

# The Growth and Development of the Middle School Band (and Band Director)

It's the same...but it's different. Asking and answering the questions needed to foster musical and technical growth in our band students.

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1. Our goal as music teachers is to teach music and to instill in our students a life-long love of and appreciation for music.
2. You must have an idea of what you want this student to become - - goals. Can you picture the “experienced learner?”
3. Multi-year ensembles require new experiences each year.
4. Every school is different.
  - a. Different start grades
  - b. Different learning groups – mixed same – large - small
  - c. Frequency and amount of contact time
  - d. Organization of middle school or junior high school
5. We need to know the level of the student when they enter our program. Pre-tests, assessments.
6. Need to play the year...Concerts are the benchmarks. There is a need to determine the focus of each concert. What role does it play in the overall experience?
7. It is important to remember that we develop technique and skill, as well as providing information ONLY to facilitate attainment of the end goal (see number 1.) Psychomotor + Cognitions must equal Affect.
8. Skill building & information acquisition involves:
  - a. Tone development
  - b. Technique
    - i. Tonguing
    - ii. Slurring
    - iii. Finger (hand) patterns and coordination
  - c. Counting
  - d. Playing (learning) the remaining notes on the instrument
  - e. Historical and Theoretical information
  - f. Playing in tune
  - g. Ensemble playing
  - h. Sightreading (2 levels easier, please)

9. Management – How the class is run
  - a. Students entering the room
  - b. Instrument and materials set up
  - c. Instrument case and other possession storage
  - d. Warm-up – individual
  - e. Warm-up – class
  - f. Instrument and material storage at end of class
  - g. Exiting the room
  
10. Lesson – HERE IS WHERE THE STANDARDS (strategies) FIT IN. I don't believe in National or State Standards, I do believe in National and State Strategies. Think of the standards as an approach to instruction and not learning. The standards are a way to reach and meet the needs of all learners and should be thought of in a contextual frame of reference and not one of content.,,
  - a. Warm Up (mental and physical readiness)
  - b. New concept or concept review (teaching)
  - c. Rehearsal (application, explanation and assessment)
  - d. Review of previously learned material (assessment & retention)
  - e. Fluency (reinforcement and confidence)
  - f. Fun (enjoyment)
  
11. Write the order for class on the board.
  - a. Be creative
  - b. Identifies what
  - c. Keeps students on task
  
12. Assessment
  - a. Use to
    - i. Measure learning
    - ii. Measure teacher effectiveness
  - b. Small amount works best.
  - c. Running total for chair placement for next concert
  - d. Test cognitions – terms/facts
  - e. Test affect – reflection papers, favorite piece, least favorite, insecurity notes
  
13. Keep a repertoire log or database.
  - a. Title
  - b. Composer
  - c. Arranger
  - d. Publisher
  - e. Grade
  - f. Time
  - g. Key(s)
  - h. Meter(s)
  - i. Tempo(s)
  - j. Style

- k. Form
- l. Rhythms
- m. Articulations
- n. Concepts
- o. Instrumentation

14. When programming

- a. Attention Getter
- b. Musical Statement
- c. Contrast (Surprise)
- d. Variety (Familiar or Popular)
- e. Traditional or Exciting

15. The greater the difference from work to work, the more effective your programming.

16. Sightread on concerts.

17. Incorporate enrichment into your program

- a. Private lessons, small groups
- b. Sectionals
- c. Solo and Ensembles
- d. Jazz Band (pep band or show band)
- e. Improvisation
- f. Student Conductors

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## **APPENDIX OF EXAMPLES**



## **Audition Procedures**

- Students will be assigned material from their concert band folder to be played for letter grade or chair assignment.
- Material will be assigned in advance. No on the spot playing tests.
- A reasonable amount of time will be given for students to prepare material.
- Students will be graded in 5 areas:
  1. Notes and Accuracy – Correct notes being played, Key signatures and accidentals Observed
  2. Rhythm and Tempo – Correct rhythms being played at a reasonable tempo. Is student slowing down or rushing?
  3. Articulation and Dynamics – Correct tonguing and slurring (sticking)? Dynamics being observed including *ff* to *pp*.
  4. Tone Quality and Intonation – Is student playing with characteristic tone? Are the notes in tune? Is player in tune with themselves? Also take into account hand and playing position and embouchure.
  5. Fluency – Can the student make it through the excerpt without stopping or starting over?

### **Each of the above categories will be graded as follows:**

+ = 3 points awarded – Student demonstrating good proficiency

0 = 2 points awarded – Students demonstrating some proficiency but minor problems evident

- = 1 point awarded – Student demonstrating poor proficiency. Is having significant problems

15 point maximum – 5 point minimum – no student will fail if they try.

