Stevensville School Bands

Band Handbook

2020 - 2021
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Welcome!

Thank you for your interest in the Stevensville Public School Bands! Our program has a long history of student success and involvement within our community and stands strong today. Alumni, family, friends, and any extended family are always welcome and encouraged to attend our public performances here in Stevi. This is the greatest support one can possibly provide aside from being a parent or volunteer.

I want to make it clear to parents and students how valuable of an experience band can be. I operate transparently in my classroom instruction and in pedagogical practice. You will know what I am doing and why I am doing it. My two cents: I notice students pick up skills and messages from music classes that do not necessarily stand out much to us as young children, as participants, until in hindsight. They know it is good for them but cannot always understand why. Until students commit, or buy in to the process for a few years, a lot of them will feel this way. I see students go through the motions of rehearsal and performing without even realizing what kinds of mental and emotional benefits they are receiving, although they know it is happening!! It is my mission and passion to bring dialogue and therefore awareness to the nuances of the experiences provided by band and to provide them. The riches of participating in a musical ensemble should be known and exercised by our children and by the public! If we more fully understand work/rehearsal/performance processes, there is potential to commit unanimously and capitalize on those benefits as an ensemble.

It is a distinct pleasure and unique privilege to participate in any form of concert band, a truly American art and treasure of public education. Yes, creating music takes hard work, persistence, intrinsic motivation, and is most successful within a supportive community and teacher. But band emphasizes the process of moving toward these things. No one is expected to achieve Miles Davis-level virtuosity by graduation... 😊

Although there will be plenty of evidence and products of your work, the fun of band lies in structured rehearsal and passionate preparation which students will learn to do! Students interested in making music, interacting with peers on an artistic level, participating in a classy old-school craft, learning to play an instrument well, and competing outside of class at festivals will not be disappointed.

*As I am sure you are all familiar, the anxiety regarding school reopening has stirred up quite a whirlwind of logistical reconfiguration, doubts over safety and a heightened sense of emotionality. Despite the situation, there is a collective sense among the community to carry on in whatever fashion is necessary to keep our students healthy and active. It is my duty to provide a safe, transparent, and diligent work environment for our students to learn as much as time and resource will allow.*

The contents of this handbook will serve as the first and foremost source of all information, forms, protocol, and requirements for band class. This handbook should be consulted first if a band student has a question about a specific topic and Mr. Paulus is unavailable. If there is information that you feel is missing or could improve this handbook, please feel free to email me at paulusz@stevensville.k12.mt.us. You will find more contact information at the end of this handbook as well.

Thank you for taking the time to learn more about our program. See you at the show!

Mr. Paulus
COVID-19 Information

Classroom Protocol

➢ Masks
  - Masks for every instrument will be provided for students to use over their bell (flutes/clarinets are an exception and will use plexiglass).
  - Face masks are to be worn when entering and exiting the classroom, AT ALL TIMES.

➢ Steps for Entry:
  1. Students will enter & exit ONLY using the middle school side band doors.
  2. Students will proceed to the large sink & hand sanitizing station provided (either work).
  3. Students will be permitted to proceed to their locker/instrument storage once they have been cleared by Mr. Paulus (to encourage social distancing in tight spaces).
  4. Students will temporarily drop off school materials in their band locker and bring instruments WITH cases and band materials to their seats (students will NOT assemble instruments near cubbies/in storage room).
  5. Students will individually begin to clean their instruments as discussed in COVID lectures pertaining to protocols*.
  6. Students may remove masks and begin warming up until Mr. Paulus is ready to begin class.

**Students must be in seats warming up by the 10 minute mark into class**

➢ Steps for Exit:
  1. Instruments will be wiped down/cleaned IN SEATS (time will be given)
  2. Materials will be brought back in sections to encourage social distancing (lower/larger instruments have priority, percussion see rotation schedule*)
  3. Students will return to their seats with their school materials until the bell rings.
  4. Students will file starting from the back row to exit using the SAME doors for entry and discard their used pencils in the provided bins near door.

**Students will not leave classroom without a mask**

• Pencils, music stands, chairs, and door handles will be wiped down by Mr. Paulus between each class.
• Students ONLY need to worry about following the protocol and having their materials ready for class at the appropriate time.
• Interaction will resume as normal once class begins.
Discipline

• There will be absolutely zero tolerance for students who do not follow instructions from the school and government mandates.
• Students are not allowed to participate in band unless they came in with a mask and have their instrument mask on.
• Students who refuse to wear masks will be given referrals for each offense and will have a visit with the building principal to discuss a solution.

