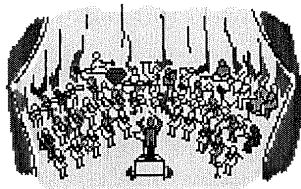


BEGINNING BAND: EFFECTIVE TEACHING STRATEGIES DURING THE FIRST SIX WEEKS

**John Benzer, Undergraduate Music Advisor
Instrumental Music Education/Band Consultant**



University of Houston
Moore School of Music
120 School of Music Building
Houston, TX 77204-4017
jbenzer@uh.edu
(713) 743-3172

The Midwest Clinic
An International Band and Orchestra Conference
57th Annual Conference
December 18, 2003
Chicago, Illinois

BEGINNING BAND: EFFECTIVE TEACHING STRATEGIES DURING THE FIRST SIX WEEKS

I. Organization and Accountability

- A. Refers to both students and teachers
- B. Most organizational problems of any nature are usually caused by procedural things not taught correctly—or effectively—in the beginning year.

II. Correspondence

- A. Establish contact with parents before their children are actually in your program.
- B. Through your correspondence, the following things are already established:
 - 1. information about the music company and its services
 - 2. procedures in which “late” parents go to the music store
 - 3. when/ how instruments and maintenance kits are delivered to your band hall
 - 4. practice sheet information and expectations
 - 5. concert information

III. Correspondence After School Has Started

- A. Teach the process in which students go through correspondence in class.
- B. Topics covered in first week correspondence:
 - 1. concert information and dress
 - 2. extra rehearsals prior to concert and why necessary
 - 3. list of specific classes and their instructor
 - 4. teaching objectives
 - 5. grading procedures
 - 6. practice sheet with consequences for “problems”
 - 7. band hall rules
 - 8. tardy policy
 - 9. supply list
 - 10. mirrors

IV. Classroom Set-Up

- A. Semicircle with space
- B. Rows in block style

V. Apportioning of Class Time

- A. Importance of beginning class on time
- B. Allow students time to assemble, disassemble and clean instruments as part of class time.
- C. Segments of your class can be devoted to:
 - 1. theory
 - 2. body/ posture
 - 3. how air is used/ breathing
 - 4. sound production

5. instrument carriage
 6. hand position
 7. instrument maintenance
- D. Teaching the instrument is the most important concept
1. you – and the student—need to know what the embouchure looks like when it is correct
 2. you—and the student—need to know what the instrument is supposed to sound like when it is correct
 3. impress upon students that they have to learn how to play their instrument before they learn how to play music

VI. Rests vs. Notes

- A. “Silence” is a better word than “rest”.
- B. Silence should be taught with as much importance as sound.
- C. Silence is active.
- D. Sounds are always started in the same way—and are always followed by other sounds or silence.

VII. Playing Tests

- A. Avoid using the word “test”
- B. Playing vs. chair tests
- C. Students need to know what your expectations are and what they are being evaluated on besides notes and rhythms:
 1. posture
 2. breathing
 3. sound production
 4. instrument carriage
 5. hand position
 6. positioning while others are playing

IF YOU QUIT RESPONDING TO EVERYTHING THEY DO, YOUR TEACHING BECOMES INEFFECTIVE!!!

IF YOU DO NOT TALK ABOUT AND REINFORCE THESE CONCEPTS DAILY, YOU ARE SETTING UP FUTURE PROBLEMS!!

VIII. Fingerings

- A. After instrument is put together, students learn how to:
 1. hold it
 2. place fingers in the correct hand position
 3. move fingers in different combinations in order to create different pitches
- B. Always teach fingerings once note recognition skills are really good.

IX. Method Books

- A. Do not be a slave to the book—supplemental exercises and handouts must be used as well.

B. Procedure for learning a new line:

1. count and clap
2. say or vocalize note names
3. play

YOU CANNOT TEACH A NEW LINE PLUS A NEW CONCEPT AT THE SAME TIME—IT IS TOO MUCH INFORMATION!!!!

X. Having Materials

- A. STUDENTS LEARN ORGANIZATIONAL SKILLS FROM THEIR TEACHERS!!!
- B. Binders
- C. Music stands
- D. Mirrors

XI. Practice Sheets

- A. Expectations are both verbal and written:
1. must be filled out in pen at home – not in class
 2. parents not allowed to sign ahead of time
 3. parent initials not allowed—name must be written out
 4. no signing of other “sheets” of paper
 5. have a quick system of checking practice cards
 6. have parents do conversion of hours and minutes
 7. writing assignments/ reduced grades
 8. staple them in method books

XII. Christmas and Spring Concert

- A. Do not put students in an unsuccessful “Christmas Concert” performance situation, just because you “have to have a Christmas Concert”.
- B. If full band pieces are not appropriate by December, it is perfectly acceptable for each individual class to play a line out of their book.

XIII. Accountability

- A. It is important not to blame students for things they cannot do that YOU did not teach them correctly.
- B. It is YOUR responsibility to teach students how to:
1. pay attention
 2. be organized
 3. be held accountable
- C. Students learn organization from YOUR organizational skills—which all relate to accountability.
- D. Students do not forget where they learned their skills related to organization and accountability.

EVERYTHING YOU DO SHOULD BE THOUGHT THROUGH, ORGANIZED, PRESENTED AND TESTED TO SEE IF YOU PASS—AND THEN COMMUNICATED TO YOUR STUDENTS, PARENTS AND FACULTY.

MORRIS T. GRIFFIN MIDDLE SCHOOL

LEWISVILLE INDEPENDENT SCHOOL DISTRICT

MR. JOHN BENZER
DIRECTOR OF BANDS

MR. STEVE SMITH
ASSOCIATE DIRECTOR OF BANDS

1997 SUDLER CUP AWARD RECIPIENT
1993 & 1997 TEXAS CC MIDDLE SCHOOL STATE HONOR BAND

To: Parents of Incoming Sixth Grade Beginning Band Students
From: John Benzer, Director of Bands-Griffin Middle School
Steve Smith, Associate Director of Bands-Griffin Middle School

_____ is invited to be part of the Griffin Middle School Band Program. This invitation is based on the student's score on a musical aptitude survey and on the desire of the student. Mr. Benzer has interviewed your child, considered the student's instrument preference, and checked his/her ability to produce a sound on the various instruments' mouthpieces.

We thank you for your patience in receiving this information in regard to your child becoming enrolled in the Griffin Middle School Band Program. Due to TAAS testing, end-of-the-year field trips/assemblies, and hectic schedules at the elementary schools in May, most students were interviewed by Mr. Benzer at their elementary school during the last two weeks of school. Now that everyone's schedule has hopefully slowed down, we have set dates and times for our Griffin Beginning Band Drives.

It is our professional recommendation that your child enroll for instruction in the sixth grade beginning _____ class, which is an elective which lasts the entire school year and meets on a daily basis.

The meetings listed below will give you specific information regarding our band program at Griffin, an opportunity to see instruments displayed by Brook Mays Music Company of Lewisville (the music company which services the **entire** Lewisville I.S.D.), and information on instrument rental plans. **For your convenience, they will be able to discuss or set up various payment plans and rental contracts with you at this time.** We are looking forward to meeting you at the Band Parents' Meeting. **We strongly encourage your child to come with you, as much of the information that will be presented is applicable to him/her as well. IT IS IMPORTANT THAT YOU PLAN TO ATTEND ONE OF THE INFORMATION MEETINGS SO THAT YOU CAN CONFIRM YOUR CHILD'S INSTRUMENT ASSIGNMENT, AND SO THAT YOUR CHILD CAN THEN BE SCHEDULED FOR BAND!!** If your child is not scheduled in band, another elective will be chosen for you by a Griffin school counselor. **The meeting is a come-and-go-as-you-please session; thus, you will not need to be in attendance during the entire time block.** You will be able to meet with a Griffin Band Director in a conference **any time between 4:30 p.m. and 7:00 p.m. on Tuesday May 30th (the day after Memorial Day) or any time between 4:30 p.m. and 7:00 p.m. on Thursday, June 1st .**

(NEXT PAGE)

DATE: TUESDAY, MAY 30TH

OR

THURSDAY, JUNE 1ST

TIME: any time from
4:30 p.m. - 7:00 p.m.

any time from
4:30 p.m. - 7:00 p.m.

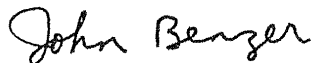
LOCATION: **B.B.OWEN ELEMENTARY SCHOOL CAFETERIA**
5640 SQUIRES (Take North Colony Blvd. east -- turn left on Taylor just past The Colony Aquatic Park. Taylor will lead you up to the B.B Owen parking lot.

