

Instrumental Music Handbook for Beginners



Mrs. Cole
Instrumental Music
Teacher

Notes:

Why Study Music?

- **Playing music is fun! That's why they call it PLAYING!**
- **Music is worth knowing.**

Music is one of the most important manifestations

- **of our cultural heritage. Children need to know about Beethoven and Louis Armstrong as well as about Newton and Einstein.**
- **Music is a potential in EVERY individual that, like all potential, should be developed to its fullest.**
- **Music provides an outlet for creativity, self-expression, and individual uniqueness. It enables us to express our noblest thoughts and feelings.**
- **Music opens avenues for success for students who may have problems in other areas of the curriculum and opens approaches to learning that can be applied in other contexts.**
- **Studying music increases the satisfaction students derive from music by sharpening sensitivity, raising their level of appreciation, and expanding their musical horizons.**
- **Students discover the power, precision, and control of mathematics in unexpected ways.**
- **Music helps students learn self-discipline and experience the satisfaction of shared work and the gratification of challenges met.**
- **Students exercise the diverse skills of problem solving.**
- **Music teaches students about unique aspects of their relationships with other human beings and with the world around them.**
- **Did we mention...Music is FUN!**

Adapted from The School Music Program: Description and Standards, Music Educators National Conference, 2nd ed., 1987; Growing Up Complete: The Imperative for Music Education, A Report of the National Commission on Music Education, March 1991.



Practice tips!

- 1. Make practicing fun!**
 - **Purchase Smart Music and play along with the computer!**
 - **Perform for family and friends!**
 - **Figure out songs you know using the notes learned!**
 - **Create your own songs!**
- 2. Practice at the same time every day.**
- 3. Concentrate on the music rather than the clock (beginners usually last about 15-20 min. before getting physically tired, while 2nd and 3rd year players can last 20-30 minutes).**
- 4. Make a special practice area at home.**
- 5. Practice with a goal in mind.**
- 6. Listen for mistakes and fix them!**
- 7. Parents-Be “nosy”! Ask what your child learned in lessons/band, and make requests to hear music. Bath Band members always take requests!**
- 8. Clean and store the instrument carefully when practice time is over.**



Schedule for Lessons and Band

Lesson Schedule: Beginner lessons begin on October 27 and 29, 2015. YIPEE!!!! Can't wait!

We have lots of fun in lessons! We learn cool songs, use the Smart Board, and computers, too! Best of all, we get better all of the time while having a good time! Each student receives one 30 minute lesson each week. Lessons are on a rotating schedule, so students do not miss the same class time each week due to music lessons. A lesson schedule will be posted in each classroom and outside Mrs. Cole's room for the students. In addition, each student will be given a copy of the schedule to take home for reference, and a copy is available on Mrs. Cole's website which can be accessed at www.bathcsd.org. More information is provided on the next page.

Please note! The first lessons show the students how to assemble and care for the instrument, which in some situations, requires more time than the first 30 minute session allows. We will be scheduling "Get to Know Your Instrument" sessions after school, once families have obtained instruments. It is required that each student take one of these sessions before the first scheduled (in school) lesson, so the first lesson can be devoted to learning how to play the first notes! Please do not allow your child to try to assemble the instrument before the "Get to Know Your Instrument" session.



Lesson Schedule

The Instrumental Music Program is considered a "pull out" program because students leave the home classroom to attend weekly lessons. The lesson schedule is a rotating one, which means that the times for lessons are 30 minutes later each week. When the student has progressed through all of

the lesson times for that specific day, the student will begin at the first time of the rotation for that day. **No lesson groups will rotate days, only times.** For example:

John Smith Lesson Monday 10/24 1:00
Lesson Monday 10/31 1:30
Lesson Monday 11/8 7:30

All students are expected to attend every scheduled lesson and band rehearsal. Who wants to miss lessons anyway?!!! Students with consistent attendance are successful in lessons and band. Regular attendance (paired with at-home practice each day) is essential to musical growth.

It is the responsibility of the student to come and see Mrs. Cole to find out what was missed in lessons/band when absent, so everyone is on the same page, literally! ☺

4th Grade "Cadet Band" will begin on December 1, 2015.

At that time, students will come to school at 2:15-2:55 to participate in band rehearsals on Tuesdays and Thursdays. Bus students will ride the late bus from school on band days.