**(for Grading see ‘Online Curriculum’ appendix 8)**

Student Expectations

Class Rules
1. **Don’t talk while I’m talking.** We will accomplish absolutely nothing otherwise.
2. **Everything is expensive.** You break it, you buy it.
3. **You WILL behave.** Band kids are the best kids and I expect nothing but the best.
4. **No non-band kids.** They don’t know our rules.
5. **Do not enter band hall until 8:00.** Business only. Mornings are for jazz, lessons, and prep.
6. **Do not enter band hall until 4:05.** Last period is just as important as first period.
7. **Band lockers are for band stuff.** No school stuff or lunch left in band lockers. No band stuff left in school lockers.
8. **Music stands are delicate.** Don’t write on, lean on or twirl my stands.
9. **No devices or books in band.** They will be mine…
10. **PRIVATE LESSONS ARE AWESOME!** Not a rule, but a good reminder.
11. **You must have a band binder and sheet protectors tomorrow.** Anyone without a binder and plastic pages does not receive their rhythm charts.

Class Pacing & Culture

• A certain set of general skills should be addressed within every class period, these being rhythm, note reading, how to learn, tone, instrument specific skills, and playing (the last two obviously included once the class is at that point). These general categories often overlap, but it is important to be sure they are all included somewhere. Dividing our time amongst each, however, is an art.
• I structure my classes into five main time segments:
  1. Rhythm/Warm Up
  2. Fundamentals
  3. Review Previous Lesson
  4. Homework Assignment
  5. New Material Work/Rehearsal
Classroom Protocol

- Steps for Entry:
  1. Students will enter the room and store their school materials in their band locker.
  2. Students will bring only instruments and band binders/folders to their seats.
  3. Students will begin warming up until everyone is present.
   **Students must be in seats warming up by the bell**

- Steps for Exit:
  1. WW instruments will be wiped down/cleaned, brass will “warm down.”
  2. Students will return their belongings to their band lockers and return to seats.
  3. Students will stay in seats until the bell rings.

- Pencils provided on stand; DO NOT TAKE, place in box while leaving class.
- Students must warm up and tune on their own before class begins.

Practicing

- Graded
  - Students in the Stevensville Bands are required to practice for at least 100 minutes per week, or about 15 minutes a day. This is a very feasible and imperative workload for any student taking a band course. Practice journals will be collected each Wednesday and practice assignments will be given daily unless and old assignment requires more work. (see ‘Practice Journal’ appendix 4)

- COVID*
  - Online Curriculum will still require students to create practice journals as the main focus of their assignments.
  - Video recording will be required for proper assessment

Grading System

- Assignments
  - Content
    - Fundamental Exercises
    - Concert Music Excerpts 😊
    - Practice Journals (weekly)
    - Very Occasional Worksheet (and flashcards)
    - Concert Reflections (take home recording)

- Grade Calculation (see ‘Grading Breakdown’ appendix 2)
  - Grades are quarterly (8-9 weeks):
    - Performance (150 points per quarter)
      - (1) Concert Attendance (100 points)
      - (1) Concert Reflection (50 points)
- Participation (50 points per quarter)
  - Classroom Etiquette (5 points weekly)
- Playing Quizzes/Tests (50 points per quarter)
  - Fundies & Excerpts
- Practice (50)
  - Weekly Journals (5 points weekly)

- Grades are equally balanced between Performance, Participation, & Practice but Concert Performance is half the grade. Students usually perform well on the playing assessments when their practice journals have also been completed! 😊

➤ Rubrics/Assessment (see ‘Grading Breakdown’, appendix 2)
- All Assignments
  - Each area has a rubric: Playing Quizzes, Participation, Practice Journals, and Performances
  - Graded 1-5:
    - 1: Needs Improvement
    - 2: Below Average
    - 3: Acceptable
    - 4: Above Average
    - 5: Excellent/Exceptional
  - Participation/Playing Quizzes/Practice Journals
    - 5 points possible each week
    - Each is roughly 17% of total grade
  - Performance is 50% of grade
    - Attendance & Preparation based grade
    - Reflection graded on thoroughness

➤ Online Grading (see ‘Online Curriculum’, appendix 8)

Concert Performances
➤ Protocol
- Concerts begin at 7:00 PM
- Student musicians arrive at 6:15 PM
  - Students will warm up as a group
  - We will briefly begin each concert piece together
  - Absolutely no sounds 10 minutes prior to show
- Students ushers (those not performing) will be assigned for all concerts

➤ Attire
- Ladies:
  - All black (no accents), below knee dress or gentlemen attire
  - NO: high heels, above knee length skirts, reflective objects*
- Leggings are discouraged; dress pants/slacks encouraged
  - Gentlemen:
    - All black semi-formal; button down, black slacks, black belt, black tie/bowtie, black socks, black dress shoes (or all black shoes)
    - NO: jeans, white socks, exposed undershirts*

- COVID*
  - TBD for year; tentatively cancelled until further notice.

