

LADUE MIDDLE SCHOOL BAND – Grade 6-8

Course Expectations – 2021-22

www.laduebands.com

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I. Purpose

The band program is designed so that all members of the ensemble may expand their understanding and appreciation of music by developing their individual and ensemble performance skills and musical understanding.

II. Goals

1. Tone Production - Demonstrate through performance a characteristic tone that blends with the ensemble.

2. Rhythm - Recognize and perform basic rhythmic patterns with regard to steady beat, tempo, meter, time signature, and counting rhythms aloud.

3. Technique - Demonstrate through performance basic elements of playing technique with regard to scales, key signatures, articulation, intonation, accuracy, and facility.

4. Musicianship and Musical Knowledge - Recognize, demonstrate, and describe basic musical terms, symbols, dynamics, style, and phrasing.

5. Ensemble Performance Skills - Demonstrate accurate performance on your appropriately assigned part of the ensemble focusing on application of accurate pitch and rhythm, appropriate dynamics and balance, appropriate phrasing and expression, response to conducting gestures, and appropriate concert etiquette.

6. Work Habits and Other Performance Factors – Demonstrate and understand posture and instrument position, conductors beat patterns, proper instrument maintenance, bringing required materials for class, individual practice responsibilities, and individual participation.

III. Class Materials

The following items are necessary for band students.

1. Instrument - with necessary accessories such as reeds, valve oil, neck strap, etc.
2. iPad - Tonal Energy is the recommended app
4. Music stand
5. Music folder or 3-ring binder

IV. Academic Expectations

1. Attend all classes, rehearsals, and performances.
2. Each student should have the following class materials: Instrument, Music, Pencil
3. Consistent daily practice and homework preparation.
4. Participate in a positive manner during class and performances.

V. Instruments

Students are expected to provide their own instruments for use in band. The school will issue an instrument to a student based on need as determined by the school administration and director. **Students using school-owned instruments will be required to pay a \$45.00 maintenance/use fee.** Any student who is not able to pay the instrument fee should let us or their counselor know, so that we may provide assistance if necessary.

VI. Concert Dress

Appropriate concert dress is essential. Details for concert dress will be provided before each concert. Please see that your child is dressed appropriately for concert performances.

VII. Performance/Rehearsal Guidelines

Please see the attached sheet regarding performances and rehearsals associated with the band program. Band members are expected to be present at all performances and rehearsals. Conflicts should always be reported to the director in advance so that a suitable solution can be arranged, if possible.

VIII. Grading Policy

A. Individual Performance Tests and Quizzes (70%):

Playing and written tests and quizzes measuring knowledge and skills in: tone quality, embouchure, note reading, proper fingering, breathing, rhythmic accuracy, articulation, sticking, playing position, musical terms, intonation, and tempo/pulse.

B. Concerts/Rehearsals/Classroom (20%):

Please see the attached sheets regarding performances and rehearsals associated with the band program. Band members are expected to be present at all performances and rehearsals outside the normal school day. Points will be assigned for each concert and/or rehearsal outside of the normal school day for each quarter. In order to receive the designated points, you must be present at the concert/rehearsal. Conflicts should always be reported to the director in advance so that a suitable solution can be arranged, if possible.

In order to reward students that demonstrate their intent to learn and participate in class, we will also assign participation points for each class meeting. Ten participation points will be assigned for each class meeting. The only scores awarded will be 10 or 0. In order to earn the highest possible participation points, students should demonstrate the following each day:

1. Daily class attendance
2. Respect the time available for class:
3. Arrive promptly
4. Arrive prepared (daily practice at home)
5. Arrive with the proper materials (instrument, music, pencil, etc.)

C. Call In Tests or Practice Records (10%):

Practice is essential to your child's success and is considered a homework assignment for instrumental music students. Call-In Tests/Practice Records are designed to form good practice habits. They are due EVERY Friday (or the last day of the school week) and are worth 100 points. Late Call-In Tests/Practice Records will not be accepted. Students will be instructed on how to properly complete the Call-In Tests/Practice Records. Establishing a weekly practice schedule can often make it easier for your child to meet this expectation. With consistent daily practice, we are confident that your child can succeed in band.