Band is held in the Mrs. Cole's band room. The Cadet Band will perform concerts later in the year. See the concert dates page for more information.

Attendance Policy

Band:

All beginner instrumental students are expected to come to band as scheduled (Tuesdays and Thursdays after school)! It is so important to their musical development, but also for safety reasons. For that reason, we have a very clear attendance policy- students who are in Cadet Band must attend band as scheduled. Students will only be excused from rehearsal with advance parent notice (note, email, phone call). We understand that occasionally students will have a doctor or dentist appointment that can't be scheduled on any other day or time after school. Please be sure to contact Mrs. Cole in advance if this situation occurs, so consequences are not assigned incorrectly.

Students who miss band rehearsals must bring a note from a parent to be excused from the band rehearsal. It is important to have this verification for safety reasons.

Lesson Attendance:

Students with consistent lesson attendance experience greater musical success, and are more confident and knowledgeable musicians! Lesson attendance will make up 30% of the overall grade.

The Instrumental Music Program is considered a "pull out" program because students leave the scheduled class to attend weekly lessons. The lesson schedule is a rotating one, which means that the times for lessons are 30 minutes later (for 5th grade) and a period later (for 6th grade) each week. When the student has progressed through all of the lesson times for that specific day, the student will begin at the first time of the rotation for that day. **No lesson groups will rotate days, only periods.** For example:

John Smith Lesson Monday 9/10 Period 1 (7:30 5th grade)
Lesson Monday 9/17 Period 2 (8:00 5th grade)
Lesson Monday 9/24 Period 3 (8:30 5th grade)

Each student has been given a copy of the lesson schedule to take home this year. Please post it somewhere at home to help remind students of upcoming lesson times. A schedule has been given to the 5th and 6th grade teachers to post in the classroom for student reference as well.

Regular attendance in lessons and band (paired with at-home practice each day) is essential to musical growth. It is important for students to come to every lesson and band rehearsal prepared and on time, to maximize learning time.

If a student misses Lessons:

Excusable absences include:

Illness, doctor/dentist appointments, tests in class, vacation days, snow days, field trips, and assembly programs.

Students who have tests during lesson time should obtain a pass or a note from the teacher giving the test in order to be excused from the lesson. The student should come to Mrs. Cole's room **during that day** and show the note or pass. **No student will be excused from a lesson without this confirmation from the teacher.**

When students have field trips or assembly programs, the teachers inform the staff. It is not necessary for students to bring a note/pass from the teacher in these situations.

It is the responsibility of the student to come and see Mrs. Cole for missed assignments when absent.

Students may make up unexcused absences from lessons within one week of the missed lesson

Concert Performances: The concert performance will make up 20% of the student's overall grade.

Concerts are the culmination of the work that the band has done over a number of weeks. Performing in concerts for others is part of being a musician. The band works like a team, and every player has a role in making the concert a successful one. It is imperative that everyone participate in all performances. To miss this

important component of the musical experience is to miss one of the most critical parts of the role of the musician! Page 8 is a list of the concert dates for the school year. Please be sure to keep this sheet so that you can refer to it when making plans for your family schedule.

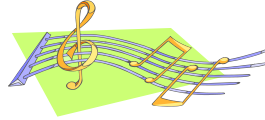
If a student does not participate in a concert, a zero is recorded in the rehearsal/concert section of the grade for a missed performance (unexcused).

Music Literacy (Music Reading and Writing):

Music Literacy will make up 10% of the student's overall grade. Music literacy is a student's ability to decipher musical markings, pitch and rhythm notation. Most often, short worksheets will be used to reinforce notation that students perform in band music, but sometimes, students will even be able to compose their own music!

Music Performance Skill (Playing Music):

Music Performance Skill will make up 10% of the student's overall grade. Tasks include playing quizzes, checklist assessments, and video assessments. Students will be involved in assessing their own progress as well, and create improvement plans based on the assessment data. These assessments are documented on the electronic portfolio system (see page 9 for details).



Instrumental Music Portfolios!!

Who has them?

All Instrumental Music students beginning in the first year of study.

What are they?

Portfolios are documentation of student learning over time. They show student progress, perceptions about that progress, and reflections of work completed. Students set future goals based on the work in the portfolio. We have an electronic portfolio system in the Bath Central School District, and student work can be accessed at home or at school! (Please know that the electronic portfolio system is password-protected and NOT open to the internet browsing public).

