

Kingston Middle School Band Handbook

2016-2017



Mr. Jeffrey M. Haag
Director Of Bands

Dear Parents and Students,

Welcome to the 2016-17 Kingston Middle School Cavalier Band Program! Greetings to all returning band members and a special welcome to new and incoming students and their families.

The Cavalier Band Program has built a solid reputation as a complete instrumental music program capable of educating students in the exploration, understanding, and technique of performing all styles of music. Core to the success of the program is the strong emphasis on the Symphonic, Concert, Beginning, Jazz, and Stage bands plus solo and small ensemble groups. When coupled with individual student research to include private lessons, band members have an almost unlimited opportunity to explore new horizons. In fact, many Kingston Middle School (KMS) band members double on other instruments and are involved with a number of smaller groups within the bands. Highlighting the visual, audio, and special effects of performing is when all bands combine with the flag and drill teams to create the award-winning Cavalier Marching Corps. This group has been well received performing at various parades.

Another key area of success is the strong support and involvement of both parents and students. Our Cavalier Band Booster organization is well coordinated and very active in meeting the needs of the band program. Parents are encouraged to help at whatever level they choose. Meetings are the first Wednesday of every month 7:00-8:00 p.m. in the band room at KMS except as noted. We also will have student officers, section leaders, and group coordinators to be elected once the year begins.

Again, welcome to the 2016-17 season! This year promises to be both exciting and challenging. You are a very important person in our band and I am committed, along with your student leaders and adults, to make you successful not only in band but also in your life here at KMS. Remember, as a wire fence is only as strong as its weakest link, so is a band as strong as it's least interested member. Every student can receive an "A" in this class regardless of their playing ability. Motivation, willingness to learn, plus enthusiasm and the course work will make you and the band successful. Take time to read and review this handbook often. Feel free to ask questions and contribute ideas to our class. Above all, come to learn, have fun, and take part in what I call "controlled chaos" - the act of expecting the unexpected at concerts and other events to make music both fun and enjoyable to hear and play. Have a great year!

Musically,

Jeffrey M. Haag
Director of Bands
Kingston Middle School

Dear Parents and Students,

We would like to take this opportunity to welcome you to a great year with the Kingston Middle School Cavalier Band and to extend a warm greeting to all new incoming parents and students.

This past school year was an exciting one for our band and we expect many great opportunities in the upcoming 2016-17 year.

One of the main reasons the Band had such a successful year was the strong support that the parents and students gave through the KMS Band Boosters. The Boosters actively participate in fund raising, provide volunteers for various band activities and field trips, and give whatever support they can to help the Band accomplish its goals.

There is a place for everyone in our program and with a large enrollment of students in the Band this year; we would like to continue the tradition of an active, involved group of parents and students in the Band Boosters.

Band Boosters meeting are scheduled on the 1st Wednesday of each month during the school year from 7:00 pm to 8:00 pm in the KMS Band Room except as noted. You will receive more information concerning our first meeting. Please plan to attend and again, WELCOME!

Sincerely,

KMS Band Booster Officers

Kingston Middle School Cavalier Band Handbook 2016/2017

SYMPHONIC BAND

COURSE DESCRIPTION:

Symphonic Band is an instrumental music performing group open to eight grade students with previous successful experience in Concert Band. It is designed as an advanced band level where students can perfect skills learned in Concert Band. Members will be required to participate in marching band during both the fall and spring season along with concerts, contests, festivals, community events, tours and extra practices.

PREREQUISITES:

Successful completion of Seventh Grade Concert Band or equivalent. (Special case consideration at director's discretion).

CONCERT BAND

COURSE DESCRIPTION:

Concert Band is an instrumental music performing group open to seventh grade students with previous successful elementary band experience. It is designed to pull students together from different elementary band programs and to unite them under a common band curriculum structured for them to be successful at the middle school level. Members will be required to participate in marching band during the spring season, along with concerts, contests, festivals, and extra practices.

PREREQUISITES:

One year successful completion of elementary method books and band. (Special case consideration at discretion of director).

BEGINNING BAND

COURSE DESCRIPTION:

Beginning Band (Woodwinds/Brass & Percussion) is an instrumental performing group open to sixth graders entering their first year of band. Fundamental principles and practices will be taught for successful instrument playing combined with group performance with the other bands. Opportunities for marching with the older bands on a case-by-case volunteer basis for spring parades will be available.

PREREQUISITES:

5TH grade aptitude music instrument placement assessment and/or special case consideration at discretion of director. New 6th grade students to the district need to have an interview/assessment with the director.

