

SOUTHWOODS BAND HANDBOOK

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WDMCSD



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 or free apps are available)
- A metronome (may be purchased or free apps are available)
- TRUMPET PLAYERS - A Denis Wick or Tom Crowne metal straight mute
- Music folder (Provided for you) 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
 - 1 pair of timpani mallets: Vic Firth T1 General mallets or comparable
- A practice pad
- A metronome (may be purchased on-line or at Rieman Music)
- Music folder (Provided for you) 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 lying 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.

Concert 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! Maintenance and cleaning of the uniform are the student's responsibility.

Jazz Ensemble – For all jazz ensemble events students should be dressed nicely. If a student chooses to wear a skirt or dress it needs to be 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.

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:

Level of Success

Basic success in 9th grade band

Future Symphony Band/Jazz Orchestra

All-State Honor Band

Suggested quantity of practice

20 minutes 5-6 times a week

60 minutes daily

2 hours daily

Digital Information

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

1. The official website of the Valley Band Program - www.valleybands.org

Here you 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.

2. Charms

Here you will be able to sign up for weekly email updates that will be sent out explaining what events are coming up and what tests are on the horizon. Please make sure you give all email addresses you would like information to be sent to.

3. Canvas

Here students will find their homework assignments, recordings of professional groups playing our pieces, recordings of our bands, and other important information as it arises this year.

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

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Standards Grading Equivalency

4	100%
3.5	95%
3	90%
2.5	80%
2	70%
1.5	60%
1	50%
0	50%

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.

4 Advanced	3.5 Beyond Proficient	3 Proficient	2.5 Nearing Proficient	2 Developing	1.5 Emerging	1 Unable to Demonstrate	0 No attempt made
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Concert Band Grading*

Individual Skills – Wind Players: 64% weight

Rhythm – 21%

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

Tone Quality – 21%

Tone control; breath; embouchure; intonation accuracy

Musical Expression – 21%

Phrase shape; line connectivity

Technique – 21%

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

Final Test – 16%

Sight Reading, major scales and chromatic scale from memory

Individual Skills – Percussionists: 64% weight

Rhythm – 21%

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

Snare Drum Technique – 14%

Grip; accent/taps; stick control; double strokes

Marimba/Keyboard Technique – 14%

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

Timpani Technique – 7%

Ranges; pitch matching; tuning; flow

Small Percussion Technique – 7%

Tambourine; triangle; crash cymbals; clave

Musical Expression – 21%

Phrase shape; line connectivity

Final Test – 16%

Sight Reading, major scales and chromatic scale from
memory

Ensemble Learning – All Students: 36% 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

Form Historical, and Stylistic Context – 10%

Basic form understanding; phrase structure; road map; stylistic consistency; vocabulary; composer/piece information

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

Jazz Band Grading*

Individual Skills 70%:

Improvisation – 25%

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

Musical Expression – 15%

Phrase shape; line connectivity

Technique – 20%

Pentatonic scales; Bebop scales; Baker licks

Tone Quality – 15%

Tone control; breath; embouchure; intonation accuracy

Pulse/Time – 15%

Tripletizing; “In the Pocket” playing,

Final Test – 10%

Bb Blues solo, written test, Rhythm Changes solo

Ensemble Learning 30%:

21st Century Skills – 34%

Productivity; accountability; collaboration,

Group Intonation and Section Blend – 24%

Tone matching; pitch matching

Role Identification; Ensemble Prioritization and Balance – 24%

Melody; countermelody; harmony; rhythm

Form and Structure – 9%

Blues form; rhythm changes form

Historical and Stylistic Context – 9%

Jazz icons; stylistic identification

Assessment Expectations

Major Scales

All students will receive one grade for major scales on your 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 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 \square F \sharp \square 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 $\text{♩}=120$
- To earn a 3.5, students must perform a two-octave chromatic scale in eighth notes at $\text{♩}=152$
- To earn a 4.0, students must perform a chromatic scale over the full range of their instrument in eighth notes at $\text{♩}=176$

Rhythms

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

Percussion only

In addition to scales and rhythms, percussionists are expected to make progress on basic rudiments and other percussion instruments. Grades will be given based upon the tempo at which each of the exercises can be accurately played for the snare drum rudiments. 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. The other percussion instruments will be graded based on the assessment criteria listed at the end of the handbook

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	$J=120$
3.5	All Tier 1 scales Four additional scales	$J=152$
4.0	All twelve scales	$J=176$

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	$J=120$
3.5	Two octaves	$J=152$
4.0	Full range of instrument	$J=176$

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 on 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 an 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.

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; latin percussion*

- Demonstrate proper playing technique on the tambourine, triangle, crash cymbals, and latin percussion instruments.
- 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, Structure, Historical and Stylistic Context

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

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 2023-2024 Calendar



Please put these dates down on your calendar immediately. Student participation is expected at all events listed below! Please watch your email for updates on each event as they get closer to their scheduled date.