What is in them?

The electronic portfolio contains student in-class performances of assigned lesson material. Each student is video recorded in lessons two times a year. All examples are compiled on the electronic portfolio so that students can see and hear evidence of musical progress over time. In addition, the student and teacher add comments on the strengths and areas that need improvement in the performance. Those comments are included on digital "cover pages" with links to the actual video performance included for easy access. Other items in the electronic portfolio are student checklists, rubrics, reflections and even goals.

What is the purpose of the portfolio?

The portfolio links curriculum, instruction, and assessment. The assessment is a regular occurrence in the classroom, drives future instruction, and makes musical learning an individualized experience for each learner.

Critical thinking skills are developed in the learner. The process of portfolio assessment (producing music, listening critically to it, and reflecting/making goals) helps the learner to be more aware of the art of making music. The student learns to listen more carefully to his/her playing, and become aware of strengths as well as areas that need improvement.

Each individual student is expected to assess his/her own performance, and give reasons to back up that assessment. With such an approach, the classroom becomes a student-centered, rather than a teacher-centered environment. In essence, students learn about themselves as musicians, and portfolio assessment engages them to a higher degree in the learning process.

It's also a great video scrapbook of your child's progress in band!!!

Electronic Portfolio vs. Teacher Webpages:

Please also know that my *teacher webpage* and the *electronic portfolio* are two different entities:

- *The Teacher Webpage* is accessed by <http://www.bathcsd.org/webpages/NCole/> . The webpage was created to give students and parents information about the policies, procedures, and upcoming events in the Instrumental Music Program. There are sample report cards on the site, but as you'll notice, the name of the student is the generic "John Doe". No student report card or any other student work will be placed on my teacher website.
- *The Student Electronic Portfolio* is accessed by at www.bathcsd.org/portfolio. When you type in the aforementioned address, you'll immediately get a login screen on which the user needs to type a user name and password to access the information. The students are expected to keep their passwords confidential, and not share them with friends. You may share the password and login information with other family members, and others, at your discretion. **Because the electronic portfolio is password protected, it is NOT open to the internet browsing public.**

Please understand that student confidentiality is important to all of us in the Bath Central School District. This technology will enhance the overall learning experience for the students, and open up an efficient means of communication with parents, while ensuring student confidentiality.

Any questions you have regarding the electronic portfolio and student confidentiality can be directed to Mrs. Cole or the district technology department.



Shopping List for Instrumental Music

_____ Pencil for lessons and band.

_____ AN INSTRUMENT!!!!

_____ Wind and Mallet Percussion Instruments:
Standard of Excellence Lesson Book 1 for the instrument
that your child is playing.

Percussion Instruments:
Alfred Drum Method Book 1 by Feldstein and Black.
Stick Control by George Lawrence Stone

_____ 2 Reeds:
Clarinet, Saxophones- reed strength 2 1/2
Oboes- strength "medium soft"

_____ Cork Grease: Clarinet, Saxophones

_____ Valve Oil: Trumpet, Baritone, and Tuba

**The items on the shopping list can be purchased at local music stores:
The Music Store in Wayland (585-728-5470) at Music and Arts Center
in Rochester (1-800-586-5320 or 1-800-347-1116), or at Revolution
Music in Bath (776-3690). Please arrange to have all of these items by
the first lesson day!**

Concert Dates for the Haverling Cadet Band
2015-16

Cadet Band Open Rehearsal

January 14, 2016

7pm Auditorium

4-6 Bands and Choruses Concert

June 1, 2016

7pm Auditorium





Overview

The Bath Band Boosters sponsor the “**R.A.M.S.**” (**Reaching All Music Students**) **program**. It’s purpose is to provide instruments to students in grades 4-12 who wish to participate in the Bath Instrumental Music Program, but lack the financial means to rent an instrument.

Process

To apply to the RAMS program, simply fill out the **RAMS Application** on the next page, and return it to school. Band Booster members on the RAMS committee will review the information and contact you at a later date to let you know that your application was received, and ultimately, if they are able to loan an instrument to your child.