JAZZ BAND

COURSE DESCRIPTION:

Jazz Band is an instrumental music performing group open to eighth grade students with previous successful experience in Concert or Symphonic bands and who demonstrate interest and desire to study and play jazz music. It is designed as an advanced band level where students study musical skill and styles different from traditional band literature. Members will be required to be enrolled in Symphonic Band class. Jazz Band performs with the other bands and members will be required to participate in all concerts, contests, festivals, community events, tours and extra practices.

PREREQUISITES:

Successful participation in Concert or Symphonic bands. (Special case consideration at director's discretion)

STAGE BAND

COURSE DESCRIPTION:

Stage Band is an instrumental music performing group open to seventh grade students with previous successful elementary band experience. Stage Band traditionally meets before school on Wednesday's from 7:00-7:45AM. The class is designed to pull students together from different elementary band programs and to expose them to a basic understanding and study of jazz music. Members will be required to be enrolled in concert band or equivalent. Stage Band performs with the other bands at concerts. Other events may be possible.

PREREQUISITES:

One year successful completion of elementary method books and band. (Special case consideration at discretion of director).

ESSENTIAL LEARNINGS

The above course descriptions are designed to meet current state requirements for Essential Learnings in music education.

Essential Learning 1: The student acquires the knowledge and skills necessary to create, to perform and to respond effectively to the arts.

Essential Learning 2: The students applies the creative process with arts knowledge and skills to reason and solve problems.

Essential Learning 3: The student uses at least one of the art forms (visual arts, music, drama and/or dance) to communicate ideas and feelings.

Essential Learning 4: The student understands how the arts connect to other subject areas, life and work.

For more complete, in depth information on Washington State EALR's in Music Education please feel free to contact Mr. Haag at KMS 396-3480.

KMS CAVALIER BAND UNIFORM CODE

Red KMS Band Shirt and Black Beret (provided by the Band Boosters, you do not need to purchase these)

*White Men's Dress Shirt (pointed collar)

*Black Docker Style Pants

*Black Marching Shoes

Black Tie

Black Belt

Black Socks

Hair that is collar length and longer, (girls and boys), needs to be pulled back.

Traditionally, girls have worn their hair in French Braid and boys have worn a ponytail.

Please note that some contests and parades have set dress and appearance codes (i.e. hair color and style) that are a part of judging and/or acceptance into that event beyond NKSD Board policy. These situations will be addressed accordingly.

* If you have questions in regards to this uniform policy, the Band Uniform Code will be on the agenda at the first Band Booster meeting. You will be notified about the time and date of the meeting.

INSTRUMENTAL MUSIC - GRADING SUMMARY

KINGSTON MIDDLE SCHOOL CAVALIER BAND

Mr. Haag, Director

396-3480 (KMS)

jhaag@nkschools.org

KMS Band Booster webpage:

<http://www.kmsbb.org>



TOPIC

PERCENTAGE

Daily Attendance/Behavior 30%

Concert Attendance/Behavior 25%
on-time and dressed properly

Practice Sheets 15%

Playing Tests 20%

Music Fundamentals/Theory 10%

Extra Credit
(Outside-of-Class Studies)

Summary

The topics above will be graded on a scale of one to five. 5 = A, 4 = B, 3 = C, 2 = D, 1 = F. This scale grade will then be based on the percentage value according to each of the above topics. Points will be totaled and the grade determined based on the following grade scale:

A = 100	B- = 82.99	D+ = 69.99
A- = 92.99	C+ = 79.99	D = 64.99
B+ = 89.99	C = 74.99	F = 59.99
B = 84.99	C- = 72.99	

INSTRUMENTAL MUSIC GRADING POLICY

**Mr. Haag, Director
396-3480 (KMS)**



Daily Attendance/Behavior (30% of Grade)

♪ Tardiness

Be on time. This means that you are in the room and prepared **everyday** with pencil, music folder and instrument by the time the tardy bell rings. Any student who is tardy (without a pass) repeatedly will see it reflected in the final grade.

♪ Absence

As the success of a student in a class of this nature is largely dependent on **active** participation, attendance at all rehearsals is not only essential, but it is part of your grade. There will be times when a student must be absent for reasons of illness, family emergency, etc. These are considered **excused** absences. Students who have an extended absence must meet with the director upon their return, to work out a reasonable amount of make-up time and/or project. Unexcused absences and tardies **cannot** be made up. Students who have attendance problems may be removed from the group for a performance.

♪ Attitude

Students are to be respectful and supportive of each fellow band member, the director, and guest teachers.

