room, unless accompanied by a chaperone – this is district policy.
- Please refrain from playing instruments in the room.
- All school rules will be enforced on trips.
- All students should realize that any personal desires or uniqueness may have to be put aside for the duration of the trip in order to facilitate large group control and management.
- No one is to leave the hotel alone. Any student found leaving the premises without permission will be reported to school administration.
- Profanity is not a part of our organization! Make sure your language is not offensive.

## CONCERT BAND.

### RECORDED ASSIGNMENTS

To pass-off and receive a grade for recorded assignments, the player must successfully demonstrate to the director his / her ability to perform the music. Every note and rhythm must be accurate, and students should attempt to be as musical as possible, playing what is both on the page, and not on the page. A rubric containing the various components of playing will be provided to aid the student in assessing his or her own work. Assignments can be performed live or submitted via GOOGLE VOICE. The Google VOICE number is 406 851-5420

**Please do not send in assignments through the band website or any band email address.**

### CLASSROOM PROCEDURES

#### RESTROOM BREAKS

✂ Students should visit the restroom between classes, not during instructional time. Students may ask to go during the first five minutes of class (during warm-up time) if the need arises. Unless there is a medical reason of which we need to be made aware, students should not ask to go to the restroom during class.

#### REHEARSAL PROCEDURES

✂ You must be in your seat when the bell rings; a downbeat will be given two minutes after the bell. During the two minutes you should obtain music, a music stand, a pencil, and begin warming up for the day's rehearsal. Make sure you have extra reeds. Percussionists should set up all equipment and music during the warm-up. Announcements will be made at the beginning or end of class and will also be written on the board.

✂ Talking will not be tolerated during a rehearsal. It wastes valuable rehearsal time.

✂ The purpose of rehearsal is for you to learn **the parts of others and how they relate to yours, not to learn your individual music!**

✂ If you must leave your seat for any reason, please ask by approaching the podium. Restroom breaks should be taken between classes. If permission is granted to leave the classroom, all students must sign-out and then back in. The hall pass must be taken with you when you leave the room. If the hall pass is "missing" you cannot leave the room.

### **MATERIALS NEEDED FOR CLASS / MATERIALS GRADE**

Each student should have the following items in class everyday:

- a sharpened pencil
- your instrument (sticks, mallets)
- one appropriate mute for your instrument**
- your music and folder
- at least three reeds (clarinets and saxophones) and water bottles for trombonist
- at least two reeds (oboes and bassoons) and water canisters for soaking
- A swab

From time-to-time during the school year, you will receive a materials grade. If you have all the items listed above, you will receive a daily grade of "A." Your materials grade will be lowered one letter for each item you are missing, but students will be given two days to bring in any missing items. The easiest way to avoid this is to have everything that you need at all times. After the second day, the lowering of the letter grade may stand. This is a portion of your participation grade.

### **SCHOLARSHIPS**

There are a wide variety of scholarships available for both music majors and non-music majors on the collegiate level. Many universities grant partial scholarships or a one-time scholarship to students who simply agree to play in an ensemble. Ask in the band office and we will do all that we can to help in your future endeavors.

### **SCHOOL-OWNED INSTRUMENT POLICY**

Each student who uses a school-owned instrument is completely responsible for the care of the instrument. The instrument must be returned at the end of the school year in the same condition that it was received. Students using school-owned instruments will be charged a full-year rental fee of \$25.00 Percussionists will be charged a full year rental fee of \$25.00. Each student and parent that rents a school-owned instrument will be required to sign a rental agreement form and submit a check at the beginning of the fall rental period. Malicious damage to any instrument will be addressed under appropriate school and district policies.

Each student is required to have the following items

- 1) A swab for woodwind instruments such as flute, clarinet, and saxophone. It is required that EVERY student use a swab following rehearsal EVERY day. Using a swab reduces the expense of repairing instruments. Starting with the 2018-19 school year students will be required to purchase their own swab. If you have questions, please contact Jill Whiteman
- 2) Cork grease for clarinets and saxophones. Each student is required to purchase cork grease and keep it in their case.
- 3) Valve oil-trumpets, French horns, baritones, euphoniums, tubas. Each student is required to purchase a bottle of valve oil.
- 4) Slide cream/slide oil. Trombone players will be required to purchase slide cream and slide oil. Repair to trombone slide is expensive (\$39.00). Students who do NOT use slide oil/cream will be asked to pay for the trombone slide repair.
- 5) Percussionists are required to have at least 3 pairs of useable sticks. Beginning with the 2018-2019 school year, percussionists will also be responsible for purchasing mallets such as bell mallets, tympani sticks, and suspended cymbal mallets. If you have questions, please contact Jill Whiteman

## **USE OF THE BAND FACILITY**

### **BANDROOM**

The use of band facilities before, after, and during school is a privilege. Students who abuse the facility will be disciplined accordingly. Any abuse or damage will be considered vandalism. The following rules and procedures are in place:

1. There will be NO HORSEPLAY in and around the band room.
2. All percussion and guard equipment is off limits to anyone not specifically designated to use them.
3. NO STORING OF PERSONAL BELONGINGS IN BAND LOCKERS
4. The Music Library is private and is to be used only by the student music librarian. This is the only student who may go into the library unless otherwise stated by the directors.
5. The band office is a place of business. IF THE DOOR IS SHUT, KNOCK FIRST.

## **BAKER MUSIC BOOSTERS**

**Purpose:** To raise money and coordinate parent/volunteer activities for the support of the students and staff of the **Baker School Music** program.

### **Executive Board:**

President Lori Quenzer Treasurer Michelle Moser

\*We need volunteers and lots of people to help in all of these areas! If interested in helping out please contact anyone on the executive board. The Band cannot function without your support. Join us!!

## INSTRUMENT AND MOUTHPIECE UPGRADES

### MOUTHPIECES

CLARINET	Vandoren 5RV Lyre (lyre version), M13 or M15 DEG Barrels Rovner Ligatures, Van Doren Optimum, Bay
SAXOPHONE	Selmer C* Rovner Ligatures, Van Doren Optimum, Bay
TRUMPET	Bach 3C or 1 ½ C
HORN	Schilke 29 or 30
TROMBONE	Bach 5G or 4G Schilke 51 or 51 D
TUBA	Helleberg 120 S Bach 18

### INSTRUMENTS

PICCOLO	Yamaha (consult director for model number)
FLUTE	Yamaha (consult director for model number)
CLARINET	Buffet R-13
BASS CLARINET	Buffet (consult director for model number)
OBOE	Loree or Fox 400
BASSOON	Fox Renard 220 or 222
SAXOPHONE	Selmer Mark VI or Yamaha Custom
TRUMPET	Yamaha Xeno or Bach Stradivarius
HORN	Yamaha Custom Geyer wrap or Holton 179
TROMBONE	Bach 42 B, BO or Edwards
EUPHONIUM	Yamaha 321 – S or Willson
TUBA	Miraphone 191 or 187

**METHOD BOOKS**

FLUTE	Rubank Intermediate Method Rubank Advanced Method Altes Method Art and Practice of Modern Flute Technique – Kincaid Eck Method / Practical Studies / Tone Development
CLARINET	Rubank Intermediate Method Rubank Advanced Method Klose Celebrated Method for Clarinet Rose: 40 Studies for Clarinet, Book I Melodious and Progressive Studies – Hite
OBOE	50 Classical Studies for the Oboe - Joppig Rubank Advanced Method Andraud Practical and Progressive Method Barrett Oboe Method
BASSOON	Rubank Intermediate Method Rubank Advanced Method Weissenborn Practical Method for Bassoon
SAXOPHONE	Rubank Intermediate Method Rubank Advanced Method Universal Method for Sax – DeVille Gatti: 35 Melodious and Technical Exercises
TRUMPET	Rubank Intermediate Method Rubank Advanced Method Arban Complete Conservatory Method Herbert L. Clark Technical Studies Schlossberg Daily Drills and Technical Studies
HORN	Rubank Intermediate Method Rubank Advanced Method Kopprasch – Sixty Selected Studies for Horn (Vol. 1 & 2) Concone – Lyrical Studies for Horn or Trumpet Pottag – Orchestral Excerpts for Horn
TROMBONE / EUPHONIUM	Remington Warm-up Studies Rubank Advanced Method Rochut Melodious Etudes Book I and II Arban Method for Trombone / Euphonium Schlossberg Daily Drills Clarke Method for Trombone / Euphonium
TUBA	Rubank Intermediate Method Rubank Advanced Method
