D. Behavior Expectations

Guidelines for general conduct, behavior, and discipline are outlined in the Ladue Middle School Student Handbook and students are expected to follow these guidelines in band class. Below are some specific guidelines for the band program.

1. Students are to keep the room clean by picking up after themselves.
2. Students may not eat or drink in the band room. Chewing gum is not permitted.
3. Enter the room quietly and orderly. Upon entering the room, students should sit in their assigned seat, put their instrument together, get their music in order, and not play until the director instructs them to do so.
4. Students should take special care to see that the instruments and equipment in the band room are well maintained and not damaged.

Late Work

Students are expected to complete work by the assigned due date, but will have the opportunity to submit work within a reasonable time frame (about 2 weeks) after the due date and earn at least 80% of the score they would have earned if it had been submitted on time. Teachers have the discretion to prioritize grading and entering on-time work before late work. Students should submit work by the end of a unit before the assignment is assigned a grade of zero. Some units require timely submission checkpoints for learning to occur and are subject to exception. Work submitted late can result in a reduction of citizenship grades.

Citizenship Letter Grades

Citizenship grades will be posted every two weeks, keeping parents and students up-to-date on progress and current standing. Citizenship grades are included to alert students, parents, counselors, and administration of attitude and behavior according to the scale in the student handbook.

Extra Assistance

Students wishing to receive extra assistance with their classwork should request a time to meet with the instructor(s) after school.

End of Year Expectations for 8th grade band students

Woodwinds and Brass Students:

By the completion of their 8th grade year, woodwind and brass students in the Ladue Middle School band should be capable of successfully demonstrating the following skills. This will be accomplished through class instruction and assignments on ensemble music and exercises found in our textbook, *Fundamental Band Techniques*

1. General

- Internalization of pulse.
- Correctly interpret conducting patterns in 4/4, 3/4, 6/8, 2/4, 5/8, and 12/8
- Understand how to accurately begin, stop, accelerate, decelerate, crescendo and diminuendo according to a conductor's gestures.

2. Tone Production

- Develop characteristic sound on instrument with regards to proper embouchure, tone quality, pitch, breathing, intonation awareness, and tuning the instrument.
- Fundamental Band Techniques – pages 1-2 and 7.
- Supplement warm-up exercises as assigned by instructor.

3. Rhythm

- Fundamental Band Techniques – pages 35-62 (whole notes and rests, half notes and rests, quarter notes and rests, eighth notes and rests).
- Fundamental Band Techniques – 63-72 (sixteenth notes and combinations and tied notes).
- Fundamental Band Techniques – 73-80 (dotted half notes and dotted quarter notes).
- Fundamental Band Techniques – 81-90 (notes in 6/8 time, cut-time, and syncopation).

4. Technique

- Fundamental Band Techniques - pages 22-31 (scales and key signatures, technique patterns).
- Fundamental Band Techniques - pg. 101-111 (chromatic scale and enharmonic tones, extending range, technique patterns).
- Fundamental Band Techniques - pages 113-122 and 163-172 (scales and key signatures, technique patterns).

5. Musicianship and Musical Knowledge

- Develop understanding of dynamics, phrasing, expression, response to conducting gestures, and concert etiquette.

6. Ensemble Performance Skills

- Assigned band music.
- Assigned chamber music.
- All Suburban Etudes as assigned.
- Placement audition materials for high school program (distributed by the beginning of the 4th quarter).

7. Work Habits and Other Performance Factors

- Weekly practice records.
- Assigned music preparation.
- Demonstration of proper posture, classroom decorum, punctuality, maintenance of required instruments, music and related materials, participation, and correct interpretation of conductor's gestures.

Percussion Students:

By the completion of their 8th grade year, percussionists in the Ladue middle school band should be capable of successfully demonstrating the following skills and reading levels. This is in addition to all material assigned in the 7th grade.