A **willingness to learn** on the part of each student is essential to success in this class. Students are asked to be open to new and different ways of learning, as well as contributing to the positive attitude of the ensemble.

Any student who is disruptive to the learning process of others may be asked to put away their instrument and sit quietly. Further disruption may result in the student being removed from the class after an initial warning.

Disruptive or uncooperative behavior with a guest teacher is automatic grounds for a referral and will be punishable by the vice principal.

In class, each member will practice habits that would be found in a performance situation, in essence treat each rehearsal as though it were a performance.

Concert Attendance/Behavior (25% of Total Grade)

 Concerts/performances are an important part of this class. Each student must be present at each performance.

 Attendance will be taken at each performance. **Excused absences from a performance must be of a serious nature** (i.e. sudden or extended illness, death in the family, or other family emergency.) To excuse an absence from a performance, the student must notify the director with a parent note or phone call within 3 school days of the performance. Excused absences from a performance will lower the students performance grade 15% with the possibility of 10% make up extra credit with directors approval. Unexcused absences from a performance will result in the student losing 25% of their overall grade.

 Tardiness at a performance is unfair and disrespectful to other members of the ensemble. Please allow **more** than enough time to arrive at the performance site **in advance** of the designated time. "*To be on time is to be late. To be early is to be on time.*"

 You will be given a list of all concert dates, festivals, parades, performances, retreats, etc. We have four quarterly concerts and two parades that are mandatory for participation. The concerts are quarterly finals and the parades - Bremerton Armed Forces and Viking Fest, usually held the third weekend in May - are where we represent both KMS and the Kingston Community. The Symphonic Band and Jazz Band have two competitions in February and March which are mandatory as well. Please put these dates on a family calendar to avoid confusion when the date arrives. Students and parents must make plans to be at school performances until the concert is completed, not just until their group has performed. This also includes the tear down of sound equipment, risers, chairs, etc. and returning them to their proper storage spots.

 Appropriate behavior of each student at a performance is even more critical than on a daily basis. Whether at an assembly or a night performance, students should be prepared to set an example of the highest artistic and professional conduct both on and off the stage.

 At performances and festivals where other groups are performing, each student must act in an appropriate and supportive manner.

Practice Sheets (15% of Total Grade)

 Each student is required to invest an appropriate amount of time outside of class to be a contributing member of this ensemble. A recommended amount of time is **25 minutes per day**, for some this may be enough time while other may need to spend an hour.

 Each student will be given a practice sheet. This will be used to record time spent learning music at home. To earn full credit, students will need to practice **25 minutes per day**. This form will be signed by the student and parents on the honor system.

Playing Tests (20% of Total Grade)

🎵 Students are responsible for learning the music, scales and exercises as assigned in class. Because of the importance of learning their music, students will be asked to demonstrate the music they have learned, either in quartets, trios, duets or solos. This short process will be done during class time.

🎵 Each student will be graded not only on his/her performance, but also on the support and attentiveness that he/she gives to other members of the band during in class testing.

Music Fundamentals (10% of Total Grade)

🎵 In an effort to enhance a student's ability and comprehension of music, time will be spent each day learning about the theory and fundamentals of music. The old saying, "Give me a fish and eat for a day: Teach me to fish and I eat for a lifetime" sums up why we spend time learning how music is constructed.

🎵 Students will be given hand-outs of additional materials that cover not only theory, but also other handouts concerning musicianship.

🎵 Periodic quizzes will be given on this material.



Extra Credit (10% Possible of Total Grade)

Studies show that over 95% of all students in music do not go into the music profession after they graduate from high school. These students do, however, continue to have music as part of their lives. I include this portion of the quarterly activities to help students become more involved in music "outside" of the classroom. Some of these activities require an investment of time. Others require an investment of both time and money. **Each student may choose from the various activities listed below in order to raise their grade by one letter.**

EXTRA CREDIT (continued)

CONCERT WRITE-UPS

A concert report may be written on a live musical performance you attend and **are not a performer**. When possible, your report should include a copy of the printed program or ticket stub. Preferably typed, the body of the report should deal with your comments about the performance. Papers are to be written in paragraph form using proper grammar including topic sentences and proper sentence structure. **Spelling, punctuation and neatness are important.** When writing this report, approach it as though you were a reporter for the school newspaper. Tell the reader all about the concert: your likes, dislikes, overall reaction. Instructor may deny credit for any concert report turned in that was not approved in advance.

