

Beginning Band Objectives

Tools and Strategies for Getting the Most Out of Your Beginning Band Students

62nd Annual Texas Bandmasters Association Convention

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Rice Middle School, Plano, Texas

Are these questions familiar?

From your students:

"What am I supposed to be practicing?"

"Why did I get a 78 on my playing test?"

"What did I miss when I was absent on Tuesday?"

From your students' parents:

"What can my daughter do to improve her grade?"

"I hear my son practicing, but how do I know if he is practicing what he is supposed to?"

From your administrators:

"Mrs. Jones called about her son's grade in band. Can you explain why he has an 80 for the six weeks?"

"Can you show evidence that you are teaching the TEKS in band?"

From yourself:

"How can I challenge my better students and still remediate my struggling students?"

"How am I going to teach my students to play, learn theory, music history, critical listening, and everything else with the limited time I have?"

What are the answers?

Although each school is different, we have developed some tools that work for us at Rice. All of these are works in progress and may change from year to year. Samples of these tools are included in this packet. As we have adapted and assimilated other directors' tools over the years into our own unique approach to beginning band, we hope that these will help you continue to develop tools for your own beginning band program.

The Band Binder

The framework upon which everything we are going to present to you today is the band binder. It is absolutely essential that students and teachers have an organized and systematic method of accessing materials to organize learning and practice.

We require all of our band students to have a black binder with eight tabbed dividers specifically for band. The dividers are labeled as follows:

Wind Players

1. Weekly Assignment Sheets
2. Class Records
3. Daily Studies
4. Scales
5. Sheet Music
6. Handouts
7. Graded Work
8. Miscellaneous

Percussion

1. Weekly Assignment Sheets
2. Class Records
3. Snare Studies
4. Mallet Studies
5. Sheet Music
6. Handouts
7. Graded Work
8. Miscellaneous

Binders are inspected once each six weeks period for cleanliness and organization.

Objective Sheets

Our use of objective sheets is based off of the system used in Duncanville ISD, but adapted to fit the philosophy and policies of our school and our school district. We are very grateful for the help and support of the Duncanville directors in developing our own version of their approach.

Each student in our band program receives an objective sheet each six weeks and is responsible for completing each of the items listed. Objectives are specific for each class and count as half of each student's major grades (37.5% of the six weeks grade). The other half of the major category includes playing tests, concerts, etc. Minor grades (practice records, theory assignments, and preparation grades) are worth 25% of the six weeks average. Objective sheet grades are based on the number of completed lines, with each objective receiving equal weight.

Objectives serve two purposes in our band program. First and most importantly, we use them to establish curricular priorities and measure mastery of essential skills. Second, we use them to hold students accountable for certain peripheral aspects of our band program. For example, curricular objectives might include performing scales, technical studies, or concert music excerpts. Other objectives include passing instrument inspections, binder inspections, and returning concert information acknowledgements.

Objectives can only be passed off by band directors and must be performed to near-perfect standards. If a student fails to pass off an objective, he or she must wait until the next day to attempt again. Beginners are given opportunities to pass off objectives during their band classes. Older students can pass off objectives during section rehearsals or with an assisting director during class. On occasion, we will have an "objective day" in class when we will go around the room and let students perform objectives for each other. Each student is guaranteed at least one opportunity to pass off each objective during class. If they do not succeed, they may attempt again before or after school on a designated tutorial day.

Because the objective sheet is used for an entire six weeks grading period, we use heavy cardstock instead of paper. The kids make a game out of trying to guess what color we will use each six weeks.

Practice Records

On the back of each student's objective sheet is a practice record. Our practice records have gone through several formats over the years, but this one seems to work for us now. Each practice record covers an entire six weeks period and is printed on the back of the objective sheet. Our goal in doing this is to allow parents to monitor both daily progress through the practice records and major grade progress through the completion of objectives. The calendar-like format of our practice records also allows us to post reminders of upcoming events and deadlines.

Practice records are differentiated for the levels of our students, with higher weekly practice totals expected of varsity students than nonvarsity students or beginners. In addition, our beginning band practice record expectations are tiered during the year. As students gain experience, we increase the daily practice expectation. Generally, our point totals are based on the average amount we expect our students to practice over a six-day period each week. The corresponding grade to this amount of time is a 95. We allow grades up to a 105 for students who exceed weekly practice expectations. In addition, students who listen to at least 20 minutes of classical music each week can earn 5 additional points, for a maximum of 110 points possible.

Over long holidays (Thanksgiving and spring break), we allow students to have a "gift" of 15 minutes per day. This holds our expectation of consistent practice while still allowing students to have more flexibility over the holiday. Most students will practice a little over the holiday, which prevents atrophy in their embouchures and technique. By lowering the expectation a little during these periods while still maintaining an expectation of some practice, we have seen a decrease in the "Why bother? I'll take the zero," attitude over the years.

Practice records are due each Wednesday in class. Wednesday was selected because it is the day that the fewest students miss during the school year and because it allows adequate time to record grades at the end of each six weeks period. We will accept practice records one day late for a 30 point credit reduction. We also initial the practice record when we record the grade. This lets parents know that their child turned in the practice record.

The primary functions of the practice record are to communicate with parents about practice expectations, provide credit and accountability for students to do their daily homework, and to help students learn to journal their daily practice in order to correlate the importance of daily steps to long term success.

We do not believe that practice records encourage students to lie. We realize that there are some students who will falsify their practice record on occasion or even with regularity.

However, we believe that immoral behavior is a reflection of character rather than opportunity. We will no more abandon an essential expectation of daily and consistent practice for the student who lies than we would abandon speed limits for drivers who exceed them. Similarly, we do not believe that documented practice diminishes a student's motivation to practice in the future when practice records may not be required. We believe this is a different problem of intrinsic versus extrinsic motivation caused not by the expectation of practice, but by either the poor teaching or poor learning of good practice habits that will lead students to eventually enjoy practicing on their own. We attempt to address this issue with our weekly assignment sheets.

