

2019-2020  
University School  
Band Manual



Mr. Zachary Alegria, Band Director  
Mrs. Ariane Day, Director

**UNIVERSITY SCHOOL**  
East Tennessee State University  
Alexander Hall  
68 Martha Culp Dr.  
Johnson City, TN 37614-1702

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## Purpose

This manual is intended to provide parents and students with a point of reference concerning policies of the University School Band Program. It is impossible to anticipate every situation that may occur in the daily workings of the band program. In instances where a policy is not outlined in this manual, the band director will make a decision that is in the best interest of the student and the program.

## 1. Welcome

The start of a new school year is a very exciting time for every student. Sixth graders will be entering this program with fresh aspirations to hopefully grow and learn the art of music. I hope that this time in the program will be the most wonderful learning environment for music that you can possibly have.

Each year brings a new set of goals and expectations to be obtained in the band classroom. As the program grows and develops, my expectations for each student will grow as well. All students will be held to the standards of hard work, commitment, responsibility, and mature behavior while being a member of the University School Band. I will ask you much for you to GAIN much while being a part of our organization.

Students will be held responsible to themselves and their respective bands. Band, in some ways, is just like a team sport. Each and every member of the program is vital to the success of the program. We must all work together to develop a healthy learning environment. Each member must perform the best of his or her abilities or the entire group will suffer.

All students are strongly urged to review the contents of this band manual. It contains the policies, procedures, and programs that will be in effect for the 2019-2020 school year. As always, parents should feel free to contact me with any questions that you may have. I look forward to an exciting and prosperous school year.

## 2. My Philosophy

Band was such a wonderful part of my life when I was growing up. I started band in sixth grade and loved every minute of it. Much of my time was spent with the musical activities and the great deal of friends that I had that were a part of the band program. The time spent as a member of the band shaped me into who I am today. The relationships developed between myself, my fellow peers, and my band directors were all influential to my growth in life. I am still constantly learning from them and what they had to offer.

My goal is to create a band program at University School that will give you the same positive impacts as students. The University School Band Program is designed to:

1. Provide each student with a comprehensive instrumental music education by teaching the skills and attitudes necessary to succeed as a young musician and a young adult.
2. Benefit the school and the community with public performances of quality music while promoting and enhancing the dignity and reputation of the University School Band.
3. Foster the development of essential character qualities including a strong work ethic, a commitment to excellence, personal pride, and a respect for self and others.
4. Provide each student with a worthy use of leisure time, a positive emotional outlet, and a good social experience.

### 3. What I Expect

The list that follows is not merely a set of “rules” that you will find posted on the band room wall. They are characteristics that can be found in students in successful band programs everywhere. All band students at University School are expected to be:

1. Disciplined: Understand the need for practice on one’s instrument on a daily basis.
2. Punctual: Always be on time for class and rehearsals.
3. Well-Behaved: Be quiet, attentive, and in control of yourself.
4. Positive: Smile and understand that you can control your emotions, they do not control YOU!
5. Persistent: Understand that becoming a good musician is a PROCESS. It takes time. Work to improve on a daily basis. Think of small goals to make big goals possible (simplify).
6. Honest: Admit your limitations and mistakes. Take full responsibility for your actions.
7. Responsible: Do not wait to be told the obvious.
8. Mature: Think BEFORE acting.
9. Committed: Realize the impact that your individual attitudes, actions, and performances will have an effect on this group. Think of the band FIRST.
10. Polite: Talk to one another, teachers, parents, and administration with kindness and respect.
11. Prepared: Bring ALL materials to class each and every day.

### 4. Daily Procedure

Band classes at University will begin each day with the students arriving on time, prepared for class with notebook, pencil, sheet music, method book(s), and instruments. Students should be in their assigned seats with their instrument ready to play no later than ONE MINUTE after the designated time that class begins. You can start warming up on your own and we will start class with a warm-up together. Students should remember during rehearsal that they must raise their hands before talking or moving. Students should always keep their hands and other objects to themselves. When the class ends I will dismiss you. THE END OF CLASS IS NOT A SIGNAL TO RUSH OUT OF THE CLASSROOM. It is simply a reminder to the teacher that it is time to end class. Students should return all instruments to their assigned storage areas. Students should help keep the band room clean and neat at all times. Trash containers are provided in the classroom and must be used properly. Please be careful not to track dirt, mud, or rain into the band room. If in doubt, PICK IT UP and WIPE YOUR FEET!