VIDEO RENTAL of BROADWAY MUSICALS, NO CARTOONS,

You may rent **2 Broadway Musicals** and write a **2-page report** (preferable typed & double spaced) on the musical, using the same approach that was used for a live concert report. The bulk of the report should deal with your comments about the musical. Papers are to be written in paragraph form. **Spelling, punctuation, and neatness are important and do count.** When writing this report, approach it as though you were a reporter for the school newspaper. Tell the reader all about the musical: What was the musical about, who were the main characters, if you could be a performer in this musical, who would you want to be? What did you like, dislike, your overall reaction. Would you recommend this musical to anyone, yes or no, and why?

NEWSPAPER/MAGAZINE NOTEBOOK

Make a notebook of at least **25** articles concerning music events or performers. **Advertisements do not count as articles.** There must be at least **three (3)** articles in each of the following areas:

Classical Music
Record Reviews
Concert Reviews

Pop, Rock, Country & Western
Jazz

Notebooks are to be divided and labeled into the musical categories with articles placed accordingly. You must **read** all these articles and then write a **2-page summary** of what you have learned on the entire project (not on each individual article). Once again, neatness, spelling and punctuation count. You may type your report on a computer.

EXTRA CREDIT (continued)

IN - CLASS SOLO AUDITION

A student who learns, memorizes and auditions in class for a solo in a piece of music that the band is performing, will receive credit. This credit will be awarded regardless of the outcome of the solo auditions.

SOLO/DUET/TRIO ETC. PERFORMANCE

Any student(s) who learn and perform a solo piece of music at a concert or other event will receive credit. Credit will be determined by the successful preparation, completion and performance of the solo or ensemble.

MUSICAL LISTENING

Any student who listens to and writes a critique of **five (5)** different musical choices will receive credit. The selections chosen must be **5 different styles**. **Three of the selections must be instrumental pieces.** (i.e. pop, country, opera, jazz, orchestra, concert band, fiddle, classical guitar, etc.) You must write a paragraph on each one of your selections (**5-7 sentences**). Once again, write these paragraphs as though you are writing a critique for the school newspaper.

Use these questions as a guide:

1. Did you like this song and why?
2. What was the complete instrumentation of the group?
3. If the music has lyrics, what do they mean to you?
4. Describe the composition using musical terms such as tempo, dynamics, range, tone quality, etc.

ACCOMPANYING A SOLOIST

A student pianist who accompanies a soloist on a given piece of music is considered eligible for outside of class credit.

SOLO & ENSEMBLE FESTIVAL

During the quarter that the Olympic League Solo/Ensemble Festival is held, students who choose to prepare a solo or small ensemble may receive credit. The amount of credit will be determined jointly by the director and student(s), and will be based on the successful preparation, completion and performance of the solo or ensemble.

EXTRA CREDIT (continued)

MUSICAL COMPOSITION

A student may choose to write a musical composition. All compositions must have prior approval from the director. Compositions must be written so that they may be performed by the student and/or members of the class. Credit earned will be determined jointly by the student and director, and will be based on the time spent and the successful completion, performance and quality of the composition.

PRIVATE INSTRUMENTAL LESSONS

Credit can be earned for taking private lessons with a specialist to be approved by the director. To receive credit for lessons taken, a private lesson form must be turned in one week before the end of the quarter. This form must be signed by the private teacher as well as the parent. There are 9 weeks in a quarter and students must take at least 8 lessons per quarter.

OTHER PERFORMANCE GROUPS

Other music groups that meet regularly outside of school time may be applied for credit. Such groups would include a community orchestra, church choir, or any extra curricular group where reading sheet music is incorporated. To receive credit, a performance group must meet at least once a week. Also an "outside performance group form" must be turned in one week before the end of the quarter. This form must be signed by the group's director as well as the parent.

BAND OPERATIONS SUPPORT

Students will be required, as part of their participation grade, to help keep the band room, instrument storage, and music cataloging system in good condition. As extra credit, students can volunteer to be placed on a schedule to help organize these activities.

BAND BOOSTER CLUB SUPPORT

The KMS Band Boosters exist to support certain activities associated with the KMS band program. Students; by helping with booster related activities such as fundraising, car washes, bake sales, Viking Fest, and bank trip organizing; will be eligible to earn extra credit. Students who work at band booster functions could also earn financial credit applicable to future band trips. Parents are also welcomed and encouraged to participate in booster activities to help make the band program support our students' best interests.

Mr. Haag, Director

Recommended Accessories

To be successful, all instrumentalists need certain accessory materials to keep their instruments in the best playing condition at all times. The following is a list of instruments and their respective recommended materials. These accessories will need to be purchased by the second week of school. This small investment in maintenance will prolong the life of the instrument if used properly. Most brass instruments will need one straight mute as well. These mutes are a needed tone filter that is called for on many compositions. If cared for these mutes should last as long as the instrument.