Weekly Assignment Sheets

Each beginning band student receives a weekly assignment sheet on Monday. This is a two-sided page, with their weekly theory sheet, which will be detailed in the next section, on the back. The primary purpose of the assignment sheet is to help students better understand how to practice and what to practice. The secondary purpose is to help us as directors better structure the curricular aspects of our class by planning lessons in advance, reflecting upon student progress, and mapping our curriculum over time.

The first section of the weekly assignment sheet is a detailed breakdown of the daily studies that each student should be practicing at home. We do not refer to this as a warm-up, preferring instead to emphasize that they are daily studies designed to enhance the fundamental skills required to perform well on their instruments.

The second section is the "Rhythm of the Week." In the past, we have experimented with using full-page rhythm sheets and daily rhythms. With full page rhythm sheets, we discovered that students would tend to memorize the rhythm counting, but were not very competent at applying those rhythms to new contexts. Daily rhythms, on the other hand, worked well for students who were naturally strong readers, but did not allow those students who require more processing time to develop an understanding of the rhythm patterns. Since rhythm reading is very closely related to vocabulary development in language, we decided to focus on developing rhythm reading in a weekly format similar to the way a vocabulary lesson would be done in a language class. Students first write the counting in below the notes and then practice counting and clapping the rhythms while maintaining a steady foot tap. We reinforce the same rhythm throughout the week and then apply the rhythm patterns to other reading examples in differing contexts, such as in the students' method books or sight reading exercises.

The third section of the assignment sheet contains the specific assignments each student should be practicing for that particular week. This is helpful both for the student who gets home and forgets what was assigned in class and for the student who is absent and needs to know what their assignment was for class that day. In addition, it helps us as directors to pace our classes based on the content and curricular goals. We have found that, without this discipline, we tend to allow the class to set the progress of learning rather than the teacher. Students who fall behind attend tutorials just as they would for any other academic subject.

Following the daily practice assignments in a box where we let the students know what their test will be for the following week. We generally test on Monday each week (Tuesday for mallet percussion tests) to allow students to prepare individually over the weekend. This also encourages weekend practice for our students. Ideally, we will divide our tests over a six weeks grading period to include three playing tests, one theory test, one sight reading test, and one rhythm counting test. Depending on the goals for each six weeks, there may be some variance in the balance of the required tests.

Finally, we include a box for announcements and other special comments at the bottom of the weekly assignment sheet. This is a good place for anything that does not fit into the other sections of the assignment sheet.

This is the first year we have used this sheet, and we have been very pleased overall. We have found some things that we would like to adjust before the coming school year, such as the pacing of our rhythmic concepts and certain test lines. However, we believe the overall structure the assignment sheet creates is very helpful.

Weekly Theory Sheets

We have struggled over the years with a consistent way to teach music theory concepts. What we have found is that daily theory sheets tend to bog us down, both in teaching time and in grading. We also have a tendency to start the year off doing a lot of music theory work only to get off track as the year progresses. The result is students lose their music theory skills over time. Students also begin to see music theory as something peripheral to the band curriculum rather than an integral part of playing their instruments.

To address this problem, we designed weekly theory sheets to accompany the students' weekly assignment sheets. Students receive these sheets on Monday, and the assigned work is due the following Monday. Generally, students will work on their homework during the week during the inevitable lulls while we pass out music, listen to playing tests, etc.

We design our own theory sheets using Finale and Microsoft Publisher. Although there are many excellent published theory texts and workbooks available, we prefer to tailor our theory assignments to reinforce the specific curricular objectives we are teaching. Again, as in a language class, analysis and composition is correlated to aural production. This builds a more meaningful relationship between music performance and music literacy.

This is our first year to utilize this approach to music theory, but we are already observing a significant improvement in our students' theory knowledge. As with our weekly assignment sheets, we need to make some adjustments to our sequencing and pacing. We also hope to integrate more music history into this process in the coming year.

Badge Sheets

Badge sheets are an idea taken from Jeannine Belch, who credits her brother, Greg Hull, with giving the idea to her. Badge sheets are intended to be a carrot, rather than a stick, to encourage students to work ahead of the class. At the beginning of the school year, we

give each beginner a Badge Sheet, which lists key lines from their method book, scales, solos, and other things that we want students to learn during the year. These are divided up into sequential groups. Students must pass off badge lines in sequence without skipping any lines. Percussionists' badge groups contain lines for both snare and mallets, listed in respective columns. Percussionists may pass off snare or mallet columns, but they cannot move to the next badge group until they have completed both columns for their current group. Unlike objectives, we do allow private teachers to sign off badge lines, providing an added incentive for students to study privately.

Once a student completes a full group, he or she will earn a badge, which is a 2¼" button that we custom make using products from Badge-A-Minit. Students can wear these at concerts or any other time they want to show off their accomplishments. In addition, the first beginner each year to earn each badge is given a large poster board to decorate and sign. Each student who then passes off that badge will add their signature to the poster. By the end of the year, we have quite a large number of signatures on the wall.

Testing Rubrics

We use testing rubrics for several reasons, and we have differing formats that can be used to meet our specific needs. To be clear, we do not believe that the use of a testing rubric is a means to objectify the subjective nature of our art. Rather, we believe that a rubric can be used to provide specific information about student performance which can then be used by the teacher, student, parents, and, if needed, counselors and administrators. The goal of a rubric as we use it is therefore not to remove the director from having the ability to determine the quality of student performance, but to facilitate better communication about that performance.

We have not always used testing rubrics. The definitive moment for us to make the change came when we had a beginning clarinet class of 54 students one year. Following a playing test, a student approached and asked why she had points deducted from her grade. With no recollection of her individual performance, there was no answer for her and, more importantly, no direction for improvement. It is difficult for us to imagine any curricular class in which we would withhold information from a student about his or her academic performance. In math, students see the problems they miss. In language arts classes, teachers can show students their grammar and word use errors. In band, students should also be able to understand why they received the grade they earned and have some direction toward continued improvement.