## 5. Discipline Program

Responsibility to the group is stressed in our band program. An individual's performance and behavior have a direct impact upon the other members of the band. Band students are expected to exhibit their best behavior at all times. We often have visitors in our classes and many people see our performances at concerts and Concert Performance Assessment (Concert Festival). One incident of misbehavior can ruin the public's impression of our program and our school. Punishment for failing to follow instruction will be handled on an individual basis. Typically, the first action will be that a student will be warned with a conduct slip/discipline referral. If a second step is needed, the student will be given a conduct slip/discipline referral. The last step will be that the student will be sent to see Mrs. Day or Dr. Penley.

## 6. Make-Up Policy

It is vital for students to be in class each day. Our success depends on the attendance of the entire group. You are important and we cannot have a successful rehearsal without you. However, from time to time, it may become necessary for students to miss a class. In the event that you are absent from band, you should check with me. Daily class participation cannot be made-up. However, ALL PLAYING AND WRITTEN GRADES MUST BE MADE UP TO AVOID RECEIVING A ZERO FOR CREDIT IN THE GRADE BOOK. You are given one (1) day for each day missed to make up work. An example to this is if you were excused-absent three (3) days of class, you will have three (3) days to make up the work starting the first day after you return to school.

## 7. Changing Instruments

Some students will be allowed to change instruments for better success of the band program. This is a perfect opportunity to learn to play a new instrument and is a very exciting experience. Typically, brass players switch to brass, string players switch to strings, and woodwind players switch to woodwinds, but there are exceptions to this rule. Students who switch to a new instrument must purchase their own mouthpiece and method book as well as the instrument (via purchase or rental) if the instrument is not available at the school. Once a change has been made, the student must stay with the new instrument for a period of one school year.

## 8. School Owned Instruments

Students who have expressed a financial need may use a school instrument. INSTRUMENTS ARE ASSIGNED ON AN INDIVIDUAL BASIS AT THE DISCRETION OF THE BAND DIRECTOR (I must speak to the parent(s) or guardian(s) personally about the financial situation in order for a school owned instrument to be assigned to his/her student). These instruments are very expensive and are purchased on a limited budget. Students should be very careful when handling these instruments.

There is a very limited number of instruments that will be available for use from the classroom. The distribution of these instruments will be on a "First Come, First Serve" basis. When a student uses a school instrument, a contract must be signed. The student is responsible for any damage or loss. If a school instrument needs repairing, IT MUST BE TAKEN TO THE REPAIR SHOP BY MR. ALEGRIA.

## 9. Take Your Horn Home

Students are required to take instruments home for practice each and every evening. The school's insurance does not cover the loss of or damage to privately owned student property. Students who leave their instruments in the band room overnight, on weekends, and on holidays do so at their own risk! Instruments should be stored in the band room during the school day. Never store your instrument in any other storage at the school besides the band room. Theft can occur as a result of this practice.

## 10. Bus Overcrowding

Some busses can be crowded due to the number of students placed on each bus. Bus drivers may request that students leave larger instruments at school. If this occurs, be polite, follow their instructions, and see me the next day. These situations will be handled on an individual basis with the director's office. **[Not an issue here because we do not offer any bus transportation to school.]**

## 11. Class Participation Policy

All students are expected to play every day in band class. Class participation is a large part of each student's grade. Below are the "Top 4" excuses that I hear from band students for not playing. Each excuse is followed by my policy on the subject.

**"Braces"**: Many people have braces and I realize that sometimes painful, especially if the orthodontist tightens your appliances in the morning and you have band in the afternoon. I will work with you on this as long as you do not take the situation for granted. Follow your orthodontist's instructions. Gargle with warm salt water to help ease the pain. Usually one or two days will be the maximum allowed for brace pain.

**"I Forgot My Instrument"**: These incidents are handled on an individual basis and may result in the loss of 2 points per offense from your participation grade. Students that do not have instruments (unexcused) on the day of a playing quiz will be given a zero.

