

**BAND HANDBOOK

*Mr. Josh Terry
Band/Music Director
2023-2024***

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Holy Family School Band Handbook

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**Band Mission Statement:**

The Holy Family School Band Program strives to impact our peers and community through high levels of music performance and academic achievement. It is our goal to share not only music, but also the friendship and creativity that comes along with making music.

**Band Class Goal:**

All students will show mastery of instrumental technique to be applied through performance of grade appropriate music at a high level of achievement as well as show mastery of rehearsal techniques.

CLASS SUMMARY

**5th Grade Beginning Band – Monday & Wednesday @ 12pm-12:40pm**

5th Grade Beginning Band is the first level of the band program at Holy Family School, to prepare them for the Intermediate/Advanced level bands in middle school. This performing group aims to achieve the Music Content Standards for Private and Public Schools set by the state of Washington. They perform in 2-3 concerts a year. In this class, students will have the opportunity to choose and learn a woodwind, brass, or percussion instrument and continue with that chosen instrument in a group setting. The specific aim of the band program is to give the students the skills to read and perform music effectively. Note reading, rhythm reading, ear-training, and notation practice will be stressed in addition to playing instruments. Instruments for this group are: Flute, Clarinet, Trumpet, Trombone, and Percussion. ***Please note that a minimum of 2 years of piano lessons or 1-2 years of drum lessons are highly encouraged to play beginning percussion.***

**6th Grade Band (M/W/F), & 7th/8th Grade Band (T/Th) – 7:25am-8:10am**

The middle school concert/jazz bands are in two different elective groups: 6th Grade Intermediate Band, and 7th/8th Grade Advanced Band. These groups represent an advanced level of musical competency in their technical skills & musicianship acquired from the beginning. Students are exposed to many different styles of music/jazz, essential jazz vocabulary and stylistic elements in their musical training. Students will play in 2-3 concerts a year. Instruments include: Flute, Clarinet, Saxophone, Trumpet, Trombone, Percussion, Drum Set, Guitar, & Bass Guitar.

**Musical Instruments in the Band**

**Flute** - The smallest and lightest, it plays the high notes. This instrument is relatively simple to maintain, although some students experience difficulty holding it correctly and getting a good tone out is a little tricky at first. Still, it is consistently among the most popular choices for beginners.

**Clarinet** – It also comes in a relatively small and lightweight case. While this instrument is relatively easy to get a sound out of right away, it does require the additional expense of reeds (a box of 10 should last a full school year if they are taken care of). The clarinets are the primary voice of the concert band; they play the melody most often, and therefore every good concert band needs plenty of them.

**Saxophone (*clarinet experience is encouraged but not required*)** - Very popular among kids and grown-ups because of its wide use in jazz and pop music. Like the clarinet, this instrument is relatively easy to get a good sound out of, but also requires the additional expense of reeds (a box of 10 should last a full school year if they are taken care of). It's not small, it's not light, and it's not cheap!

\*\*Upper-level saxophones include Tenor Saxophone and Baritone Saxophone, which play in the lower range. All use the same fingerings and read the same music/notes.

**Trumpet** - The trumpet sound is bright and powerful! The only maintenance needed is

occasionally oiling the valves (valve oil comes with the instrument). The case, just slightly smaller than the sax, is surprisingly light. Like all members of the brass family, it requires the player to buzz the lips into a cup-shaped mouthpiece. A common misconception is that “since there are only 3 buttons, it must be easy”. On the contrary, since there are only 3 valves, the player must use the facial muscles to differentiate the various notes. Don't worry, I'll show them how!

**Trombone** - This instrument is a lot of fun! It is the lowest pitched wind instrument we offer at the beginning level. The case is long and slim but surprisingly light. Also a member of the brass family, it requires the player to buzz the lips into a cup-shaped mouthpiece but instead of valves the trombone uses a single slide, giving it a unique sound.