Concert Evaluation Sheets

The final tool that we use and are including in our materials today is our Concert Performance Evaluation Sheet. In our efforts to help students become better consumers of music as well as producers, we require each student in our band to attend one concert performance each semester outside of school and complete a guided reflection on the performance using our evaluation sheet. This evaluation, which counts as 20% of the student's semester exam grade, must be completed, signed by a parent, and turned in

within one week of the performance attended. Students who complete additional evaluations receive bonus points on their semester exams.

Grading these evaluations is quite simple. When the student turns the evaluation in, we read it for completion and thoroughness. If the student has satisfactorily answered all of the questions, he or she receives full credit. If not, we return the evaluation to the student for correction. There is no partial credit given.

Summary

All of the tools we are describing and demonstrated are living documents that we use to help us better meet the needs of our students. Just as these ideas have been gleaned from the thoughts of many directors we have had the privilege to know, we hope that these may spark an idea that may help you better serve the needs of your students.

Thank you for your attendance and attention today, and we wish you a very successful school year ahead.

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Student Name: _____

Rice Middle School Raven Band

First Six Weeks Objectives

Beginning Band Woodwinds and Brass

Students are responsible for completing all of the listed objectives prior to the end of the six weeks except as indicated otherwise. Objectives must be completed with 100% accuracy in order to be checked off. No partial credit will be awarded for each objective. Completion of listed objectives will account for 50% of the six weeks test grade. Students may pass off objectives during class on objective days and before or after school by appointment.

- | Pass | Objective |
|-------------|---|
| _____ | Return all information sheets completed and signed (Due 8/29/08). |
| _____ | Have all required materials listed on the supply list for your instrument. Every item must be labeled with your name (Due 9/2/08). |
| _____ | Pass notebook inspection. Notebooks must be complete and will be inspected during the week of September 8-12 . |
| _____ | Pass instrument inspection. Instruments will be inspected during the week of September 15-19 . |
| _____ | Return this form signed by your parents as below between 9/17 and 9/19 . |
| _____ | Demonstrate correct posture and playing position for your instrument.
Teacher Comments: |
| _____ | Pass off your first two badge lines. |

Pass Off Standards for Beginning Band

All performance material must be performed with characteristic tone quality, correct notes, correct rhythms, dynamics, phrasing, sticking, and articulation. Preparation must be clearly evident. Failure to pass off material will require a minimum of one day to practice the assignment before another attempt can be made. Only Rice Band directors can pass off objectives.

This objective sheet is due in class on Wednesday, October 1st.

Student Name: _____

Rice Middle School Raven Band

First Six Weeks Objectives

Beginning Band Percussion

Students are responsible for completing all of the listed objectives prior to the end of the six weeks except as indicated otherwise. Objectives must be completed with 100% accuracy in order to be checked off. No partial credit will be awarded for each objective. Completion of listed objectives will account for 50% of the six weeks test grade. Students may pass off objectives during class on objective days and before or after school by appointment.

Pass	Objective
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- | | |
|-------|--|
| _____ | Return all information sheets completed and signed (Due 8/29/08). |
| _____ | Have all required materials listed on the supply list for your instrument. Every item must be labeled with your name (Due 9/2/08). |
| _____ | Pass notebook inspection. Notebooks must be complete and will be inspected during the week of September 8-12 . |
| _____ | Pass implement (sticks and mallets) inspection. Implements will be inspected during the week of September 15-19 . |
| _____ | Return this form signed by your parents as below between 9/17 and 9/19 . |
| _____ | Demonstrate correct posture and playing position for your instrument.
Teacher Comments: |
| _____ | Pass off your first two badge lines. |

Pass Off Standards for Beginning Band

All performance material must be performed with characteristic tone quality, correct notes, correct rhythms, dynamics, phrasing, sticking, and articulation. Preparation must be clearly evident. Failure to pass off material will require a minimum of one day to practice the assignment before another attempt can be made. Only Rice Band directors can pass off objectives.

This objective sheet is due in class on Wednesday, October 1st.

Student Name: _____

Rice Middle School Raven Band

Second Six Weeks Objectives

Beginning Band Saxophones

Students are responsible for completing all of the listed objectives prior to the end of the six weeks except as indicated otherwise. Objectives must be completed with 100% accuracy in order to be checked off. No partial credit will be awarded for each objective. Completion of listed objectives will account for 50% of the six weeks test grade. Students may pass off objectives during class on objective days and before or after school by appointment.

Pass	Objective
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_____	Pass instrument inspection. Instruments will be inspected during the week of October 13-16.
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_____	Pass notebook inspection. Notebooks must be complete and will be inspected during the week of October 20-24.
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_____	Correctly play the F scale in a one octave range.
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_____	Correctly play the G scale in a one octave range.
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_____	Pass off badge lines 5-35.
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Pass Off Standards for Beginning Band

All performance material must be performed with characteristic tone quality, correct notes, correct rhythms, dynamics, phrasing, articulation, and intonation. Preparation must be clearly evident. Failure to pass off material will require a minimum of one day to practice the assignment before another attempt can be made. Only Rice Band directors can pass off objectives.

This objective sheet is due in class on Wednesday, November 5th.

Student Name: _____

Rice Middle School Raven Band

Third Six Weeks Objectives

Beginning Band French Horns

Students are responsible for completing all of the listed objectives prior to the end of the six weeks except as indicated otherwise. Objectives must be completed with 100% accuracy in order to be checked off. No partial credit will be awarded for each objective. Completion of listed objectives will account for 50% of the six weeks test grade. Students may pass off objectives during class on objective days and before or after school by appointment.

