

Angevine Middle School



BAND HANDBOOK

2011-2012



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Welcome to AMS Band!

Dear Parents and Students,

My name is Ingrid Parker and I am thrilled to welcome you to the Angevine Middle School Band family! Thank you for taking the time to review this important document and to mark your calendars with all of the events for AMS Band this year.

While I am new to Angevine, I have taught instrumental music previously for BVSD and for the Kyrene School District in Arizona. I am deeply passionate about instrumental music, and hope to bring that excitement to the program. I have recently completed a masters degree in conducting, and will be bringing that experience to Angevine, Centaurus High School, Superior Elementary, Birch Elementary, and Aspen Creek K-8 this year.

Please feel free to contact me at any time with questions, concerns, or comments either by email (ingrid.parker@bvsd.org) or by phone (720-561-7184). Let's make this a musical school year!

Sincerely,

Ingrid Parker

Why Music?

Music Advocacy's Top Ten for Everyone

1. The Pittsburgh, Pennsylvania School District analyzed its 1997 dropout rate in terms of students' musical experience. Students with no ensemble performance experience had a dropout rate of 7.4 percent. Students with one to two years of ensemble experience had a dropout rate of 1 percent, and those with three or more years of performance experience had a dropout rate of 0.0 percent.

Eleanor Chute, "Music and Art Lessons Do More Than Complement Three R's," Pittsburgh Post-Gazette, April 13, 1998.

2. Two research projects have found that music training can dramatically enhance children's spatial-temporal reasoning skills, the skills crucial for greater success in subjects like math and science.

Shan, Grazianow, and Peterson, Neurological Research, March 1999.

3. School leaders affirm that the single most critical factor in sustaining arts education in their schools is the active involvement of influential segments of the community. These community members help shape and implement the policies and programs of the district.

- Gaining the Arts Advantage, The President's Council on the Arts and Humanities, 1999.

4. Students with band and orchestra experience attend college at a rate twice the national average.

- Bands Across the USA.

5. Music students out-perform non-music on achievement tests in reading and math. Skills such as reading, anticipating, memory, listening, forecasting, recall, and concentration are developed in musical performance, and these skills are valuable to students in math, reading, and science.

- B. Friedman, "An Evaluation of the Achievement in Reading and Arithmetic of Pupils in Elementary School Instrumental Music Classes," Dissertation Abstracts International.

TOP 10 CONTINUED...

6. One in three of today's school-aged children will hold an arts-related job at some time in his or her career.

- *Education Commission on the States.*

7. The College Board, in a publication about college admissions, states, "preparation in the arts will be valuable to college entrants whatever their intended field of study."

- *Academic Preparation for College: What Students Need To Know and Be Able To Do, The College Board.*

8. Music therapists working with Alzheimer's patients have found that rhythmic interaction with music resulted in decreased agitation, increased focus and concentration, enhanced ability to respond verbally and behaviorally, elimination of demented speech, improved ability to respond to questions, and better social interaction.

- *Carol Prickett and Randall Moore, "The Use of Music to Aid Memory of Alzheimer's Patients," Journal of Music Therapy, 1991.*

9. Medical researchers have reported that subjects lowered both their systolic and diastolic blood pressure as much as five points (mm/Hg) and reduced heart rates by four to five beats per minute following music sessions.

- *Tony Wigram, "The Psychological and Physiological Effects of Low Frequency Sound and Music," Music Therapy Perspectives, 1995.*

10. A 1997 Gallup Survey on Americans' attitudes toward music revealed that 89% of respondents believe music helps a child's overall development, and 93% believe that music is part of a well-rounded education.

- *Americans' Attitudes Toward Music, The Gallup Organization, 1997.*

From schoolmusictoday.org

Standards/Expectations

ROAR

Students are expected to apply Angevine's ROAR principals of Respect, Opportunity, Achievement, and Responsibility to the AMS Band.

