

How To Survive & Thrive With A Middle School Beginner Band

in inceptum finis est

The beginning determines the end.



Oswego School District #308

Oswego, IL



Bednarcik, Murphy, Plank, Thompson & Traugher JHS

Oswego High School & Oswego East High School

JHS Band Staff

Rachel Maxwell
Traughber JHS

Julianna Karvelius
Murphy JHS

Dan Harrison
Thompson JHS

Chris Werve
Plank/Thompson

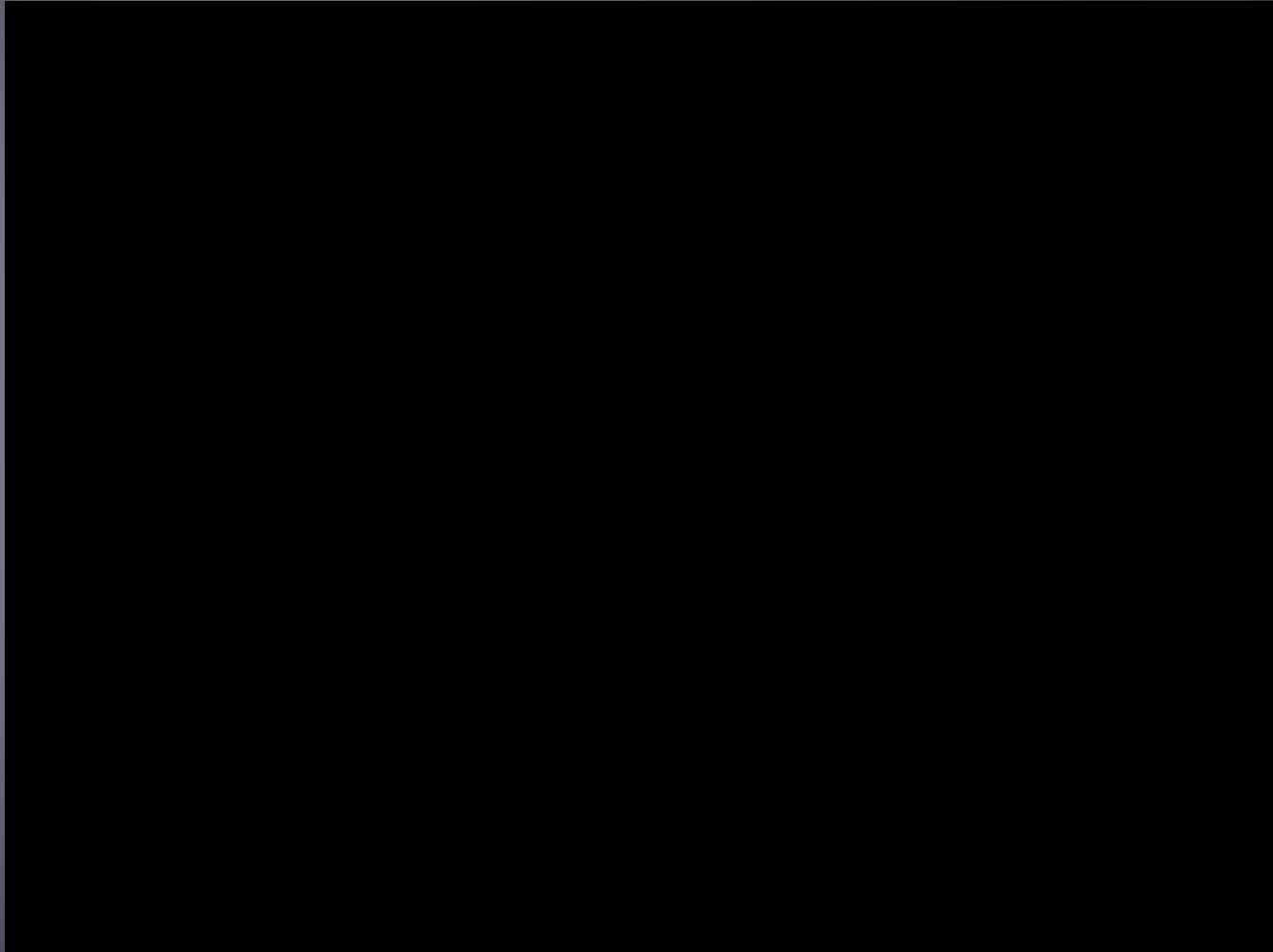
Lisa Heemstra
Bednarcik JHS

Jessica Corry
Traughber JHS

Meghan Fulton
Plank JHS

Margene Pappas
Retired Dir of Bands

Meet A Few of Our Students.