**Pedagogy**

- Successful bands require careful planning and direction toward reasonable and achievable goals. Students will be expected to improve each semester and quarter (see Grading System for details on assessment). The listed “macro” goals below (TBD) will be the basis for our curriculum.
- I will not put new concepts in front of the students when sight reading repertoire that they have not seen before. It is my job to help students develop an understanding of the concepts they will be introduced to in the concert music. This is done beforehand during our warm-ups and fundamental routines and reinforced during practice and lessons.

**Sample Lessons & Curriculum** (see ‘Sample Lessons’ & ‘Sample Curriculum’, appx. 1).

**Example of concepts to know for each grade:** (see ‘Grade Level Concepts’, appx. 3).

**Additional Classroom Insight**

- **Reed Embouchure**
  - Flat chin
  - Corners in
  - Wet part of bottom lip covers edge of teeth
  - Top lip firm, pushing down
  - Top teeth against mouthpiece
  - No “wigglage” (when shaking barrel)*
  - Breathe through corners

- **Brass Embouchure**
  - Begins with air
  - Breathe through corners
  - Corners engaged
  - Open teeth
  - Blow free
  - Centered airstream
  - Cool air higher pitch, warm air lower pitch*

- **Reading Process**

  **Shorthand:**
  Count ➔ Tah ➔ Air Play ➔ Play
  
  **Full:**
  Count ➔ Clap ➔ Tah ➔ Air Play ➔ Finger ➔ Sing ➔ Play
**Supplies & Instruments**

**(see ‘Supply Breakdown’, appendix 5)**

Class Supplies (required or you will not play)
- Binder with plastic sheets
- Band folder (provided)
- Band instrument (see rentals/Mr. P)
- Tuner device (non-phone app strongly recommended)

Instrument Supplies (* denotes COVID supplies needed AND provided by school)

- **Brass**
  - Trumpet: valve oil, slide grease
  - French Horn: rotary oil, slide grease
  - Trombone: slide lubricant, pocket sprayer
  - Euphonium: valve oil, slide grease
  - Tuba: valve/rotary oil, slide grease

- **Woodwind**
  - Flute: cleaning rod/cloth, pad saver
  - Oboe: costly reeds, cleaning swab
  - Clarinet: reeds, cleaning swab
  - Bass Clarinet: reeds, cleaning swab
  - Bassoon: costly reeds, cleaning swab
  - Saxophone: reeds, pad saver
  - Tenor Saxophone: reeds, pad saver
  - Bari Saxophone: costly reeds

- **Percussion**
  - Snare: SD-1 General stick, practice pad (optional)
  - Mallets: optional but preferred for marimba (solo focus)

- **COVID* (not provided)**
  - Spit Rags (squares of disposable paper towels work fine)
  - Cleaning Swabs/Pad Savers (both WW/Brass)
  - Masks

- **COVID* (provided)**
  - Bell Covers (or plexiglass walls)
  - Spray bottles with disinfectant
  - Cleaning cloths (brass) and pad savers/swabs (Woodwinds) can be provided if a student needs*
Instrument Rentals

➤ School Owned Instruments (see ‘Instrument Checkout Sheet’, appendix 6)
   - There will be rental fees for continued use of school owned instruments (ask Mr. Paulus).

➤ Local Music Vendors/Info
   - Music Medics; first source of repairs, located in Missoula.
     ▪ Matt Wilson, 406-589-0889
     ▪ matt.wilson@musicmedics.biz
     ▪ https://www.themusicmedics.com/
   - Eckroth Music and/or Morganroth Music

**(see ‘Instrument Supply Sheet (insert instrument)’, appendix 12)**

Beginners & Recruitment

Sample Schedule for First Few Weeks

• Day 1 Rules/Expectations
• Day 2 The Beat & Quarter Notes
• Day 3 Quarters & Halves
• Day 4 Quarters, Halves & Wholes
• Day 5 Review + Flashcards
• Day 6 Review + Dotted Halves
• Day 7 Review + Time Signatures
• Day 8 Review + Flashcard Test
• Day 9 Eighth Notes
• Day 10 Review + Open Cases (no playing)

General Class Info

• Same assignments as other bands, modified.
• More flash cards and theoretical concepts
• More frequent, slightly less weighted playing quizzes
• Participation based on students following expectations
• Emphasis on band culture, structure of class & rehearsal, habit forming

School Assembly

• Prior to signing up for classes, all incoming 5th graders will attend an assembly covering the bases for band class and gaining interest in the student body.
• Demonstrations are usually done at this assembly by select 6th graders and seniors to showcase a little bit of what we do.