Due to construction at Griffin this summer, we do not have access to the band hall at Griffin for these important meetings. Mrs. Marilyn Spence (principal at B.B. Owen and Griffin Band Parent) has graciously offered her campus as an alternate site for our meetings.

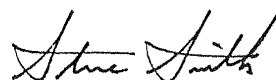
There will be students who will greet you at the B.B. Owen main entrance with an information packet.

IF YOU CANNOT ATTEND *EITHER* MEETING DUE TO VACATION PLANS OR OTHER CONFLICTS, PLEASE CONTACT MR. BENZER AT YOUR EARLIEST CONVENIENCE AT (817)858-6864 TO SET UP AN APPOINTMENT TO ENROLL YOUR CHILD IN BAND. MANY OF OUR BEGINNING BAND CLASSES ARE FILLING UP FAST, SO THESE ALTERNATE APPOINTMENTS NEED TO BE SCHEDULED AS SOON AS POSSIBLE.

If we can be of further assistance to you, please call or leave a message with Mr. Benzer at (817)858-6864. If not, we look forward to seeing you on Tuesday, May 30th or Thursday, June 1st!



John Benzer
Director of Bands
Griffin Middle School



Steve Smith
Associate Director of Bands
Griffin Middle School

MORRIS T. GRIFFIN MIDDLE SCHOOL

LEWISVILLE INDEPENDENT SCHOOL DISTRICT

MR. JOHN BENZER
DIRECTOR OF BANDS

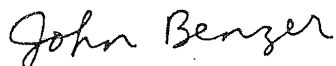
MR. STEVE SMITH
ASSOCIATE DIRECTOR OF BANDS

1997 SUDLER CUP AWARD RECIPIENT
1993 & 1997 TEXAS CC MIDDLE SCHOOL STATE HONOR BAND

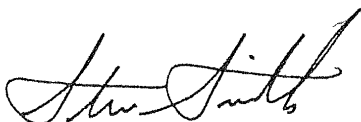
Dear Sixth Grade Parents,

Welcome to the Griffin Middle School Band Hall. The purpose of this meeting is to schedule your child in the appropriate band class for next year, and to provide you with important information regarding the Griffin Middle School Band Program. Please read the attached information before talking to one of the band directors today. Please listen for your number to be called, and then either Mr. Benzer, Mr. Smith, or one of the visiting band directors from local schools will be happy to answer any questions you may have regarding the band program here at Griffin. Thank you.

Sincerely,



John Benzer
Band Director, Griffin Middle School



Steve Smith
Associate Band Director, Griffin Middle School

WELCOME TO THE
LEWISVILLE INDEPENDENT SCHOOL DISTRICT BAND PROGRAM

*PLEASE READ THIS INFORMATION BEFORE
TALKING TO A BAND DIRECTOR.*

I. What is the music store which represents the Lewisville Independent School District and why are they here?
BROOK MAYS MUSIC COMPANY, 140 Lakeland Plaza - Lewisville, Texas.
(972) 434-2286. For your convenience, representatives from Brook Mays Music Company are here to provide you with information regarding the purchase of instruments and maintenance kits. In addition to this, Brook Mays Music Company:

- II. 1) comes to each middle school and high school band hall in the Lewisville Independent School District regularly to service their customers.
2) offers free maintenance service and repairs during the instrument's warranty period.
3) picks up instruments needing repair from the school, takes the instrument to the repair shop, and returns the instrument back to the school.
4) has its own factory-trained, professionally-staffed, completely equipped repair shop.
5) has no agreement with the school or with any band director other than the understanding that they will come to the school regularly to provide efficient service to their customers.
6) makes the instruments available to you on a rental - purchase agreement.

III. What is a rental - purchase agreement?

There are three types of rental-purchase agreements:

- 1) The first option is a rental plan. Since most parents do not know whether the student is committed to playing a musical instrument, they are reluctant to purchase one. The rental agreement allows you to rent an instrument with the base rental applying toward a purchase. There are no finance charges while you are renting. It is your option when to purchase the instrument of your choice. If you are hesitant to make a commitment to the purchase of an instrument at this time, we highly recommend that you rent. When you are confident of your child's success, you can purchase the instrument.
- 2) The second option is to purchase with a discount. Some parents are already confident of their child's success and would prefer to pay in full. For those who desire to purchase an instrument, it is less expensive to pay in full because there is a discount.
- 3) The third option is to purchase with a "buy-back" guarantee. Some parents do not want to worry with monthly payments. They are not fully confident in the student's long term commitment in band, and therefore do not want to make a major investment. For those customers who wish to pay for an instrument in full, there is a guarantee "buy-back" agreement. With this agreement the company will buy the instrument back, less whatever the normal rental would have been for the

period the instrument was in use. This method of acquiring an instrument is easily accomplished by the use of a credit card.

IV. Why should I enter into a rental - purchase agreement?

- 1) These plans are designed to give your child the opportunity to begin in band with only a small initial investment.
- 2) Your child can have the advantages of a brand new instrument. Students experience pride of ownership, freedom of error due to poor equipment, and the opportunity to be the best player he or she can be by having the best available instrument for their age level.
- 3) The students have the instrument and mouthpiece recommended by the band director.
- 4) The instrument can be returned to the company at any time without further obligation.

V. May I purchase an instrument from another music store?

1) Purchasing an instrument and maintenance kit from another store is not recommended for the following reasons:

- There are other brands of instruments available for less money; however, they may be inferior in quality of workmanship and materials.
- The store you deal with may not have a reputable repair shop and may not be able to service the instrument as needed. Furthermore, this store will not be able to pick up and deliver back to the school an instrument which needs repair.
- The specific mouthpieces and maintenance kits on the Griffin recommended list might not be available at another music store. An unsatisfactory mouthpiece or incomplete maintenance kit can be detrimental to your child's progress.

Therefore, the most convenient and economical way to get an instrument is through the plan offered through Brook Mays Music Company.

VI. May I purchase a used instrument?

Yes, but care must be taken not to purchase an instrument whose condition would be a stumbling block to your child. It is important to consult one of the band directors concerning the condition of the instrument before you buy it. You are encouraged to check with Brook Mays Music Company concerning the availability of good used instruments. If you decide to look for a used instrument, we would strongly urge you to purchase the brand and model on our recommended list of instruments, along with the recommended mouthpiece and maintenance kit for that instrument.

VII. What happens when school starts?

- 1) Band starts on the first day of school.
- 2) Due to the Griffin Middle School modified block scheduling, each sixth grade beginning band class will meet four days a week, as will all other academic classes. More specifically, students will have band class three days a week for 45 minutes and for 90 minutes one day a week.
- 3) If you have a rental - purchase agreement with the music store, the instrument will

be delivered to the school prior to the first day of classes, so that the band director can issue the instrument to the student. The director will allow the student to take the instrument home AFTER proper care and maintenance has been taught -- this usually is during the third or fourth week of school.

THE GRIFFIN MIDDLE SCHOOL BEGINNING BAND PROGRAM OVERVIEW

*BEFORE TALKING TO ONE OF THE BAND DIRECTORS, HERE ARE
THE ANSWERS TO THE MOST ASKED QUESTIONS
ABOUT BEGINNING BAND.*

1. Due to the new Griffin Middle School modified block scheduling, each sixth grade beginning band class will meet four days a week, as will all other academic classes. More specifically, students will have band class three days a week for 45 minutes and for 90 minutes one day a week.
2. Beginning band instruction is set up in "homogenous" classes (like instruments):
 - Beginning Flute Class
 - Beginning Double Reed Class -- Oboe, Bassoon
 - Beginning Clarinet Class -- Clarinet, Bass Clarinet
 - Beginning Saxophone Class
 - Beginning Cornet Class
 - Beginning French Horn Class
 - Beginning Euphonium and Tuba Class
 - Beginning Trombone Class
 - Beginning Percussion Class
3. In preparation for our Spring Concert in May, we will have **three** after-school rehearsals from 4:10-6:10 p.m. **These rehearsals are the only times during the year that all of the beginning classes are combined into a fully instrumentated band to prepare for the concert.** The dates and times of these rehearsals and the Spring Concert will be given out in August, so you have several months to make plans and invite special guests. **The Spring Concert will be your child's first and only public performance of his/her beginning band year!**
4. For normal progress, all beginning band students are required to practice at least 30 minutes a day (3 and 1/2 hours per week), which is to be documented on a practice sheet given to each student at the beginning of each semester. In order to receive a 100% on their practice sheet that week, students must practice a minimum of 3 and 1/2 hours. Fifty percent (50%) of the six-weeks grade will be based on the amount of daily home practice. If a student cannot practice on a given day due to an unavoidable conflict, the practice time must be made up on another day within **that** practice week. We **strongly** encourage equally distributed practice time in order to promote musical success. **Points will be appropriately deducted if a student turns in less than the required time. Likewise, extra credit will be given to students who practice more than the weekly requirement. Parents will sign the student's practice sheet each week to verify the amount of home practice.** Practice sheets will be checked each Monday, and in the case of a holiday, teacher inservice day, etc., practice sheets will then be checked on the first teaching day of the week. **One letter grade will be deducted for each day that they are turned in late.**
5. Once a student is in the seventh and eighth grade, they may participate in band and athletics. **THERE IS NOT A CONFLICT OF CLASSES.**