The background of the slide features a series of vertical lines in various shades of blue and purple, creating a textured, forest-like effect. These lines vary in thickness and are set against a light blue gradient background.

Our History with Beginner Band

“Traditional” Elementary Band

1969-1981

Rotating school day
pull-out schedule

2 or 3 Directors

Small group like-
instrument lessons

5th Grade Band

Full Band Before or
After School

1982-1994 Elementary Band

1982 referendum failed

Family Paid Fees for Instruction

5th Grade Band

All group lessons after school out of school day

Eventually district-paid elementary director position reinstated

Band remained out of school day

Reasons for Our Change

Beginner Band
needed to return to
in-school curricular
program

Schedule could no
longer work with after
school conflicts
between the programs

2 Directors doing
(3 Elem Schools, 2
JHS, 1 HS)

System in place was
not Best Practice

How We Decided On Our New System

Directors developed several options but favored 6th Gr Beginners

JR McIntyre, Odessa, TX coached directors on “Texas” system of 6th Gr Beginners

Daily contact during school day-curricular!

Less attrition

Like instr. groups

Students advance at a fast and more even rate

The background of the slide features a light blue gradient with numerous thin, dark blue vertical lines of varying heights and positions, creating a textured, rain-like effect. A solid dark blue horizontal band spans the width of the slide, serving as a background for the title.

Recruiting Time Line & Activities

During 5th Grade School Year- JANUARY

Each band/choir director
confirms elementary
building feeder schools

Contact JHS Admin to
confirm recruitment
activities -“No Surprises”

Allow JHS Admin to
make initial contact with
Elementary Admin if
desired



JANUARY

Contact elementary music teachers to set up visits to classes and discuss plans

Review access to standardized test scores of current 5th graders (NWEA)

Contact Elementary Music & Classroom Teachers for student recommendations and feedback

Appointment Dates & Times

Each school's director determines their dates & times

A make-up date is scheduled but not released to the public yet

Dates are usually set just prior to or immediately after Spring Break

Each school runs 2 initial dates and 1 or 2 make-up dates

Appointment Set-Up Continued

Each student and family has an individual appointment with a director

Each appointment is 15 minutes

Each school runs 2-4 appointments at a time depending upon past demand

A Parent MUST attend! The parent will be able see and understand the selection process.

SuperSaas

<http://www.supersaas.com/>



Allows each building to run separate custom schedules

Sends reminders to parents

Builds Initial student database

Costs us approx. \$70 to run for 3 months and accommodate all beg. appointments

The Key Features of the SuperSaaS System

- Available 24/7
- Easy to supervise
- E-mail confirmations
- Save time on planning
- Flexible settings
- SMS reminders
- Access from any device
- No installation
- Waiting list feature

Keeping Things Coordinated!

The Band Coordinator will make sure by mid-January that:

- all elementary schools are contacted by a director
- each director has set up dates for elementary school visits
- each director has set up appointment dates and times
- the online appointment schedule software is up to date, paid & links are active
- release all recruiting information to papers, District Communications Administrator & District Web Master

District-Wide Flyer & Information

Coordinator builds
District-Wide flyer with
info about Band
appointments and Choir

Info is posted on
District website, JHS
websites, Band websites
& each Elementary
website

Paper copy given to
every 5th grade student

Spanish language
version is available

Info sent to local papers

District-Wide Flyer & Information

OSWEGO CUSD #308

OSWEGO BEGINNING BAND

INFORMATION FOR FUTURE JR. HIGH SCHOOL BAND PARENTS AND STUDENTS

WINTER 2012

6TH GRADE BAND REGISTRATION APPOINTMENTS

Students will try all instruments and a final selection will be made with the assistance of an instructor. **Appointments are required for 6th Grade Band Registration! Make an appointment at once!** Because of boundary decisions yet to be determined, students who might attend Mt. JHS next school year should register with the school they would attend prior to the district boundaries.

