



SOUTHWOODS BAND HANDBOOK



Welcome to the Valley Southwoods Band! I am very excited to have you as a part of the program. In the following pages, you will find the information that you need in order to be successful in band this year. Please read it carefully and get the dates added to your personal calendar.

Classroom Needs

Students should be sure to bring the following materials with them to class every day:

Wind Players:

- A working instrument
- At least three working reeds (if applicable) – 3's or stronger. No more 2 ½!
- A digital tuner (may be purchased on-line or at Rieman Music)
- A metronome (may be purchased on-line or at Rieman Music)
- TRUMPET PLAYERS - A Denis Wick or Tom Crowne metal straight mute
- Music folder and a pencil
- A great attitude!

Percussionists:

- A stick bag containing the following:
 - 1 pair of concert snare sticks: Promark SD1 or comparable
 - 2 pairs of medium or medium soft marimba mallets: Innovative Percussion IP240's or comparable
- A practice pad
- A metronome (may be purchased on-line or at Rieman Music)

- Music folder and a pencil
- A great attitude!

Band Room Etiquette

The rules of the band room basically boil down to this – **respect yourself, respect each other**, and **respect the equipment**. So long as you are doing those things, you are going to be fine! That said, here are a couple of specifics worthy of bringing up:

- Keep your instrument in the locker and keep your locker locked. Things left out have a habit of walking away. Plus if your lock is always locked on your locker, you won't lose it. The lock replacement fee is \$6.
- The floor in the hallways and the locker room need to be kept clean. Do not leave personal items laying around.
- Percussion instruments are neither tables nor toys! If you have not received instruction on how to play a particular instrument, do not play it.
- No gum in the band room.

Performance Dress Codes

Because we all invest so much time and effort into our performances, we want to make sure that we look as good as we can. To that end, Valley Southwoods band will follow the dress code below.

Symphonic Band – Each student will be fitted for a concert uniform at the beginning of the year. The student will need to provide their own black shoes. No white socks, guys! There is a \$75 suggested uniform fee to cover the cost of dry cleaning and maintenance.

Jazz Ensemble – For all jazz ensemble events, men are required to wear a shirt and tie (coats are encouraged, but not required). Women should wear a nice blouse

and either slacks or a dress (at least knee length when seated). Under no circumstances are jeans, tennis shoes or T-shirts permitted for jazz band.

Remember - Cell phones and gum chewing are absolutely prohibited on stage!

Performance Absences

Attendance at all performances are mandatory for members of the ensembles. Students may be excused from performance only for very specific events, such as weddings or funerals of family members. If you know that you are going to be gone from a performance, you must fill out a performance absence request form two weeks prior to the concert so that plans can be made to account for your absence.

Care and Maintenance of School Owned Instruments

Many of you are currently renting instruments from the school. We are fortunate here to have a very nice batch of school owned instruments to lend to students. There is a rental fee associated with each instrument that is rented. This covers regular wear and tear to the instrument as well as an annual cleaning. As the renter of the instrument, any damage caused to the instrument while it is in your care is your responsibility to have fixed. Rieman's Music has a good repair shop, and can usually get horns back to you within a reasonable time frame. Please care for these instruments as though they were your own. We want to be able to provide high

quality instruction to Southwoods students for years to come.

Solo and Ensemble Contest

All students are required to participate in either Perry Band Olympics or State Solo and Ensemble contest. For these events there may be a cost associated with it depending on the option your student chooses because your student needs to be accompanied.

Practice Expectations

Students are expected to practice enough to be able to meet classroom and individual performance expectations. This will require a different amount of practice time for each student

to be successful. It does not require lots of practice in order to be successful, but it does require regular practice. While practicing a set amount does not guarantee success, these guidelines may prove helpful:

<u>Level of Success</u>	<u>Suggested quantity of practice</u>
Basic success in 9 th grade band	20 minutes 5-6 times a week
Future Symphony Band/Jazz Orchestra	60 minutes daily
All-State Honor Band	2 hours daily

Digital Information

For all things Southwoods bands, there are two places to find information:

1. The Southwoods S Drive – S:/Southwoods/Beeman

Here you will find all of the schedules and hand-outs that you and your students need in order to be successful in band. On the S-Drive you will find the following folders, which will include:

- **General Information** -- VSW band schedule, mini-handbook, lesson schedules, All-State/SCIBA honor band etude information, band lettering form
- **Ensembles: Concert Band** -- Professional recordings of all of our concert pieces, student recordings of many of our performances, percussion reference recordings, weekly listening assignments, large group ballot, playing test schedule and rubrics
- **Ensembles: Jazz Band** -- Professional recordings and listening aids, student recordings of many of our performances, improvisation aids, judges tapes from performances

- **Ensembles: Marchmasters** -- Coordinate sheets, Marchmasters performance evaluation form, judges tapes from performances
- **Perry Band Olympics** -- Schedules and maps relating to our annual solo festival at Perry High School
- **Recording Project** -- Information about our annual recording project, rough recordings of the bands

2. The official website of the Valley Band Program - www.valleybands.org
 Here you will find information about the entire 9-12 West Des Moines band program. This will be particularly helpful for Marchmasters and their families, as well as for jazz students and families.

Grading Scale

Students will be given grades based upon mastery and development of the core music standards. A scale of 0-4 will be assessed on all work with detailed rubric explanation for area criterion. The goal of the 9th grade band department is for students to become independent musicians and competent group participants as well as informed consumers of music. Any student who assesses below a 2 on a particular standard will be required to re-assess that standard to show proficiency before being given a passing grade. Student grades are based on both performance assessment and knowledge/understanding and will be calculated according to the following scale:

Final Grade Calculation

100%

A+

90-99%	A	4	100%
85-89%	A-	3.5	95%
80-84%	B+	3	85%
75-79%	B	2.5	75%
70-74%	B-	2	65%
65-69%	C	0	NOT PROFICIENT: REASSESSMENT REQUIRED
0-64%	F		

Standards Grading Equivalency

Grading Criterion

9th grade band students will be graded by applying this rubric to the following categories. Students will be assessed both through performance and knowledge-based tasks in lessons, rehearsals, and at concerts.

<u>No Attempt</u> (No attempt at the concept)	<u>Beginning</u> (Demonstrates little evidence of understanding)	<u>Developing</u> (Demonstrates partial understanding w/ significant errors)	<u>Cap able</u> (Demonstrates partial understanding w/ minor errors)	<u>Strong</u> (Demonstrates a high level of understanding w/ minor errors)	<u>Excep tional</u> (Demonstrates a thorough understanding)
0	2	2.5	3	3.5	4

Concert Band Grading*

Individual Skills – Wind Players: 60% weight

Rhythm – 25%

Pulse; full-beat rhythms; 8th notes; 16th notes; compound meter

Tone Quality – 25%

Tone control; breath; embouchure; intonation accuracy

Musical Expression –25%

Phrase shape; line connectivity

Technique – 20%

Major scales; chromatic scale; range; articulation; posture and mechanics

Aural Skills – 5%

Dictation; tonality recognition; echo imitation

Individual Skills – Percussionists: 60% weight

Rhythm – 25%

Pulse; full-beat rhythms; 8th notes; 16th notes; compound meter

Snare Drum Technique – 25%

Grip; accent/taps; stick control; double strokes

Marimba/Keyboard Technique – 20%

Major scales; chromatic scale; posture, stroke, and playing area; four-mallet

Timpani Technique – 15%

Ranges; pitch matching; tuning; flow

Small Percussion Technique – 10%

Tambourine; triangle; crash cymbals; clave

Aural Skills – 5%

Dictation; tonality recognition; echo imitation

Ensemble Learning – All Students: 40% weight

21st Century Skills – 40%

Productivity; accountability; collaboration

Group Intonation and Section Blend – 20%

Tone matching; pitch matching

Role Identification; Ensemble Prioritization and Balance – 20%

Melody; countermelody; harmony; rhythm

Ensemble Learning – All Students: 40% weight (cont.)