6. Some of the very large and very expensive instruments are owned by the school and may be issued to students selected by the director for that instrument (i.e. oboe, bassoon, bass clarinet, french horn, euphonium/baritone, and tuba).
7. You are not required to close a deal with Brook Mays Music Company at this time. **It is important, however, that you make arrangements as soon as possible for your child's instrument and maintenance kit.** This will insure that your child will have an instrument when school starts in August. Feel free to take a contract home and discuss it with each other. If you do close a contract tonight, you will be assured that an instrument has been ordered and will arrive for your child before the first day of school. **All instruments and maintenance kits will be delivered to the Griffin Band Hall during the summer, in an effort to keep anxious students from attempting to assemble their instruments before they have been taught! This prevents any mishaps before the student has a chance to play his or her instrument. The Griffin Band Directors will then be able to properly put instruments through an inventory system before school begins.**

PARENTS, PLEASE SIGN IN THE
TWO DESIGNATED AREAS
AND RETURN ENTIRE PACKET TO
MR. BENZER OR MR. SMITH BY
MONDAY, SEPTEMBER 13TH

GRIFFIN MIDDLE SCHOOL BEGINNING BAND
COURSE OBJECTIVES AND GRADING PROCEDURES

Aesthetic experiences are a vital part of student growth. Band, as a musical organization, provides one medium of aesthetic expression for students. Our department goal, therefore, is that each student be able to express the aesthetic values of music through performance skills and theory comprehension.

There are nine different classes of beginners that meet during five different periods during the school day. Classes are made up of *like* instruments in order to enhance more uniform instruction. The Griffin Beginning Band performs at the **Spring Concert**, which is set for **Wednesday, May 10th, in The Colony High School Performing Arts Center**. Since each beginning class meets separately during the school day, we can only prepare **the whole band** by having three after-school rehearsals, which are **curricular** and therefore **graded activities**. These rehearsals are **mandatory** and necessary for every beginning student, as they have never participated in this sort of concert and have never played in a full band before. These three rehearsals are set from 4:10 - 6:10 p.m. on Thursday, May 4th, Monday, May 8th, and Tuesday, May 9th. All students should dress in their "Sunday BEST" for the Spring Concert-- jeans, shorts, tee shirts or tennis shoes will **not** be allowed. Letters and various newsletters will be sent and/or mailed home with the students in advance regarding **specific** times and other important details about the Spring Concert.

The band instructors for the 1999-2000 school year are:

- | | |
|------------------|--|
| Mr. Benzer --- | Director of Bands, Griffin Middle School
Beginning Baritone/Euphonium and Tuba Class
Beginning Cornet Class
Beginning Clarinet/Bass Clarinet Class
Beginning French Horn Class (Co-taught with Mr. Clardy) |
| Mr. Smith --- | Associate Director of Bands, Griffin Middle School
Beginning Trombone Class (Co-taught with Mr. McNair on Tuesdays)
Beginning Oboe and Bassoon Class
Beginning Saxophone Class
Beginning Flute Class |
| Mr. Clardy --- | Director of Bands, The Colony High School
Beginning French Horn Class (Co-taught with Mr. Benzer) |
| Mr. Brubaker --- | Percussion Specialist, The Colony High School and feeder middle schools
Beginning Percussion Class |
| Mr. McNair--- | Associate Director of Bands, The Colony High School
Beginning Trombone Class (Co-taught with Mr. Smith on Tuesdays) |

PARENTS, PLEASE KEEP THIS
PACKET AT HOME FOR YOUR
FUTURE REFERENCE

GRIFFIN MIDDLE SCHOOL BEGINNING BAND
COURSE OBJECTIVES AND GRADING PROCEDURES

Aesthetic experiences are a vital part of student growth. Band, as a musical organization, provides one medium of aesthetic expression for students. Our department goal, therefore, is that each student be able to express the aesthetic values of music through performance skills and theory comprehension.

There are nine different classes of beginners that meet during five different periods during the school day. Classes are made up of *like* instruments in order to enhance more uniform instruction. The Griffin Beginning Band performs at the **Spring Concert**, which is set for **Wednesday, May 10th, in The Colony High School Performing Arts Center**. Since each beginning class meets separately during the school day, we can only prepare **the whole band** by having three after-school rehearsals, which are **curricular** and therefore **graded activities**. These rehearsals are **mandatory** and necessary for every beginning student, as they have never participated in this sort of concert and have never played in a full band before. These three rehearsals are set from 4:10 - 6:10 p.m. on Thursday, May 4th, Monday, May 8th, and Tuesday, May 9th. All students should dress in their "Sunday BEST" for the Spring Concert-- jeans, shorts, tee shirts or tennis shoes will **not** be allowed. Letters and various newsletters will be sent and/or mailed home with the students in advance regarding **specific** times and other important details about the Spring Concert.

The band instructors for the 1999-2000 school year are:

- Mr. Benzer --- Director of Bands, Griffin Middle School
Beginning Baritone/Euphonium and Tuba Class
Beginning Cornet Class
Beginning Clarinet/Bass Clarinet Class
Beginning French Horn Class (Co-taught with Mr. Clardy)
- Mr. Smith --- Associate Director of Bands, Griffin Middle School
Beginning Trombone Class (Co-taught with Mr. McNair on Tuesdays)
Beginning Oboe and Bassoon Class
Beginning Saxophone Class
Beginning Flute Class
- Mr. Clardy --- Director of Bands, The Colony High School
Beginning French Horn Class (Co-taught with Mr. Benzer)
- Mr. Brubaker --- Percussion Specialist, The Colony High School and feeder middle schools
Beginning Percussion Class
- Mr. McNair--- Associate Director of Bands, The Colony High School
Beginning Trombone Class (Co-taught with Mr. Smith on Tuesdays)

TEACHING OBJECTIVES FOR BEGINNING BAND STUDENTS

- to learn and use good posture while playing
- to learn the correct method of breathing (wind instruments)
- to learn and use the correct embouchure while playing (wind instruments)
- to learn and use correct hand position
- to learn and use the correct technique for percussion playing (percussion only)
- to learn the proper concept of tone production and tone quality
- to know the various articulation markings such as slur, staccato, legato, etc.
- to be able to clap and count rhythmically
- to learn and understand the musical terms necessary for the performing seventh and eighth grade bands
- to develop discriminatory listening skills
- to develop good home practice routines
- to promote social development through large group interaction
- to develop personal and social self-discipline
- to prepare students to advance to the seventh and eighth grade bands after their beginning year

GRADING PROCEDURES

25% of the six-weeks grade will be based on major tests including playing tests and written exams.

25% of the six-weeks grade will be based on daily grades including homework assignments, daily quizzes, class work, and participation.

50% of the six-weeks grade will be based on the amount of daily home practice. Students are required to practice at least 30 minutes a day (3 and 1/2 hours per week) in order to receive a 100% on their practice sheet that week. If a student cannot practice at all on a given day due to an unavoidable conflict, the practice time must be made up on another day within that practice week. We **strongly** encourage equally-distributed practice time in order to promote musical success. **Points will be appropriately deducted if a student turns in less than the required time. Likewise, extra credit will be given to students who practice more than the weekly requirement. Parents will sign the student's practice sheet each week to verify the amount of home practice.** Practice sheets will be checked each **Monday**, and in the case of a holiday, teacher inservice day, etc., practice sheets will then be checked on the first teaching day of the week. **Short writing assignments will be given to students not having their practice sheets filled out and signed on Mondays. In addition, a letter grade will be deducted for each day that they are turned in late.**