- **Respect:** use kind words, use a pleasant tone of voice, raise your hand to speak, be attentive, listen carefully, treat all of the equipment with care, keep the band room clean, only play in the band room or in performance, only touch your own instrument, keep instruments in lockers, keep instruments safe.
- **Opportunity:** be a friend, include others, talk to teachers, ask for help, try something new.
- **Achievement:** do your best, have a positive attitude, practice at home, challenge yourself, complete assignments, perform in concerts.
- **Responsibility:** be early, have all materials at every class, write your name on music, take care of your folder, make sure you have everything you need ahead of time, check with Mrs. Parker if you are not sure!

BAND SPECIFICS

- No food, drink, or gum in the band room.
- Only play your instrument.
- Warm up with great sounds.
- Always have a pencil on your stand.
- Reed players should have three reeds at all times (buying a box is helpful). Brass players should oil their valves and grease slides at home.
- Percussionists should bring their sticks and mallets to every class.
- All band students should have a method book (see *Materials*).
- At concerts: applaud after a piece, do not use electronic devices, listen quietly to all performances, performers show up early, wear your concert attire with pride.
- "Four on the Floor": keep all four feet of the chair in contact with the floor.
- Ask permission to use practice room/music library space.
- Walk with purpose.

POSSIBLE CONSEQUENCES FOR POOR CHOICES

- Refocus activity (in the classroom)
- Phone call home.
- Email home.
- Lunch detention.
- Conference.
- Lowered grades.
- Sent out of class.
- Conference with administrator.

Required Materials

WOODWINDS

- Instrument: recommended brands are Yamaha, Jupiter, Buffet, Selmer.
- Reeds: Beginning saxophone and clarinet players should have 2 1/2 strength reeds through the first semester, and 3 by second semester. Experienced players should play on a 3 or 3 1/2. Double reeds should get medium or medium-hard reeds.
- Maintenance: Saxes/clarinets should have a swab and mouthpiece brush. Flutes should have a polishing cloth, swab, and cleaning rod (wood if possible).

BRASS

- Instrument: recommended brands are Yamaha, Jupiter, Conn-Selmer, King, Holton, Bach.
- Maintenance: polishing cloth, valve oil, slide grease, mouthpiece brush, snake.

PERCUSSION

- Instrument: for home practice all percussionists must have concert snare drum sticks (SD-1 General is good), a practice pad, a pair of mallets (medium yarn marimba mallets), and a bell kit. Generally these items are sold/rented as a bundle from most music stores.
- Ear plugs (optional for parents).
- Stick bag (recommended for experienced players)

BOOKS (ALL STUDENTS)

- Period 1: *Standard of Excellence Book II* for your instrument
- Period 2: *Standard Of Excellence Book I* for your instrument
- Period 3: *Essential Technique 2000* for your instrument
- Jazz Band: *Standard of Excellence Jazz Ensemble Method Book I* for your instrument.
- Percussion: make sure that you get the book that has BOTH snare and mallet music.

CONCERT UNIFORM

- White dress shirt
- Black dress pants
- Black socks
- Black dress shoes
- If you have difficulty getting these items, speak with Mrs. Parker.

WHAT IF I FORGET MY INSTRUMENT/MUSIC?

- If instrument is in the shop, just bring a signed note to class or have parent call/email. There is never a consequence if the instrument is being repaired.
- 1st time: no consequence. Mrs. Parker will try to loan you an instrument.
- 2nd time: write "I will always bring my instrument/music to band class" 50 times, loss of points for that day's class.
- 3rd time: write "I will always bring my instrument/music to band class" 100 times, loss of points for that day's class.
- More than 3 times: lunch detention, call home, loss of points for that day's class.

Grades

PRACTICE AND PREPARATION: 40%

- Practice Logs: due every MONDAY (or first day you have band class that week)
- Written homework (on reverse side of practice log)

FORMATIVE ASSESSMENTS: 40%

- Playing tests
- Written tests
- In-class work

If a student is absent on the day of a test, he or she will have five school days from the day he or she returns to class to make it up. For example, if a student returns to school on a Tuesday, he or she will have until the following Tuesday to make up missed work. Any student scoring below an 80% on any test or assignment can retake within five days of receiving his or her score.