**Percussion (*beginning students are encouraged to have a minimum of 2 years of piano lessons, or at least 1-2 years of drum lessons*)** – Percussion includes a snare drum, folding chrome stand, and drum sticks; heavy equipment for some students, plus setting it up and getting it all back into the case takes practice. Drums are the only band instrument played standing up. All percussion students must also learn a variety of instruments; cymbals, bass drum, triangle, ratchets, wood blocks, whistles, etc.

Materials Needed

All Members

Pencil

1-inch, black 3-ring Binder

Sheet Protectors

**(5th & 6th Grades)** Essential Elements for Band, Book 1, for your instrument (OFFICIAL TEXTBOOK), by Hal Leonard Corporation

**BRASS** **WOODWINDS**  **PERCUSSION**

-Instrument & Mouthpiece -Instrument & Mouthpiece -Vic Firth SD1 Snare Sticks
-Valve Oil -Vandoren Reeds -Evan’s RealFeel Drumpad
-Trombotine & Spray Bottle -Cork Grease
-Instrument Snake -Silk Swab
-Mouthpiece Brush -Flutes only need instrument and swab

**Practice Expectations**

Students should be prepared for class and playing assessments. Also, you do not always \*just\* need an instrument in your hands to get better at the music. At home, name the notes in your music, make fingering flashcards, clap the rhythm to your music, or sing it in your head while you finger along.

 **Illness and Injury**

There are many circumstances that make it difficult to play an instrument, from strep throat and sinus infection to braces and broken bones. The student’s health and welfare is always the first priority. However, relatively few illnesses or injuries prevent students from playing their instrument entirely, so long as they are using correct posture/embouchure and breathing techniques. Be advised that because music is a class, you must produce a doctor’s note forbidding the playing of instruments in order to be excused from playing your instrument in class, unless the injury is obvious.

**Assessments**

Each student is at an individual level with their musical ability and talent. As we continue to learn and grow through the school year, we will need to progress to meet the standards of our guaranteed and viable curriculum. These assignments will be specific skills, note patterns, tone, etc. that relates to music making for instrumentalists. These assignments give specific data to each student on how they can improve and what should be part of their daily practice towards their realization of these goals.

These assignments include:

● Rhythmic Skills ● Range development
● Scales, Arpeggios, and other patterns ● Sight Reading
● Tone production ● Technique

● Musicality

Progress towards the Class Goal

In order to maintain progress towards the class goal, assignments will be given directly related to the goal. These assignments include:

● Having all materials in every class meeting (how can you work towards the class goals if you do not have the materials with you to do so?)

● Effective practice technique

● Active engagement in academic conversations, self-reflections, and class discussions
● Daily warm ups, technical exercises, sight reading, and work on the music literature

It is my deepest philosophy that each student has the right to learn. In addition, learning builds on itself and should continue to progress towards mastery of a guaranteed and viable curriculum. Students in music class will have every opportunity to show mastery of the concepts. Each assignment will have a specific due date in which mastery needs to be shown. If a student wishes to try again, put in more personal practice, time, or do an extended study program in order to show new mastery of the concepts, they will be allowed to do so. The teacher will make every opportunity available for the students to obtain the knowledge.

**HOW DO I OBTAIN INSTRUMENTS?**

Holy Family School has an inventory of instruments available for rental, for a minimum fee of $30 per year and $40 per year for saxophones. Students & families are asked to fill out a rental agreement at the start of the year, which is included in this syllabus.

In addition, the following stores in the area provide instrument rentals:

Music & Arts (multiple locations), **www.musicarts.com** for more details:

Bellevue – (425) 643-3100

Bothell – (425) 486-5000

Burien – (206) 246-4162

\*Federal Way – (253) 946-4956

Issaquah – (425) 392-1000

Kent – (253) 850-8000

Lacey – (360) 456-4200

Lakewood – (253) 581-2926

Redmond – (425) 881-8777

Renton – (425) 255-6506

\*South Hill (Puyallup) – (253) 840-3746

Ted Brown Music (multiple locations), [**www.tedbrownmusic.com**](http://www.tedbrownmusic.com) for more details:

Puyallup - (253) 848-4040

Tacoma - (800) 562-8938

Seattle - (206) 622-0171

**Buying a New Instrument**

If a student is looking into buying a new instrument, it is highly recommended that parents talk with Mr. Terry and/or a private instructor before making the purchase. There are more “knock-off” brands on the market than good quality brands. Avoid Amazon, eBay, and Craigslist unless you know exactly what you are looking for. A good place to check first is your local instrument repair shop; they will be truthful with you and may have instruments for sale. A good motto to abide by is: “If a deal is ‘too good to be true’, then it probably is.”. Please stick to traditional colors: Black clarinets, brass saxophones, silver flutes, silver/brass trumpets, etc. Make sure that the instrument you are buying is music educator approved!

 **Private Lessons**

Private instrumental lessons are an amazing opportunity for growth. They are highly encouraged at the elementary/middle school level to help propel students into a successful playing career through high school. It is never too early or too late to start taking lessons! There is a large network of very knowledgeable teachers in the area accepting new private students at this time. For specific recommendations on private instructors, please contact Mr. Terry, or call one of the local music stores.

**CLASS ETIQUETTE**

1. Upon arrival, students are expected to get required materials (instrument, pencil, and music) and report to their assigned seat.

2. Students will be “READY” at class starting time.

a. “READY”

i. Instrument is assembled and ready to play.

ii. Music and pencil are up and on a working music stand.

iii. Student is in their assigned seat and ready to play.

3. Students are to remain quiet, attentive, and actively participating in rehearsal.

4. Rehearsal will end at the director’s discretion; the director will ensure that students have adequate time to pack up and leave at the end of class.

5. Sometimes the director may allow students to use class time for individual or group practice; students are expected to do as instructed.

6. No running or horseplay is allowed.

7. No food, drinks, or gum in the music room (water bottle is allowed).
8. Students will not begin packing up until the director dismisses them.

9. After being dismissed, students will leave the room cleaner than they found it by fulfilling their assigned jobs:

a. Throw away at least one piece of trash, dusting a surface, wiping down the sink, tidying a shelf, stacking instruments, etc.

b. Students will then reset up chairs on the risers for the next day’s classes, before leaving. Stands must be placed neatly in the rack.

**Behavioral Expectations**

During band class, the instructor and students will adhere to a list of student learning & behavioral expectations in class. Students will agree to maintaining a positive and healthy learning environment that will facilitate the best learning experience for their peers.

 **Consequences and Discipline**

If at any time Mr. Terry feels that a behavior is disruptive or detracting from a healthy learning environment, or raises a big concern to the well-being of students, Mr. Terry reserves the right to intervene in that behavior.

STEPS OF DISCIPLINE:

STEP 1: A verbal warning, consisting of a reminder of the rules, a restatement of the expectation(s), a reminder of consequences, and a polite request to stop the undesired behavior.

STEP 2: Student is re-notified of the rule being broken. Event is noted and updated with each additional step. Additional consequences may be introduced:

 Repetition of procedures (student gets a chance to redo their actions in the correct way)
 Loss of privileges; participating in music activities, instrument time, etc.

STEP 3: Student will be asked to do a reflection sheet. Parents are notified. Continued incidents of behavior may result in detention.

**CLASS EXPECTATIONS & GRADING**

Students will be graded for good participation and demonstrated skills in each class. Each class is graded out of 5 points. Students are expected to:

1. Bring a positive, working attitude to class; to my teacher, my peers, and towards learning music.
2. Choose to participate at all times on the instrument and/or lesson that is being taught that day.
3. Apply myself and take the music-making process seriously, using the correct techniques taught by the teacher.
4. Follow the expectations and directions given, as to what the class is supposed to be doing.
5. Focus on the task at hand, without getting distracted or diverting attention away from others.

**PARENT/GUARDIAN AND STUDENT SIGNATURE FORMS FOR THE BAND HANDBOOK**

By signing below, I indicate that I have read all components of the handbook for Holy Family School Band program, are familiar with all the guidelines, information, and class expectations.

*Student AND Parent/Guardian signature required.*

Student Name
(PLEASE PRINT)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Parent Name
(PLEASE PRINT)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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