Bednarcik JHS, make an appointment at <http://www.supersaas.com/schedule/OswegoJHSBand>
Bednarcik JHS, For questions, contact: Lisa Heemstra, 630-636-2521, LHeemstra0215@oswego308.org

Plank JHS, make an appointment at <http://www.supersaas.com/schedule/OswegoJHSBand/Plank>
 For questions, contact: Meghan Fulton, 630-551-9423, MFulton0619@oswego308.org

Thompson JHS, make an appointment at <http://www.supersaas.com/schedule/OswegoJHSBand/Thompson>
 For questions, contact: Dan Harrison, 630-636-2623, DHarrison0629@oswego308.org

Traugher JHS, make an appointment at <http://www.supersaas.com/schedule/OswegoJHSBand/Traugher>

For questions, contact: Rachel Maxwell, 630-636-2721, rmaxwell0515@oswego308.org

INSTRUMENT SELECTION

Our goal for the individual student-

Match each student with an instrument on which they will be successful!

Our goal for the entire group-

Develop a balanced instrumentation so that students have a good "band" experience.

How is an instrument selected?

- Every student has an individual appointment!
- Every student has strengths which match an instrument.



Factors that help determine instrument selection-

- *Elementary School Music Teacher Recommendations,
- *Standardized Test Results and Assessments.
- *Student's level of interest and commitment improve.
- *Student's quality of school work.
- *Student's personal habits-organization, neatness, patience, etc.
- *Physical characteristics.
- *Ability to produce a quality sound on the instrument.
- *Interest in taking private lessons.

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OSWEGO BEGINNING BAND

GOALS OF THE BAND DEPARTMENT

- Enrich student's lives through the understanding and study of music
- Help students realize a sense of pride in the work he or she produces through complete preparation and attention to directions
- Help students to develop self-control, discipline, and independence
- Develop a characteristic tone
- Learn and demonstrate all of the fingerings within a basic range
- Read musical notation
- Recognize and produce basic rhythmic values
- Develop good technical habits



BEGINNING BAND CURRICULUM

- Tone Production
- Scales
- Technique
- Intonation
- Musicality
- Performance
- Constructive Listening



BAND DURING THE SCHOOL YEAR

- Students are scheduled into band as part of their daily schedule.
- Band meets for 41 minutes every day.
- Students receive a grade for band and it is part of their grade point average.
- Beginning Band will perform four concerts during the year and participate at the Oswego Band Festival and Solo Recital.



INFORMATION FOR FUTURE JR. HIGH SCHOOL BAND PARENTS AND STUDENTS

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SUMMER BAND CLASSES (SMALL GROUP LESSONS)

- Meets the four weeks before the beginning of school
- Weekdays
- The time of your class depends upon the instrument selected.
- Additional information will be available at the Band Registration Appointments at your junior high school.
- Summer Band is housed at your child's junior high school!



DON'T GET STUCK WITH A LEMON!

WAIT TO GET AN INSTRUMENT UNTIL AFTER YOUR REGISTRATION APPOINTMENT!

Avoid "off brand" instruments-they may not play well for more than a couple of months. Just because an item is shaped like an instrument does not mean it is an instrument! Many foreign made instruments are very inexpensive because they are made with:

- Poor materials and soft metals
- Inferior craftsmanship
- Non-standard parts
- They may also have problems with tuning and tone quality.
- Beginners will struggle with a poor quality instrument.
- Local music stores cannot do repairs because parts are not readily available.