**"My Instrument Is in the Shop"**: If your horn is in the shop, you must have a note from the shop that includes the date sent to the shop. You will receive a grade penalty if you forget to bring a note.

**"I Don't Feel Good"**: If you are well enough to be at school, then you are well enough to play. Again, you are important and we need you!

## 12. Purchasing New Instruments

Many times, as a student's interest in and commitment to band intensifies, parents seek to purchase a higher quality instrument. There are three basic types of instruments:

**Beginner:** Used by students in elementary or beginning band. These instruments will take a moderate amount of abuse.

**Step-Up:** A model of instrument that is of a higher quality than the beginning instrument. Built for older students. Will have nicer features. Will not take as much abuse as a beginner model.

**Professional:** Used by serious musicians, college students, and professionals. These instruments are of the highest quality and craftsmanship and will not take any abuse. They produce the truest symphonic sounds and cost substantially more than beginner instruments.

PARENTS WHO WISH TO PURCHASE A NEW INSTRUMENT MUST CONTACT ME (MR. ALEGRIA) AT SCHOOL. I WILL BE HAPPY TO SUGGEST BRANDS AND MODELS THAT WILL MEET YOUR CHILD'S NEEDS.

## 13. Step-Up Mouthpieces

All students are encouraged to purchase step-up mouthpieces. These mouthpieces are designed to withstand the air supply provided by a growing student. They cause a significant improvement in the quality of sound produced by the player and are an appealing option when compared to the purchase of a new instrument. A step-up or professional instrument with a cheap mouthpiece will sound like a cheap horn. A beginning instrument will often sound like a higher grade instrument when played with a step-up mouthpiece. A complete list of recommended mouthpieces is listed below.

<u>Instrument</u>	<u>Mouthpiece</u>	<u>Reed</u>
Clarinet	Vandoren B-45 (with Rovner Ligature)	Vandoren
Bass Clarinet	Vandoren B-45 (with Rovner Ligature)	Vandoren
Alto Saxophone	Selmer S-80 C Star (with Rovner Ligature)	Vandoren
Tenor Saxophone	Selmer S-80 C Star (with Rovner Ligature)	Vandoren
Bari Saxophone	Selmer S-80 C Star (with Rovner Ligature)	Vandoren

<u>Instrument</u>	<u>Mouthpiece</u>
Trumpet	Bach 5C or Benge 5C
French Horn	King H2 or Conn H2
Baritone	Bach 6 1/2 AL (check shank size)
Trombone	Bach 7C or Bach 11
Tuba	Bach 18

## 14. Percussion Equipment

Percussion students are responsible for buying mallets, sticks, and a mallet bag. A list of suggest purchases is given below. Percussion students will be allowed to play instruments ONLY WITH THE APPROPRIATE IMPLEMENT. Always asks first to make sure that you are using the right mallet or stick. With proper care and storage, these mallets will last through high school. I will provide mallets and sticks that are not on this list. As a percussionist, I understand the ins-and-outs of percussion. If you have any questions or concerns, please DO NOT HESITATE TO ASK!

### Mallet/Stick

1 Mallet Bag  
1 Pair IP-JC Hickory  
1 Pair IP-902 Medium Rubber Mallets  
1 Pair IP-801 Soft Yarn Mallets  
1 Pair IP-903 Dark Hard Mallets  
1 Pair IP-CT3 Timpani Mallets

### Used On

To protect and carry all sticks/mallets.  
Used for Snare Drum  
Used for Xylophone  
Used for Suspended Cymbal  
Used for Concert Bells  
Used for Timpani

## 15. Music Retailers

MUSIC DOCTORS INC. will be the music retailer as approved by MR. ALEGRIA. Please consult MR. ALEGRIA if you must deviate from using Music Doctors Inc. to make sure that the appropriate instrument, mouthpiece, reeds, and/or method books are being purchased/rented. All needed materials for band class will be at the MUSIC RENTAL NIGHT at UNIVERSITY SCHOOL on JULY 15th, 2019 at 6:00pm (located in the gym).