COURSE OBJECTIVES AND GRADING PROCEDURE INFORMATION

STUDENT NAME: _____

PARENT/GUARDIAN SIGNATURE: _____

Griffin Middle School Band Hall Rules

- 1) Band students will always follow directions the **first** time they are given.
- 2) When you walk through the band hall doors, you need to get your materials out and be ready to begin class at the bell. Please remain quiet at this time -- talking should be done outside in the hall, and will not be allowed in the band hall.
- 3) You are to enter the band hall through only the band hall doors, NOT the choir doors.
- 4) Students should remain quiet in class, and raise their hand and wait to be acknowledged before speaking.
- 5) Band students should be respectful of others, and should speak in a courteous tone to others. Students should also keep hands, feet, and objects to themselves.
- 6) No one is allowed to exit through the door leading from the band hall to the parking lot (on the northeast side of the school), except if it is after 4:15 p.m., or you have been given permission.
- 7) No one is allowed to exit through the band halls doors leading to the main school hallway if it is before 8:35 a.m. **OR** after 4:15 p.m., unless you have been given permission or have presented a pass to a band director.
- 8) The practice room hallway is to be used only by those using the practice rooms or waiting for private lessons. Before and after school, the band hall and practice rooms are areas of work or practice. These areas are not NOT visiting areas.
- 9) When using the practice rooms before or after school, only four people will be allowed in the large ensemble rooms, and only two people will be allowed in the small practice rooms at a time.
- 10) When looking for a practice room, if the door is closed, it is occupied. Do not disturb those in practice rooms whose doors are closed.
- 11) When you are finished in the practice rooms you will:
 - 1) stack your chairs,
 - 2) put your stand in the corner,
 - 3) turn off the light, and
 - 4) leave the door OPEN!!!
- 12) When entering the instrument storage room, enter only through the right hand door and exit only through the left hand door.
- 13) When getting your instrument from the instrument room, take your case to your designated area to take out your instrument. **DO NOT STAND AROUND IN THE INSTRUMENT ROOM TALKING AND TRYING TO PUT YOUR INSTRUMENT TOGETHER.** There is not enough room or time.
- 14) For your health and well being, absolutely NO gum or candy is allowed in the band hall. It is dangerous to have ANYTHING in your mouth while playing a wind instrument. The exception to this rule is perhaps a party done with a particular class outside of the school day, which will be supervised by a band director.
- 15) All band students are encouraged to use the band hall and practice room facilities. Band members are encouraged to keep these rooms neat and clean. The chairs and music stands should be kept in place, and any trash needs to be thrown away.

- 16) No one shall hold, play, or otherwise operate or handle another person's instrument. This is for health reasons as well as instrument repair reasons. **IF IT DOESN'T BELONG TO YOU, DON'T TOUCH IT!! EACH BAND STUDENT IS RESPONSIBLE FOR HIS/HER OWN INSTRUMENT!**
- 17) Instrument storage slots are to be used for instrumental storage **ONLY!!** Each student is assigned a specific numbered slot, which is to be kept clean. Instruments are to be put in their cases, and the cases kept closed while in the storage area. **NO INSTRUMENTS ARE TO BE KEPT IN THE STORAGE SLOTS OVERNIGHT OR OVER THE WEEKENDS. SIXTH GRADE STUDENTS WILL BEGIN TO CONSISTENTLY BRING THEIR INSTRUMENTS HOME AS SOON AS THEY ARE INSTRUCTED BY THEIR BAND DIRECTOR.**
- 18) All instrument cases have an identification tag on them. Students should immediately see a band director if the tag needs replacing or is missing.
- 19) It is suggested that all personal instruments have the proper coverage. Instruments **ARE NOT** insured by Griffin Middle School or Lewisville Independent School District.
- 20) Band students will take home their instruments and:
 - band folders (7th and 8th graders)
 - notebook and music book (6th graders)**daily.** Students are expected to practice an average of thirty minutes per night outside of band class and private lessons.
- 21) The band hall phone is **not** for student use, as there are pay phones located throughout the school. Exceptions will be made only by a band director. Phone calls made from the band hall will be fifty cents.
- 22) All sixth grade students will be required to keep a band notebook. They will also need a pencil, highlighter, paper, and all the accessory items for their instruments as outlined by a band director. Such items as class notes, tests, band rules, and various handouts will be kept in the band notebook.
- 23) Band students should play their instruments in class and at band functions only when instructed to do so.
- 24) Band students will bring to their parents' attention all correspondence which is sent home. Any correspondence which requires a parent signature, and is also to be returned to the band directors--will be returned promptly.
- 25) Band students will keep clear of the outside band hall doors before and after school so as to not disturb the indoor sectional or rehearsal. Students may choose to stay underneath the overhang, and are **not** allowed to leave their instrument unattended at any time. **There will be serious consequences to a student whose unattended instrument is brought to us by another student, teacher, etc. -- whether it is found on or off school property.**
- 26) **Seventh and eighth grade band students will show pride in the organization by always wearing their band uniform in a complete and correct manner. Band shirts must be tucked in, even if worn outside of band functions! ALL STUDENTS ARE ENCOURAGED TO WEAR THEIR BAND SHIRTS TO SCHOOL--STUDENT PRIDE IS LARGELY RESPONSIBLE FOR THE GRIFFIN BAND PROGRAM'S CONTINUED SUCCESSES!!**

CONSEQUENCES FOR BREAKING RULES

1. Verbal warning.
2. Detention
3. Parental contact by telephone -- conference will be set up if necessary.
4. Referral to office.

TARDY POLICY

At the bell, students must be seated with all supplies necessary for band class to be considered on time.

Consequences for tardiness:

- 1st tardy in each semester - verbal warning
- 2nd tardy in each semester - 50-minute after-school detention
- 3rd tardy in each semester - two 50-minute after-school detentions and a parent phone call
- 4th tardy in each semester - office referral and three one-hour after-school detentions
- 5th tardy in each semester - office referral and night school detention
- 6th tardy in each semester - parent conference and two night school detentions

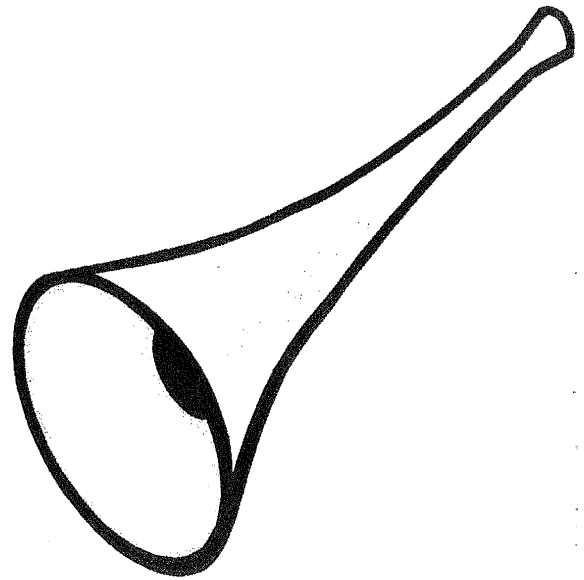
Additionally, all Symphonic and Concert Band students should be ready to play at the tardy bell to be considered on time.

BAND RULES AND TARDY POLICY INFORMATION

STUDENT NAME: _____

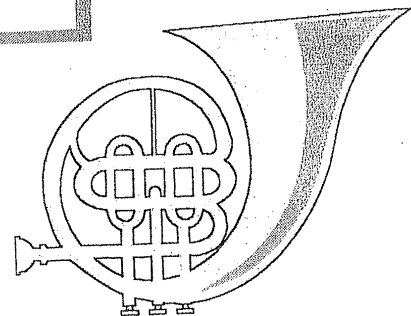
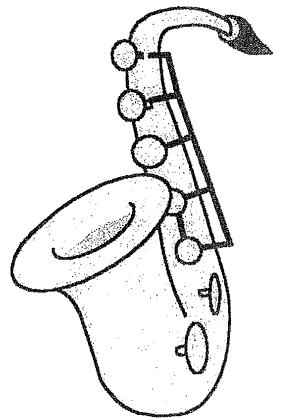
PARENT/GUARDIAN SIGNATURE: _____

Griffin M.S. Beginning Band Supply List



1. Four sharpened #2 pencils (give three to your band director, and keep one in your folder)
2. One highlighter (it can be any color)
3. One 2-pocket, 3-brad folder (it can be any color, but it must have brads - you will decorate your folder). Label your pockets and your cover sheet--
Left pocket: Tests and your name
Right pocket: Band Rules and Handouts
** You need to have several sheets of blank paper behind your cover sheet **
4. One box of Kleenex

** Parents, please make sure that you have made the proper arrangements with Brook Mays Music Company regarding your child's instrument and starter kit.



Griffin Middle School Band Tags & Mirrors

Name Tags

Each year, the Griffin Band provides students with name tags for their instrument cases. The tags are specifically designed for Griffin Band students. Each tag is heavily laminated for durability, and will have your student's name, instrument, and Griffin Band logo. Since many of the instrument cases look identical, it is a great way for us as band directors to keep track of the instruments and for students to always place their instruments in their correct and assigned slot. They also aid in keeping instruments safe and in the hands of their owner. The cost of the tag is \$3.