If a student turns in an assignment late and was not absent, the assignment will receive 70% credit.

SUMMATIVE ASSESSMENTS: 20%

- Concerts/Performances
- Final exams

Every musician is important to the sound of the band, so it is imperative that every student perform in concerts. Concert dates are provided as far in advance as possible so that arrangements can be made for transportation and to take family plans into account. Music is a performing art, so the most important part of the band experience is to perform! **Concerts are rewarding for students and fun for the family, so please make every possible effort to attend!**

Concerts are like final projects. If a student misses a concert, he or she must make up the points. Because the performance opportunity cannot be recreated, students will be asked to choose a composer and write a 2-3 page report describing the composer's life and musical contributions. A separate rubric for this assignment will be available.

EXTRA CREDIT

- Volunteer to help Mrs. Parker
- Do a band service project
- Help set up for performances
- Do a report on a composer, band, type of music, or instrument
- Go to a concert and write a report
- Take private lessons
- Create your own! (Just make sure to check with Mrs. Parker first)

Jazz Band/Marching Band

JAZZ BAND

Students interested in Jazz Band can audition on their band instrument, or on upright bass, bass guitar, rhythm guitar, piano, drum set or vibes. Students auditioning for guitar, bass, or vibes must provide their own instrument and equipment. Audition materials and audition sign-up sheet will be available the second week of school. Auditions will be held by appointment after school September 6-9, and before school on Wednesday, September 7. Students are responsible for securing transportation to and from their audition.

Jazz band will rehearse after school on Monday from 3:45-4:35, and before school on Wednesday from 8:40-9:30. Some accommodations may be made for sports if the student speaks with Mrs. Parker and the coach.

Students who pass the audition and are accepted into Jazz Band will need to purchase the *Essential Elements Jazz Ensemble Method Book I* for their instrument.

MARCHING BAND

Some 8th grade students are privileged to perform with the Centaurus High School Warrior Marching Band, under the direction of Aaron Vogelsberg. This is a fun and exciting opportunity! Students who are currently 7th graders should consider trying out marching band clinics held in the spring. This can help them decide if they would like to march as 8th graders the following year.

Awards

END OF YEAR

There are several awards that students can earn through their performance in band class. The following awards are presented at the final concert of the year: Outstanding Musician, Outstanding Band Member, Most Improved, and Director's Award.

Other awards and incentives include special privileges, lunch in the band room, and karate "belts".

Important Dates

MARK YOUR CALENDAR!

Here are the important dates for band students throughout the year. Please keep in mind that dates, times, or locations may change. However, Mrs. Parker will always try to give as much advance notice as possible if a change is made.

EVENT	DATE	TIME	LOCATION	Period(s)
Back to School Night	9/6	5 PM	AMS	1, 2, 3
Jazz Band Auditions	9/6-9/9	By appointment	AMS	1, 2, 3
Rehearsal	11/15	8:30-11:30 AM	CHS	1, 2, 3
Concert	11/15	7:00 PM	CHS	1, 2, 3
Winter Concert	12/14	10:00 AM	AMS Caf.	1, 2, 3
Elementary Tour #1	1/10	TBA	Feeder Schools	TBA
Elementary Tour #2	1/12	TBA	Feeder Schools	TBA
CHS Performance	2/3	2:00 PM	AMS Caf.	1, 2, 3
Swing Dance	2/11	7:30-9:00 PM	LMS Caf.	Jazz Band
Opera Field Trip	2/16	During school day	Opera Colorado	7th/8th grade
Musical Field Trip	3/8	TBA	TBA	7/8th grade
Symphony Field Trip	4/10	8:30-2:30 PM	TBA	6th grade
Rehearsal	4/24	5:30-6:30 PM	CHS	2
Concert	4/24	7:00 PM	CHS	2
East Side Jazz Fest	4/26	TBA	TBA	Jazz
Concert	5/17	7:00 PM	CHS	1, 3, Jazz



AMS BAND

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