## RECORDINGS

An instrumentalist cannot duplicate a characteristic sound on their instrument without an appropriate model to emulate. Below are suggestions of artists for each instrument. Every student in the **Baker High School** band program should own at least one recording of the following artists:

FLUTE	Jean-Pierre Rampal, Amy Porter, Carol Wincenc
CLARINET	Harold Wright, Larry Combs, Jon Manass, Anthony McGill
OBOE	Joseph Robinson, John Mack, Ray Still
BASSOON	Bubonic Bassoon Quartet, Christopher Millard, David McGill
SAXOPHONE	Eugene Rousseau, Joseph Lulloff, Steven Mauk, Don Sinta
TRUMPET	Phil Smith, Chris Martin, Tim Morrison, Adolph Herseth
HORN	Dale Clevenger, Dennis Brain, Phil Myers, Jeff Nelson
TROMBONE	Joseph Alessi, Christian Lindberg, Charlie Vernon
EUPHONIUM	Brian Bowman, Roger Behrend, Steven Mead
TUBA	Arnold Jacobs, Sam Pilafian, Gene Pokorny, Patrick Sheridan
MALLETS	Dave Samuels, Gary Burton, Evelyn Glennie, Michael Burritt

## PRACTICE

As with any activity, you get out of it what you put into it. **Band will not be rewarding unless you practice!** There are many values in the study of music as a discipline that transfer to other areas of life. Although this will not immediately happen, persistent practice will lead to enthusiastic, driven practice. Here is a suggested plan of study:

-  Pick a set time each day
-  Have a set place to practice
-  Stretch and do breathing exercises prior to warm-up
-  Use our daily warm-up & think “tone”
-  Play some form of scales at every practice session
-  Take a break every 20 minutes
-  Work on technique (articulations, accents, etc.)
-  Practice sight-reading
-  Be musical and use the tuner for part of your practice session
-  **Increase your dynamic range** (work pianissimo to fortissimo)
-  Increase your endurance (15 minutes of FULL TONE playing)
-  Increase your range (highest note with a good tone)
-  Use a metronome for a specific portion of your practice session
-  “I will start with \_\_\_\_\_ minutes and increase to \_\_\_\_\_ minutes ...”
-  Use the HINTS on the NEXT PAGE!

## INDIVIDUAL PRACTICE

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### 1. Stretch

### 2. Breathing Exercises

### 3. Buzz or Long Tones

**THEN, LISTEN TO TWO MINUTES OF A RECORDING OF YOUR FAVORITE ARTIST ON YOUR INSTRUMENT! NOW TRY AND IMITATE THAT SOUND!**

### WARM-UP

#### Everyone

Remington Up and Down

Whole Tone Scale for two octave range

#### Woodwinds

Long Tones on every note of the instrument

High and low register studies

The Chromatic Scale

All Twelve Major Scales and Arpeggios

Dynamic Exercises (Cresc. / Dim., Dim / Cresc, Quarter Note / Quarter Rest)

Various articulation studies

#### Brass

Attack Pattern

Four Scales with Arpeggios in Contrasting Styles (Marcato, Legato, Staccato, Slurred)

Lip Slurs

Dynamic Exercises (Cresc. / Dim., Dim / Cresc, Quarter Note / Quarter Rest)

Five-Step Articulation Exercise

### LITERATURE

Etude Books

Orchestral Excerpts

Band Music / Youth Orchestra Music

Private Lesson Material

### Mock Audition

#### Sightreading

**YOU SHOULD STRIVE TO COVER AS MANY COMPONENTS OF PLAYING AS POSSIBLE, BEGINNING WITH THE FOUR T'S: TIMING, TUNING, TONE, AND TECHNIQUE.**

**YOU SHOULD WARM-UP FOR 20 MINUTES AND THEN TAKE A 10 MINUTE BREAK**

**COME BACK AND PRACTICE FOR 30 MINUTES = TOTAL PRACTICE TIME IS 1 HOUR**

**DO NOT OVER EXERT YOUR EMBOUCHURE – TENSION IS YOUR WORST ENEMY!**

**REMEMBER: A FEW MINUTES OF QUALITY PRACTICE IS BETTER THAN ANY MINUTES OF BAD PRACTICE**

**“PERFECT PRACTICE MAKES PERFECT!”**



## Student Participation and Leadership Roles

The following positions are available for students to serve Baker High School Band.

Student Director—will serve as director in the absence of Ms. Whiteman

1 \_\_\_\_\_

2 \_\_\_\_\_

Music Librarian—will assist with collecting band music and books. Will assist in filing music.

1 \_\_\_\_\_

Uniform Committee—will assist with fitting uniforms, maintaining uniforms, and collecting uniforms. It is essential to keep CLEAR and easy accessible records of each students uniforms.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

Section Leaders—maintains standard of excellence for the section. Serves as a mentor to all band members and as an example of the ideals of Baker High School Band.

Flute \_\_\_\_\_

Clarinet \_\_\_\_\_

Saxophone \_\_\_\_\_

Trumpet \_\_\_\_\_

French Horn \_\_\_\_\_

Trombone \_\_\_\_\_

Baritone \_\_\_\_\_

Tuba \_\_\_\_\_

Percussion \_\_\_\_\_

Student Advisory Committee—serves to provide Ms. Whiteman with guidance and advice for the day to day operations of the band program.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

## Music Awards

Students in Grades 5-8 who participate in a solo or small ensemble and receive a I+ rating at elementary music festival will receive a medal in recognition of their achievement.

Students in Grades 9-12 who earn a I rating at State Music Festival will receive a medal in recognition of achievement.

Service Medals for students in grades 8-12 are based upon service to band. Students earn points for various events.

Personal Information for Bronze 350 to 499 points Silver 500 to 749 points and Gold Medals 750 points and above

NAME \_\_\_\_\_

Pep Band Participation

Total Points in this Column

\_\_\_\_\_ of Pep Band times 7 points each equals \_\_\_\_\_ total points \_\_\_\_\_ Pep Band

\_\_\_\_\_ Number of Concerts you participated times 10 points \_\_\_\_\_ Concert

\_\_\_\_\_ Solo(s) for Elementary Music Festival OR District music times 50 points \_\_\_\_\_ Solos

\_\_\_\_\_ Member of District Honor Band or Choir 50 points \_\_\_\_\_ Honor Band/Choir

\_\_\_\_\_ Duets/Trios/Small Ensembles Elementary or District music times 25 points \_\_\_\_\_ Ensembles

\_\_\_\_\_ Band/Choirs for Elementary or District Music Festival times 10 points \_\_\_\_\_ Large Groups

\_\_\_\_\_ Solo(s) for State Music Festival times 50 points \_\_\_\_\_ State solos

\_\_\_\_\_ Duets/Trios/Small Ensemble State Music Festival times 30 points \_\_\_\_\_ State Ensemble

**Lettering in Band—lettering in band requires participating in a small ensemble or solo at District Music Festival—Grades 9-12 only!!**

**John Phillip Sousa Award is presented to an Outstanding Band Member**

**National Choral Award is presented to an Outstanding Choir Member**

**All other awards are voted awards with voting being completed by band members as well as Ms. Whiteman's input as to the worthiness of the recipient.**