Pass	Objective
_____	Number all of the measures in your Winter Concert music. Due by November 7th.
_____	Pass notebook inspection. Notebooks must be complete and will be inspected during the week of November 10th.
_____	Pass instrument inspection. Instruments will be inspected during the week of November 17th.
_____	Return Winter Concert information acknowledgement sheet by Nov. 21st.
_____	Correctly play the Bb scale in a one octave range.
_____	Correctly play the D scale in a one octave range.
_____	Correctly play the F scale in a one octave range.
_____	Correctly play the chromatic scale in a one-octave range from C to C.
_____	Pass off badge lines 5-52.

Pass Off Standards for Beginning Band

All performance material must be performed with characteristic tone quality, correct notes, correct rhythms, dynamics, phrasing, articulation, and intonation. Preparation must be clearly evident. Failure to pass off material will require a minimum of one day to practice the assignment before another attempt can be made. Only Rice Band directors can pass off objectives.

This objective sheet is due in class on Wednesday, December 17th.

Student Name: _____

Rice Middle School Raven Band

Fourth Six Weeks Objectives—Beginning Percussion

Students are responsible for completing all of the listed objectives prior to the end of the six weeks except as indicated otherwise. Objectives must be completed with 100% accuracy in order to be checked off. No partial credit will be awarded for each objective. Completion of listed objectives will account for 50% of the six weeks test grade. Students may pass off objectives during class on objective days and before or after school by appointment.

Pass	Objective
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- | | |
|-------|--|
| _____ | Pass instrument inspection. |
| _____ | Pass notebook inspection. |
| _____ | Correctly play the G scale and arpeggio in a one octave range by memory. |
| _____ | Correctly play the Bb scale and arpeggio in a one octave range by memory. |
| _____ | Correctly perform a 5-stroke, 7-stroke, 9-stroke, 13-stroke, and 17-stroke roll on the right and left hand using buzz strokes. |
| _____ | Correctly perform a 5-stroke, 7-stroke, 9-stroke, 13-stroke, and 17-stroke roll on the right and left hand using double strokes. |
| _____ | Correctly perform a flam and flam tap on the right and left hands. |
| _____ | Complete your "Good Band Member" badge. |

Pass Off Standards

All performance material must be performed with characteristic tone quality (including vibrato when appropriate), correct notes, correct rhythms, dynamics, phrasing, articulation, and intonation. Percussionists must use correct sticking. Preparation must be clearly evident. Failure to pass off material will require a minimum of one day to practice the assignment before another attempt can be made. Only Rice Band directors can pass off objectives.

This objective sheet is due in class on Tuesday, February 11th.

Student Name: _____

Rice Middle School Raven Band

Fifth Six Weeks Objectives—Beginning Clarinet

Students are responsible for completing all of the listed objectives prior to the end of the six weeks except as indicated otherwise. Objectives must be completed with 100% accuracy in order to be checked off. No partial credit will be awarded for each objective. Completion of listed objectives will account for 50% of the six weeks test grade. Students may pass off objectives during class on objective days and before or after school by appointment.

Pass	Objective
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- | | |
|-------|--|
| _____ | Pass instrument inspection. |
| _____ | Pass notebook inspection. |
| _____ | Correctly perform the Bb scale in a two-octave range by memory. |
| _____ | Correctly perform the C scale in a two-octave range by memory. |
| _____ | Correctly perform the D scale in a two-octave range by memory. |
| _____ | Correctly perform the Eb scale in a two-octave range by memory. |
| _____ | Correctly perform the chromatic scale in an extended two-octave range (E-C) by memory. Tempo = 72. |
| _____ | Complete Badge Line 100 of your "Excellent Band Member" badge. |

Pass Off Standards

All performance material must be performed with characteristic tone quality (including vibrato when appropriate), correct notes, correct rhythms, dynamics, phrasing, articulation, and intonation. Percussionists must use correct sticking. Preparation must be clearly evident. Failure to pass off material will require a minimum of one day to practice the assignment before another attempt can be made. Only Rice Band directors can pass off objectives.

This objective sheet is due in class on Wednesday, April 8th.

Student Name: _____

Rice Middle School Raven Band

Sixth Six Weeks Objectives—Beginning Band

Students are responsible for completing all of the listed objectives prior to the end of the six weeks except as indicated otherwise. Objectives must be completed with 100% accuracy in order to be checked off. No partial credit will be awarded for each objective. Completion of listed objectives will account for 50% of the six weeks test grade. Students may pass off objectives during class on objective days and before or after school by appointment.

Pass	Objective
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_____	Pass instrument inspection.
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_____	Pass notebook inspection.
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_____	Turn in your Spring Concert Information Sheet by Friday, May 15 th .
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_____	Correctly perform your full-range chromatic scale by memory.
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_____	Complete your Excellent Band Member Badge.
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Pass Off Standards

All performance material must be performed with characteristic tone quality (including vibrato when appropriate), correct notes, correct rhythms, dynamics, phrasing, articulation, and intonation. Percussionists must use correct sticking. Preparation must be clearly evident. Failure to pass off material will require a minimum of one day to practice the assignment before another attempt can be made. Only Rice Band directors can pass off objectives.

This objective sheet is due in class on Wednesday, May 27th.



Rice Raven Band

2008-2009 Daily Practice Report

Beginning Band 1st Six Weeks



Name: _____ Instrument: _____ Period: _____

Practice records are due in class every Wednesday. Practice records may be turned in after school or up to one day late for a 30 point reduction in credit. Practice records are not accepted for credit after Thursday. Students are to total their own time and write in the correct grade. A band director will initial to the right of the parent signature when the grade is recorded.

Special Note to Parents

The main purpose of a practice record is to develop personal responsibility for practicing, which is the most important factor in student success. Your child is expected to fill in his/her practice time each day. He/She should not wait until the end of the week to complete the time. It is very important that you monitor this as you would any other school assignment. Please sign your full name in ink. The teacher will initial the practice record when the grade is recorded. It is our hope that every child and parent will demonstrate moral integrity in completing this assignment. Academic fraud will not be tolerated.

Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Minutes Practiced	Grade	Parent Signature (Must Sign in Ink)	
9/3	9/4	9/5	9/6	9/7	9/8	9/9	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
							(Student Completes)	(Student Completes)		
9/10	9/11	9/12	9/13	9/14	9/15	9/16	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
	Open House				Fundraiser Kickoff					
9/17	9/18	9/19	9/20	9/21	9/22	9/23	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
9/24	9/25	9/26	9/27	9/28	9/29	9/30	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
		Fundraiser Due	Drumline Contest			Pep Rally				

Record the number of minutes you practiced each day and use the chart below to determine your weekly practice grade:

Grade Conversion Chart					
Minutes	Grade	Minutes	Grade	Minutes	Grade
170+	105	90-104	80	40-49	55
155-169	100	80-89	75	20-39	50
140-154	95	70-79	70	Less than 20	25
120-139	90	60-69	65	No signature	0
105-119	85	50-59	60	You may add 5 points to your total each week if you listen to at least 20 minutes of classical music.	

Students who practice improve and are successful. Practice reports help you to organize your practice and receive credit for your hard work. The directors can tell how well and how often you practice by how well you play each day. Remember, honesty is what you do when people are watching. Integrity is what you do when people are not. **Demonstrate integrity when completing your practice report.**



Rice Raven Band

2008-2009 Daily Practice Report

Beginning Band 3rd Six Weeks



Name: _____ Instrument: _____ Period: _____

Practice records are due in class every Wednesday. Practice records may be turned in after school or up to one day late for a 30 point reduction in credit. Practice records are not accepted for credit after Thursday. Students are to total their own time and write in the correct grade.

Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Minutes Practiced	Grade	Parent Signature (Must Sign in Ink)	
11/5	11/6	11/7	11/8	11/9	11/10	11/11	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
11/12	11/13	11/14	11/15	11/16	11/17	11/18	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
11/19	11/20	11/21	11/22	11/23	11/24	11/25	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
			Jasper Italian Dinner			Swing Dance				
11/26	11/27	11/28	11/29	11/30	12/1	12/2	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
12/3	12/4	12/5	12/6	12/7	12/8	12/9	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
		7/8 Winter Concert								
12/10	12/11	12/12	12/13	12/14	12/15	12/16	Weekly Total	Use chart below	Do not sign unless <u>completed</u> and totaled	Teacher Initials
Winter Concert		All-Region Clinic	Al-Region Clinic			Concert Evaluations Due Tomorrow				

**Please practice over Thanksgiving Break. On shaded days, you may add 15 minutes to your total for free.*

Record the number of minutes you practiced each day and use the chart below to determine your weekly practice grade:

Grade Conversion Chart					
Minutes	Grade	Minutes	Grade	Minutes	Grade
185+	105	105-119	80	50-59	55
170-184	100	90-104	75	30-49	50
155-169	95	80-89	70	Less than 30	25
140-154	90	70-79	65	No signature	0
120-139	85	60-69	60	You may add 5 points to your total each week if you listen to at least 20 minutes of classical music.	

Students who practice improve and are successful. Practice reports help you to organize your practice and receive credit for your hard work. The directors can tell how well and how often you practice by how well you play each day. Remember, honesty is what you do when people are watching. Integrity is what you do when people are not. Demonstrate integrity when completing your practice report.

In-class Listening Log							
Student	Db-2	Eb-2	F-2	Chromatic	Instrument	Notebook	Comments
Richard							
Oliver							
Gerald							
April							
Olivia							
Yi Tian							
Jason							
Patrick							
Kate							
Ryan							

Flute

September 8-12

- Practice your “Master of the Alphabet”
- Practice your Posture Chant
- Practice your Staff Chant
- Count-Clap-Tap this week’s rhythm study (set your metronome to 60 with eighth note subdivision)
- Practice your flute face with a “jello-y” bottom lip in front of a mirror.

Write in the counting below the notes and rests, then count the line each day. Metronome should be set at 60.



- Practice placing your flute on your face 10 times.
- Practice blowing air across the tone hole in a **downward** direction using the syllable “**pooh**”
- Practice assembling your instrument.

- Practice placing your flute on your face 10 times.
- Practice blowing air across the tone hole in a **downward** direction using the syllable “**pooh**”
- Practice assembling your instrument.
- **Rubank Lesson 1 #3**

Get your practice record signed!

- Practice placing your flute on your face 10 times.
- Practice blowing air across the tone hole in a **downward** direction using the syllable “pooh”
- Practice assembling your instrument.
- **Rubank** Lesson 1 #3, 2, 1, 4

- Practice placing your flute on your face 10 times.
- Practice blowing air across the tone hole in a **downward** direction using the syllable “**pooh**”
- Practice assembling your instrument.
- **Rubank** Lesson 1 #3, 2, 1, 4, 5

- Practice placing your flute on your face 10 times.
- Practice blowing air across the tone hole in a **downward** direction using the syllable “**pooh**”
- Practice assembling your instrument.
- **Rubank** Lesson 1 #3, 2, 1, 4, 5

- **Rubank Lesson 1 # 5**

Special Announcements: We will begin our Express Industries fund raiser on Monday, September 15th. Think of people you know who may support our band this year!

Weekly Assignments

Clarinet
November 10-14

Daily Routine

- Practice your "Master of the Alphabet" rest.
- Practice your Posture Chant
- Practice your Staff Chant
- Memorize your **Key Signature Chant**
- Count-Clap-Tap this week's rhythm study (set your metronome to 60 with eighth note subdivision)
- Set your metronome to 72 and play five F# whole notes on your mouthpiece and barrel. Separate each with a whole
- Do your Daily Studies 1-6 with your metronome set to 72

This Week's Rhythm

Write in the counting below the notes and rests, then count the line each day. Metronome should be set at 60.