Kevin White (Tennessee Educational Representative)  
Music Doctors, Inc.  
Band Specialist/Outside Sales  
2465 Memorial Blvd.  
Kingsport, TN 37664  
(423) 797-0245 Cell  
(423) 246-6220 Phone  
kevin@musicdoctorskingsport.com



## 16. Private Teachers and Lessons

\*\*\*NOTICE\*\*\* ALL PERCUSSIONISTS ARE HIGHLY ENCOURAGED TO TAKE LESSONS FROM MR. ALEGRIA ON A BI-WEEKLY BASIS IN ORDER TO STAY ON PERCUSSION AS AN INSTRUMENT.

PERCUSSION LESSONS FROM MR. ALEGRIA WILL BE FREE AND WILL LAST 30-45 MINUTES. THESE LESSONS WILL BE EITHER BEFORE SCHOOL (EVERYDAY) OR AFTER SCHOOL (ON WEDNESDAYS) (OTHER POSSIBLE TIMES WILL BE AVAILABLE ONCE THE SCHOOL YEAR IS UNDERWAY).

Please come see me as soon as possible so that we can set up these lessons. The reason for these lessons is for the lack of time allotted for development of percussionist in the middle school and high school classroom setting. There will be no exceptions for this rule. Students may also switch to percussion if the prior notice is met.

A good private teacher is perhaps one of the most valuable investments a parent can make for their child. Band directors are trained in the instruction of every instrument; but their knowledge cannot compare to that of a professional who makes his or her living by playing one instrument for a lifetime. **It's much like a specialist in the medical field versus a general practitioner.**

Private teachers are excellent for the serious music student who wishes to improve or for the average student who is having isolated problems which require the knowledge and skills of a specialist. Please call me if you would like assistance in finding a private teacher. I will be happy to give you some ideas.

## 17. Class Materials

The following is a list of materials required for band classes at University School. All needed materials for band class will be at the MUSIC RENTAL NIGHT at UNIVERSITY SCHOOL on JULY 15th, 2019 at 6:00pm (located in the gym). Music Doctors Inc. will have mouthpieces, reeds, valve oil, and method books and other supplies available for purchase at the Rental Night.

Materials:

Instrument {RENTAL or PURCHASE} (Approved by Mr. Alegria or an approved school-owned instrument at Mr. Alegria's discretion)

Method Books:

Essential Elements Book I Published by Hal Leonard  
Essential Elements Book II Published by Hal Leonard

Purchased at Music Doctors Inc.  
Purchased at Music Doctors Inc.

Items needed for class that can be purchased at your local general store:

- 1 Mead® Spiral® 5 Subject Notebook - College Ruled, 8.5 x 11, Asst. Colors, 200 Sheets per Pad (OR EQUIVALENT)
- 1 Pack of Pencils (Standard or Mechanical)

## 18. Facilities and Equipment

All band classes at University School meet in the band room (ROOM: 010 Alexander Hall). There are several areas and equipment in the room of which you should be aware.

Percussion Area- The percussion instruments are located in the back of the room. They are VERY expensive, and are to be played by percussion students ONLY. Any student (who is not a percussionist) caught in this area will be reprimanded via the discipline policy.

Music Stands- Students will not write on, lean on, stand on, prop on or bend the music stands. These stands are for holding music. Students caught abusing stands will be reprimanded and/or fined for the damages.

## 19. Performances and Rehearsals

Band students at University School have a variety of opportunities to perform for the public and for ratings at state sponsored events. Attendance at concerts and all evening rehearsals is required and is part of each student's nine weeks grade. (See also Calendar for all the exact dates). **THESE DATES AND CONCERTS HAVE NOT BEEN FINALIZED.** I will provide calendar information as soon as it's ready to be posted.

- Holiday Concert: All three bands will perform on the Holiday Concert near the end of the fall semester (**late November/early December**). It is held at the US Auditorium Area/Stage (On ETSU Campus).
- All-East Junior/Senior Clinic Auditions: Students may audition for All-East band in January. The 2-day clinic band would happen around February. (**Junior Clinic strings audition in September and the clinic is in November**)
- Concert Festival: Everything that students learn in band at University School is to prepare them for their first performance at Concert Festival. The high school band will be planning on to attend every year. Bands play and receive ratings from a panel of judges. The highest rating given is a Superior or a "1". It is the goal of each band at the contest to receive a Superior Rating.
- Solo and Ensemble Festival: Just as the band may go to contest, soloists and small ensembles (duets, trios, etc.) may play for judges and ratings at Solo and Ensemble Festival held in April of each year. The rating just like the ones given to bands at contests are given to the participants.