EXCELLENT INSTRUMENT BRANDS (THESE ARE WORTH YOUR INVESTMENT)

- Flute: Jupiter, Yamaha
- Oboe: Seimer
- Clarinet: Accent, Buffet, Yamaha
- Saxophone: Yamaha, Seimer
- Cornet: Jupiter, Bach
- Horn: Hulton, Regency, Conn 80
- Trombone: Jupiter, Bach, Yamaha
- Baritone: Jupiter, Yamaha
- Tuba: Carnegie XL, Yamaha, Bach
- Percussion Equipment: Student Marimba, Practice Drum Pad, Required Sticks and Mallets



Elementary Visits ~ FEBRUARY

Band Director
visits 5th grade
General Music
classes or 5th grade
classes in assembly
format



Elementary Visits

Present info with
Posters & Handout

Play “Games” with
the “Join Band”
info

Demonstrate the
Instruments

Info on a Power
Point or Prezi
(Video & Sound
Clips)

Elementary Visits with Student Demonstrations

Small Group of JHS Students take field trip to Elementary to present instruments

Full Band presents instruments at elementary

5th Graders visit JHS to watch Band Presentation

Appointments ~ MARCH & APRIL

Contact Music Dealers
to set up tables at
appointments

Contact other directors
to help with
appointment dates

Print appointment lists



Appointment Prep

Make Signs and Charts for
Sign-Up Days

Make Parent Packets

Set Up Room with
Stations



~ PARENTS ~

Please know that the goal of today's beginning band appointments are:

#1 – Match the student with the instrument **THEY** want to play!

#2 – Match the student with the instrument that is **best** for them!

#3 – Place the correct number of students in each section of the band so that **EVERY** student can have a quality band experience.

With that in mind . . .

- I want to make sure that there is nothing that would **hinder** them from playing their first choice instrument!
- I want to make sure they will be **successful** in playing their first choice instrument!
- Physical characteristics such as body size, facial structure, and teeth formation are all things we must consider in instrument selection.
- Your child's previous music experience may lead us to suggest your child try another instrument.
- Additionally - personality, organizational skills, hobbies and interests, patience - all play a part in determining what instrument will be the **best choice** for your child.

Master List for Instruments Tally

List
Instrumentation
Goals

Track Overages
and Shortages

<u>2013-14</u> <u>Traugher Band Enrollment Numbers & Goals</u>	
<u>FLUTE (20)</u>	<u>CORNET (30)</u>
<u>OBOE (5)</u>	<u>HORN (10)</u>
<u>CLARINET (40)</u>	<u>TROMBONE (20)</u>
<u>ALTO SAX (12)</u>	<u>BARITONE/TUBA (10)</u>
	<u>PERCUSSION (10)</u>

Empty Summer Class Schedule

8:00-8:45 am	HORN	ALTO SAX	OBOE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
8:45-9:30 am	CLARINET I	CORNET	CORNET
1			21
2			22
3			23
4			24
5			25
6			26
7			27
8			28
9			29
10			30
11			
12			
13			
14			
15			
16			

9:30-10:15 am	CLARINET II	TROMBONE	
1			1
2			2
3			3
4			4
5			5
6			6
7			7
8			8
9			9
10			10
11			11
12			12
13			13
14			14
15			15
16			16
17			17
18			18
19			19
20			20
10:15-11:00	FLUTE	FLUTE	BARITONE
1			15
2			16
3			17
4			18

Class Sign-up List II

Thompson Band Instrumentation

<p>8:00 – 8:45 Clarinet I</p> <p>1. 7.</p> <p>2. 8.</p> <p>3. 9.</p> <p>4. 10.</p> <p>5. 11.</p> <p>6. 12.</p>	<p>8:00 – 8:45 Horn</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>
<p>8:45 – 9:30 Clarinet II</p> <p>1. 7.</p> <p>2. 8.</p> <p>3. 9.</p> <p>4. 10.</p> <p>5. 11.</p> <p>6. 12.</p>	<p>8:45 – 9:30 Cornet</p> <p>1. 8.</p> <p>2. 9.</p> <p>3. 10.</p> <p>4. 11.</p> <p>5. 12.</p> <p>6. 13.</p> <p>7. 14.</p>
<p>9:30 – 10:15 Flute</p> <p>1. 7.</p> <p>2. 8.</p> <p>3. 9.</p> <p>4. 10.</p> <p>5. 11.</p> <p>6. 12.</p>	<p>9:30 – 10:15 Baritone/Tuba</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p>

Parent Packet

Student Information Sheet

TR BEGINNING BAND MEMBER INFORMATION

Student Name _____

Address _____

Phone _____

Email _____

Elementary School: HC PP SB LC Other _____

Do you know how to play any instruments already? If yes, which ones? _____

On a scale of 1 to 10 how hard do you work on your school work? _____

What grades do you usually get in all of your classes? _____ Are you organized? _____

What do you like to do for fun or activities? _____

On a scale of 1 to 10 how clean is your room? _____ Your desk at school? _____

Would you be willing to take private lessons in addition to band? _____

On a scale of 1 to 10 how interested are you in learning to play an instrument? _____

Please mark which instruments you would like to try today.