Form and Structure – 10%

Basic form understanding; phrase structure; road map

Historical and Stylistic Context – 10%

Stylistic consistency; vocabulary; composer/piece information

Jazz Band Grading*

Individual Skills 60%:

Improvisation – 50%

Melodic and rhythmic improvisation; call/response; blues; rhythm changes

Technique – 25%

Pentatonic scales; Bebop scales; Baker lick

Pulse/Time – 25%

Tripletizing; “In the Pocket” playing,

Ensemble Learning 40% :

21st Century Skills – 40%

Productivity; accountability; collaboration,

Group Intonation and Section Blend – 20%

Tone matching; pitch matching

Role Identification; Ensemble Prioritization and Balance – 20%

Melody; countermelody; harmony; rhythm

Form and Structure – 15%

Blues form; rhythm changes form

Historical and Stylistic Context – 15%

Jazz icons; stylistic identification

*Semester Exams are based on individual progress, and are weighted 10%. Semester grades are 90%.

Assessment Expectations

Major Scales

All students will receive one grade for major scales for their final (see Table 1). This grade will be based upon the number of scales each student can accurately perform, as well as the speed at which they can perform them. In order to receive credit for scale performance, students must be able to do all of the following:

1. State how many sharps or flats are in the key
2. Identify which sharps or flats are in the key
3. Correctly spell the scale (ascending only)
4. Perform the scale in as many octaves as possible at the appropriate tempo without mistakes

The twelve major scales have been divided into two tiers: the required scales, which include concert B \flat , E \flat , A \flat , F, C, and G; and the choice scales, which include concert D \flat , G \flat , B, E, A, and D (see Table 2).

Students are scored according to the following list:

- To earn a 2.0, students must successfully perform the first four scales from Tier 1 (starred) at any steady tempo
- To earn a 2.5, students must successfully perform all Tier 1 scales at any steady tempo
- To earn a 3.0, students must perform all Tier 1 scales, as well as any two scales from Tier 2 at in eighth notes at $\text{♩} = 120$
- To earn a 3.5, students must perform all Tier 1 scales, as well as any four scales from Tier 2 at in eighth notes at $\text{♩} = 152$
- To earn a 4.0, students must perform all twelve scales in eighth notes at $\text{♩} = 176$.

Chromatic Scale

Students will also receive a grade for their chromatic scale (see Table 3). Students will be evaluated on the range and tempo of their chromatic scale.

- To earn a 2.0, students must perform a one-octave chromatic scale at a tempo of their choosing
- To earn a 2.5, students must perform a one-and-a half-octave chromatic scale (i.e. C → F# → C) at a tempo of their choosing
- To earn a 3.0, students must perform a one-and-a half-octave chromatic scale in eighth notes at ♩ =120
- To earn a 3.5, students must perform a two-octave chromatic scale in eighth notes at ♩ =152
- To earn a 4.0, students must perform a chromatic scale over the full range of their instrument in eighth notes at ♩ =176

Rhythms

Each student's rhythmic abilities will be assessed using our rhythm packet. In order to receive credit for proficiency at a particular level, students must accurately count and clap three lines at random from the corresponding packet. Students must demonstrate mastery at all prior levels before testing at the next level.

Rudiments

In addition to scales and rhythms, percussionists are expected to make progress on basic rudiments. While we will cover many rudiments throughout the school year, students will only receive a grade for three general categories: stick control (Stick Technique, section 1), accent/taps (Stick Technique, section 2), and double strokes (Stick Technique, section 3). Grades will be given based upon the tempo at which each of the exercises can be accurately played. Students must be able to accurately perform all of the exercises within a category at the specified tempo in order to receive

a grade for that category. The required tempo for each rudiment is indicated above and to the right of each exercise.

Scale Tables

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Score	Required Scales	Tempo
2.0	Concert B \flat Concert E \flat Concert A \flat Concert F	Any steady tempo
2.5	All Tier 1 scales	Any steady tempo
3.0	All Tier 1 scales Two additional scales	$\text{♩} = 120$
3.5	All Tier 1 scales Four additional scales	$\text{♩} = 152$
4.0	All twelve scales	$\text{♩} = 176$

Table 2 – Major Scale Tiers

Tier 1 Scales	Tier 2 Scales
*Concert B \flat	Concert D \flat
*Concert E \flat	Concert G \flat / F \sharp
*Concert A \flat	Concert B
*Concert F	Concert E
Concert C	Concert A
Concert G	Concert D
<i>*These scales are required for a 2.0 score</i>	