- Spring Concert- All three bands will play on the Spring Concert, which will be held towards the middle of the Spring semester (**late March/early April**). It is held at the US Auditorium Area/Stage (On ETSU Campus).
- Pops Concert- All three bands will play on the Pops Concert. This concert will focus more on popular songs and modern music. This concert is planned near the end of the Spring Semester (**mid-to-late May**). It is held at the US Auditorium Area/Stage (On ETSU Campus). **This event is available if our schedule allows it (time needed to prepare).**

Evening Rehearsals- Evening rehearsals (if needed) are held with each band prior to performances. They are REQUIRED and are part of the student's nine-week average. Failure to attend carries a stiff grade penalty and will result in a student being removed from the performance. Evening rehearsals allows the band to rehearse (uninterrupted) on stage, for an extended period of time.

\*\*\*NOTICE\*\*\* Any additional performances will be added to the calendar and will be factored into the student's grading system.

## 20. Performance Attire

Students are highly encouraged to wear a standard outfit when performing with the bands at University School. The following is highly encouraged of all students. Students without school appropriate attire will not be allowed to perform and will, of course, receive appropriate grade reduction.

Gentlemen: You are encouraged to wear a solid-colored, long sleeve, button-down collar shirt; black/khaki dress pant, and an optional school-appropriate tie. Black/brown dress shoes are also highly encouraged.

Ladies: You are encouraged to wear a solid-colored dress OR solid-colored long sleeve blouse and solid colored skirt/dress pants. Matching hosiery (if needed) and appropriate dress shoes are also highly encouraged.

## 21. Grades

A band performance is a group effort. We must work together, progress together, and perform together. Band class is unlike any other class at school. In most classes, the success or failure of an individual has little or no bearing on the success or failure of other students involved. In band, absence, lack of participation, or poor performance not only hurts the person who commits the offense, it also hurts the other members of the band who have worked, and participated as they were supposed to. Grading policies have been developed over a period of years and in consultation with the directors of many fine band programs. This helps to ensure that grade reports accurately reflect the performance quality of each child in class, and that the band experience is fair and equitable to all who participate. Below is the percentage breakdown for each grade level for each nine weeks. All students' grades have two parts which culminate in the quarter grade.

Part I: Class work- This category has two parts: (1) Daily Participation (prepared with all materials and instruments) and (2) Written and Playing Grades (quizzes, tests, worksheets, weekly playing exams, contracts, challenges, etc.) Failure to play in class results as a zero (0) for the daily grade for that day.

Part II: Evening Events- All students are required to attend evening rehearsals and concerts (also after-school sectional when needed). If a student fails to attend ANY evening rehearsal or performance (unexcused) the student will receive a zero as thirty percent (30%) of his/her quarter grade. The maximum quarter average would then be 70%=D (assuming the student had 100% on the class work portion of the grade).

In the event of serious illness (bring doctor's excuse) or extreme personal tragedy (hospitalization or death in the immediate family) a contract of playing and written assignment will be required in lieu of the missed event(s). This contract must be signed by the student, parents, Mr. Alegria, and Mrs. Day.

ALL BANDS:

If there are NO EVENING REHEARSALS/PERFORMANCES during the grading period:

100% Class work

0% Evening Rehearsals/Performances

If there are EVENING REHEARSALS/PERFORMANCES during the grading period:

70% Class work

30% Evening Rehearsals/Performances

The band director also reserves the right to remove any band student from a performance activity due to poor performance and/or behavior. This will of course, occur with a grade penalty. Unexcused absences will result in a student being removed from the performance and a failing grade registered for the current nine-week period.