Parent Open House Meeting (see ‘Open House Information’, appendix 9)

• A brief informative meeting will routinely take place the hour BEFORE regularly scheduled Open House each year. Band information is immediately and quickly
distributed to parents and students before they move on to Open House responsibilities.

Instrument Display Night* (display ONLY, no trying instruments due to COVID)

- Students will have the golden (and mandatory) opportunity to try their natural talents at whatever instrument they would like! At Stevi’s Open Display Night for Band (in the MPR Gym), there will be several professional directors behind instrument display booths to demonstrate the sounds of the instruments and administer mini assessments for students’ natural abilities. Here are some technicalities regarding the assessment:
  - Senior band students will instruct and lay out directions to parents as they enter the building, as well as providing score cards
  - Students’ natural ability is rated 1-5 by each instrument display player;
  - 5 being a natural born prodigy,
  - ...and 1 being not so naturally inclined.
  - Disclaimer: Looks or personality do not necessarily contribute to natural ability 😊

- NOTE: I will not allow a student to play an instrument they scored a 2 or lower on because this will not bring them the level of satisfaction and feeling of success early on enough. We do not want our children to struggle with an instrument they are not naturally inclined with, and trust me, it is worth the time to discover

- Students must try at least **one** brass and **one** woodwind and have a total of **three** instruments total they have tried out. Students will then bring their scores to the band room (to Mr. Paulus or other staff member) where I will document their scores and gather some personal information. I strongly encourage parents to attend with their students the entirety of the display.

- Bands will NOT be successful unless we create a balanced instrumentation. Not every student can play whatever they arbitrarily desire and therefore must have a few options they discovered when trying instruments at the display (hence why I require a total of 3 instruments to be tried out before deciding). Please be understanding if you or your child does not get to play the instrument they want, EVEN if they scored a 4/5. First come, first serve at the display night. Usually this does **not** end up being as big of an issue as it seems.

- Percussion and double reed students who qualify for these areas will be contacted directly via email to the parents of said student. Only select students will be able to play these instruments as they are generally more difficult and require a higher level of autonomy than many other band instruments. The double reeds also **REQUIRE** private lessons, or students will not be allowed to play them.
Outside the Classroom

District Festival
- Required for final grade; make up requires solo performance* (see Paulus)
- Sign up begins January and ends February; have your pieces in mind before this short window of opportunity! I will not allow any students to pick or change their configuration/solo after February hits. This will make sure students find a solo with an appropriate difficulty that is worth working on for a few months.
- COVID schedule TBD*

Hamilton/Polson/Libby Festival
- Rotation between Stevensville, Hamilton, Polson Libby; annually.
- COVID schedule TBD*

All State
- High Honor; paid travel by the school, week of OMEA Conference.
- Auditions are pre-recorded and submitted using personal recording equipment (you are encouraged to schedule an appointment with Mr. Paulus to utilize recording equipment and to ensure you are completing the process correctly!).
- Usually begin practicing after District Festival; auditions due by end of school year in early June, results are posted during summer.
- COVID schedule TBD*

Private Lessons (see ‘Private Lesson Teachers’, appendix 11)
- Not required but strongly encouraged!
- Double reed instruments are required to take two lessons per school year or they must forfeit the privileged opportunity to learn one of these ancient instruments. Since they are old, they are not as mechanically functional as the other instruments, which were invented much later in the timeline.

Extra Curricular

Pep Band (HS)
- Pep Band is a class required activity that participates in functions outside of the classroom explicitly. Pep Band is the community’s eye of the Stevensville band
program and ought to be taken with complete dignity and respect. EVERY PEP GAME IS A PERFORMANCE!

- *This year we will record performances and submit them to be played on the loudspeaker for football games!
- Pep Band performs on courtyards, around the hallways, and in the homecoming parade for homecoming weekend.
- *COVID schedule TBD.

Jazz Band (HS)

- Rehearsal times are 7:15-8:15 AM, Tuesday/Thursday, from September to May*.
- Jazz Band will perform on each concert alongside the high school.
- Jazz Band will compete at district (and hopefully) State Music Festivals each year in the Spring. Repertoire will become increasingly difficult through the year although the ensemble is very suitable for musicians who are still new to jazz as well as returning veterans.

Additional Information

Fundraising

- Our Fundraising events will be intended to fund school trips for the band students to have musical (and plain fun) experiences away from the classroom. These are a vital aspect of any band program and require the contribution of every single interested member as the fundraisers usually run a short time and there are not many of them.

Grading Shorthand

**300 Total per quarter, 1200 per year**

- Performance – 150 points
  - Concerts, Reflection
- Participation – 50 points
  - Preparedness, Focus
- Playing Tests – 50 points
  - Weekly Fundies/Excerpts
- Practice – 50 points
  - Weekly Journals

Contact

- Email: paulusz@stevensville.k12.mt.us
- School Phone: (406) 777-
- Cell Phone: (732) 575-4177
Forms
- Parent/Student Contract (appendix 7)
  - To be turned in after first week of school; ensures parents and students have reviewed the materials and upon signature hereby agree to having read this handbook.