Monday's Assignment

- F Major Scale
- G Major Scale
- Ascending Chromatic Scale Line 1
- *Accent on Achievement* Lines 35, 37, 38, 39, 40, & 41.
- Rubank Lesson 7 Lines 1-6
- Concert Music
- Badge Lines

Tuesday's Assignment

- F Major Scale
- G Major Scale
- Ascending Chromatic Scale
- Lines 1 and 2
- *Accent on Achievement* Lines 35, 37, 38, 39, 40, 41, & 43.
- Rubank Lesson 7 Lines 1-6
- Concert Music
- Badge Lines

Get your practice record signed!

Wednesday's Assignment

- F Major Scale
- G Major Scale
- Ascending Chromatic Scale Lines 1-3
- *Accent on Achievement* Lines 35, 37, 38, 39, 40, 41, 43, & 44.
- Rubank Lesson 7 Lines 1-6
- Concert Music
- Badge Lines

Thursday's Assignment

- F Major Scale
- G Major Scale
- Ascending Chromatic Scale Lines 1-4
- *Accent on Achievement* Lines 35, 37, 38, 39, 40, 41, 43, 44, & 47.
- Rubank Lesson 7 Lines 1-6
- Concert Music
- Badge Lines

Weekend Assignment

- F Major Scale
- G Major Scale
- Ascending Chromatic Scale (all)
- *Accent on Achievement* Lines 35, 37, 38, 39, 40, 41, 43, 44, 47, & 49.
- Rubank Lesson 7 Lines 1-6
- Concert Music
- Badge Lines

Badge Lines are after school today from 3:45 to 4:30!

Your Test for Next Week

Your test next week will be a written music theory test. Study your previous weekly assignments!

Special Announcements: The Jasper Italian Dinner Concert is next Saturday, November 22nd. Consider attending, and be sure to complete a concert evaluation form!

Remember, you need to complete a concert evaluation form before the end of this six weeks. Plan ahead!

Weekly Assignments

French Horn February 2-6

Daily Routine

- Practice your chants
- Count-Clap-Tap this week's rhythm study (set your metronome to 60 with eighth note subdivision)
- Practice five sirens on your mouthpiece
- Play your Level 2 Daily Studies for French Horn with a metronome set at 80.

This Week's Rhythm

Write in the counting below the notes and rests, then count the line each day. Metronome should be set at 60.



Monday's Assignment

- Major Scales (C, Bb, Ab, G, F, D, Eb)
- Chromatic Scale
- Getchell Lines 8-9
- Accent on Achievement Lines 72, 74, 75, 76, 77, 78, & 81

Tuesday's Assignment

- Major Scales (C, Bb, Ab, G, F, D, Eb)
- Chromatic Scale
- Getchell Lines 8-9
- Accent on Achievement Lines 72, 74, 75, 76, 77, 78, & 81

Get your practice record signed!

Wednesday's Assignment

- Major Scales (C, Bb, Ab, G, F, D, Eb)
- Chromatic Scale
- Getchell Lines 8-9
- Accent on Achievement Lines 74, 75, 76, 77, 78, 81, 83, & 84

Thursday's Assignment

- Major Scales (C, Bb, Ab, G, F, D, Eb)
- Chromatic Scale
- Getchell Lines 8-9
- Accent on Achievement Lines 74, 75, 76, 77, 78, 81, 83, & 84

Weekend Assignment

- Major Scales (C, Bb, Ab, G, F, D, Eb)
- Chromatic Scale
- Getchell Lines 8-9
- Accent on Achievement Lines 74, 75, 76, 77, 78, 81, 83, & 84

Your Test for Next Week

- Your playing test for Monday will be over AOA Line 81.

Special Announcements:

Percussion March 2-6

- Practice all of your chants.
- Count-Clap-Tap this week's rhythm study (set your metronome to 60 with eighth note subdivision)
- Do your assigned **Daily Studies for Snare Drum**.
- Practice your assigned **Snare Drum Rudiments**.
- Practice your snare assignment below.
- Switch to your xylophone.
- Do **Technique Exercises 1-5** from page 88 of your mallet book. Set your metronome to 72. Use Keys of F and Bb.
- Do **Technique Exercises 2-4** from page 90 of your mallet book. Set your metronome to 72.
- Do **Technique Exercises 1 and 4 (skip 2-3)** from page 91 of your mallet book. Set your metronome to 72.
- Practice your mallet assignment below.
- Complete the music theory assignment on the back of this page.

Write in the counting below the notes and rests, then count the line each day. Metronome should be set at 60.



- All twelve major scales.
- FASD Lesson 13 & 14 Appendices.
- FASD Lesson 13, All Lines
- FASD Lesson 14, All Lines
- FAMP Lines 33-43 and Lessons 10 and 11 Appendices.
- Be prepared to play badge lines.

- All twelve major scales.
- FASD Lesson 13 & 14 Appendices.
- FASD Lesson 13, All Lines
- FASD Lesson 14, All Lines
- FAMP Lines 33-43 and Lessons 10 and 11 Appendices.
- Be prepared to play badge lines.
- Work on both solos.

Wednesday's Assignment

- All twelve major scales.
- FASD Lesson 13 & 14 Appendices.
- FASD Lesson 13, All Lines
- FASD Lesson 14, All Lines
- FAMP Lines 33-43 and Lessons 10 and 11 Appendices.
- Be prepared to play badge lines.
- Work on both solos.

- All twelve major scales.
- FASD Lesson 13 & 14 Appendices.
- FASD Lesson 13, All Lines
- FASD Lesson 14, All Lines
- FAMP Lines 33-43 and Lessons 10 and 11 Appendices.
- Be prepared to play badge lines.
- Work on both solos.

- All twelve major scales.
- FASD Lesson 13 & 14 Appendices.
- FASD Lesson 13, All Lines
- FASD Lesson 14, All Lines
- FAMP Lines 33-43 and Lessons 10 and 11 Appendices.
- Be prepared to play badge lines.
- Work on both solos.