1. General

- Internalization of pulse.
- Correctly interpret conducting patterns in 4/4, 3/4, 6/8, 2/4, 5/8, and 12/8
- Understand how to accurately begin, stop, accelerate, decelerate, crescendo and diminuendo according to a conductor's gestures.

2. Tone Production

- Proper hand position and legato stroke production on snare drum, xylophone and timpani.
- Staccato production on timpani.
- Development of characteristic sounds on the following: crash & suspended cymbals, triangle, tambourine, bass drum, djembe, djun-djun, and shekere.

3. Rhythm

- Snare drum: pages 59-74 ("Initial Studies for Snare Drum & Keyboard Mallets").
- Mallets: pages 145-156 ("Initial Studies for Snare Drum & Keyboard Mallets").
- West African percussion patterns as assigned.

4. Technique

- Snare drum: 7th grade technique studies in addition to the following: pages 81 & 82(closed roll), 84(flams), 86(diddles), and page 92 (Etude 6) and page 93 (Etude 7)
- Mallets: 7th grade technique studies in addition to the following: page 169 (Etude 6) and page 170 (Etude 7).
- Timpani: roll and staccato skills as applied through assigned literature.
- West African and Accessories: Development of correct stroke angle, posture, and hand position for the following: crash & suspended cymbals, triangle, tambourine, bass drum, djembe, djun-djun and shekere

5. Musicianship and Musical Knowledge

- Match pitch with voice (sing) and tune intervals m2, M2, m3, M3, P4 and P5 between two timpani.
- Assignments from "Supplemental Workbook for Percussion."

6. Ensemble Performance Skills

- Assigned band music.
- Assigned chamber music.
- All Suburban Etudes as assigned.
- Placement audition materials for high school program (distributed by the beginning of the 4th quarter).

7. Work Habits and Other Performance Factors

- Weekly practice records.
- Assigned music preparation.
- Demonstration of proper posture, classroom decorum, punctuality, maintenance of required instruments, music and related materials, participation, and correct interpretation of conductor's gestures.

End of Year Expectations for 7th grade band students

Woodwinds and Brass Students:

By the completion of their 7th grade year, woodwind and brass students in the Ladue Middle School band should be capable of successfully demonstrating the following skills. This will be accomplished through class instruction and assignments on ensemble music and exercises found in our textbook, *Fundamental Band Techniques*

1. General

- Understand how to follow an external source for pulse (i.e. metronome) and maintain a steady pulse.
- Correctly interpret conducting patterns in 4/4, 3/4, 6/8 and 2/4.
- Understand how to accurately begin and stop according to a conductor's gestures.

2. Tone Production

- Develop characteristic sound on instrument with regards to proper embouchure, tone quality, pitch, breathing, intonation awareness, and tuning the instrument.
- Fundamental Band Techniques – pages 1-2 and 7.
- Supplement warm-up exercises as assigned by instructor.

3. Rhythm

- Fundamental Band Techniques – pages 35-62 (whole notes and rests, half notes and rests, quarter notes and rests, eighth notes and rests).
- Fundamental Band Techniques – 63-72 (sixteenth notes and combinations and tied notes).
- Fundamental Band Techniques – 73-80 (dotted half notes and dotted quarter notes).
- Fundamental Band Techniques – 81-90 (notes in 6/8 time, cut-time, and syncopation).

4. Technique

- Fundamental Band Techniques - pages 22-31 (scales and key signatures, technique patterns).
- Fundamental Band Techniques - pg. 101-111 (chromatic scale and enharmonic tones, extending range, technique patterns).
- Fundamental Band Techniques - pages 113-122 (scales and key signatures, technique patterns).

5. Musicianship and Musical Knowledge

- Fundamental Band Techniques – pages 35-90.
- Fundamental Band Techniques – pages 101-111.
- Fundamental Band Techniques - pages 113-122.
- Develop understanding of dynamics, phrasing, expression, response to conducting gestures, and concert etiquette.

6. Ensemble Performance Skills

- Assigned band music.
- Assigned chamber music.