## Performance Schedule 2018-2019

### MASTER SCHEDULE

September 8	Saturday	Volleyball	Pep Band	4:00 p.m.
September 21	Friday	Football	Pep Band	6:15 p.m.
October 1	Monday	Homecoming Coron.	Pep Band	1:15 p.m.
October 3	Wednesday	Spirit Night	Pep Band	6:45 p.m.
October 5	Friday	Football	Pep Band	6:15 p.m.
October 6	Saturday	Volleyball	Pep Band	4:00 p.m.
October 12	Friday	Volleyball	Pep Band	5:00 p.m.
October 18	Thursday	Volleyball	Pep Band	4:00 p.m.
October 19	Friday	Football	Pep Band	6:15 p.m.
<b>October 23</b>	<b>Tuesday</b>	<b>CONCERT</b>	<b>Grades 6-12</b>	<b>7:00 p.m.</b>
October 25-26	Thurs/Fri	District Volleyball Tournament PEP BAND TBA		
November 19 & 20	Monday/Tuesday	District 11 Honor Band/Choir HS students only!		
December 7	Friday	Basketball	Pep Band	5:00 p.m.
December 11	Tuesday	Basketball	Pep Band	5:00 p.m.
December 15	Saturday	Basketball	Pep Band	5:00 p.m.
<b>DECEMBER 18</b>	<b>Tuesday</b>	<b>CONCERT</b>	<b>GRADES 5-12</b>	<b>7:00 p.m.</b>
December 21	Friday	Basketball	Pep Band	4:00 p.m.
January 5	Saturday	Basketball	Pep Band	5:00 p.m.
January 19	Saturday	Basketball	Pep Band	4:00 p.m.
January 26	Saturday	Basketball	Pep Band	4:00 p.m.
February 1	Friday	Basketball	Pep Band	5:00 p.m.
February 13-16		Basketball Tournament Colstrip Pep Band TBA		
<b>March 15</b>	<b>Friday</b>	<b>Elementary Music Festival Grades 5-8 TBA</b>		
<b>April 1 &amp; 2</b>	<b>Mon/Tues</b>	<b>Pre-festival Concert and Recital Gr 8-12 TBA</b>		
<b>April 12 &amp; 13</b>	<b>Fri/Sat</b>	<b>District Music Festival Grades 8-12 TBA</b>		
<b>May 3 &amp; 4</b>	<b>Fri/Sat</b>	<b>State Music Festival Grades 8-12 TBA</b>		
<b>May 7</b>	<b>Tuesday</b>	<b>Pops Concert Grades 5-12</b>		<b>7:00 p.m.</b>
May 13	Monday	Music Awards Grades 7-12	Lunch Complex Lobby	
<b>May 19</b>	<b>Sunday</b>	<b>Graduation 8-12 Band</b>		<b>TBA</b>

## Jill Whiteman's Daily Schedule

### Monday

7:00 AM Prep High School Music Office  
 7:25 a.m.-8:22 a.m. Zero Hour Choir Grades 8-12 High School Music Room  
 8:25-8:45 prep and travel to Longfellow school  
 8:50-9:20 5<sup>th</sup> grade group lessons Longfellow Practice rooms  
 9:20-10:00 5<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:00-10:30 6<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:30-11:00 6<sup>th</sup> grade group lessons Longfellow Practice rooms  
 11:00 Prep/Practice conducting and trumpet  
 12:02-12:35 Lunch/Prep  
 12:38-1:33 8-12 Band High School Music Room  
 1:36-2:29 7<sup>th</sup> Grade Band  
 2:30-3:00 Prep

### Tuesday

7:00 AM Prep High School Music Office  
 7:25 a.m.-8:22 a.m. Zero Hour Choir Grades 8-12 High School Music Room  
 8:25-8:45 prep and travel to Longfellow school  
 8:50-9:20 5<sup>th</sup> grade group lessons Longfellow Practice rooms  
 9:20-10:00 5<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:00-10:30 6<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:30-11:00 6<sup>th</sup> grade group lessons Longfellow Practice rooms  
 11:00 Prep/Practice conducting and trumpet  
 12:02-12:35 Lunch/Prep  
 12:38-1:33 8-12 Band High School Music Room  
 1:36-2:29 Prep  
 2:30-3:00 Prep  
 3:30-5:30 Private Lessons in my home studio

### Wednesday

7:00 AM Prep High School Music Office  
 7:25 a.m.-8:22 a.m. Zero Hour Choir Grades 8-12 High School Music Room  
 8:25-8:45 prep and travel to Longfellow school  
 8:50-9:20 5<sup>th</sup> grade group lessons Longfellow Practice rooms  
 9:20-10:00 5<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:00-10:30 6<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:30-11:00 6<sup>th</sup> grade group lessons Longfellow Practice rooms  
 11:00 Prep/Practice conducting and trumpet  
 12:02-12:35 Lunch/Prep  
 12:38-1:33 8-12 Band High School Music Room  
 1:36-2:29 7<sup>th</sup> Grade Band  
 2:30-3:00 Prep  
 3:30-5:30 Private Lessons in my home studio

## Thursday

7:00 AM Prep High School Music Office  
 7:25 a.m.-8:22 a.m. Zero Hour Choir Grades 8-12 High School Music Room  
 8:25-8:45 prep and travel to Longfellow school  
 8:50-9:20 5<sup>th</sup> grade group lessons Longfellow Practice rooms  
 9:20-10:00 5<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:00-10:30 6<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:30-11:00 6<sup>th</sup> grade group lessons Longfellow Practice rooms  
 11:00 Prep/Practice conducting and trumpet  
 12:02-12:35 Lunch/Prep  
 12:38-1:33 8-12 Band High School Music Room  
 1:36-2:29 7<sup>th</sup> Grade Band  
 2:30-3:00 Prep  
 3:30-5:30 Private Lessons in my home studio

## Friday

7:00 AM Prep High School Music Office  
 7:25 a.m.-8:12 a.m. Zero Hour Choir Grades 8-12 High School Music Room  
 8:15-8:45 prep and travel to Longfellow school  
 8:50-9:20 5<sup>th</sup> grade group lessons Longfellow Practice rooms  
 9:20-10:00 5<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:00-10:30 6<sup>th</sup> grade beginning band-Longfellow Music Room  
 10:30-11:00 6<sup>th</sup> grade group lessons Longfellow Practice rooms  
 11:18-12:07 8-12 Band High School Music Room  
 12:07-12:35 Lunch/Prep  
 12:38-1:29 7<sup>th</sup> Band High School Music Room

## Contact Information

Email and voicemail are the best means of communicating. The phone at both Longfellow and the High School is located in the office area which is separate from the rehearsal area. It is rare that we hear the phone ring during rehearsal time.

Email: [whitemanj@baker.k12.mt.us](mailto:whitemanj@baker.k12.mt.us)

Phone: 406 778-3329

I use the Remind App to text students and parents. It is an excellent tool which respects privacy of student information including their phone numbers.

Specific information for Remind App is included on the following pages.

Google Voice will be used for students to submit playing tests. Use the following steps for success~

1. Use a phone to call 406-851-5420
2. You will be prompted to leave a voice message.
3. State your first and last name.
4. Begin playing the exercise or song you are submitting for your test.

Remind App is used to notify students of events, deadlines, rehearsals, or other information. Remind App requires users to be 13 years old.

Each class has a specific code for signing up for the Remind App.

The following instructions have the codes for each of the bands.

Directions:

1. Only Parents can sign up for the Remind App until students are 13 years old.
2. Students age 13 and older along with parents can sign up for the Remind App.
3. Please read the pages carefully to access the correct code for your band level.
4. Fifth Grade Band Code is [rmd.at/49ekdd8](https://rmd.at/49ekdd8)
5. Sixth grade Band Code is [rmd.at/2g9c2](https://rmd.at/2g9c2)
6. Seventh Grade Band Code is [rmd.at/2dekak](https://rmd.at/2dekak)
7. High School Band Code is the same as last year-[rmd.at/6c3689](https://rmd.at/6c3689)
8. Please follow the instructions which are included on the 4 pages located AFTER THE SIGNATURE PAGE. Each grade level has a page of instructions.

Email for submitting written assignments such as the goal essay or performance reflection paragraphs.

1. Use a word document to type these assignments.
2. Attach the word document to an email.
3. Submit the document to [whitemanj@baker.k12.mt.us](mailto:whitemanj@baker.k12.mt.us)

**ABSENCE FORM**

This form must be completed and turned in TWO weeks in advance of any anticipated absence by a band student (Excluding extreme emergencies and illnesses).