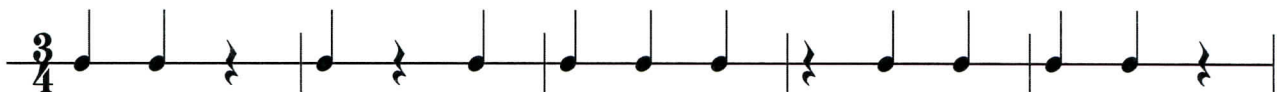
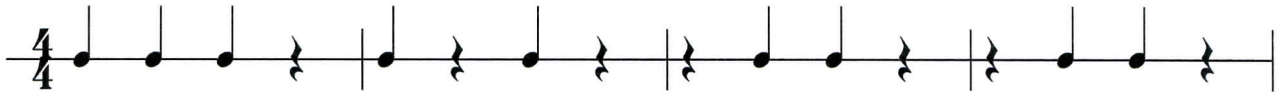
Your test next week will be over one line from *A Fresh Approach to Snare Drum*, Lesson 12 or 13.

Special Announcements:

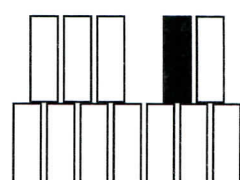
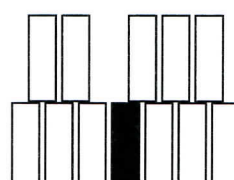
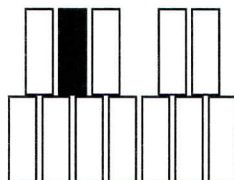
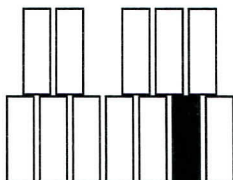
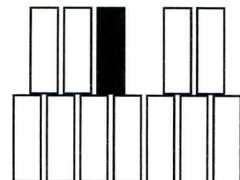
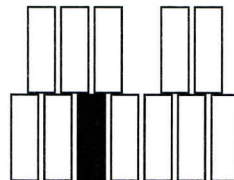
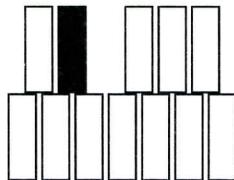
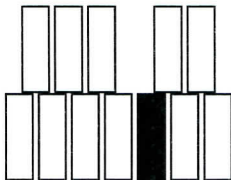
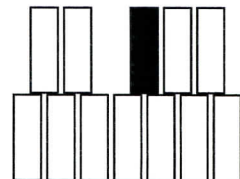
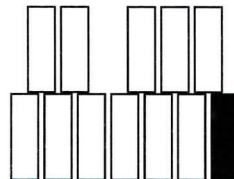
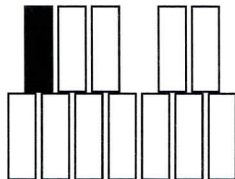
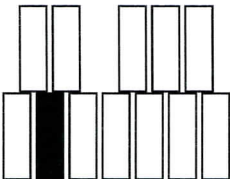
Name: _____ Instrument: _____

Weekly Music Theory Assignment—Week 2

Write in the counting below these rhythms. Be sure you pay attention to the time signature!



Write the name of the darkened note below each of the keyboards below. Accidentals may be named using either sharps or flats. Remember to use your home keys!



Name: _____ Instrument: _____

Weekly Music Theory Assignment-Week 12

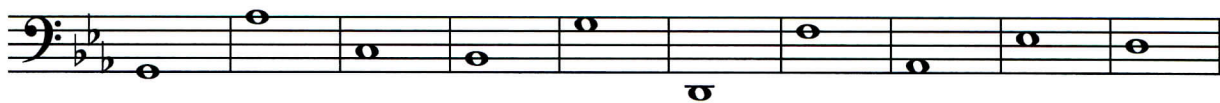
For each line below, do three things:

1. Write the key signature chant for the line above each staff.
2. Circle the notes affected by the key signature
3. Write the name of each note below the staff. Pay attention to the key signature!

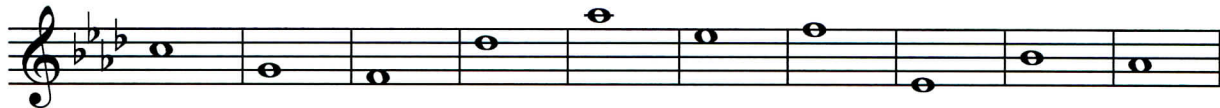
Key of _____ , _____



Key of _____ , _____



Key of _____ , _____



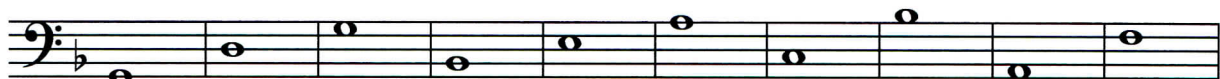
Key of _____ , _____



Key of _____ , _____



Key of _____ , _____



Name: _____

Oboe/Bassoon

BAND MEMBER

_____ 5	_____ 26
_____ 12	_____ 27
_____ 15	_____ **Key Signature Chant
_____ 18	_____ **F Scale (1)
_____ 22	_____ 35

Good Band Member

_____ **Bb Scale (1)	_____ 55
_____ 37	_____ 59
_____ 41	_____ 61
_____ 43	_____ 72
_____ 52	_____ 74

Excellent Band Member

_____ **C Scale (2)	_____ **Chromatic (One Octave Only)(F-F)
_____ 77	_____ 108
_____ 84	_____ 117a
_____ 91	_____ 124
_____ 100	_____ **Bb Scale (2)

Superior Band Member

_____ **Ab Scale (1)	_____ 19
_____ 126	_____ 20
_____ 130	_____ 25
_____ **Eb Scale (2)	_____ 29
_____ Perform solo	_____ **Full Chromatic (B-flat to D)

Outstanding Band Member!