7. Work Habits and Other Performance Factors

- Weekly practice records.
- Assigned music preparation.
- Demonstration of proper posture, classroom decorum, punctuality, maintenance of required instruments, music and related materials, participation, and correct interpretation of conductor's gestures.

Percussion Students:

By the completion of their 7th grade year, percussionists in the Ladue middle school band should be capable of successfully demonstrating the following skills and reading levels.

1. General

- Understand how to follow an external source for pulse—i.e. metronome.
- Correctly interpret conducting patterns in 4/4, 3/4, 6/8 and 2/4.
- Understand how to accurately begin, stop, accelerate, decelerate, crescendo and diminuendo according to a conductor's gestures.

2. Tone Production

- Proper hand position and legato stroke production on snare drum, xylophone and timpani.
- Staccato production on timpani.
- Development of characteristic sounds on the following: crash & suspended cymbals, triangle, tambourine, bass drum, djembe, djun-djun, and shekere.

3. Rhythm

- Snare drum: pages 37-58 (“Initial Studies for Snare Drum & Keyboard Mallets”).
- Mallets: pages 121-144 (“Initial Studies for Snare Drum & Keyboard Mallets”).
- Timpani: pages 15-33 (“Primary Handbook for Timpani”).
- West African percussion patterns as assigned.

4. Technique

- Snare drum: page 77 (duple based doubles), 79 (triple based doubles), 80 (closed roll), 84 (flams), 87 (Etude 1), 88 (Etude 2), 89 (Etude 3), 90 (Etude 4), and 91 (Etude 5) (Initial Studies).
- Mallets: pages 161-163(scales), 164 (etude 1), 165 (etude 2), 166 (Etude 3), 167 (Etude 4), and 168 (Etude 5) (Initial Studies).
- Timpani: roll and staccato skills
- West African and Accessories: Development of correct stroke angle, posture, and hand position for the following: crash & suspended cymbals, triangle, tambourine, bass drum, djembe, djun-djun and shekere

5. Musicianship and Musical Knowledge

- Match pitch with voice (sing) and tune intervals P4 and P5 between two timpani.
- Assignments from “Supplemental Workbook for Percussion.”

6. Ensemble Performance Skills

- Assigned band music.
- Assigned chamber music (percussion ensemble).

7. Work Habits and Other Performance Factors

- Weekly practice records.
- Assigned music preparation.
- Demonstration of proper posture, classroom decorum, punctuality, maintenance of required instruments, music and related materials, participation, and correct interpretation of conductor's gestures.

End of Year Expectations for 6th grade band students

Woodwinds and Brass Students:

By the completion of their 6th grade year, woodwind and brass students in the Ladue Middle School band should be capable of successfully demonstrating the following skills. This will be accomplished through class instruction and assignments on ensemble music and exercises found in our textbook, *Fundamental Band Techniques*

1. General

- Understand how to follow an external source for pulse (i.e. metronome) and maintain a steady pulse.
- Correctly interpret conducting patterns in 4/4, 3/4, and 2/4.
- Understand how to accurately begin and stop according to a conductor's gestures.

2. Tone Production

- Develop characteristic sound on instrument with regards to proper embouchure, tone quality, pitch, breathing, intonation awareness, and tuning the instrument.
- Fundamental Band Techniques – pages 1-2 and 7.
- Supplement warm-up exercises as assigned by instructor.

3. Rhythm

- Fundamental Band Techniques – pages 35-62 (whole notes and rests, half notes and rests, quarter notes and rests, eighth notes and rests).
- Fundamental Band Techniques – 73-77 (dotted half notes and dotted quarter notes).

4. Technique

- Fundamental Band Techniques - pages 22-31 (scales and key signatures, technique patterns).
- Fundamental Band Techniques - pg. 101-106 (chromatic scale and enharmonic tones, extending range, technique patterns).

5. Musicianship and Musical Knowledge

- Fundamental Band Techniques – pages 35-62 and 73-77.
- Develop understanding of dynamics, phrasing, expression, response to conducting gestures, and concert etiquette.

6. Ensemble Performance Skills

- Assigned band music.
- Assigned chamber music.