Student Name \_\_\_\_\_ Today's date \_\_\_\_\_

Date of anticipated Absence \_\_\_\_\_

Reason for absence \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

All forms must be submitted to the Director of Bands and will remain on file in the band office for a period of a year.

\_\_\_\_\_  
Director's Signature

Date \_\_\_\_\_



**ABSENCE FORM**

This form must be completed and turned in TWO weeks in advance of any anticipated absence by a band student (Excluding extreme emergencies and illnesses).

Student Name \_\_\_\_\_ Today's date \_\_\_\_\_

Date of anticipated Absence \_\_\_\_\_

Reason for absence \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

All forms must be submitted to the Director of Bands and will remain on file in the band office for a period of a year.

\_\_\_\_\_  
Director's Signature

Date \_\_\_\_\_

As we begin a new year, it is important that we have clear-cut expectations. Yes, we expect you to be successful, and the tradition of the program “exudes” nothing but success. With these high expectations come many policies and procedures that help us become effective members of the team. *The Law of Discipline versus Punishment* states that discipline is strictly up to the student to administer intrinsically. Punishment does not exist if discipline is adhered to. This should be our mantra for success!

## *If Better Is Possible, then Good Is Not Enough!*

### **Saying, “Thank You”**

It is expected that when you encounter deeds of goodness, you say, “thank you!” This could be for chaperones, student leadership, other members of the group, bus drivers, staff members, teachers, principals, AND PARENTS.

### **PROCEDURES**

Procedures are how we do things. They are not rules and do not have consequences. This is just the way we do it.

<b>Beginning class</b>	<b>Three claps of the hand / the class is silent</b>
<b>Leaving your seat</b>	<b>Raise your hand and ask for permission</b>
<b>Using the phone</b>	<b>Ask for permission</b>
<b>Entering the classroom</b>	<b>Go directly to: Instrument/music/seat/ warm up</b>
<b>Class dismissal</b>	<b>The director dismisses, not the bell</b>
<b>Asking a question</b>	<b>Raise your hand</b>
<b>Responding to questions</b>	<b>Raise your hand</b>
<b>Lockers</b>	<b>Keep them clean</b>
<b>Passing in papers or music</b>	<b>Pass to the Left</b>
<b>Turning in Recordings</b>	<b>Submit to Google Voice</b>
<b>Turning in fundraising money</b>	<b>Write appropriate info on envelope</b>
<b>Listening to PA Announcements</b>	<b>Everyone Quiet</b>
<b>Fire Drill</b>	<b>Go to the assigned area and remain as a class</b>
<b>Announcements</b>	<b>Check board; done at the beginning of class</b>
<b>Getting Help</b>	<b>Ask directors and they will set up a help session</b>
<b>Seeing someone for the first time</b>	<b>“Good Morning” “Hello”</b>
	<b>Practicing</b>
	<b>Structured, DAILY practice (See Handbook)</b>
<b>Storing Music</b>	<b>Hand music to your section leader</b>

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## 2018-19 BAND UNIFORM INFORMATION

Band uniforms are quite expensive - the parts with their approximate prices are listed below. Each band member will have her or his own unique number marked on all uniform parts and these will be kept at school. **IT IS YOUR RESPONSIBILITY TO SEE THAT YOU HAVE EVERYTHING IN YOUR GARMENT BAG AFTER EACH USE.** Band members will be charged for any lost parts at the end of the year. **UNIFORMS ARE STORED IN THE CABINET AT THE SCHOOL.**

**Normal wear and tear is expected but if uniform parts are damaged through abuse or neglect, or if any items are lost and don't turn up, the band member will be charged the replacement cost.**

For each game and Pep Band Performance you must WEAR your band t-shirt – clean and unwrinkled.

Uniform volunteers will be happy to show you the proper way to hang up your uniform if you need help. Each member is responsible for turning in his or her own uniform personally. **Band members are not allowed to turn in any uniform but their own. Every person is responsible for his or her own uniform.**

Jacket	\$65.00		
Pants	\$26.00		
Vest	\$44.00		
Tie	\$16.00		
Garment Bag	\$12.00		
<b>GRAND TOTAL \$163.00</b>			

## School Instrument Rental Form-Complete and RETURN

Rent for a school owned instrument is \$25.00 per school year. Checks are payable to BAKER SCHOOL **Students and families are responsible for any damage to the instrument or case.** Students are asked to treat instruments with the highest level of respect and care.

Student Name: \_\_\_\_\_ Instrument: \_\_\_\_\_

Serial Number: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

### Please read!!!!

Repairs to school instruments are very expensive. We are asking that students and parents make every effort to help us reduce the costs of annual maintenance and repair to instruments.

Beginning in the 2018-19 school year, students will be asked to use swabs after every rehearsal and to use the proper grease and oil to keep instruments in top working condition.

PLEASE DO NOT attempt to REMOVE A STUCK mouthpiece. Last year, students attempted to remove stuck mouthpiece from an instrument. The repair bill due to the damage to the instrument is \$526.00. Please inform Jill Whiteman of stuck mouthpieces and she will use her judgement as to what steps to take.

Dropped instruments also create large repair bills. The valves on trumpets are easily damaged when instruments are dropped. The repair for this damage is \$39.00

Students should rinse their mouth with water after eating as the cost to chemically clean brass instruments varies from \$72.00 for a trumpet to \$168.00 for a tuba. Food from the mouth causes slime to grow in the instruments. This slime can close off the pipes and can eventually eat through the metal pipe. Students are asked to give their brass instrument a bath every 4 to 5 months. You Tube has many excellent videos demonstrating the best way to do this! This will require the purchase of a cleaning kit. Cleaning kits are wonderful stocking stuffer gifts!

Instrument cases are for protecting the instrument. Cases do break when treated with abuse and are costly to replace. The cost varies for size with a flute case being \$45.00 to over \$550.00 for a tuba case.

Trombone slides require lubrication. Slide damage occurs otherwise and is expensive to repair---\$39.00

Dents in bells are the result of being dropped. Dents do not magically occur when the case is opened. The instrument you rent from the school will have all bell dents removed as well as all major tubing dents. Dent removal varies from \$35.00 to \$96.00

Clarinet and saxophone mouthpieces do break when dropped. Students and parents will be asked to pay full replacement cost for a broken mouthpiece. The mouthpiece will be replaced with the same brand and quality of the mouthpiece that is damaged. Clarinet mouthpieces cost around \$60.00 and saxophone mouthpieces are around \$50.00 for student models. Mouthpieces which have been upgraded can cost nearly \$200.00

Clarinet and saxophone ligatures bend when stepped on. Students will pay for the replacement which is around \$5.00

# **NEW!!!!!!**

**For the 2018-19 school year, every clarinet, saxophone, trumpet, trombone, baritone, and sousaphone player will need to supply a lyre to use during PEP BAND performances. The school will no longer provide a lyre for your use. If you have questions, please see Jill Whiteman**

**If it is a financial hardship to provide your own lyre, please talk with Jill Whiteman as soon as possible. If you need Jill Whiteman to place an order; you must contact her TWO WEEKS before the first pep band performance to order one for your use.**

**We will NOT be sharing music folders this year. EVERY STUDENT will have a flip folder assigned to him/her. Flip folders ARE provided by the school.**

**DO NOT plan on sharing music!!!!**

## SUPPLIES

All of these supplies can be purchased at any music retailer as well as any online site such as Amazon. In addition, students may purchase items from me BEFORE or AFTER class. Students will need to pay at the time of purchase.