_____ 33	_____ 50	_____ 77	_____ 104
_____ 40	_____ 63	_____ 92	_____ 105
_____ 45	_____ 67	_____ 94	_____ 106
_____ 49	_____ 73	_____ 98	_____ WOW!

** Needs to be played by memory

Name: _____

Percussion

You must complete each column (snare and mallet) in order, and you must complete the entire badge before moving onto the next badge.

BAND MEMBER

____ Lesson 1 (#'s 1-10) at 180 bpm

____ Mallet #5

____ Lesson 2 #6

____ Mallet #7

____ Lesson 3 #6

____ Mallet #9

____ Lesson 4 #8

____ Mallet #11

____ Lesson 5 #10

____ Key Signature Chant by memory

Good Band Member

____ Graduation Test #1, Rhythmic Etude

____ G, C, F, and Bb Scales by Memory

____ Graduation Test #1, Rud. Etude #3

____ Mallet #16

____ Lesson 6 #8

____ Eb, Ab, Db, and Gb Scales by Memory

____ Lesson 7 #4

____ Mallet #22

____ "Sweet and Simple" Snare Solo

____ "Festival Dance" Mallet Solo

Excellent Band Member

____ Lesson 8 #7

____ D, A, E, and B Scales by Memory

____ Lesson 9 #9

____ Mallet #26

____ Lesson 10 #7

____ Mallet #30

____ Graduation Test #2, Rhythmic Etude

____ Mallet #31

____ Lesson 11 #9

____ Mallet #37

Superior Band Member

___ Lesson 12 #7

___ Lesson 13 #9

___ Lesson 14 #8

___ Lesson 15 #8

___ Graduation Test #3, Rudimental Etude

___ Lesson 16 #5

___ Mallet #42

___ Mallet #44

___ Mallet #47

___ E, A, D, and G Melodic Minor Scales

___ Mallet #51

___ C, F, Bb, and Eb Melodic Minor Scales

Outstanding Band Member

___ "Get the Groove" Snare Solo

___ Lesson 19, Etude for Snare

___ Lesson 19, Rudimental Etude #19

___ Lesson 20, Rudimental Etude #20

___ "The Finish Line" Snare Solo

___ Mallet #56

___ B, Gb, Db, and Ab Melodic Minor Scales

___ Mallet #62

___ Mallet #67

___ "Gavotta" Mallet Solo

Beginning Band Test Rubric

Name: _____ Date: November 3, 2008

Instrument: Clarinet Test Material: F Major Scale-One Octave

Domains

Tone

- 25 Excellent, mature, and characteristic sound
- 23 Solid and full sound, but lacking in maturity
- 20 Mediocre sound; not very full and focused
- 15 Weak tone; unfocused

Posture

- 15 Posture is correct in all aspects
- 13 Posture is inconsistent or needs minor attention
- 10 Posture needs serious attention
- 5 Posture is inappropriate or poor

Hand Position

- 15 Hands are soft and natural, placed appropriately
- 13 Hands are slightly tense; one or more fingers may be misplaced
- 10 Hand position needs serious attention
- 5 Hand position is inappropriate or poor

Technique

- 15 All or nearly all notes played accurately
- 13 Minor mistakes slightly affected performance
- 10 Numerous wrong notes affected performance
- 5 Serious errors; performance significantly affected

Rhythm

- 15 No discernable rhythm errors
- 13 Minor rhythmic errors slightly affected performance
- 10 Numerous rhythmic errors affected performance
- 5 Rhythm very inconsistent; almost or wholly unrecognizable

Tempo

- 15 Tempo steady and appropriate
- 13 Tempo appropriate, but with some variance
- 10 Tempo noticeably incorrect or varied
- 5 Tempo uncharacteristic for this selection

Suggestions for Improvement

- Breathing Exercises
- Mouthpiece and Barrel
- Long Tones
- Daily Studies
- Say your posture chant
- Practice in front of a full-length mirror
- Practice standing, then sit
- Practice "dead hand" exercise
- Practice in front of a full-length mirror
- "Touch the dots" exercise
- Follow the Practice Process
- Scales
- Count and Clap
- Analyze the Counting
- Use a Metronome
- Use a metronome
- Tap your foot while you play

_____ **GRADE**

Other Comments:

Parent Signature Required if Grade is Below 70: _____

Beginning Band Test Rubric—Mallet Percussion

Name: _____ Date: 1/20/2009

Instrument: Mallet Test Material: Mallet Line 25

Domains

Technique—30 Points Possible

☐

Accuracy—30 Points Possible

☐

Rhythm—20 Points Possible

☐

Tempo—15 Points Possible

☐

Sticking—5 Points Possible

☐

Suggestions for Improvement

- More Emphasis on Warm-Up
- Use a Mirror
- Isolate Problem Hands

- Follow the Practice Process
- Scales
- More Emphasis on Warm-Up

- Count and Clap
- Analyze the Counting
- Use a Metronome

- Use a Metronome
- Tap Your Foot While You Play

- More Emphasis on Warm-Up
- Scales
- Isolate Difficult Sticking and Write in Your Music

_____ GRADE

Parent Signature Required if Grade is Below 70: _____

Rice Middle School Raven Band Performance Evaluation Sheet

This form must be turned in within One Week of the performance you attend.

Student Name: _____

Teacher: _____ Instrument: _____ Period: _____

Performance Attended: _____

Performance Date: _____ Performance Place: _____

***Please answer the questions below and on the back of this sheet in complete sentences.
You may write on this sheet or on a separate page stapled to this sheet.***

- 1. Briefly describe your impression of the performance environment.**
- 2. Discuss the selection of music chosen for this performance. Include anything you think was particularly good and/or comment on something you would have done differently.**
- 3. Comment on the performing group(s) appearance as it related to the overall effectiveness of the performance. You may include posture, instrument position, uniforms or other attire, or any other relevant factors.**

- I verify that my child did attend the performance described above.***

Date _____