Mirrors

In learning how to play an instrument, it is important for beginning band students to understand how to properly form their face (embouchure) from the first time they perform on their instruments. By using mirrors, the students can understand what the correct embouchure should look like, and whether or not they are doing the same thing at home, on their own. We have a classroom set of the same mirrors that the students will use during class. These mirrors will allow them to practice at home with the same consistency with which they practice during class. The cost of the mirrors is \$2.

Wire Stands

When students practice at home, it is also important that they have a music stand. This allows students to sit with the same and proper posture that they use in their band class. If a student places music flat on a table or bed, they are forced to lean forward and use incorrect playing techniques to read their music. A wire music stand is an affordable way to have students play with the proper posture and playing position. These stands fold up into a small carrying case that can be brought on family trips and moved from place to place easily. The cost of the wire stand is \$13.00, or \$14.50 with a case.

TAGS, MIRRORS, AND STANDS ORDER FORM

PLEASE SIGN, DETACH AND RETURN BY FRIDAY, OCT. 8th

STUDENT NAME: _____

PARENT /

GUARDIAN SIGNATURE: _____

Please send cash or a check payable to:
THE COLONY BAND CLUB

Instrument Name Tags (Required)	\$3.00	_____
Home Practice mirrors (Required)	\$2.00	_____
Music Stands (Optional)	\$13.50	_____
w / case	\$16.00	_____
case only	\$3.50	_____
Total	\$	_____

Score: _____

Name: _____

Parent/Guardian Signature

Period: _____

Beginning Band Music Theory Test

1. Draw four(4) treble clefs.

2. Draw four(4) bass clefs.

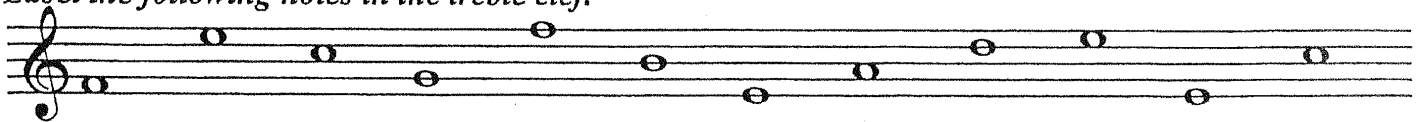
Define the following:

1. staff - _____
2. bar line - _____
3. double bar line - _____
4. measure - _____
5. embouchure - _____

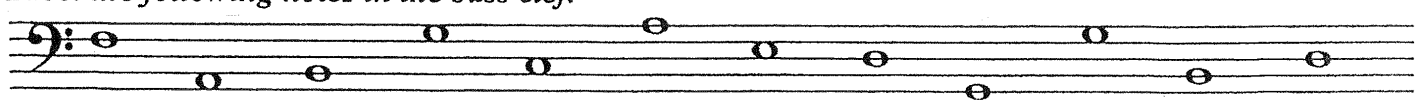
Answer the following questions:

1. How many lines are in a music staff? _____
2. How many spaces are in a music staff? _____
3. The bottom line of the staff is line number _____
4. The top space of the staff is space number _____
5. What is the nickname for the treble clef? _____
6. What is the nickname for the bass clef? _____
7. Name the notes on the lines of the treble clef. _____
8. Name the notes on the lines of the bass clef. _____
9. Name the notes in in the spaces of the treble clef. _____
10. Name the notes in the spaces of the bass clef. _____
11. How many half notes are in a whole note? _____
12. How many quarter notes in a half note? _____
13. What musical symbol is at the beginning of music and tells you how many beats in a measure and what note gets one beat? _____
14. What does the bottom number of a time signature tell you? _____
15. What does the top number of the time signature tell you? _____

Label the following notes in the treble clef.



Label the following notes in the bass clef.



Answer the following questions.

1. Stems go _____ for notes below the third line.
2. Stems go _____ for notes above the third line.
3. Stems go _____ for notes on the third line.

Write the following pitches of the treble clef as half notes. Place one note in each measure. Be careful to place the stems in the correct places. * - indicate two required answers.

A treble clef staff with seven measures. Below the staff are labels: A, G, D, F*, C, E*, B*.

Write the following notes of the bass clef as quarter notes. Place one note in each measure. Be careful to place the stems in the correct places. * - indicate two required answers.

A bass clef staff with seven measures. Below the staff are labels: B, D*, G*, E, C, F, A*.

Label the following items.



1. _____
2. _____
3. _____

Extra Credit:

1. List three(3) words or phrases to describe how your face should be when playing your instrument.

2. Draw a treble clef. Then place the correct number of bar lines on the staff to make 5 measures. Place a double bar line at the end of the staff. Write a whole note in each measure and label your notes underneath the staff.

A blank treble clef staff with five measures.



GRIFFIN BAND

GRIFFIN MIDDLE SCHOOL PRACTICE SHEET

Success in the playing of a musical instrument is determined by the amount and quality of regular practice. Daily home practice will ensure satisfactory progress. All beginning band students should be documenting their daily practice times on this practice sheet. Students will be assigned something to practice **EVERY DAY** and are to follow the guidelines set in class for home practice.

Fifty percent of the six-weeks grade will be based on the amount of daily home practice. In order to receive a 100% on their practice sheet that week, students are required to practice a minimum of 3 1/2 hours per week (30 minutes per day). We **strongly** encourage equally distributed practice time in order to promote musical success. If a student cannot practice on a given day due to an unavoidable conflict, the practice time must be made up on another day within that practice week. Points will be appropriately deducted if a student turns in less than the required time. Likewise, extra credit will be given to students who practice more than the weekly requirements. Weekly parent signatures will help in verifying the amount of home practice. Practice sheets will be checked on student's block day. This is a change from information given out earlier. Since the block days provide longer classes, it is a more efficient use of our time to check the practice sheets on these days. Writing assignments will be given if a student turns in a practice sheet with either less than 3 1/2 hours or without a parent/guardian signature. Additionally, a letter grade will be deducted for each day that they are turned in late.

STUDENT'S NAME _____

First Semester 1999 - 2000

WEEK	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	MONDAY	TUESDAY	TOTAL	GRADE	PARENT/GUARDIAN SIGNATURE
Sep.29 - Oct 5										
Oct. 6 - 12										
Oct. 13 - 19										
Oct. 20 - 26										
Oct. 27 - Nov. 2										
Nov. 3 - 9										
Nov. 10 - 16										
Nov. 17 - 23										
Nov. 24 - 30										
Dec. 1 - Dec. 7										
Dec. 8 - 14										
Dec. 15 - 21										
Dec. 22 - 28										
Dec. 29 - Jan. 5										

Writing assignment given to _____ for _____
turning in his/her practice card signed on their block day.

PLEASE COPY AND RETURN WITH
A PARENT SIGNATURE BY:

PARENT
SIGNATURE: _____

PRACTICE

All teachers assign music for the students to practice, but few tell them how to practice. Practice should be a habit with students, and the sooner this habit is established the more successful he or she will be. The student must understand that a certain amount of daily practice is required, and that daily means seven days a week. He or she should have a specific time to practice each day, rather than changing times from day to day according to the demands of other activities. With the cooperation of the parents of younger children, schedule a specific hour of the day which is set aside for practice. If this is done, other activities will not interfere and a habit of regular practice is established. It is effective to have the student keep a record of the time practiced each day and report regularly to the teacher.

Materials

Daily practice in all five classifications of materials is required. In addition, regular reviews of previously learned material must be scheduled so that the player does not lose command of that particular facility. The review provides excellent material with which to begin the practice session, or the practice session may begin with typical "warm-up" exercises such as long tones, slow scales, etc.

The student should learn to devote full mental powers to practicing, rather than letting the mind wander. Suggestions by the teacher of specific items in each portion of the assignment to which he or she must pay attention will help the student. The student should alternate periods of complete concentration with moments of rest and relaxation. Many students, especially the younger ones, will profit more from two shorter practice periods during the day rather than one long practice session.

Speed

Many students, both experienced and inexperienced, practice too fast. One of the most difficult problems of the teacher is to make the student realize the value of slow practice, and to teach him or her restraint in observing tempo.

Use of a metronome is helpful, provided the student is instructed on when and how to use it, and does not let it become a crutch. Practicing too fast results in rough technique, poor musicianship in the matter of musical values and phrasing. Excessive speed establishes uncontrolled articulation, thus eliminating much of the value of the practice period in the critical areas of ear training. Showing the student frequently in class or lesson how to practice will help impress upon him or her the old axiom that haste makes waste.

Planning

A carefully planned assignment plus the efficient use of practice time can help the student overcome any weaknesses he or she might have in tone, technique, intonation, and phrasing. During the practice session the student can listen carefully to tone quality, correct or develop embouchure with the use of a mirror, select and experiment with reeds if playing a reed instrument, spending as much time as necessary to accomplish the assignment.