Table 3 – Chromatic Scale Scoring Guide

Score	Required Range	Tempo
2.0	One octave	Any steady tempo
2.5	One and a half octaves	Any steady tempo
3.0	One and a half octaves	♩ =120
3.5	Two octaves	♩ =152
4.0	Full range of instrument	♩ =176

By the end of 9th grade, band students should be able to:

Rhythm (all students) – *Pulse; full-beat rhythms; 8th notes; 16th notes; compound meter*

- Physically demonstrate steady pulse at a variety of tempos.
- Demonstrate understanding of eighth note and sixteenth note subdivision in duple & triple meter.
- Understand the organization of beats into duple, triple, and mixed-meters.

Tone Quality (winds) – *Tone control; breath; embouchure; intonation accuracy*

- Take a full, relaxed breath.
- Demonstrate proper embouchure their instrument.
- Differentiate between vibrato and straight-tone, and understand the appropriate use for each.
- Demonstrate consistent tone quality throughout their entire range.
- Hear when pitches are out of tune and identify whether they are sharp or flat.
- Perform alone or with others, in tune a majority of the time.

Musical Expression (winds) – *Phrase shape; line connectivity*

- Demonstrate phrase shaping through appropriate use of dynamics.
- Perform with line connectivity by breathing/pausing at correct times.

Technique (winds) – *Major scales; chromatic scale; range; articulation; posture/mechanics*

- Demonstrate proficiency in all 12 major keys.
- Recognize and/or construct all 12 major keys.
- Demonstrate and age-appropriate range for their instrument.

- Produce a variety of attacks and releases as indicated in the music.
- Exhibit and explain proper posture/body/instrument carriage.

Aural Skills (all students) – *Dictation; tonality; echo imitation*

- Dictate two and three note melodies and applicable rhythms.
- Differentiate between the sounds of major and minor scales and music.
- Echo rhythmic and melodic patterns.

Snare Drum Technique (percussion) – *Grip; accent/taps; stick control; double strokes*

- Demonstrate proper stick grip and explain the mechanics of stick motion.
- Identify and demonstrate a full stroke, tap stroke, up stroke, and down stroke.
- Understand the concept of roll base, and can demonstrate double strokes at a variety of tempos.
- Perform paradiddle, flam, and drag exercises evenly at appropriate tempos.

Marimba Technique (percussion) – *Major scales; chromatic scale; posture, stroke, and playing area; four-mallet technique*

- Demonstrate proficiency in all 12 major keys.
- Recognize and/or construct all 12 major keys.
- Exhibit and explain proper posture, and stroke.
- Demonstrate proper playing area on the instrument.
- Recognize the differences between mallets and be able to select appropriate mallets.
- Demonstrate appropriate 4-mallet grip and double vertical stroke.

Timpani Technique (percussion) – *Ranges; pitch matching; tuning; flow*

- Properly identify the ranges of the four timpani.
- Match pitch on the timpani.
- Tune timpani to set pitches.
- Demonstrate good flow around the four drums.

Small Percussion Technique (percussion) – *Tambourine; triangle; crash cymbals; clave*

- Demonstrate proper playing technique on the tambourine, triangle, crash cymbals, and clave
- Exhibit proper care of all small percussion instruments.

21st Century Skills – *Productivity; accountability; collaboration*

- Perform all concert music accurately and fluently by the date of performance.
- Understand individual accountability to the ensemble.
- Understand the importance of focused rehearsal time and collaborates effectively with others.
- Understand basic conductor cues and respond appropriately.

Group Intonation and Section Blend - *Tone matching; pitch matching*

- Play in tune with others.
- Recognize the tone and dynamics of others and play accordingly.

Role Identification, Ensemble Prioritization, and Balance

- Recognize melody, counter-melody, bass, rhythmic, and harmonic parts and perform them appropriately.
- Differentiate between solo and group performance situations and perform appropriately for the given context.
- Understand the concept of ensemble dynamics and play accordingly.

Form and Structure

- Understand and label basic forms.
- Identify antecedent/consequent phrases.
- Follow the roadmap of most music.