15 = A+   14 = A   13 = A-   12 = B+   11=B   10=B-   9=C+   8=C   7=C-   6=D+   5=D

- Students will be seated according to total accumulated score after each concert.
- In the event of a tie, the student holding the higher chair before is awarded the higher chair

Name: \_\_\_\_\_

Hour: \_\_\_\_\_

### Evaluation of Work Habits

Each area below is valued at 10 points, for a total of 100 points. You are to fairly and honestly evaluate your personal work habits on a weekly basis. Your score will be evaluated by the director and may be raised or lower as deemed appropriate.

Scale: 10 – 8 = GOOD    7 – 5 = Fair    4 – 1 = Poor

Date: \_\_\_\_\_

	Student	Director
<b>1. SOCIALIZED TO A MINIMUM</b> - Kept talking to a minimum while rehearsal was in progress and did not talk while the director was talking.		
<b>2. COURTEOUS TO OTHER CLASS MEMBERS</b> – Listened to instructions given by director and other instructors and leaders, and offered positive words to other band members when making suggestions or communicating information.s		
<b>3. WORKED NEATLY AND CLEANED UP</b> – Kept instrument storage locker clean and neat, stored case in locker before, during and after rehearsal. Put music away end of rehearsal, placed music folio in storage rack, and stacked chair. Looked around the floor and picked up any scraps of paper or litter.		
<b>4. PREPARED TO WORK</b> – Had assignments ready, brought pencil to rehearsal daily and attended rehearsals on time. Was ready with instrument assembled when director gave downbeat.		
<b>5. SUPPLIES AND EQUIPMENT</b> – Had proper supplies, used own supplies and did not borrow from others. This includes sticks, reeds, oils, lubricants, mutes, music, etc.		
<b>6. PROPER HANDLING OF EQUIPMENT AND UNIFORM</b> – Stored instrument in assigned area, did not drop, let fall or bang. Work complete uniform correctly and stored it as instructed.		
<b>7. FOLLOWED CLASS INSTRUCTIONS</b> - Listened carefully to all instructions and demonstrations and applied the information appropriately.		
<b>8. WORKED INDEPENDENTLY AS POSSIBLE</b> – Practiced instrument and music regularly at home.		
<b>9. WORKED EFFICIENTLY</b> – Used all of class time efficiently, did not waste time while director was working with another section.		
<b>10. PROGRESS</b> – Let director check progress, had music learned as instructed, and discussed any make up work with director.		
<b>TOTAL SCORE</b>		

## MIDDLE SCHOOL BAND SELF EVALUATION Rehearsal/Lesson Habits

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

Scale: 4 = Always   3 = Most of the time   2 = Sometimes   1 = Never

### When entering the room I

Enter the room quietly	4	3	2	1
Remove all foreign objects from my mouth	4	3	2	1
Proceed to the equipment room and get my instrument out and go to my assigned seat	4	3	2	1

### Before rehearsal/lesson starts I

Make sure my instrument is in good working order (valves Oiled, fresh reed, etc.)	4	3	2	1
Have a pencil, mutes, etc. ready	4	3	2	1
Have sufficiently warmed up and tuned my instrument	4	3	2	1
Have my music arranged in rehearsal order	4	3	2	1
Lesson Time - Turn in my signed practice card every week	4	3	2	1

### During rehearsal/lesson I

Listen to directions the first time they are given	4	3	2	1
Am polite and helpful to others in my section	4	3	2	1
Stop playing my instrument when director stops	4	3	2	1
Apply director's suggestions to another section and apply them to my part in the music being rehearsed	4	3	2	1
Am not offended by others in my section wanting to give helpful advice	4	3	2	1

### After rehearsal/lesson I

Clean my instrument before putting it back in its case	4	3	2	1
Help clean around my section and the band room in general	4	3	2	1
Put music back in folder and place in assigned slot in rack	4	3	2	1
Store my instrument in its proper place	4	3	2	1
Am back in my seat and polite to the people in my section and others	4	3	2	1



## Curricular Concept Planner

	<b>Year A</b>	<b>Year B</b>	<b>Year C</b>
<b>Fall Concert</b>	<b>American Band Classics</b>	<b>British Band Classics</b>	<b>My Favorite Transcriptions</b>
<b>Winter Concert</b>	<b>Multi-Movement Works</b>	<b>Folk Songs</b>	<b>Music Written for Historical Events</b>
<b>Contest/Festival</b>	<b>American Composers</b>	<b>European Composers</b>	<b>Influences from Around the World</b>
<b>Spring Concert</b>	<b>Marches</b>	<b>Music from the Stage and Screen</b>	<b>The Influence of Jazz</b>