7. Work Habits and Other Performance Factors

- Weekly practice records.
- Assigned music preparation.
- Demonstration of proper posture, classroom decorum, punctuality, maintenance of required instruments, music and related materials, participation, and correct interpretation of conductor's gestures.

Percussion Students:

By the completion of their 6th grade year, percussionists in the Ladue Middle School band should be capable of successfully demonstrating the following skills and reading levels.

1. General

- Understand how to follow an external source for pulse (i.e. metronome) and maintain a steady pulse.
- Correctly interpret conducting patterns in 4/4, 3/4, and 2/4.
- Understand how to accurately begin and stop according to a conductor's gestures.

2. Tone Production

- Proper hand position and legato stroke production on snare drum, xylophone, and timpani.
- Development of characteristic sounds on the following: crash & suspended cymbals, triangle, tambourine, bass drum, guiro, claves, maracas, cowbell, shaker, Latin triangle, and conga.

3. Rhythm

- Snare drum: pages 7-37 (“Initial Studies for Snare Drum & Keyboard Mallets”).
- Mallets: pages 97-121 (“Initial Studies for Snare Drum & Keyboard Mallets”).
- Timpani: pages 7-13 (“Primary Handbook for Timpani”).
- Afro-Cuban percussion: “Introduction to Afro-Cuban Percussion.”

4. Technique

- Snare drum: page 6 (intro to rudiments), 32 (intro to double bounces), 40 (open roll), 83 (intro to flams), 87 (etude 1) and 88 (etude 2) (Initial Studies).
- Mallets: pages 158-162(scales), 164 (etude 1) and 165 (etude 2) (Initial Studies).
- Timpani: tuning a timpano to an “A.”
- Afro-Cuban and Accessories: Development of correct stroke angle, posture, and hand position for the following: crash & suspended cymbals, triangle, tambourine, bass drum, guiro, claves, maracas, cowbell, shaker, Latin triangle, and conga.

5. Musicianship and Musical Knowledge

- Match pitch with voice (sing) and tune a timpano to an “A.”
- Assignments from “Supplemental Workbook for Percussion.”
- Pages 1, 2, 4, 96, 97, 98, 99, 100, 101, 102, 158, 159, and 160 (Initial Studies).

6. Ensemble Performance Skills

- Assigned band music.
- Assigned chamber music (percussion ensemble).

7. Work Habits and Other Performance Factors

- Weekly practice records.
- Assigned music preparation.
- Demonstration of proper posture, classroom decorum, punctuality, maintenance of required instruments, music and related materials, participation, and correct interpretation of conductor's gestures.

LADUE MIDDLE SCHOOL BAND

Performance and Rehearsal Calendar 2021-22

Friday, October 15	Pep Band with the High School Band <i>Grade 8 only – details provided in class</i>	6:00 – 10:00 p.m.
Monday, October 25	All-Suburban Honor Band Auditions <i>Grade 7, 8 – Selected Students</i>	6:00 – 9:00 p.m.
Wednesday, December 1	Band Concert at LMS Gym <i>Grades 6, 7, 8 – All Students</i>	7:00 p.m.
Thursday, December 2	6 th Grade Demonstration Concert	During School
Thursday, March 3	Jazz Concert at LPAC <i>Grades 7, 8 students only</i>	7:00 p.m.
Thursday, April 14	Percussion Ensemble Concert at LPAC <i>Percussion students only – grades 6, 7, 8</i>	7:00 p.m.
Wednesday, April 27	Band Concert at LPAC <i>Grades 6, 7, 8 – All Students</i>	7:00 p.m.

**LADUE MIDDLE SCHOOL
BAND
Grade 6-8
2021-22**

COURSE EXPECTATIONS FORM

I have read and understand the policies, guidelines, and information contained in this packet for the Ladue Middle School Bands.

Student Name: _____

PLEASE PRINT CLEARLY

Student Signature: _____ Date _____

Parent/Guardian Name _____

PLEASE PRINT CLEARLY

Parent/Guardian Signature: _____ Date _____

Return this form by Friday, August 27, 2021