- Instrument Checkout Sheet (appendix 6)
  - Must be filled out for every single instrument that is in use. The form contains a thorough inspection for the instrument before and after checkout to track the condition and use of the instrument.
## Appendix

### Sample Lessons & Curriculum 1

**Mr. Paulus**  
Dec. 2 - 5  
Symphonic Plans

<table>
<thead>
<tr>
<th>Date &amp; Announcements</th>
<th>Curriculum Reference (Objectives)</th>
<th>Strategies (Tasks)</th>
<th>Purpose of Strategies (in accomplishing objectives)</th>
<th>Assessment (congruent with National Standards)</th>
</tr>
</thead>
</table>
| **Monday 12/9**      | **Unit III: Effective Concert Preparation**  
Objectives:  
- Warm up  
- Review Wind Fundamentals  
- Rehearse Sleigh Ride & Rhythm of the Winds  
- Assign 12/6 Quiz | - Shurs/Cromatic  
  - G pitch  
  - q/e Chromatic  
  - Long Tones, Major Chords  
  - 7-3 f, cresc f  
  - Interval Training  
  - LS #5, slur backward  
  - Breathing (POW)  
  - Rhythm #25, count rests aloud  
  - Scales in Scale Rhythm 1000 bpm  
  - All Major, 2 oct.  
  - Sleigh Ride  
  - Slow, jazz section  
  - Slow, B section  
  - Rhythm of the Winds  
  - With and without rit.  
  - Assign 12/6 Quiz:  
  - Ab & Eb, 2 oct. | - Warm up & tune, define pitch & rhythms of week  
- Tone, Time, Tune, Technique  
- Training  
- Quick breaths  
- Counting rests | - Performing  
- Performing  
- Performing  
- Performing, Reading  
- Performing  
- Performing, Reading |
| **Tuesday 12/3**     | **Unit III: Effective Concert Preparation**  
Objectives:  
- Warm up  
- Review Wind Fundamentals  
- Rehearse Russian & Sleigh Ride | - Shurs/Cromatic  
  - G pitch  
  - q/e Chromatic  
  - Long Tones, Minor Chords  
  - Whole notes  
  - Interval Training  
  - Lip Shurs #5, q/e bk. bk.  
  - Breathing (stretches)  
  - Scales in Scale Rhythm 1000 bpm  
  - All Major, 2 oct.  
  - Russian Christmas  
  - Work slow % sections | - Warm up & tune  
- Tone, Time, Tune, Technique  
- Training  
- Expanding breaths  
- Review | - Performing  
- Performing  
- Performing  
- Performing  
- Performing, Reading |

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### Sample Lesson Plans

**Flute Sample Lesson – May-ish**

- **Rhythm:** Chart 11.5 last line  
  Chart 12.75 last line  
  Chart 13 first 2 lines

- **Fundamentals:** Flute flexibility lines G, A, B,  
  1a with 10th note vibrato IPY  
  Time F then 1a with timer; no vibrato  
  Foundation for Superior Performance  
  - Set 1 out 4

- **Review:** 2 octave Eb & F scales  
  Book 2 #50  
  Book 2 #50

- **Homework:** Book #76

- **New Material:** Book 2 #77 – teach m 5 in class  
  Practice 1 be-be 2 and then 2 be-be 3

- **Assignment:** Flexibility on Bb & C  
  1d with 10th note vibrato  
  Book 2 #77 whole song #75

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**Flute Sample Lesson – December-ish**

- **Rhythm:** Chart 8.5 m 9-16  
  Chart 7 last 2 lines  
  Chart 9.5 first 2 lines

- **Fundamentals:** Headjoint Happiness on A IPV style  
  Last 2 lines last 3rd chair Flute Class Plays  
  BIG Key Warm Up

- **Review:** Skippy Do line A m, 1-12  
  Learn High C  
  Book #37 & 28

- **Homework:** Book #31

- **New Material:** Book #33

- **Assignment:** H.I on F  
  Book #33, #34  
  Skippy Do all of line A
Concert Band Curriculum

Course Information:
- Topic: Concert Band
- Grade Level: 9 - 10 (11 - 12 special case only)
- Length: Full-Year
- Paced Per Day: 1 paced, 50 minutes

Essential Understanding: Concert Band is a performance-centered class that involves the student with a curricular performing ensemble. Students will perform at the Fall, Winter, District, and Spring band concerts as well as District/Music Festival but will also be eligible to participate in the Solo & Ensemble portion of District Music Festival and potentially State Music Festival upon qualifying at District. Participation in Concert Band also prepares students for Step Band at our football & basketball games.