## 22. Course Offerings

### **Beginning Band (6<sup>th</sup> – 7<sup>th</sup> – 8<sup>th</sup> Grade) [Monday-Friday 12:00-12:30]:**

Beginning Band is open to all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students that have successfully completed the elementary school program at their elementary school. Beginning Band begins with a review of fundamentals (postures, hand position, embouchure, articulation, and characteristic tone production) and continues with the extensive development of rhythmic vocabulary, scales, and range development.

The Beginning Band performs at any performances that are REQUIRED by ALL UNIVERSITY SCHOOL BAND MEMBERS. Students are required to maintain a band notebook and complete various written assignments dealing with music theory and music history topics. Daily individual practice is essential for student success in Beginning Band. Continued daily practice is essential for student success in the Beginning Band. STUDENTS MUST HAVE A MINIMUM GRADE OF C AND MUST BE IN ACCORDANCE OF THE CONDUCT POLICY IN BEGINNING BAND TO REGISTER FOR INTERMEDIATE BAND.



### **Intermediate Band (6<sup>th</sup> – 7<sup>th</sup> – 8<sup>th</sup> Grade) [Monday-Thursday 8:00-9:00]:**

Intermediate Band is open to all sixth through eighth grade students that have successfully completed the Beginning Band at University School. Intermediate Band students begin to apply previously learned skills to the performance of standard wind band literature. Emphasis is placed on achieving the full band sound and functioning as a complete ensemble. Students also continue to expand their knowledge of rhythms, scales, and basic music theory.

The Intermediate Band performs at any performances that are REQUIRED by ALL UNIVERSITY SCHOOL BAND MEMBERS. Students are required to maintain a band notebook and complete various written assignments dealing with music theory and music history topics. Daily individual practice is essential for student success in Intermediate Band. Continued daily practice is essential for student success in the Intermediate Band. STUDENTS MUST HAVE A MINIMUM GRADE OF C AND MUST BE IN ACCORDANCE OF THE CONDUCT POLICY IN INTERMEDIATE BAND TO REGISTER FOR ADVANCED BAND.

### **Advanced Band (9<sup>th</sup> – 10<sup>th</sup> – 11<sup>th</sup> – 12<sup>th</sup> Grade) [Monday-Friday 10:05-11:00]:**

Advanced Band is open to all ninth through twelfth grade students that have successfully completed the Intermediate Band at University School. The Advanced Band is the top performing ensemble at University School. Students continue to develop the full band sound. All previously learned materials are applied to the performance of moderately difficult wind band literature. The Advanced Band has multiple evening rehearsals and performances.

The Advanced Band performs at any performances that are REQUIRED by ALL UNIVERSITY SCHOOL BAND MEMBERS. Students are required to maintain a band notebook and complete various written assignments dealing with music theory and music history topics. Daily individual practice is essential for student success in Advanced Band. Continued daily practice is essential for student success in the Advanced Band. The successful completion of the University School Band Program will result in a recommendation from Mr. Alegria for post-secondary education and music advancement.

## **23. Goals of the Program**

Below parents will find a list of the goals for each student involved in the University School Band Program. The list satisfies all Tennessee curriculum requirements and surpasses them in several areas. It is my feeling that students should be encouraged to perform at their highest level. An “average” musical performance is unacceptable. By the end of their tenure in Intermediate Band (8<sup>th</sup> grade) at University School, each student should be able to:

- Hold the instrument (sticks/mallets) correctly with correct hand position.
- Demonstrates the correct posture to be used when playing the instrument.
- Form a correct embouchure or stick grip for the instrument.
- Produce a characteristic, controlled sound on the instrument.
- Perform clean articulations on the instrument, including tongue-slur combinations, short accent, long accent, staccato, legato, and forte-piano.
- Demonstrate the ability to tune the instrument.
- Explain and demonstrate with the band the basic pyramid balance concept.