Reeds Grades 5 & 6 use 2.5 strength grades 7-12 use 3 strength

Clarinet- \$3.00          Bass Clarinet-\$6.00          Alto Saxophone-\$4.00

Tenor Saxophone \$6.00 Bari Sax-\$8.00

Valve Oil/Cork Grease/Slide Oil

\$5.00

Wood Drum Sticks-\$10.00

Swabs to purchase-These must be ordered-- I do not keep these on hand



Flute/clarinet swab

\$5-7



sax or clarinet swab

\$5-10



brass cleaning kit

\$15-\$20

## **Fifth and Sixth Grade Petting Zoo**

**All fifth and sixth grade students will have an opportunity to learn about band instruments which are appropriate for beginning band students to learn. During the first 10 to 14 days of schools, students will participate in the instrument petting zoo.**

**As students pick as instrument to play in band consider the following:**

- 1) Physical stature of the student. Students use adult size instruments. Instruments such as tuba, saxophone, flute, and trombone may present physical problems for some students due to hand size and arm length.**
- 2) Ability to care for an instrument. Percussion instruments require less care than a clarinet.**

**All students in 5<sup>th</sup> and 6<sup>th</sup> grade will be provided ONE band method book for each level as the students progress.**

**Lost or misplaced books, will require payment by the student. Each student must have a book for class. Replacement costs vary from \$10.00 to \$18.00.**

## Missed Performance Procedure and Policy

**Performances such as concerts or pep band performances are a large part of what we do as a band. Each member of band is an important and essential member of our team. Each member of band is an extremely important team member whose presence is required for the band to perform successfully. We practice as a team therefore we perform as a team.**

**Due to unforeseen circumstances such as illness or a family emergency where students cannot attend performances, an alternate assignment will be provided. Band is a curricular class. When a student misses an assignment in math or science or English, there is an expectation for the student to complete the assignment or test. Unfortunately, a missed concert or performance is a missed experience that cannot be re-created.**

**In cases where a student misses a performance, the following chart provides the alternative assignment (which is practice time outside of class time). Students will use Google Voice to submit practice time. Practice time can be submitted in ANY length of time which accumulates to the total amount. Materials used for practice should contain recognizable music.**

<b>Missed Event</b>	<b>Practice Time</b>
<b>Pep Band Volley Ball</b>	<b>20 minutes</b>
<b>Pep Band Football</b>	<b>40 minutes</b>
<b>Pep Band Basketball</b>	<b>60 minutes</b>
<b>Any concert Performance</b>	<b>60 minutes</b>

Use Remind App to send a message to me with the following information

1. First Name and Last Name
2. Send a few words about your favorite song you heard today.
3. Complete for 20 grade points.



## **Assignments**

**The use of assignments in band class is to measure each student's musical growth. Without the use of playing assignments or performance assessments, the students, the parents, the administration and I have little or no means of determining whether there has been musical learning and growth.**

**Each week there will be some type of assessment. The assessment may be informal such as answering a question or demonstrating knowledge during class. Some assessments may be formal such as submitting an example of playing using Google Voice or submitting a written rubric following a concert.**

**The following assignments are a guide. The list is not meant to be the only assessment of students. The timeframe is only a guide for each of us. If we arrive at an assessment early we can celebrate!**

**All assignments are meant to be completed by Friday of the week of assignment.**

**Assignments are designed for mastery of concepts and skills.**

**Included are the assignments for each level of band for each week. Students will be required to provide the correct page in the band handbook for assessment. If the band handbook is lost, a replacement copy will be \$5.00**

## Band Assignments: Fifth Grade Band Assignments

### QUARTER ONE

Fifth Grade Band Assignments		Week	Assessment
Assemble Instrument/Correctly identify instrument parts		3	Verbally and physically demonstrate to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with assembly and requires assistance naming parts	Requires some assistance with assembly and/or naming parts	Requires no assistance with assembly or naming parts	Can quickly assemble instrument and quickly names all parts.

Fifth Grade Band Assignments		Week	Assessment
Has the appropriate reeds, sticks and oils for instrument		4	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Does not have items.	Have some items.	Have the required items.	Have required items and extras!

Fifth Grade Band Assignments		Week	Assessment
Demonstrates playing 5 notes		6	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers.	Requires some assistance with fingers	Requires no assistance with fingers	Can quickly play all five notes.

Fifth Grade Band Assignments		Week	Assessment
Can play # 14 in Band Book		7	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play #14 with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Can play # 18 in Band Book		8	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play #18 with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Can play # 23 in Band Book		9	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play #23 with steady tempo and correct fingers.

## QUARTER TWO

Fifth Grade Band Assignments		Week	Assessment
Can play # 25 in Band Book		10	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play #25 with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Can play # 28 in Band Book		11	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play #28 with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Can play # 34 in Band Book		12	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Can play #38 in Band Book		13	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Can play # 41 in Band Book		14	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Has a clean, freshly washed mouthpiece.		15	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Not clean.	Appears to have been cleaned at some point, but has some growth of gunk.	Recently cleaned. Looks good.	Appears to be regularly cleaned and kept in top condition.

Fifth Grade Band Assignments		Week	Assessment
Can play Beginning Phrase in Christmas Music		15	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Can play Beginning Phrases in Christmas Music		16	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Can play 50 % of Christmas Music		17	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment

Can play Most of Christmas Music	18	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments	Week	Assessment	
Uses assessment rubric to assess Christmas Concert	18	Demonstrates to Ms. Whiteman	

### QUARTER THREE

Fifth Grade Band Assignments	Week	Assessment	
Demonstrates 2/4 & 4/4 Time By using the conducting pattern	19	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with pattern and does not maintain a steady tempo	Requires some assistance with pattern Tempo varies.	Requires no assistance with pattern and moves with a reasonably steady tempo.	Can move with correct pattern with a steady and smooth tempo.

Fifth Grade Band Assignments	Week	Assessment	
Can play opening phrase of music for elementary music festival	20	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments	Week	Assessment	
Can play at least 3 phrases of music for elementary festival	21	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment	
Can demonstrate dynamics using an exercise or song except of Ms. Whiteman's choice		22	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.	

Fifth Grade Band Assignments		Week	Assessment	
Can play 50% of music for elementary festival		25	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.	

Fifth Grade Band Assignments		Week	Assessment	
Can demonstrate introduction and performance procedure for elementary music festival		26	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Requires assistance with introduction, stand height, and position	Know some of the procedure, requires help with some parts.	Requires no assistance with performance procedure.	Knows what to do and expresses great confidence!	

Fifth Grade Band Assignments		Week	Assessment	
Corks are greased, valves are oiled, slides are lubricated, reeds are in good working condition		27	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Does not know how to maintain instrument	Some maintenance is in place.	Everything is well lubricated and in good working condition.	Instrument is in top notch condition!	

Fifth Grade Band Assignments		Week	Assessment	
Elementary Music Festival performance assessment rubric		27	Demonstrates to Ms. Whiteman	

## FOURTH QUARTER ASSIGNMENTS

Fifth Grade Band Assignments		Week	Assessment
Can play the opening phrases of Pops Concert Music		28	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Demonstrates musical phrase with correct breath in an exercise or musical excerpt of Ms. Whiteman's choice!		29	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo. Breaths as needed.	Requires some assistance with fingers. Tempo varies. Attempts to breath in the correct phrasing place.	Requires no assistance with fingers and plays with a reasonably steady tempo. Breaths in the correct phrase spot without taking "sips" of air to complete phrase.	Can quickly play with steady tempo and correct fingers. Uses dynamics to shape phrase as well as the correct breath!

Fifth Grade Band Assignments		Week	Assessment
Can play the first 2 lines of Pops Concert Music		30	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week	Assessment
Can play 25% of Pops Concert Music		31	Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Fifth Grade Band Assignments		Week		Assessment			
Can play 75%		33		Demonstrates to Ms. Whiteman			
Novice—1		Developing—2		Proficient—3		Exemplary--4	
Requires help with fingers and does not maintain a steady tempo.		Requires some assistance with fingers. Tempo varies.		Requires no assistance with fingers and plays with a reasonably steady tempo.		Can quickly play with steady tempo and correct fingers.	

Fifth Grade Band Assignments		Week		Assessment	
Pops Concert Assessment Rubric		33		Demonstrates to Ms. Whiteman	

Fifth Grade Band Assignments		Week		Assessment			
Can play Concert Bb scale #147 in method book		34		Demonstrates to Ms. Whiteman			
Novice—1		Developing—2		Proficient—3		Exemplary--4	
Requires help with fingers and does not maintain a steady tempo.		Requires some assistance with fingers. Tempo varies.		Requires no assistance with fingers and plays with a reasonably steady tempo.		Can quickly play with steady tempo and correct fingers.	