On September 12th, I will check each student's instrument case and those with all of the recommended accessories will receive a bonus 2 points.

Also, by September 12th, students need to purchase the technique book appropriate to their instrument. 6th graders need to purchase *Belwin First Division* (red book #1; blue book #2 by 2nd semester). 7th graders need to purchase *Essential Elements 2000* and 8th graders need to purchase *Essential Technique 2000*. By purchasing these books, students can write in them and use them as a resource in later years. The books can be purchased in local music stores such as Castleman's, Mills Music, and Ted Brown.

Flute

Cleaning Rod
Small Cloth Swab
Larger Soft Cloth
Small Brush (Lens)

Clarinets

Cork Grease
Three Reeds
Cloth Swab
Small Brush (Lens)
Mouthpiece Brush

Saxophone

Neckstrap
Three Reeds
Sax Swab
Cleaning Cloth
Cork Grease

Oboe

Turkey/Pheasant Feather
Cork Grease
Small Brush

Trumpet

Straight Mute
Mouthpiece Brush
Slide Grease
Valve Oil
Cleaning Snake Brush

Trombone

Straight Mute
Mouthpiece Brush
Tuning Slide Grease
Slide Cream/Oil
Cleaning Snake Brush

French Horn

Straight Mute
Mouthpiece Brush
Cleaning Snake Brush
Rotary Valve Oil
Tuning Slide Grease

Baritone/Euphonium

Mouthpiece Brush
Tuning Slide Grease
Cleaning Snake Brush
Valve Oil

Tuba

Mouthpiece Brush
Tuning Slide Grease
Cleaning Snake Brush
Valve Oil

Percussion

One Drum Pad
Pair of Medium Weight Sticks

Guidelines for Individual Practice

Be sure that your instrument is in good working order. Check important functions daily, i.e. reeds, valves, pads, slides, water keys, etc.

Warm Up. Like an athlete, a musician should begin each musical workout with a slow warm up. Focus on beautiful tone quality.

Practice Daily. Twenty-five minutes of careful daily practice is much better than two one hour sessions per week. Set a regular time, tell your family when it is, and stick to it.

What to Practice:

- 🎵 Assigned Music
- 🎵 Personal Technical Problem Areas (articulation, finger dexterity, tone, etc.)
- 🎵 Sight Reading - use any music you can find
- 🎵 Theory Sheets
- 🎵 Fun Music - always end on a happy note so that you will look forward to the next practice session

Difficult Passages

- 🎵 Slow down, get it right the first time and it will be easier at a faster tempo
- 🎵 Sub-divide, count rhythms out loud, clap your difficult rhythms

Strive for Excellence!!

KINGSTON MIDDLE SCHOOL - PRACTICE RECORD

Student Name _____ Period _____
Week _____ Starting Date _____ Finish Date _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours

PARENT'S SIGNATURE _____

GENERAL RULES OF CONDUCT

- a. Please be **IN CLASS** when the bell rings. You will be given adequate time to set up or tear down before the end of the period. *"To be on time is to be late. To be early is to be on time."*
- b. Respect others
 - No arguments, outbursts, or inappropriate language in the classroom.
 - DO NOT play with or handle anyone else's property, musical instruments, or school equipment.
- c. Do not come into the office without permission from the Music Director.
- d. No gum, foodstuff or beverages of any kind allowed in the band room.
- e. No combs, brushes, toys or other miscellaneous items, not pertaining to band, will be allowed in class. This includes make-up of any kind and sunglasses.
- f. The above rules will be enforced with school discipline guidelines. Infractions will be reflected in the Daily Attendance/Behavior grade and factored into the overall grade.

MATERIALS NEEDED DAILY

 **PENCIL**  **MUSIC**  **INSTRUMENTS**  **GOOD ATTITUDE**



STUDENT MUSICIAN CONTRACT

 Please sign and return this page by **Monday, September 12th, 2016.**

Yes, I(we) have read the course description handbook and understand the responsibilities that are included in being a member of this group.

Student Name _____

Grade _____ Home Phone _____

Parent Work Phone _____

E- Mail _____

Student Signature _____

Parent Signature _____

Parent, please check (✓) if interested.

I am available to Chaperone an event during the school year.

I am interested in being a part of the KMS Band Boosters.

Check (✓) best time, any or all.

Daytime Evening

Weekend