Historical and Stylistic Context - *Stylistic consistency; vocabulary; composer/piece*

- Discuss the meaning of performance pieces using appropriate vocabulary.
- Write about and discuss composers, compositions, and musical styles.
- Maintain an appropriate style throughout a piece of music.

By the end of 9th grade, jazz students should be able to:

Improvisation – *Melodic and rhythmic improvisation; call/response; blues; rhythm changes*

- Improvise around a given lick changing the notes, the rhythms, or both.
- Understand the concept of call and response and are able to successfully assume either role.
- Improvise through a blues in F and in Bb in time with good style.
- Improvise over rhythm changes using appropriate major and blues vocabulary.

Technique – *Pentatonic scales; Bebop scales; Baker lick*

- Understand the concept of scale degrees.
- Explain pentatonic and bebop scales as well as the Baker lick using scale degrees.

Technique (cont).

- Perform from memory pentatonic and bebop scales and the Baker Lick in concert D, G, C, F, B-flat and E-flat.

Pulse/Time – *Tripletizing; “In the Pocket” playing*

- Play and vocalize a tripletization of simple two bar rhythms at a variety of tempos.
- Explain and demonstrate the elements of good swing.

21st Century Skills – *Productivity; accountability; collaboration*

- Perform all concert music accurately and fluently by the date of performance.
- Understand individual accountability to the ensemble.
- Understand the importance of focused rehearsal time and collaborates effectively with others.

Group Intonation and Section Blend - *Tone matching; pitch matching*

- Play in tune with others.
- Recognize the tone and dynamics of others and play accordingly.

Role Identification, Ensemble Prioritization, and Balance

- Recognize melody, counter-melody, bass, rhythmic, and harmonic parts and perform them appropriately.
- Differentiate between solo and group performance situations and perform appropriately for the given context.
- Understand the concept of ensemble dynamics and play accordingly.

Form and Structure – *Blues form; rhythm changes form*

- Explain the elements of the blues and rhythm changes forms.
- Understand the origin of the blues and rhythm changes forms and why they are important.
- Play appropriate scales and/or arpeggios through a blues and rhythm changes.

Historical and Stylistic Context - *Jazz icons; stylistic identification*

- Identify and explain the significance of the following figures in jazz: Louis Armstrong, Charlie Parker, Dizzy Gillespie, Count Basie, Duke Ellington.

- Identify at least three influential jazz performers on their instrument.
- Maintain an appropriate style, throughout a piece of music.



Valley Southwoods Band 2016-2017 Calendar



Please put these dates down on your calendar immediately.
Student participation is expected at all events listed below!

Concert Band

October 27	VSW Band Concert, 6:00 pm, VSW Forum
December 8	VSW Band Concert, 7:00 pm, Valley PAC
January 31	Perry Prep Night, 3:30-8:00, VHS (Brass & Percussion)
February 2	Perry Prep Night, 3:30-8:00, VHS (Woodwinds)
February 18*	Perry Band Olympics, All Day, Perry HS
March 7	VSW Band Concert, 7:00 pm, Valley PAC
April 28	Adventureland Concert Band Festival, SE Polk HS
May 2-3	VSW Recording Project, Valley PAC (during school)
May 5	Spring Fling Wing Ding, 6:00 pm, Valley PAC
May 23	VSW Fine Arts Festival, 7:00 pm, Valley PAC

* Student who cannot attend Perry due to State Speech contest will be required to participate at State Solo and Ensemble on April 8th (Location TBD)

Honor Band Students (Auditioning Students Only)

September 26	Drake University All-State Workshop
September 27	All State/SCIBA Prep Night, VHS
October 22	All State Auditions
November 17-19	All State Festival
December 1	SCIBA District Band Auditions, Roosevelt
December 2-3	Drake Honor Band
January 7	SCIBA District Honor Band, All Day, Ames HS
February 7	Drake Honor Jazz Band

Jazz Band

November 21	Jazz at the Hall, 6:00-9:30, VHS Cafeteria
December 10	SCIBA Jazz Contest, Waukee HS
February 10	Mo'Show Jazz Band/Jazz Choir (Tentative)
February 28	All District Jazz Concert
March 25	Jazz Band/Jazz Choir Concert
May 2-3	VSW Recording Project, Valley PAC (during school)
May 5	Spring Fling Wing Ding, 6:00 pm, Valley PAC