## Sixth Grade Band Assignments

### QUARTER ONE

Sixth Grade Band Assignments	Week	Assessment	
Assemble Instrument/Correctly identify instrument parts	2	Verbally and physically demonstrate to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with assembly and requires assistance naming parts	Requires some assistance with assembly and/or naming parts	Requires no assistance with assembly or naming parts	Can quickly assemble instrument and quickly names all parts.

Sixth Grade Band Assignments	Week	Assessment	
Has the appropriate reeds, sticks and oils for instrument	3	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Does not have items.	Have some items.	Have the required items.	Have required items and extras!

Sixth Grade Band Assignments	Week	Assessment	
Demonstrates playing exercises #14, 18, 23, 25 in band book	4	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers.	Requires some assistance with fingers	Requires no assistance with fingers	Can quickly play notes.

Sixth Grade Band Assignments	Week	Assessment	
Can play 25% of Fall Concert Music	5	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play 50% of Fall Concert Music	6	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play 75% of Fall Concert Music	7	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with	Requires some	Requires no assistance	Can quickly play with

fingers and does not play with steady tempo	assistance with fingers. Tempo varies.	with fingers and plays with a reasonably steady tempo.	steady tempo and correct fingers.
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Sixth Grade Band Assignments	Week	Assessment	
Can play Concert Bb scale #147 in band book	8	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Demonstrates dynamics with an exercise of excerpt from music	7	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Fall Concert Performance Assessment rubric	9	Demonstrates to Ms. Whiteman	

## QUARTER TWO

Sixth Grade Band Assignments	Week	Assessment	
Can play #125 in Band Book	10	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play #25 with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play #129 in Band Book	11	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play # 131 in Band Book	12	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4

Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.
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Sixth Grade Band Assignments	Week	Assessment	
Can play #135 in Band Book	13	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play #139 in Band Book	14	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Has a clean, freshly washed mouthpiece.	15	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Not clean.	Appears to have been cleaned at some point, but has some growth of gunk.	Recently cleaned. Looks good.	Appears to be regularly cleaned and kept in top condition.

Sixth Grade Band Assignments	Week	Assessment	
Can play Beginning Phrase in Christmas Music	15	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play Beginning Phrases in Christmas Music	16	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play 50 % of Christmas Music	17	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play Most of Christmas Music	18	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Uses assessment rubric to assess Christmas Concert	18	Demonstrates to Ms. Whiteman	

### QUARTER THREE

Sixth Grade Band Assignments	Week	Assessment	
Demonstrates 2/4, 3/4 & 4/4 Time By using the conducting pattern	19	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with pattern and does not maintain a steady tempo	Requires some assistance with pattern Tempo varies.	Requires no assistance with pattern and moves with a reasonably steady tempo.	Can move with correct pattern with a steady and smooth tempo.

Sixth Grade Band Assignments	Week	Assessment	
Can play opening phrase of music for elementary music festival	20	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play at least 3 phrases of music for elementary festival	21	Demonstrates to Ms. Whiteman	

Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can demonstrate dynamics using an exercise or song except of Ms. Whiteman's choice	22	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play 50% of music for elementary festival	25	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can demonstrate introduction and performance procedure for elementary music festival	26	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with introduction, stand height, and position	Know some of the procedure, requires help with some parts.	Requires no assistance with performance procedure.	Knows what to do and expresses great confidence!

Sixth Grade Band Assignments	Week	Assessment	
Corks are greased, valves are oiled, slides are lubricated, reeds are in good working condition	27	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Does not know how to maintain instrument	Some maintenance is in place.	Everything is well lubricated and in good working condition.	Instrument is in top notch condition!

Sixth Grade Band Assignments	Week	Assessment
Elementary Music Festival performance assessment rubric	27	Demonstrates to Ms. Whiteman

### Fourth Quarter Assignments

Sixth Grade Band Assignments	Week	Assessment	
Can play the opening phrases of Pops Concert Music	28	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play #174 in Method Book—Chromatic Scale	28	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Demonstrates musical phrase with correct breath in an exercise or musical excerpt of Ms. Whiteman's choice!	29	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo. Breaths as needed.	Requires some assistance with fingers. Tempo varies. Attempts to breath in the correct phrasing place.	Requires no assistance with fingers and plays with a reasonably steady tempo. Breaths in the correct phrase spot without taking "sips" of air to complete phrase.	Can quickly play with steady tempo and correct fingers. Uses dynamics to shape phrase as well as the correct breath!

Sixth Grade Band Assignments	Week	Assessment	
Can play the first 2 lines of Pops Concert Music	30	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play 25% of Pops Concert Music	31	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with	Requires some	Requires no assistance	Can quickly play with

fingers and does not maintain a steady tempo.	assistance with fingers. Tempo varies.	with fingers and plays with a reasonably steady tempo.	steady tempo and correct fingers.
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Sixth Grade Band Assignments	Week		Assessment
Can play 75%	33		Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week		Assessment
Pops Concert Assessment Rubric	33		Demonstrates to Ms. Whiteman

Sixth Grade Band Assignments	Week		Assessment
Can play Concert Eb in method book page 40 #1	34		Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week		Assessment
Can play Concert F in method book page 41 #1	35		Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week		Assessment
Can play Concert Ab in method book page 41 #1	36		Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

## Seventh Grade Band Assignments

### QUARTER ONE

7th Grade Band Assignments	Week	Assessment	
Assemble Instrument/Correctly identify instrument parts	2	Verbally and physically demonstrate to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with assembly and requires assistance naming parts	Requires some assistance with assembly and/or naming parts	Requires no assistance with assembly or naming parts	Can quickly assemble instrument and quickly names all parts.

7th Grade Band Assignments	Week	Assessment	
Has the appropriate reeds, sticks and oils for instrument	3	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Does not have items.	Have some items.	Have the required items.	Have required items and extras!

7th Grade Band Assignments	Week	Assessment	
Demonstrates playing the Concert Bb Scale	4	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers.	Requires some assistance with fingers	Requires no assistance with fingers	Can quickly play notes.

7th Grade Band Assignments	Week	Assessment	
Can play 25% of Fall Concert Music	5	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7th Grade Band Assignments	Week	Assessment	
Can play 50% of Fall Concert Music	6	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7th Grade Band Assignments	Week	Assessment	
Can play 75% of Fall Concert Music	7	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with	Requires some	Requires no assistance	Can quickly play with



fingers and does not play with steady tempo	assistance with fingers. Tempo varies.	with fingers and plays with a reasonably steady tempo.	steady tempo and correct fingers.
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7th Grade Band Assignments	Week		Assessment
Can play Concert Eb Scale	8		Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7th Grade Band Assignments	Week		Assessment
Demonstrates dynamics with an exercise of excerpt from music	7		Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7th Grade Band Assignments	Week		Assessment
Fall Concert Performance Assessment rubric	9		Demonstrates to Ms. Whiteman

## QUARTER TWO

7th Grade Band Assignments	Week		Assessment
Can play Concert F Scale	10		Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play #25 with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week		Assessment
Can play the chromatic scale	11		Demonstrates to Ms. Whiteman
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Band Assignments	Week		Assessment
Can demonstrate tempos using a playing exercise as selected by Ms. Whiteman	12		Demonstrates to Ms. Whiteman

Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7th Grade Band Assignments	Week	Assessment	
Can play the Concert C Scale	13	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play the Chromatic scale using eighth notes	14	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Has a clean, freshly washed mouthpiece.	15	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Not clean.	Appears to have been cleaned at some point, but has some growth of gunk.	Recently cleaned. Looks good.	Appears to be regularly cleaned and kept in top condition.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play Beginning Phrase in Christmas Music	15	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play Beginning Phrases in Christmas Music	16	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

		tempo.	
7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play 50 % of Christmas Music	17	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play Most of Christmas Music	18	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Uses assessment rubric to assess Christmas Concert	18	Demonstrates to Ms. Whiteman	

### QUARTER THREE

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Demonstrates 2/4, 3/4 & 4/4 Time By using the conducting pattern	19	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with pattern and does not maintain a steady tempo	Requires some assistance with pattern Tempo varies.	Requires no assistance with pattern and moves with a reasonably steady tempo.	Can move with correct pattern with a steady and smooth tempo.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play opening phrase of music for elementary music festival	20	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
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Can play at least 3 phrases of music for elementary festival	21	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can demonstrate dynamics using an exercise or song except of Ms. Whiteman's choice	22	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play 50% of music for elementary festival	25	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with fingers and does not play with steady tempo	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can demonstrate introduction and performance procedure for elementary music festival	26	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires assistance with introduction, stand height, and position	Know some of the procedure, requires help with some parts.	Requires no assistance with performance procedure.	Knows what to do and expresses great confidence!