If the application is approved, a loan contract will be given to you by Mrs. Cole. The contract states that the instrument will be used in conjunction with the Instrumental Music Program, treated with care, returned when the teacher asks for it (at the end of the year for its yearly checkup), and that no one but the student may play it. Please read the contract, and if you agree to the terms, sign it and return it to school. **The instrument will be handed over to ONLY after the loan contract is returned to school.**

Please know that all information is kept confidential.

The application deadline is September 24, 2015.

R.A.M.S.  Application

Sponsored by the Bath Band Boosters

Date of application ____/____/____

Student Name (Printed): _____

Grade/Teacher _____

Address: _____

Parent/Guardian Name
(Printed) _____

Signature of
Parent/Guardian _____

Parent email address (please
print): _____

Phone numbers:

Parent/Guardian @ home (_____) _____

Parent/Guardian @ work (_____) _____

Parent/Guardian Cell phone (_____) _____

Please list up to 3 instruments, in priority order, that your child is interested in playing:

1. _____ 2. _____ 3. _____

Date received _____ Reviewed by _____

Please return this before October 19, 2015

**Dana Lyon Instrumental Music
Enrollment Confirmation Sheet**

Student Name _____

Classroom Teacher _____

Will your child be playing an instrument this year? Yes No
(if no, sign the form at the bottom, and leave the remainder of the form blank. If yes, please complete the remainder of the form.)

Instrument your child will study _____

INSTRUMENT INFORMATION:

Please place a checkmark next to the statement that describes your I situation:

___ **I have rented/purchased an instrument from (circle one)**

The Music Store Music and Arts Center Revolution Music

___ **I have rented/purchased an instrument from another music store or obtained one from another individual.**

___ **I do not have an instrument at this time, but I plan to have it by the first lesson day on October 27 or 29 ,2015.**

___ **Other situation (please specify):**

(over, please)

WEBPAGE ACCESS:

Please check the statement that applies to you:

 I have accessed Mrs. Cole’s webpage at home. I’ve signed below.

 I do not have internet access, and cannot view the webpage.

 I have trouble accessing Mrs. Cole’s webpage, and I have included details below.

Problems I am experiencing: _____

SMART MUSIC INFORMATION:

Please mark the statement that describes your situation in regard to Smart Music:

 I have purchased a year subscription through Smart Music for my child to use for at home practice.

 I am have not purchased a Smart Music subscription for my child at this time.

PLEASE READ THE FOLLOWING STATEMENT AND SIGN BELOW:

“I have read the 4th Grade Instrumental Music Handbook and understand the policies and procedures outlined. I agree to allow my child to participate in 4th Grade Band on Tuesdays, and Thursdays after school, beginning on December 1, 2015 (which means my child will ride the late bus to VEW, if applicable, or I will make arrangements to pick up my child after band time). I further allow my child to be video recorded for in class assessment purposes only”.

Parent Signature _____

Date _____

**Please fill out the lower portion and return by
October 19, 2015. Please keep the upper portion
for your reference**

4th – 8th Grade Band & Chorus Enrollment Policy

4th & 5th Grade

4th & 5th Graders who sign up for band or chorus will have the first 5 school days of the academic year to withdraw from the ensemble. After the 5 days has passed students will be required to commit to the group through the end of the first quarter, at which time they will be permitted another opportunity to withdraw from the ensemble. The drop request must be submitted within the first 5 school days of Quarter 2. Students choosing to continue are then committed to remain in the group through the scheduled December concert. At this point a student may exercise the opportunity to drop one last time. Drop request must be submitted within the first 5 days of school immediately following the completion of the December concert. Students who continue to participate are required to commit to the remainder of the academic year.

6th Grade – 8th Grade

6th – 8th Graders who sign up for band or chorus will have the first 5 school days of the academic year to withdraw from the ensemble. After the 5 days has passed students will be required to commit to the group through the regularly scheduled December concert. At that point students who feel the need to drop band or chorus will be given the opportunity to do so. This request must be made within the first 5 school days following the end of the December concert. Any student who continues to participate beyond this point will be required to commit to the remainder of the academic year.

As with any situation, the Principal reserves the right to review any individual case and has the sole responsibility of rendering a decision.

Please detach and return this lower portion to school. Thank you!

I have read and understand the 4-8th Grade Band and Chorus Enrollment Policy.

Student Name

Parent Signature

Date