Concert Band

October 12	9-12 Band Concert, 7:00 pm
December 7	9-12 Band Concert, 7:00 pm, Valley PAC
January 30	Perry Prep Night, 3:30-8:00, VHS
February 1	Perry Prep Night 3:30-8:00, VHS
February 17	Perry Band Olympics, Perry High School
February 19	All Iowa Concert Band Festival, Johnston High School
March 5	9-12 Band Concert, 7:00 pm, Valley PAC
April 27	Adventureland Concert Band Festival, SE Polk HS
May 3	Spring Fling Wing Ding, 6:00 pm, Valley PAC
May 21	VSW Fine Arts Festival, 7:00 pm, VSW Gym

Jazz Band

November 20	Jazz at the Hall, 6:00-9:30, VHS Cafeteria
December 9	SCIBA Jazz Contest, Waukee HS
January 29	All District Instrumental Jazz Concert
March 2	Blue Note Jazz Festival, Northwest HS
April TBD	Joined through Jazz Concert with ISU Jazz Band
May 3	Spring Fling Wing Ding, 6:00 pm, Valley PAC
May 23	Choose Joy Jazz Concert 7:00 pm, VSW Theatre

Marchmasters

August 21	Parent Preview Night
August 25	Football game
August 26	8 Man Football Game
September 1	Football game
September 9	Grandview Football Game
September 12	Cross Country Home Meet (Drumline only)
September 16	Johnston Marching Invitational
September 21	Homecoming Parade
September 22	Football game
September 29	Football game
September 30	BOA Marching Contest, Northwest HS
October 7	ValleyFest
October 13	Football game
October 14	State Marching & Mid-Iowa Championships

Honor Band Students (Auditioning Students Only)

September 7	All State Pre Auditions
TBD	Drake University All-State Workshop
October 21	All State Auditions
November 16-18	All State Festival
November 30	SCIBA District Band Auditions
December 1-2	Drake Honor Band
January 6	SCIBA District Honor Band, All Day
February 6	Drake Honor Jazz Band



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 _____

Date _____

(Signature of Band Director)

Not Approved _____

(Signature of Band Director)

Date _____

REQUIRED MAKE-UP WORK:

DATE DUE: _____



Valley Southwoods Band Assessments



Concert Band

Playing Test #1: Pre-assessment; semester 1, week 2

Sight reading

Playing test #2; semester 1, week 6

Rhythms: Whole, half, quarter

Scales: Bb, Eb

Percussion only:

Stick Technique 1.A-1.H

Timpani Technique

2 – Basic single stroke technique

2.5 – Add rolling on one drum

3 – Add rolling on different sized drums

3.5 – Add fp crescendo rolls

4 – Add glissando roll

Playing test #3; semester 1, week 10

Rhythms: eighth notes

Scales: F

Percussion only:

Stick Technique 2.A-2.H

Tambourine Technique

2 – Basic mf-f technique

2.5 – Add shake roll

3 – Add p technique

3.5 – Add loud and fast technique

4 – Add thumb roll technique

Playing test #4; semester 1, week 14

Rhythms: compound meter

Scales: Ab, C

Percussion only:

Crash Cymbals Technique

2 – Basic mf technique

2.5 – mf-f crashes

3 – p-mf crashes

3.5 – p-f crashes

4 – pp-ff crashes

Stick Technique 5.A-5.H

Playing test #5: Semester Final; semester 1, week 17

Major scales: Bb, F, Eb, Ab, C, and Chromatic

Percussion only:

Triangle Technique

2 – Basic Technique

2.5 – mf – f single stroke

3 – pp –ff single stroke

3.5 – all dynamics plus basic roll technique

4 – all dynamics single hits plus all dynamic rolls

Stick Technique 3.A – 3.H

Playing test #6: Sight Reading Final; semester 1, week 19

Improve your first score

2 – 5 points

2.5 – 6 points

3.0 – 7 points

3.5 – 8 or 9 points

4.0 – 10 or more points

Playing test #7: semester 2, week 1

Scales: Db

Perry Music: Notes, Rhythms, Articulations

Playing test #8: semester 2, week 5

Scales: G, Gb

Perry Music: Tempo, Dynamics, Phrasing

Percussion only:

Stick Technique 4.A-4.H

Playing test #9: semester 2, week 11

Rhythms: sixteenth notes

Major scales D, A

Percussion only

Four mallets

2 – Basic Full stroke Technique

2.5 – 2 randomly selected exercises from pg 1

3 – add 2 randomly selected exercises from pg 2

3.5 add 2 randomly selected exercises from pg 3

4 – add 2 randomly selected exercises from pg 4

Playing test #10: semester 2, week 15

Major Scales: E

Percussion only:

Stick Technique 6.A-6.H

Playing test #11: Semester Final; semester 2, week 17

Sightreading – Improve score from January (same scale as before)

Major scales ALL and Chromatic

Percussion only:

Latin Percussion technique (congas, bongos, castanets, claves, Cabasa, shaker, maracas, agogo bells, cowbell, Guiro)

2 – Identify and demonstrate proper technique on 5

2.5 – Identify and demonstrate all but 4-5

3 – Identify and demonstrate all but 2-3

3.5 – Identify and demonstrate all but 1

4 – Identify and demonstrate proper technique on all

Jazz Band

Playing Test #1; semester 1, week 4

Pentatonic scales all must be at least quarter = 100

- 2 – Bb, Eb, F
- 2.5 – add G, C, Ab
- 3 – add Db and D
- 3.5 – add Gb, A
- 4 – add B, E

Scatting rhythms

- 2 – 1st page of jazz rhythms only
- 2.5 – 2nd page of jazz rhythms only
- 3 – both pages of jazz rhythms
- 3.5 – both pages of jazz rhythms at quarter = 112
- 4 – add sight scatting of jazz piece to 3.5 level

Drums: swing exercise

- 2 – 1-4 any tempo
- 2.5 – all any tempo
- 3 – all quarter = 80
- 3.5 – all quarter = 80 and 100
- 4 – all quarter = 80, 100, and 130

Playing Test #2; semester 1, week 7

Vocab Test

- 2 – play Pentatonic Vocab sheet at any tempo
- 2.5 – play Pentatonic and Bb Blues at any tempo
- 3 – play all vocab licks at any tempo
- 3.5 – Play all vocab licks at quarter = 120
- 4 – Play whole thing at quarter = 120 and have 3 memorized from each

Call & response

- 2 – using only 2 notes in Bb blues scale
- 2.5 – using 3 notes in Bb blues scale
- 3 – using 4 notes in Bb blues scale
- 3.5 – using 5 notes in Bb blues scale
- 4 – using all notes in Bb blues scale

Rhythm section: Bb and F Blues

Drums: triplet accent/taps

- 2 – 1-6 any tempo
- 2.5 – 1-12 any tempo
- 3 – all any tempo
- 3.5 – all quarter = 100
- 4 – all quarter = 130

Playing Test #3: Semester Final; semester 1, week 18

Bb blues solo

Drums: set-ups

- 2 – all any tempo
- 2.5 – all quarter = 80
- 3 – all quarter = 80 and 100
- 3.5 – all quarter = 80, 100, 120
- 4 – all at 3 tempos using multiple drums not just snare

Paper: Evaluation of SCIBA jazz contest.

- 1 page double spaced per song– have to listen to and use all judges tapes on Canvas

Playing Test #4; semester 2, week 3

Bebop scales all must be at at least quarter = 100

- 2 – Bb, Eb, F
- 2.5 – add G, C, Ab
- 3 – add Db and D
- 3.5 – add Gb, A
- 4 – add B, E

F Blues

- 2 – Play all 6 lines
- 2.5 – Play all 6 lines with half of F blues vocab at any tempo
- 3 – Play all 6 lines with all of F blues vocab any tempo
- 3.5 – Play all 6 lines and F blues vocab at quarter = 120
- 4 – everything at 3.5 level plus any 6 F blues licks memorized

Drums: Latin groove/solo

- 2 – groove any tempo
- 2.5 – groove at quarter = 80
- 3 – groove at quarter = 80 and 120
- 3.5 – groove at quarter = 80, 120, and 160
- 4 – groove at all tempos and a 12 bar solo

Playing Test #5; semester 2, week 13

Baker Licks

- 2 – Play the baker licks page any tempo
- 2.5 – Play the baker licks and baker licks #1 any tempo
- 3 – Play the baker licks, baker licks #1, and baker licks #2 any tempo
- 3.5 – Play all at quarter = 120
- 4 – Play all at quarter = 120 have any 4 memorized

Drums: Shuffle and Ballad groove/solo

- 2 – both grooves any tempo
- 2.5 – both grooves at quarter = 80
- 3 – both grooves at quarter = 80 and 1 at quarter = 120
- 3.5 – both grooves at quarter = 80, 120
- 4 – both grooves at quarter = 80, 120, and 160

Playing Test #6: Semester Final; semester 1, week 17

Rhythm changes solo

Drums: comping exercises

- 2 – lines 1-5 any tempo
- 2.5 – lines 6-10 any tempo
- 3 – all any tempo
- 3.5 – all quarter = 90
- 4 – all quarter = 90 and 120

Band Lettering Information

Information on how to letter in band can be found on the following form:

<https://forms.gle/QVtXgUW7YiwZu26a8>

This form will be filled out in class in late April.

Information and Agreements page

Please return this page to Mrs. Beeman by MONDAY, AUGUST 28th:

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 2023-2024 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 2023-2024 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: _____