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Corks are greased, valves are oiled, slides are lubricated, reeds are in good working condition	27	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Does not know how to maintain instrument	Some maintenance is in place.	Everything is well lubricated and in good working condition.	Instrument is in top notch condition!

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Elementary Music Festival performance assessment rubric	27	Demonstrates to Ms. Whiteman	


### Fourth Quarter Assignments

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play the opening phrases of Pops Concert Music	28	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play the chromatic scale 1 ½ octaves	28	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Demonstrates musical phrase with correct breath in an exercise or musical excerpt of Ms. Whiteman's choice!	29	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo. Breaths as needed.	Requires some assistance with fingers. Tempo varies. Attempts to breath in the correct phrasing place.	Requires no assistance with fingers and plays with a reasonably steady tempo. Breaths in the correct phrase spot without taking "sips" of air to complete phrase.	Can quickly play with steady tempo and correct fingers. Uses dynamics to shape phrase as well as the correct breath!

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play the first 2 lines of Pops Concert Music	30	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play 25% of Pops Concert Music	31	Demonstrates to Ms. Whiteman	

Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Can play 75%	33	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

7 <sup>th</sup> Grade Band Assignments	Week	Assessment	
Pops Concert Assessment Rubric	33	Demonstrates to Ms. Whiteman	

Sixth Grade Band Assignments	Week	Assessment	
Can play Concert Bb, Eb, F, C and G Scales	34	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play Concert Ab scale	35	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

Sixth Grade Band Assignments	Week	Assessment	
Can play Chromatic Scale 2 octaves	36	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

## 8-12 Grade Band Assignments

### QUARTER ONE

8-12 Grade Band Assignments		Week	Assessment	
Assemble Instrument/Correctly identify instrument parts		1	Work with section to complete a video demonstration for 5 <sup>th</sup> and 6 <sup>th</sup> grade band	
Novice—1	Developing—2	Proficient—3		Exemplary--4
Provides minimal information	Provides some assistance with assembly and/or naming parts	Provides all information and assistance with assembly or naming parts		Provides information in an easily understood and entertaining method.

8-12 Grade Band Assignments		Week	Assessment	
Has the appropriate reeds, sticks and oils for instrument		2	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3		Exemplary--4
Does not have items.	Have some items.	Have the required items.		Have required items and extras!

8-12 Grade Band Assignments		Week	Assessment	
Plays the Star Spangled Banner		3	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3		Exemplary--4
Have significant key signature errors, rhythmic errors, tempo errors.	Has a few key signature errors, rhythmic errors, tempo errors	Has no key signature errors, rhythmic errors, tempo errors		Has no key signature errors, rhythmic errors, tempo errors; played with high level of confidence.

8-12 Grade Band Assignments		Week	Assessment	
Can play 25% of Fall Concert Music		4	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3		Exemplary--4
Have significant key signature errors, rhythmic errors, tempo errors.	Has a few key signature errors, rhythmic errors, tempo errors.	Has no key signature errors, rhythmic errors, tempo errors.		Has no key signature errors, rhythmic errors, tempo errors; played with a high level of confidence.

8-12 Grade Band Assignments		Week	Assessment	
Can play 50% of Fall Concert Music		5	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3		Exemplary--4
Have significant key signature errors, rhythmic errors, tempo errors.	Has a few key signature errors, rhythmic errors, tempo errors.	Has no key signature errors, rhythmic errors, tempo errors.		Has no key signature errors, rhythmic errors, tempo errors; played with a high level of confidence.

8-12 Grade Band Assignments		Week	Assessment	
Can play 75% of Fall Concert Music		6	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Have significant key signature errors, rhythmic errors, tempo errors.	Has a few key signature errors, rhythmic errors, tempo errors.	Has no key signature errors, rhythmic errors, tempo errors.	Has no key signature errors, rhythmic errors, tempo errors; played with a high level of confidence.	

8-12 Grade Band Assignments		Week	Assessment	
Can play Concert Bb in eighth notes at mm=120 with all notes tongued		7	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly slower than 120 with articulation problems	Tempo somewhat slower than 120 with some articulation problems	Tempo is at 120 with no articulation problems	Tempo is faster than mm=120. Articulation is crystal clear.	

8-12 Band Assignments		Week	Assessment	
Demonstrates dynamics with an exercise of excerpt from music		8	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
No audible difference in dynamic levels.	There is a slight difference in dynamic levels or the levels are extreme.	The difference in dynamic levels is easily heard and is in good taste.	The difference in dynamic levels is easily heard and is in good taste. Adds dynamics that are not in the music.	

8-12 Grade Band Assignments		Week	Assessment	
Fall Concert Performance Assessment rubric		9	Demonstrates to Ms. Whiteman	

## QUARTER TWO

8-12 Grade Band Assignments		Week	Assessment	
Can play chromatic scale 2 octaves using quarter notes m.m. =80 using slurred articulation		10	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly slower than 80 with articulation problems	Tempo somewhat slower than 80 with some articulation problems	Tempo is at 80 with no articulation problems	Tempo is faster than mm=80. Articulation is crystal clear.	



8-12 Grade Band Assignments		Week	Assessment	
Can play concert Eb Scale eighth notes mm=100 tongue 2 slur 2		11	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly slower than 100 with articulation problems	Tempo somewhat slower than 100 with some articulation problems	Tempo is at 100 with no articulation problems	Tempo is faster than mm=100. Articulation is crystal clear.	

8-12 Grade Band Assignments		Week	Assessment	
Can play Concert F Scale eighth notes mm=90 tongue four slur four		12	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly slower than 90 with articulation problems	Tempo somewhat slower than 90 with some articulation problems	Tempo is at 90 with no articulation problems	Tempo is faster than mm=90. Articulation is crystal clear.	

8-12 Grade Band Assignments		Week	Assessment	
Can play Concert C Scale at self-determined tempo and articulation.		13	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly varies with articulation problems	Tempo somewhat varies with some articulation problems	Tempo is steady with no articulation problems	Tempo is fast and steady. Articulation is crystal clear.	

8-12 Grade Band Assignments		Week	Assessment	
Can play Concert G Scale		14	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly varies with articulation problems	Tempo somewhat varies with some articulation problems	Tempo is steady with no articulation problems	Tempo is fast and steady. Articulation is crystal clear.	

8-12 Grade Band Assignments		Week	Assessment	
Has a clean, freshly washed mouthpiece.		15	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Not clean.	Appears to have been cleaned at some point, but has some growth of gunk.	Recently cleaned. Looks good.	Appears to be regularly cleaned and kept in top condition.	

8-12 Grade Band Assignments		Week	Assessment	
Can play Beginning Phrase in Christmas Music		15	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	

Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.
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8-12 Grade Band Assignments		Week		Assessment	
Can play Beginning Phrases in Christmas Music		16		Demonstrates to Ms. Whiteman	
Novice—1		Developing—2		Proficient—3	
Exemplary--4		Tempo significantly varies with articulation problems and key signature errors		Tempo somewhat varies with some articulation problems and key signature errors.	
Tempo is steady with no articulation problems or key signature errors		Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.			
8-12 Grade Band Assignments		Week		Assessment	
Can play 50 % of Christmas Music		17		Demonstrates to Ms. Whiteman	
Novice—1		Developing—2		Proficient—3	
Exemplary--4		Tempo significantly varies with articulation problems and key signature errors		Tempo somewhat varies with some articulation problems and key signature errors.	
Tempo is steady with no articulation problems or key signature errors		Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.			