New Material

New material is best practiced first slowly and completely. This initial impression is the most important, so that the student must go slowly enough in order that every note is correct and that correct fingering choices are made. Fingerings can be marked on the music if desirable.

This is followed by several slow repetitions to establish notes and fingerings. By this time the difficult sections of a few notes or a measure can be identified. Practice is continued by isolating and practicing only these difficult sections until the sequence is established. If the sequence is particularly difficult, practice two or three notes, add another note and continue to repeat, then add other notes one by one until the entire sequence can be played easily.

Finally, practice the phrase in which this sequence occurs. When this is done with each section the entire study can be practiced slowly at first, then with gradually increasing speed until the proper tempo is reached. Practicing the entire study, especially if it is a page or two in length, without working out the difficult sections, is a poor use of time and will not achieve the desired results.

Intonation

Individual practice sessions where the player can hear himself or herself, are invaluable in developing intonation on the instrument. Students must be taught to hear correct intonation by using an electronic device or by practicing with an experienced player. Thus, they become accustomed to the temperament of their own instrument and accept it as being correct even though it may not be. Hearing and identifying correct intonation does not come naturally, it must be acquired. A study of intonation and how to correct deficiencies must be a continual part of instruction if the student is to become qualified to help himself/herself achieve perfection.

Writing assignment given to _____ for not turning in his/her practice card with the required time of _____ hours.

PLEASE COPY AND RETURN WITH A PARENT SIGNATURE BY:

PARENT SIGNATURE: _____

PRACTICE

All teachers assign music for the students to practice, but few tell them how to practice. Practice should be a habit with students, and the sooner this habit is established the more successful he or she will be. The student must understand that a certain amount of daily practice is required, and that daily means seven days a week. He or she should have a specific time to practice each day, rather than changing times from day to day according to the demands of other activities. With the cooperation of the parents of younger children, schedule a specific hour of the day which is set aside for practice. If this is done, other activities will not interfere and a habit of regular practice is established. It is effective to have the student keep a record of the time practiced each day and report regularly to the teacher.

Materials

Daily practice in all five classifications of materials is required. In addition, regular reviews of previously learned material must be scheduled so that the player does not lose command of that particular facility. The review provides excellent material with which to begin the practice session, or the practice session may begin with typical "warm-up" exercises such as long tones, slow scales, etc.

The student should learn to devote full mental powers to practicing, rather than letting the mind wander. Suggestions by the teacher of specific items in each portion of the assignment to which he or she must pay attention will help the student. The student should alternate periods of complete concentration with moments of rest and relaxation. Many students, especially the younger ones, will profit more from two shorter practice periods during the day rather than one long practice session.

Speed

Many students, both experienced and inexperienced, practice too fast. One of the most difficult problems of the teacher is to make the student realize the value of slow practice, and to teach him or her restraint in observing tempo.

Use of a metronome is helpful, provided the student is instructed on when and how to use it, and does not let it become a crutch. Practicing too fast results in rough technique, poor musicianship in the matter of musical values and phrasing. Excessive speed establishes uncontrolled articulation, thus eliminating much of the value of the practice period in the critical areas of ear training. Showing the student frequently in class or lesson how to practice will help impress upon him or her the old axiom that haste makes waste.

Planning

A carefully planned assignment plus the efficient use of practice time can help the student overcome any weaknesses he or she might have in tone, technique, intonation, and phrasing. During the practice session the student can listen carefully to tone quality, correct or develop embouchure with the use of a mirror, select and experiment with reeds if playing a reed instrument, spending as much time as necessary to accomplish the assignment.

New Material

New material is best practiced first slowly and completely. This initial impression is the most important, so that the student must go slowly enough in order that every note is correct and that correct fingering choices are made. Fingerings can be marked on the music if desirable.

This is followed by several slow repetitions to establish notes and fingerings. By this time the difficult sections of a few notes or a measure can be identified. Practice is continued by isolating and practicing only these difficult sections until the sequence is established. If the sequence is particularly difficult, practice two or three notes, add another note and continue to repeat, then add other notes one by one until the entire sequence can be played easily.

Finally, practice the phrase in which this sequence occurs. When this is done with each section the entire study can be practiced slowly at first, then with gradually increasing speed until the proper tempo is reached. Practicing the entire study, especially if it is a page or two in length without working out the difficult sections, is a poor use of time and will not achieve the desired results.

Intonation

Individual practice sessions where the player can hear himself or herself, are invaluable in developing intonation on the instrument. Students must be taught to hear correct intonation by using an electronic device or by practicing with an experienced player. Thus, they become accustomed to the temperament of their own instrument and accept it as being correct even though it may not be. Hearing and identifying correct intonation does not come naturally, it must be required. A study of intonation and how to correct deficiencies must be a continual part of instruction if the student is to become qualified to help himself/herself achieve perfect intonation.

Listening Sign-up Sheet

Teacher:

Week of:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00a					
7:15a					
7:30a					
7:45a					
8:00a					
8:15a					
4:15p					
4:30p					
4:45p					
5:00p					
5:15p					
5:30p					
5:45p					
6:00p					
6:15p					
6:30p					
6:45p					
7:00p					
7:15p					
7:30p					
7:45p					
8:00p					
8:15p					

GRADING SHEET



CLASS: _____
TITLE: _____

100	88	76
99	87	75
98	86	74
97	85	73
96	84	72
95	83	71
94	82	70
93	81	69
92	80	68
91	79	67
90	78	66
89	77	65

Dear Symphonic Band Parents,

We are at the point of having our entire 1999-2000 Symphonic Band calendar ready to distribute. For many years, we have simply given the calendar to the students and have gone over them thoroughly during class. Beginning two years ago, we decided to distribute the Symphonic Band calendars at a **Symphonic Band Parent/Student Meeting**, and will be doing so again this year.

Due to the many activities and performances which appear in the calendar - along with other pertinent information which we feel you need to know - we are requiring **that at least one parent attend the meeting. If at all possible, we would like your child to also be present at the meeting, as there will be several topics of discussion that the students need to hear. Any parents not able to attend this meeting will need to meet with us on an alternate evening to receive the calendar and additional information. We will call these parents to set a specific date and time convenient to their schedules.**

The meeting will take place on **Tuesday, November 30th, at 7:00 p.m.** We are having the meeting on Tuesday **because there are not any school sports events scheduled that evening.** We are also trying to avoid church conflicts that many families might have on Wednesdays. In polling the Symphonic Band students, we felt like Tuesday was the best night. The meeting will take place in the band hall on the east side of the school (near Kids' Colony). Please park **ONLY** in the front of the school, or in the fire lane **closest to the band hall doors (on the right).** If you park in the left hand fire lane, your vehicle could possibly be ticketed. It would be helpful for you to bring some sort of calendar as we will be making references to specific dates and explaining the Texas House Bill 72 eligibility rules. The meeting should be over by 8:45 p.m., and we appreciate your accomodation in our scheduling of this **VERY IMPORTANT** meeting.

J. Benzer
S. Smith
John Benzer
Steve Smith

1999-2000 MANDATORY SYMPHONIC BAND PARENT/STUDENT MEETING
PLEASE SIGN, DETACH, AND RETURN BY THIS TUESDAY NOVEMBER 23rd.

(Students will receive a grade for turning this in signed)

Please check the applicable statement:

Parent(s) *and* student will attend

Parent(s) *only* will attend

We are unable to attend this meeting, but will attend a make-up meeting.

Student Name: _____

Parent / Guardian Signature: _____

PARENTS, PLEASE SIGN IN THE FOUR DESIGNATED AREAS
AND RETURN ENTIRE PACKET TO MR. BENZER OR MR.
SMITH BY MONDAY, DECEMBER 6th

GRIFFIN MIDDLE SCHOOL SYMPHONIC BAND

The Griffin Middle School Symphonic Band is the top seventh and eighth grade band in the school. **The Symphonic Band is an honorary organization, where the standards are very high.** Typically, band is the largest organization at Griffin, and therefore is very visible to the student body, administration, and community.