- Explain and demonstrate with the band the concept of staggered breathing.
- Explain and demonstrate with the band the shaping and tapering of phrases.
- Count, play, and identify by ear simple and compound rhythmic figures.
- Define Italian, French, German, and Latin terms and symbols found in music.
- Perform grade three and grade four concert music with artistry and precision.
- Successfully sight-read appropriate level concert music.
- Perform solo works with minimal assistance from the director.
- Demonstrate the ability to care, maintain, store, and transport the instrument.
- Read both treble and bass clef.
- Name the keys on the piano.
- Spell half steps and whole steps above or below any given pitch.
- Write and play all major scales.
- Write and identify all major key signatures.
- Write and identify all minor key signatures.
- Write pure, harmonic, and melodic minor scales. Perform G minor concert in all three forms on the instrument.
- Identify pitches in any major key by number, solfege, or proper degree name.
- Transpose and perform basic tunes up or down a whole step at sight.
- Spell basic intervals.
- Perform and receive a rating at Concert Festival.
- Play chromatic scales on the instrument.
- Play basic swing rhythms on the instrument.
- Play blues scales on the instrument.
- Experience the performance of fine ensembles and soloists through live performances and recordings.
- Perform music for the public with the band.
- Develop essential character skills which include: obedience, pride, self-discipline, loyalty, responsibility, accountability, mutual respect for all people, honesty, compassion, and service.

#### Additional Percussion Goals:

Percussion students will be required to perform the previously listed goals on keyboard percussion instruments (xylophone, bells, vibraphone, and marimba). They will also be required to do the following:

- Perform basic drum rudiments including: double-stroke (stroke-bounce rolls), orchestral (buzz) rolls, flams, flam-taps, paradiddles, flamadiddles, drags, ruffs, ratamacues, and double paradiddles.
- Demonstrate knowledge of suspended and crash cymbal technique.
- Demonstrate knowledge of chime technique.
- Demonstrate knowledge of auxiliary instruments (sleigh bells, claves, maracas, guiro, vibraslap, etc.) techniques.
- Demonstrate knowledge of bass drum technique.
- Demonstrate the ability to tune and play basic timpani parts.
- Demonstrate knowledge of traditional grip and matched grip.

## 24. “So Your Child Won’t Practice”

*By Grace C. Nash – Adapted by Eric Harris*

The last round of applause could still be heard in the small church where three freckle-faced boys were putting away their instruments. “Gosh, we did all right!” said Stan, the eleven-year old, to his brothers. “Fun, too,” said Dale, a year younger, as he tossed his music into a folder. “And now for something to eat,” said Roy snapping the lock on his instrument case.

The program for the Sunday evening service was over. My husband and I were being surrounded. The gentleman nearest my husband beamed. “I’ll bet you never have to make those boys practice!” he said. “Indeed we do,” replied my husband. The pleasure on the man’s face changed to surprise and curiosity. “But the way they play, I thought—” “They’re regular boys, and practicing doesn’t come any more natural to them than washing their ears,” answered my husband. “But both are part of their daily schedule.”

Others crowded in, congratulating us on our sons’ performance as if it had been something spectacular. I couldn’t understand. Was our family concert so unusual – playing music together and in solo? This could have happened in our living room most any evening.

“How do you get your boys to practice?” The question seemed to come from several people. I looked up at them, wondering how to answer, when my husband spoke. “We teach them to practice, the same way we teach them any other habit – by daily repetition.”

“Yes,” I added, “Most boys and girls have to be told to go to bed, to take their baths, to do their homework, and to practice. Our children are no exception.” “But they play as if they enjoy it,” said a woman to my left. “They do. After all, it’s a form of self-expression. And playing for others gives them an added sense of achievement. But that doesn’t mean they like to practice. It’s our job to see that they do practice. We help them.”

“How?” came the blunt question. I thought of how difficult it would be for a child to read and write by himself. Only through daily help and practice does it become easy and natural for him. Music is no different. But there are ways to motivate this daily practice. I tried to explain.

“First of all,” I said, “we establish a regulation: one half hour of practice each day, to be finished before 7:30pm. I feel that if children know what is expected of them, what they may and may not do, they have something concrete to hold on to. It gives them a feeling of security, which is essential to their happiness.”

“Each of our boys has different hours for working best. With Dale, the one who played trumpet for you, it’s early morning. As soon as his breakfast is finished, he practices until school time, getting most of it done then. He doesn’t like to practice but a completed weekly practice record brings reward. This year it will be some special fishing tackle.