Concepts:
- Fundamental Musical Concepts: Big Four, Tone, Tune, Time, Technique, Tempo, Metronome, Dynamics, Silence, Timbre, Coupling, Key Reading
- Key: Notes Values, English Notes, Trills, Sustained, Decorated Notes, Time, Commonly Compound Pulses, Syncopation, Simple Meter, Distal Compound Meter, Counting aloud, Sight-Reading Expediency & Unit Values
- Notation Concepts: Circle of Fifths, Major Scales, Key Signatures, Accidentals, Divisi, Simple & Distal Compound Time Signature, Bass & Treble Clefs, Musical Language, Style & Tempo Markings
- Wind Instrument Concepts: Tone, Tune, Time, Technique; Long Tones, Interval Training, Articulation; Success, Tenor, Accents, Counting Time; Breathing Exercises & Sensations, LipWarm-up Awareness, Ear Training, From Recognition, Instrument-Specific Techniques, Embouchure, Tonguing, Tongue Flutter Coordination
- Ensemble Concepts: Initial Tuning, BID with Hand Signs; Balance, Isolation, Blend; Listening, Section Awareness, Full Ensemble Awareness; Style, Expression, Conceptualization
- Performance Concepts: Concentration, Accountability, Pyramid of Practice, Repertoire, Rehearsal Signal, Call & Response, Performance Concepts

Course Objectives and Expectations:
- Performing at all four regularly scheduled band concerts with intermediate precision.
- Performing at District Music Festival with Intermediate Precision in April.
- Performing for weekly assessment of fundamentals and scales.
- Performing for weekly assessment of selected concert music excerpts.
- Training students to master fundamental wind instrument concepts.
- Training students to work independently to maintain performance effectiveness.
- Training students to work with others on musical tasks in sections.
- Training students’ ears to identify & perform rhythm, tempo, and style.
- Training students to develop an understanding of the rehearsal process.
- Training students to prioritize their practice; to practice smarter, not harder.
- Providing a unique experience into advanced musical ensembles.
- Providing students an opportunity to develop and understand musicianship.

Student Objectives:
- I can practice and perform selected concert pieces on my primary wind instrument at concert, house concerts, and for my peers.
- I can perform a variety of scales and fundamental exercises on my primary instrument that assists me to perform better and grow as a musician.
- I can sight-read a piece of music from top to bottom and develop a personal rehearsal strategy for how to proceed in performing the piece.
- I can name and perform the circle of fifths over a variety of styles, dynamics, rhythms, note lengths, articulations, and focused exercises to achieve conceptually and musically relevant goals.

Advanced Band Concepts & Music

Unit 1: Introduction to Fundamentals of Wind Band

A. The Warm-Up: How, What, When, Why?
   a. Tenor, Tune, Tone, Technique
   b. Constant Awareness, Improving Awareness with Music
   c. Be Here Now: Concentration, Mindfulness & Focus
   d. "The Feel Presence of Immediate Experience"

B. Fundamentals
   a. Long Tones
   b. Chromatics
   c. Scales
   d. All Class Materials

C. Rehearsal Agenda
   a. Fundamentals THEN Literature Task
   b. Fundamentals Apply to Literature

D. Musical Breathing
   a. Varying Breathing, Breathing Oxygen
   b. Diaphragm Awareness

E. Concepts of All:
   a. Air is CONSTANT, WIND Instruments Need WIND
   b. Interval Training is Introduced
   c. Chorales & Lagatos Music

Revised: 9/2019
Grading Breakdown

At A Glance!

Please refer to the Stevensville Bands Handbook for more detailed information.

➢ Participation
  • 5 points possible per in-class rehearsal week
    ✓ 50 points maximum per quarter
    ✓ Very occasional worksheets/written assignments

➢ Practice
  • 5 points possible per weekly journal
    ✓ 50 points maximum per quarter

➢ Performances = 150 points each
  • Examples:
    ✓ Concerts – Participating in performing group(s) and staying for each concert’s full duration in assigned seats.
    ✓ Bands wear nice black shoes/pants and black button-up shirt (See handbook for specifics)
    ✓ Percussionists usually wear all black, but this might change depending on the performance
    ✓ Absolutely no jeans, t-shirts, or tennis shoes in a concert performance
    ✓ An in-depth listening along with a write-up will be assigned to make-up a concert grade if student is absent

➢ Performance Quizzes/Tests
  • Given weekly on Fridays or Thursdays
  • 5 points possible, same as participation grade
    ✓ 50 points maximum per quarter