Marchmasters

August 26	Football game vs Bettendorf
September 9	Football game vs Dowling
September 17	Johnston Marching Invitational, Johnston HS
September 22	Homecoming Parade
September 23	Homecoming Football game vs Fortdodge
September 30 - 2	Red & Black Fall Classic, DeKalb, IL
October 8	ValleyFest
October 14	Football game vs Newton
October 15	State Marching & Mid-Iowa Championships
October 21	Football game vs Marshalltown
October 28	Optional Playoff game*
November 4	Optional Playoff game*
November 11	Optional Playoff game*
November 18	Optional Playoff game*

*Volunteers only



Valley Southwoods Band



REQUEST FOR AN EXCUSED ABSENCE FROM A PERFORMANCE FORM

Please remember this form must be turned in to your band director at least 14 days prior to requested absence for approval.

Student Name _____

Date of Absence (include date month and year) _____

Reason for Absence _____

Parent Signature _____

Date _____

Director's Portion – to be returned to student within a week of being submitted.

Date Received _____

Approved _____
(Signature of Band Director)

Date _____

Not Approved _____
(Signature of Band Director)

Date _____

REQUIRED MAKE-UP WORK:



DATE DUE: _____

BAND LETTER POINT FORM

(700 POINTS NEEDED TO LETTER)



Students MUST receive an A in band both semesters in order to qualify for a letter.

NAME _____

Band Participation

Member of Marchmasters	200	_____
Member of Drumline	100	_____
Member of Colorguard	100	_____
Chamber Group (more than just for solo contest)	100	_____
Basie or Ellington Freshman Jazz Band	200	_____

Honor Bands

All State/SCIBA Pre-Audition	150	_____
All State Audition	200	_____
All State Band/Orchestra Member	300	_____
SCIBA Honor Band Audition	200	_____
SCIBA Honor Band Member	200	_____
Drake Honor Band Member	150	_____

Solo and Ensemble

(students must participate in one solo and ensemble event to be eligible for a letter)

Perry Band Olympics - Solo	I	200	_____
	II	150	_____
	III	100	_____

Perry Band Olympics – Ensemble	I	150	_____
	II	100	_____
	III	50	_____

Personal Development

Private lessons with approved teacher (band instrument only)			
(does not include school curricular lesson)	1 st semester	200	_____
	2 nd semester	200	_____

Attend Approved Master Class or Clinic -- _____ 100 _____

Perform in Recital Class -- _____ 100 _____

Out of district summer band camp participant 200 _____

VHS Marchmaster Camp Perfect Attendance 100 _____

VHS Jazz Camp 100 _____

Other Activities

Attend & review a professional level concert (Please List) _____ x 50: _____

(i.e. DM Symphony, Drake Wind Symphony, etc.)

Community/Civic performances (Please list) _____ x 50: _____

Service work (i.e. ValleyFest, non-compensated volunteering) _____ x 50: _____

TOTAL _____
(700 points needed to letter)

Information and Agreements page

Please return this page to Mrs. Beeman by **MONDAY, AUGUST 29th**:

Student Name: _____

Student email (that you will check!): _____

Guardian's Name(s): _____

Best email to use to contact Guardian: _____

Secondary email to use to contact Guardian: _____

STUDENTS: Please read and sign the following information below:

I have read all information in the 2016-2017 Valley Southwoods Band Handbook. I understand all rules and requirements that have been stated in this handbook. I understand and will uphold my responsibilities as a member of the freshmen band. I will reserve all required dates for me on my calendar for the year.

Student Name (Printed): _____ Date: _____

Student Signature: _____

PARENTS: Please read and sign the following information below:

I have read all information in the 2016-2017 Valley Southwoods Band Handbook. I understand all rules and requirements that have been stated in this handbook. I understand and will uphold my responsibilities as a parent of a member of the freshmen band. I will reserve all required dates for my student on our family calendar for the year.

Guardian Name (Printed): _____ Date: _____

Parent Signature: _____