“With Roy, ten years old, it’s a little different. He plays after-school sports. He practices best after dinner. Radio and television come only after his practice is finished. A composition well mastered merits a Saturday movie, hamburgers for the gang, or a new baseball bat.

“If their Saturday practice is finished before noon, twenty minutes instead of the usual thirty is the rule. But failure to complete their practice may prevent a family outing, a movie, or a trip to the mall.”

"Do they watch the clock while they practice?" came the question. "We have no clock in the living room. They check the time when they start. After fifteen or twenty minutes, they call out, "Mom, what time is it?" "If they waste time, I simply add an extra five minutes and tell them it has been added. After the first few weeks, it seldom happens." "But I thought children should never be forced to practice. It might kill their love for music," said a feminine voice in the group.

Let us look at it this way. Children are not mature in their judgement. We, as parents, must enforce what is right for them. If you review the early lives of Haydn, Mozart, Beethoven, and many others, you will find their training was part of their daily schedule, and not because they chose it to be. Free choice, in most things, is not for children.

We know our boys are not genius material. They're normal, mischievous youngsters, full of energy and curiosity. And we want to give them as much preparation for a good and happy life as we can. This means not only opening the doors to the many experiences ahead, but taking them by the hand and leading the way. And one of these doors leads to the enjoyment of music.

Music, a language of the feelings, goes beyond the printed or spoken word. It holds no barrier of race, creed, or nationality. One of the best forms of self-expression for all ages, music is relaxing, uplifting, and always worthwhile.

But to teach children music requires patience and daily supervision. The latter is our job, as parents – just as it's our job to reinforce a suitable bed time. Yet many parents indulge the belief that it is wrong to hold a child to a daily practice routine. If he wants music, he must do his practicing on his own. Is it because they, as parents, are content to take the path of least resistance? To make daily practice more enjoyable and worthwhile parents and students should follow these simple suggestions:

#### **How To Practice – A Guide For Parents and Students**

1. Practice in the same place everyday. Stay away from distractions.
2. Begin with long tones. Concentrate on producing a pleasing sound. Use a mirror to check your hand position, embouchure, and posture.
3. Spend time on scales. Practice them slowly and then work for speed.
4. Work out of your method book each day. Try to stay several lines ahead of the class. Work for accuracy and be sure to play everything on the page.
5. Practice your music. Work on the parts that you **cannot** play. Practice them slowly at first and then increase the speed. Work one measure at a time. Once you are able to play a measure five times without mistakes, then you should move on. Pay careful attention to the details: correct notes and fingerings, rhythms, key signatures and accidentals, signs and symbols, dynamics and articulations.
6. Finally play something just for fun.





## 25. Just For Parents

Regardless of your musical background, a parent's support and encouragement will have a big impact on a child's progress in band. You are more important than you may think! Below is a list of ways that parents can help their child to be successful in band class:

1. Show an interest in the musical study of your child. Ask questions about what your child is learn in band class each day.
2. Arrange a regular practice time and place for your child. Help make practice time free of interruptions and distractions. Be patient and remind your child to practice EVERY DAY.
3. Monitor your child's practice time. Ask your child to play for you.
4. Teach your child to be punctual by helping them to be on time for evening rehearsals and performances.
5. Enthusiastically attend all band functions to show support.
6. Expose your child to other forms of music by buying MP3s, CDs, or tapes and by attending concerts of all varieties. Provide "role models".
7. Help keep your child's instrument in good repair.
8. Discuss with the director anything that will aid in the instruction of your child at school.

## 26. In Closing

Young people today need positive direction in their lives. I often hear the phrase, "in the good old days," and sometimes wonder where they have gone. In a world where we all have rights, many people have forgotten that there are responsibilities that go along with those rights. Students must be taught that their lives will have a tremendous impact on the lives of others. The nature of that impart, be in good or bad, is up to everyone.

I see band as an opportunity to involve young people in a rewarding, wholesome, and educational activity. It is a chance to mold attitudes and personalities for the better, and at the same time, positively influence young lives.

Remind your child when the challenge becomes tough, that teachers just like parents set high standards because we care. Many thanks for your support in helping me to provide the best band experience possible for your child. Best wishes for a safe and successful school year.

Zachary Alegria  
Band Director  
University School