8-12 Grade Band Assignments		Week		Assessment	
Can play Most of Christmas Music		18		Demonstrates to Ms. Whiteman	
Novice—1		Developing—2		Proficient—3	
Exemplary--4		Tempo significantly varies with articulation problems and key signature errors		Tempo somewhat varies with some articulation problems and key signature errors.	
Tempo is steady with no articulation problems or key signature errors		Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.			

8-12 Grade Band Assignments		Week		Assessment	
Uses assessment rubric to assess Christmas Concert		18		Demonstrates to Ms. Whiteman	

### QUARTER THREE

8-12 Grade Band Assignments		Week		Assessment	
Demonstrates 2/4, 3/4 & 4/4 Time By using the conducting pattern		19		Demonstrates to Ms. Whiteman	
Novice—1		Developing—2		Proficient—3	
Exemplary--4		Requires assistance with pattern and does not maintain a steady tempo		Requires some assistance with pattern Tempo varies.	
Requires no assistance with pattern and moves with a reasonably steady tempo.		Can move with correct pattern with a steady and smooth tempo.			

8-12 Grade Band Assignments		Week	Assessment	
Can play opening phrase of music for Americanism Program		20	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.	

8-12 Grade Band Assignments		Week	Assessment	
Can play at least 3 phrases of music for Americanism Program		21	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.	

8-12 Grade Band Assignments		Week	Assessment	
Can demonstrate dynamics using an exercise or song except of Ms. Whiteman's choice		22	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
No discernible difference in dynamic levels.	Some discernible difference in dynamic levels or levels were inappropriate.	Levels easily heard and performed in good tastes.	Levels performed as written. Additional dynamics were used for a musical performance.	

8-12 Grade Band Assignments		Week	Assessment	
Can play music for Pep Band performance for District Basketball Tournament		23	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.	

8-12 Grade Band Assignments		Week	Assessment	
Can demonstrate introduction and performance procedure for music festival		24	Section Videos demonstrating proper introduction and music festival procedures	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Requires assistance with introduction, stand height, and position	Know some of the procedure, requires help with some parts.	Requires no assistance with performance procedure.	Knows what to do and expresses great confidence!	

8-12 Grade Band Assignments		Week	Assessment	
Corks are greased, valves are oiled, slides are lubricated, reeds are in good working condition		25	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Does not know how to maintain instrument	Some maintenance is in place.	Everything is well lubricated and in good working condition.	Instrument is in top notch condition!	

8-12 Grade Band Assignments		Week	Assessment	
Performs Concert Bb, Eb, Ab, F Scales using a variety of tempos and articulations		26 & 27	Demonstrates to Ms. Whiteman	
Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.	

### Fourth Quarter Assignments

8-12 Grade Band Assignments		Week	Assessment	
Can play selected phrases of High School Music Festival Music		28	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.	

8-12 Grade Band Assignments		Week	Assessment	
Can play selected phrases of High School Pops Concert Music		28	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.	

8-12 Grade Band Assignments		Week	Assessment	
Demonstrates musical phrase with correct breath in an exercise or musical excerpt of Ms. Whiteman's choice!		29	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4	
Does not maintain a steady tempo. Breaths as needed.	Tempo varies. Attempts to breath in the correct phrasing	Plays with a reasonably steady tempo. Breaths in the correct phrase spot	Uses dynamics to shape phrase as well as the correct breath!	

	place.	without taking “sips” of air to complete phrase.	
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8-12 Grade Band Assignments	Week	Assessment	
Can play selected phrases of HS Festival Music	30	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.

8-12 Grade Band Assignments	Week	Assessment	
Can play selected phrases of Pops Concert Music	31	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.

8-12 Grade Band Assignments	Week	Assessment	
Can play Chromatic Scale 2 octaves mm=120 legato articulation quarter notes	33	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Requires help with fingers and does not maintain a steady tempo.	Requires some assistance with fingers. Tempo varies.	Requires no assistance with fingers and plays with a reasonably steady tempo.	Can quickly play with steady tempo and correct fingers.

8-12 Grade Band Assignments	Week	Assessment	
Pops Concert Assessment Rubric	33	Demonstrates to Ms. Whiteman	

8-12 Grade Band Assignments	Week	Assessment	
Can play Concert C, G, D Scales	34	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Tempo significantly varies with articulation problems and key signature errors	Tempo somewhat varies with some articulation problems and key signature errors.	Tempo is steady with no articulation problems or key signature errors	Tempo is accurate and steady. Articulation is crystal clear. Dynamics are used.

8-12 Grade Band Assignments	Week	Assessment	
Can Chromatic Scale 2 octaves eighth notes slurred tonguing mm=70	35	Demonstrates to Ms. Whiteman	

Novice—1	Developing—2	Proficient—3	Exemplary--4
Tempo varies, articulation varies, some fingerings are incorrect.	Tempo is somewhat steady, articulation is mostly correct, most fingerings are correct.	Tempo is steady, articulation is correct, fingerings are all correct.	Tempo is faster than mm=70. Articulation is crystal clear, fingers are extremely smooth.

8-12 Grade Band Assignments	Week	Assessment	
Can play Concert Db and D scales quarter notes mm=70	36	Demonstrates to Ms. Whiteman	
Novice—1	Developing—2	Proficient—3	Exemplary--4
Tempo varies, articulation varies, some fingerings are incorrect.	Tempo is somewhat steady, articulation is mostly correct, most fingerings are correct.	Tempo is steady, articulation is correct, fingerings are all correct.	Tempo is faster than mm=70. Articulation is crystal clear, fingers are extremely smooth.

## **Alternate Travel Form**

**We rehearse as a band, we perform as a band, and we travel as a band. However, there are times when students must have alternate travel plans. When this occurs, students are required to submit this form 24 HOURS prior to leaving on a bus for an event.**

**Student Name** \_\_\_\_\_

**Name of adult who will be driving** \_\_\_\_\_

**Date of Band Event** \_\_\_\_\_

**Name of Band Event** \_\_\_\_\_

**Using a few sentences, please indicate the student's plan for returning the instrument/equipment and music to the band room for rehearsal on the school day following this event.**

**Ms. Whiteman, other students, chaperones and the bus driver are not responsible for loading or unloading your instrument, equipment, or music on the bus if you have alternate transportation. It is each student's responsibility.**

# SIGNATURE PAGE

I have read, understand, and will comply with all rules and procedures on the Expectation Sheet. I believe that we are all responsible for making rehearsals run smoothly. I am willing to do my part!

### *Uniform Contract*

I understand that I am personally responsible for the uniform items assigned to me, and that I will be charged for any parts that are lost or damaged due to neglect or abuse. I also agree to take care of the uniform as directed. At the end of each concert I will see that I have all uniform parts assigned to me properly stored in the garment bag. I will personally get the bag checked off and will not assume responsibility for another band member's uniform. I will report any missing or damaged items immediately. I understand that failure to follow these rules will result in immediate disciplinary action.

### *Letter of Mutual Consent*

I, the undersigned student, accept membership in the **Baker Public** School Band and understand that I am responsible for all the policies as set forth in the Band Handbook. I fully agree to carry out my responsibilities to the very best of my ability

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

I, the undersigned parent or guardian, have read and understand the policies as set forth in the Band Handbook. I also grant full permission for my child to be an active member of the **Baker Public** School Band. In addition, my child has full permission to attend all band functions. Furthermore, I understand that I must meet all financial obligations.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Type of Instrument  
(example: Bach Stadivarius Trumpet)  
(example: Fox 220 Bassoon)

\_\_\_\_\_

Serial number

\_\_\_\_\_

\_\_\_\_\_  
STUDENT'S NAME PRINTED LEGIBLY! NO SIGNATURE ON THIS LINE.

