➢ Discipline:
  • First Offense = 0 Participation points &/or referral
  • Second Offense = In addition to the above, sent to the office, detention, and parents notified.
## Grade Level Concepts 3

<table>
<thead>
<tr>
<th>Theory</th>
<th>Tone</th>
<th>Musicality</th>
<th>Literacy</th>
</tr>
</thead>
</table>
| **5th Grade** | - Count through all combinations of 8th notes, dotted notes/rests, introduce syncopation  
- Play 4 one octave scales in half notes and quarters, plus a one octave chromatic  
- Understand enharmonics (and accidentals) and can use them interchangeably | - Clear, centered characteristic tone within the range of their scales  
- Plays warm ups with a two-count breath when appropriate  
- Can play all notes as close to in tune as possible (hopefully within 10 cents)  
- Even lip slurs down and up | - Demonstrate controlled dynamics  
- Play with staccato and legato | - Finish half of book 1  
- Perform solo for peers |
| **6th Grade** | - Count through all combinations of 16th notes, 6/8, and cut time  
- Play 6 one octave scales (Db-D) in half notes and quarters, plus a one octave chromatic  
- Understand enharmonics (and accidentals) and can use them interchangeably | - Clear, centered characteristic tone within the range of their scales  
- Accurately tune their instruments  
- Plays warm ups with a one-count breath when appropriate  
- Can play all notes as close to in tune as possible (hopefully within 5 cents)  
- Play with vibrato for flutes, oboes, bassoons, and saxophones  
- Even lip slurs down and up, wider ranges | - Demonstrate controlled dynamics  
- Play with staccato, legato, accents, and slurs | - Finish book 1  
- Prepare and perform an unaccompanied solo |
**Weekly Assignment and Practice Guide**

**[Insert Name Here]**

**Wednesday [9/9] - Wednesday [9/16]**

What are my learning targets for this week? What do I need to work on to improve?

[insert 2-3 sentences here]

Set a goal for how much you will practice this week. How many minutes (100 min)?

[insert # of minutes here]

<table>
<thead>
<tr>
<th><strong>Wednesday Assignment</strong></th>
<th><strong>Thursday Assignment</strong></th>
<th><strong>Friday Assignment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>[insert what you practiced here]</td>
<td>[insert what you practiced here]</td>
<td>[insert what you practiced here]</td>
</tr>
<tr>
<td>[insert # of minutes practiced]</td>
<td>[insert # of minutes practiced]</td>
<td>[insert # of minutes practiced]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Monday Assignment</strong></th>
<th><strong>Tuesday Assignment</strong></th>
<th><strong>Weekly Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>[insert what you practiced here]</td>
<td>[insert what you practiced here]</td>
<td>Give yourself a score 1-4 for the following:</td>
</tr>
<tr>
<td>[insert # of minutes practiced]</td>
<td>[insert # of minutes practiced]</td>
<td>Tone:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rhythm:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technique:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Musicalsity:</td>
</tr>
</tbody>
</table>

**Did I improve this week? How do I know?**

[insert 2-3 sentences here]
Supplies Breakdown

At A Glance!

Please refer to the Stevensville Bands Handbook for more detailed information.

➢ **Required Accessories**
  - Binder with plastic sheets
  - Band folder (provided)
  - Band instrument (see rentals/Mr. P)
  - Tuner device (non-phone app strongly recommended)

Instrument Supplies (All can be purchased from the band store)
  ➢ Brass (all need mouthpiece)
    - Trumpet: valve oil, slide grease
    - French Horn: rotary oil, slide grease
    - Trombone: slide lubricant, pocket sprayer
    - Euphonium: valve oil, slide grease
    - Tuba: valve/rotary oil, slide grease
  
  ➢ Woodwind (all need mouthpiece sans flute)
    - Flute: cleaning rod/cloth, pad saver
    - Oboe: costly reeds, cleaning swab
    - Clarinet: reeds, cleaning swab
    - Bass Clarinet: reeds, cleaning swab
    - Bassoon: costly reeds, cleaning swab
    - Saxophone: reeds, pad saver
    - Tenor Saxophone: reeds, pad saver
    - Bari Saxophone: costly reeds
  
  ➢ Percussion (home keyboard instrument optional)
    - Snare: SD-1 General stick, practice pad (optional)
    - Mallets: optional but preferred for marimba (solo focus)

➢ **Instrument Checkout and Accessory Information**
  - Students must fill out a “School Instrument Checkout Form”
  - Each instrument has accessory equipment (listed above) that can be purchased through the band department or online (wwbw.com, amazon.com)
    (Please contact Mr. Paulus with questions)
  - Students must bring pencils to class every day
  - Original copies of sheet music are school property and must be respected
  - Lost or mistreated equipment may be charged to the student responsible
  - If an instrument is not yours, you should not be touching it without approval
Detach and return this ENTIRE page to the band director by Friday, September 18, 2020*