The Symphonic Band is required to participate the U.I.L. (University Interscholastic League -- the state governing body for competitions) Concert and Sightreading Contest, along with other competitions including the L.I.S.D All-District and Region V All-Region Band Auditions, and the Lewisville I.S.D. Solo and Ensemble Contest. **The Symphonic Band are also required to perform, along with the Symphonic Bands, at the Winter Concert, Pre-U.I.L. Concert, and the Spring Concert.** Additionally, this band performs at Griffin Pep Rallies and a Griffin Eighth Grade Football Game during the fall semester. In the spring semester, the students will perform at the U.I.L. Concert and Sightreading Contest, the Beach Within Reach Band Festival, the Director's Choice Band Festival in the Murchison Performing Arts Center at the University of North Texas, and a Fifth Grade Recruiting Concert for the three elementary schools in The Colony which feed into Griffin. **All activities that involve playing instruments as a whole band are considered required.** Additional performances, such as playing at a Colony Band Club Meeting, a Griffin P.T.A. Meeting, etc., may be added to the band calendar schedule. Such later scheduled performances will still be considered required. Symphonic Band students are given the optional opportunity to participate in several purely fun and social events (i.e. pool parties / cookouts, car washes, and field trips to the Dallas Galleria, a Texas Rangers Baseball Game, Six Flags Over Texas, Hurricane Harbor, etc.). **These events are not required, but are scheduled to reward students for all of their hard work and time given to the Symphonic Band!**

All Symphonic Band students are required to attend one section rehearsal ("sectional") per week, held either before or after school. During sectionals, attention is given to the specific skills of that instrument, as well as practicing sections of music which need additional work. In first semester sectionals, students learn the L.I.S.D. All-District Band and Region V All- Region Band Audition music, and attention is given to small ensembles in December and January. If students have sports before or after school, they will be allowed to miss that sports activity to attend sectionals **once a week**. The coaches and band directors work hard to **ALWAYS** allow the students to participate in both band **AND** sports. Sectionals, as much as possible, are scheduled around seventh and eighth grade sports activities.

As we approach contest time in the spring semester or before major concerts, extra band rehearsals and clinics done with outside professionals are done with the Symphonic Band. **Sectionals, extra rehearsals, and clinics (all done outside of the school day) are CURRICULAR, and are therefore graded activities.** Failure to attend any curricular / required activity without a written note **PRIOR** to the activity may result in demotion from the Symphonic Band, and will affect the student's grade.

Discipline and attitude problems are not present in the Symphonic Band. Students who fail to comply with all band rules, policies, and procedures, will jeopardize their placement in the Symphonic Band. The Griffin Middle School Symphonic Band has been named the 1993 and 1997 CC Middle School State Honor Band, and in 1997 received the Sudler Cup Award which recognizes outstanding middle school and high school band programs across the United States, Canada, as well as Japan. Last year this award was given to only two middle schools in the United States, and the Griffin Symphonic and Concert Bands' reputations are, and continue to be, a large part of that success.

STUDENT NAME: _____

PARENT/GUARDIAN SIGNATURE: _____

GRIFFIN MIDDLE SCHOOL SYMPHONIC BAND

The Griffin Middle School Symphonic Band is the top seventh and eighth grade band in the school. **The Symphonic Band is an honorary organization, where the standards are very high.** Typically, band is the largest organization at Griffin, and therefore is very visible to the student body, administration, and community.

The Symphonic Band is required to participate the U.I.L. (University Interscholastic League -- the state governing body for competitions) Concert and Sightreading Contest, along with other competitions including the L.I.S.D. All-District and Region V All-Region Band Auditions, and the Lewisville I.S.D. Solo and Ensemble Contest. **The Symphonic Band are also required to perform, along with the Symphonic Bands, at the Winter Concert, Pre-U.I.L. Concert, and the Spring Concert.** Additionally, this band performs at Griffin Pep Rallies and a Griffin Eighth Grade Football Game during the fall semester. In the spring semester, the students will perform at the U.I.L. Concert and Sightreading Contest, the Beach Within Reach Band Festival, the Director's Choice Band Festival in the **Murchison Performing Arts Center at the University of North Texas**, and a Fifth Grade Recruiting Concert for the three elementary schools in The Colony which feed into Griffin. **All activities that involve playing instruments as a whole band are considered required.** Additional performances, such as playing at a Colony Band Club Meeting, a Griffin P.T.A. Meeting, etc., may be added to the band calendar schedule. Such later scheduled performances will still be considered required. Symphonic Band students are given the **optional** opportunity to participate in several purely fun and social events (i.e. pool parties / cookouts, car washes, and field trips to the Dallas Galleria, a Texas Rangers Baseball Game, Six Flags Over Texas, Hurricane Harbor, etc.). **These events are not required, but are scheduled to reward students for all of their hard work and time given to the Symphonic Band!**

All Symphonic Band students are required to attend one section rehearsal ("sectional") per week, held either before or after school. During sectionals, attention is given to the specific skills of that instrument, as well as practicing sections of music which need additional work. In first semester sectionals, students learn the L.I.S.D. All-District Band and Region V All-Region Band Audition music, and attention is given to small ensembles in December and January. If students have sports before or after school, they will be allowed to miss that sports activity to attend sectionals **once a week**. The coaches and band directors work hard to **ALWAYS** allow the students to participate in both band **AND** sports. Sectionals, as much as possible, are scheduled around seventh and eighth grade sports activities.

As we approach contest time in the spring semester or before major concerts, extra band rehearsals and clinics done with outside professionals are done with the Symphonic Band. **Sectionals, extra rehearsals, and clinics (all done outside of the school day) are CURRICULAR, and are therefore graded activities.** Failure to attend any curricular / required activity without a written note **PRIOR** to the activity may result in demotion from the Symphonic Band, and will affect the student's grade.

Discipline and attitude problems are not present in the Symphonic Band. Students who fail to comply with all band rules, policies, and procedures, will jeopardize their placement in the Symphonic Band. The Griffin Middle School Symphonic Band has been named the 1993 and 1997 CC Middle School State Honor Band, and in 1997 received the Sudler Cup Award which recognizes outstanding middle school and high school band programs across the United States, Canada, as well as Japan. Last year this award was given to only **two** middle schools in the United States, and the Griffin Symphonic and Concert Bands' reputations are, and continue to be, a large part of that success.

STUDENT NAME: _____

PARENT/GUARDIAN SIGNATURE: _____

GRIFFIN MIDDLE SCHOOL SYMPHONIC BAND
1999 - 2000 CALENDAR OF EVENTS

- AUGUST 11 First day of school
- AUGUST 21 Symphonic and Concert Bands perform at The Colony Band Club Extravaganza -- 7:00 - 8:30 p.m. at T.C.H.S. Cougar Stadium
- AUGUST 25-26 Griffin Band Fall Fundraiser begins -- meeting during class with Mr. Ron Koen from Cherrydale Farms
- AUGUST 26 Griffin Open House -- 7:00 p.m.
- SEPTEMBER 3 \$40 Maintenance Fee due for students playing **school-owned** instruments -- cash or checks payable to **Lewisville I.S.D.**
- SEPTEMBER 3 All-District/All-Region Band Entry Fees Due (\$6 per Symphonic Band Student) -- cash or checks payable to The Colony Band Club
- SEPTEMBER 7 Symphonic Band performs at Griffin vs. Polk Pep Rally-- during school, **in fall uniform** (PARENTS WELCOME!!)
- SEPTEMBER 14-15 Fall Fundraiser Order Forms due
- SEPTEMBER 17 Parent Visitation Day at Griffin (PARENTS INVITED TO OBSERVE YOUR CHILD'S BAND CLASS!)
- SEPTEMBER 17 End of First Six Weeks
- SEPTEMBER 18 Griffin Symphonic and Concert Band Field Trip to the Texas Rangers vs. Tampa Bay Devil Rays Baseball Game in Arlington-- evening function, and buses will be taken
***parent chaperones needed**
- SEPTEMBER 24 Fall Car Wash Pledge Sheets due for ALL students who received pledges and/or are working at the car wash
- SEPTEMBER 25 Fall Car Wash -- 9:00 a.m. - 4:30 p.m. in the Brookshire's parking lot
*** parent help needed**
- OCTOBER 5 Symphonic Band performs at Griffin vs. Lakeview Pep Rally-- during school, **in fall uniform** (PARENTS WELCOME!!)

- OCTOBER 5 Symphonic Band also plays at Griffin vs. Lakeview at T.C.H.S. **Cougar Stadium** --assembly **in fall uniform** at 6:00 p.m. at the stadium (game over at approximately 9:00 p.m.) **PARENTS WELCOME!!**
- OCTOBER 8 Fall Car Wash Pledge Money due **with pledge sheet** (cash or checks payable to The Colony Band Club)
- OCTOBER 11 Fall Fundraiser products delivered -- students need to pick up products after school
 ***parents willing to help sort out and/or distribute products need to call Dee Yach at 625-0474**
- OCTOBER 15 Eighth Grade Band Students invited to attend T.C.H.S. Homecoming Game -- students will meet at 7:00 p.m. in T.C.H.S. Band Hall
- WEEKS OF:
 OCTOBER 18 **Practice Marathon with Symphonic Band sections and their private lesson teachers and/or Mr. Benzer and Mr. Smith in preparation for the All-District/All-Region Band Auditions**
 OCTOBER 25 *** these two-hour sessions will be scheduled at the convenience of the students and the private teachers**
 &
 NOVEMBER 1
- OCTOBER 28 The Colony Band Club Meeting -- 7:30 p.m. in the Griffin Middle School Cafeteria
*****Concert Band performs tonight*****
- OCTOBER 29 End of Second Six Weeks -- Students must pass EVERY class this grading period in order to participate in the All-District and All-Region Band Auditions AND the All-Region Band Clinic/Concert (only for those selected to the band on the November 13th audition)
- NOVEMBER 1 Fall Fundraising Collection Envelopes Due -- **we ask that a parent fill out and sign the back of the collection envelope before it is turned in** (cash or checks payable to The Colony Band Club)
- NOVEMBER 5 **Griffin Parent Volunteer Night at T.C.H.S. Concession Stand**--please contact Mary Beth Patrick at 625-6510 if you are willing to help out
- NOVEMBER 6 L.I.S.D. All-District Band Auditions at Arbor Creek Middle School in North Carrollton (**only those students who have passed off their music for Mr. Benzer or Mr. Smith**) -- a one-way bus will be taken for **ONLY** students with audition windows within the first two hours

- NOVEMBER 11 Griffin Band Group Pictures done by Sloan Photography during class (**in fall uniform**) -- order envelopes / letter will be sent home prior to this date
- NOVEMBER 13 Region V All-Region Band Auditions at Lamar Middle School in Flower Mound (**only for those students who have passed off their music for Mr. Benzer or Mr. Smith**) -- all day function, and buses will be taken to transport ALL students
- NOVEMBER 30 **Symphonic Band MANDATORY Parent/Student Meeting -- 7:00 p.m. in the Griffin Middle School Band Hall**
- DECEMBER 4 All-Region Clinic/Concert -- all day clinic at Marcus High School and Briarhill Middle School in Flower Mound and 7:30 evening concert at Marcus High School (**ONLY for those selected to the band on the November 13th audition**)
- DECEMBER 6 \$3 due for required instrument case identification tag (cash or checks payable to **The Colony Band Club**)
- Blank and **labeled high quality** cassette tape due (for professional recordings to be provided for Symphonic Band students)
- DECEMBER 10 Griffin Symphonic and Concert Band Galleria Field Trip -- late afternoon/evening function, and buses will be taken
*parent chaperones needed
- DECEMBER 13** **Griffin Band Winter Concert --7:30 p.m. in T.C.H.S. Performing Arts Center**
students will be in "Sunday best"
*parent help needed with student supervision and reception
- DECEMBER 17 **End of Third Six Weeks -- Students must pass EVERY class this grading period in order to participate in the All-District Band Clinic/Concert (only for those selected for the band on the November 6th audition) Lewisville Independent School District Solo and Ensemble Contest (for all Symphonic and Concert Band students)**
- JANUARY 4 First day of second semester
- JANUARY 4 Symphonic Band Mother/Daughter Dress Meeting with Barbara Snow--7:00 p.m. in the Griffin Band Hall

- JANUARY 7-8 L.I.S.D. All-District Band Clinic/Concert -- Friday evening and all day Saturday clinic/7:00 evening concert at The Colony High School (**ONLY for those selected to the band on the November 6th audition**)
- JANUARY 14 Lewisville I.S.D. Solo and Ensemble Contest Entry Fees Due **for all Symphonic and Concert Band students** -- a fee statement sheet will be sent home prior to this date
- JANUARY 15 Extra Help Day for various Symphonic Band Students in preparation for Solo and Ensemble Contest
- JANUARY 22 Symphonic Band U.I.L. **Curricular Clinic** with Mr. Tom Bennett from Spring High School from 9:00 a.m. - 12:00 p.m., in the Griffin Band Hall
- WEEK OF JANUARY 24 Boys' formal white shirt and tuxedo coat fittings during Symphonic Band class
***parent help needed**
- FEBRUARY 3 Symphonic Band performs at Griffin vs. Lakeview Basketball Pep Rally -- during school, **in fall uniform** (PARENTS WELCOME!)
- FEBRUARY 5 Extra Help Day for various Symphonic Band Students in preparation for Solo and Ensemble Contest
- FEBRUARY 15-16 Griffin Spring Fundraiser begins -- meeting during class with Mr. Ron Koen from Cherrydale Farms
- FEBRUARY 18 End of Fourth Six Weeks -- Students must pass **EVERY** class this grading period in order to participate in the Pre-U.I.L. Concert, the Six Flags Field Trip and the Hurricane Harbor Field Trip
- FEBRUARY 19 Lewisville I.S.D. Solo / Ensemble Contest at Forestwood Middle School in Flower Mound -- all day function, **and a one-way bus will be taken for ONLY students with performance times within the first two hours of the contest**
students will be in "Sunday best"
***parent chaperones needed**
****parent attendance is highly encouraged**
- FEBRUARY 25 Symphonic Band performs with Choir at Griffin Talent Show -- 7:00 p.m. in T.C.H.S. Performing Arts Center

- FEBRUARY 26 Symphonic Band **Curricular Clinic** with Mr. David Bertman and from Haltom High School -- 9:00a.m. - 12:00 p.m., in the Griffin Band Hall
- MARCH 6 Symphonic Band girl's black dresses need to be completed by this date -- please call Barbara Snow (625-1111) if you have any questions
- MARCH 7 or 9 Griffin Open House -- 7:00 p.m.
- MARCH 7 The Colony Percussion Concert (Griffin Percussionists will be performing, along with the other percussionists from Lakeview and Arbor Creek middles schools as well as The Colony High School -- 7:00 p.m. in T.C.H.S. Performing Arts Center (STUDENTS AND PARENTS WELCOME!!))
- MARCH 21 Olan Mills will be taking individual and group pictures for the 1999-2000 Symphonic Band Composite Picture -- during class and after school/early evening in the Griffin Band Hall (**students need to bring their uniforms to school on this day, on a labeled hanger or hang-up bag**)
*parent help needed
- MARCH 23 (tentative) 2000 Texas Christian University Summer Band Camp (June 18-23) Information Meeting -- 7:00 p.m. in the Griffin Band Hall for all interested parents and students
*parent attendance is highly encouraged
- A fundraiser will be presented during the meeting for students wishing to earn money towards the T.C.U. Summer Band Camp or summer private lessons.
- MARCH 25 Symphonic Band U.I.L. **Curricular Clinic** with Mr. Tom Bennett from Spring High School from 2:00 p.m. - 5:00 p.m., in the Griffin Band Hall
- APRIL 7 End of Fifth Six Weeks -- Students must pass EVERY class this grading period in order to participate in the U.I.L. Concert and Sightreading Contest, the Beach Within Reach Band Festival, The Director's Choice Band Festival in the Murchison Performing Arts Center at the University of North Texas, the Six Flags Field Trip, and the Hurricane Harbor Field Trip

APRIL 8

Pre-U.I.L. Concert and Pancake Breakfast in T.C.H.S. Performing Arts Center -- performances will be given by all performing bands at Griffin, Lakeview, Arbor Creek, and The Colony High School

students will be in formal uniform

***parent help needed**

****parent attendance is highly encouraged**

APRIL 14

Spring Car Wash Pledge Sheets due for ALL students who received pledges and/or are working at the car wash

APRIL 15
(tentative)

Spring Car Wash--9:00 a.m.-4:30 p.m. in the Brookshire's parking lot

***parent help needed**

APRIL 25

Colorguard Parent/Student Meeting for 2000-2001 T.C.H.S. Colorguard -- 7:00 p.m. in T.C.H.S. Band Hall

APRIL 25

Spring Fundraising Collection Envelopes due -- **we ask that a parent fill out and sign the back of the collection envelope before it is turned in** (cash or checks payable to The Colony Band Club)

APRIL 27 or 28

Symphonic Band performs at the **U.I.L. Concert and Sightreading Contest** at Birdville High School in North Richland Hills

students will be in formal uniform, and buses will be taken

***parent help needed**

****parent attendance is highly encouraged**

MAY 1

Spring Car Wash Pledge Money due with **pledge sheets** (cash or checks payable to The Colony Band Club)

WEEK OF MAY 1

2000-2001 T.C.H.S. Band Auditions (eighth graders ONLY) --

MAY 8

auditions will be heard before school, during band, or after school

MAY 15

by high school band directors at **Griffin**

MAY 5

Beach Within Reach Band Festival -- evening performance at Haltom High School in Haltom City

students will be in formal uniform, and buses will be taken

*** parent chaperones needed**

****parent attendance is highly encouraged**