Parent/Guardian’s Name: _____________________________ Phone: __________

Other Phone: __________

Parent/Guardian E-mail address: ________________________

Son/Daughter’s Name: _________________________________

My signature indicates that (student name) ___________ brought home the Stevensville Bands Handbook for the 2020-2021 school year. I have read the information and understand that he/she is responsible for the same, and there are performances outside the regular school day for which attendance is required (not during COVID*). I understand that personal electronic devices such as cell phones, mp3 players, digital cameras, etc. are not allowed in the classroom at anytime. I also understand that this information was distributed on the first day of school and this completed form is due no later than Friday, September 18, 2020*.

_____________________________ _________________________
Student signature Date

_____________________________ _________________________
Parent/Guardian signature Date

* Students will receive 15 points extra credit for disclosure documents returned to the band director by or before the above stated due date.

Band Parent Volunteer Interest Survey

A successful band program cannot be run by the director alone – this program was built on the hard work and dedication of people like you! Please take a moment to complete this short form, indicating areas in which you might be willing to help this year. Thank you for your support!

I would be willing to help the Havre High School Band program in the following areas:

___ help donate food and/or beverages for the students at one home football game.
___ photographing the ensembles and student performers throughout the year.
___ chaperoning out-of-town trips
___ moving equipment (e.g. hauling large instruments to stadium, and/or moving instruments on the field for the marching band halftime show, etc.)
___ helping with planned activities (car washes, band picnic, fair booths, Band Banquet, Music Awards Night, etc.)
___ helping organize band fundraisers, band board*
___ running the sound system for concerts/other electrical equipment
___ recording concerts (involves pushing a button)
___ providing piano accompaniments at District &/or State Music Festival
___ helping with concert promotions in the community
___ providing assistance in advocating for band program needs
___ OTHER: ___________________________

Please feel free to offer any comments or suggestions on the back of this form. THANKS!
Remote Learning Plan

Stevensville Bands

*Practice journal assignments are given to students from Wednesday-Wednesday basis. Studies show attendance is highest on Wednesday for online curriculums across the board*

Note:
*Band class will not change much in terms of assessment content for online learners. What is changing is how students submit that assessment and how students receive class information from lessons/rehearsal. All students are required online access per the reopening plan adopted.*

Band/Percussion Grade Breakdown – 200 points possible per/quarter

Classroom Participation – 50 points, 5 total per/week
- Google Meet on time
- Feedback provided, documented*
- Material checks

Listening Journals – 50 points, 5 total per/week
- Interchange with theory assignments

Practice Journals – 50 points, 5 total per/week
- Weekly, Wed-Wed basis

Weekly Recording – 50 points, 5 total per/week
- 90% of the time this will be a playing quiz

Beginning Guitar Grade Breakdown – 200 points possible per/quarter

Classroom Participation – 50 points, 5 total per/week
- Google Meet on time; plenty of modeling for students
- I will provide recording/samples of ALL patterns/progressions
- Video demonstrations to be saved/filed away for reference

Song Journals – 50 points, 5 total per/week
- Interchange with listening assignments

Practice Journals – 50 points, 5 total per/week
- Weekly, Wed-Wed basis

Weekly Recording – 50 points, 5 total per/week
- 90% of the time this will be a playing quiz
# Google Meet Expectations

**Mr. Paulus**

<table>
<thead>
<tr>
<th>Be on Time</th>
<th>Appropriate Workspace</th>
<th>Be Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up early!</td>
<td>Find a quiet place to work</td>
<td>Computer is charged</td>
</tr>
<tr>
<td>Log on a few minutes before class.</td>
<td>Check your surroundings</td>
<td>Have all materials ready to go before class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Mute Yourself</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be fully clothed!</td>
<td>Always on mute unless Mr P asks you to speak</td>
<td>Be focused only on work for my class</td>
</tr>
<tr>
<td>Sit up straight</td>
<td></td>
<td>Be attentive</td>
</tr>
<tr>
<td>Be in camera view</td>
<td></td>
<td>Be an active participant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chat Responsibly</th>
<th>Communication</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise your hand to speak</td>
<td>Speak clearly</td>
<td>Be kind</td>
</tr>
<tr>
<td>Only for questions to Mr P</td>
<td>Look at camera</td>
<td>Be considerate</td>
</tr>
<tr>
<td></td>
<td>Stay on topic (no side conversation)</td>
<td>Help others!</td>
</tr>
</tbody>
</table>
Open House Information 9

TBD
Parent Letter & Info 10

TBD
Private Lesson Teachers 11

TBD
Instrument Supply Sheet(s) ‘insert instrument’ 12

TBD