Flute _____

Horn _____

Oboe _____

Cornet/Trumpet _____

Clarinet _____

Trombone _____

Alto Sax _____

Baritone/Tuba _____

Percussion _____

Parents:

Does your child have Special Education accommodations? YES NO

If yes, what accommodations are included in the plan? _____

Does your child receive special services (speech, etc.) YES NO

If yes, for what areas? _____

Final Instrument Selection _____

Class Time _____

Teacher Initials _____

Comments:

TR BEGINNING BAND MEMBER INFORMATION P. 2

Percussion

Rhythmic Skills-	1	2	3	4
Note Reading	1	2	3	4
Coordination	1	2	3	4

Wind Instruments

Lips/Embouchure	very thin	thin	average	full	very full
Aperture Formation	all very loose	loose corners		puffing	too tight/pinched
Teeth	straight	very crooked		slight overbite	strong overbite
	slight underbite	strong underbite			
Future Braces	Yes	Maybe	No		
Finger/Hand Size	very small	small	medium large	very large	

Ease of Buzzing	1	2	3	4
Ease of Woodwind Embouchure	1	2	3	4
Ease of Flute Embouchure	1	2	3	4
Finger Dexterity	1	2	3	4

Music Teacher Recommendation of work habits: _____

NWEA Percentile Score in Math: _____ Reading: _____

Interest in Private Lessons: _____

Special Notes: _____

Parent Signature: _____ Date: _____

Goals of the Band Department

- Enrich student's lives through the understanding and study of music
- Help students realize a sense of pride in the work he or she produces through complete preparation and attention to directions
- Help students to develop self-control, discipline, and independence

Musical Goals

- Develop a characteristic tone
- Learn and demonstrate all of the fingerings within a basic range
- Read musical notation
- Recognize and produce basic rhythmic values
- Develop good technical habits

Beginning Band Curriculum

- Tone Production
- Scales
- Technique
- Intonation
- Musicality
- Performance
- Constructive Listening

The Goal of Instrument Selection

- Responsibility to the individual student~ Match each student with an instrument on which they will be successful!
- Responsibility to the entire group~ Develop a balanced instrumentation so that students have a good "band" experience.

How is an instrument selected?

- *Every student has an individual appointment!*
- *Every student has strengths which match an instrument.*
- Factors that help determine instrument selection~
 - Elementary School Music Aptitude Tests
 - Elementary School Music Teacher Recommendations and Assessment
 - Student's level of interest and commitment to improve.
 - Student's quality of school work.
 - Student's personal habits-organization, neatness, patience, etc.
 - Physical characteristics.
 - Ability to produce a quality sound on the instrument.
 - Interest in taking private lessons.

Program Overview

**Oswego School District #308 Beginning Instruments
2013-14**

- Students must play on an instrument brand that is listed or have the approval of the director.
- The two local stores that carry our supplies are PM Music & Quinlan & Fabish Music Company.
- Please do not waste your time or money by making a purchase at a discount retail store.
- Your child will not be able to participate with an instrument brand that is not listed or you have not cleared with a director.

FLUTE

FLUTE SUPPLIES

- | | |
|--|---|
| <ul style="list-style-type: none"> Jupiter Yamaha Gemeinhardt | <ul style="list-style-type: none"> Swab Thumb port Korg CA-1 Tuner |
|--|---|

OBOE

OBOE SUPPLIES

- | | |
|--|--|
| <ul style="list-style-type: none"> Selmer Yamaha | <ul style="list-style-type: none"> Cane Reeds-Medium Soft, Reed guard Swab, Korg CA-1 Tuner |
|--|--|

CLARINET

CLARINET SUPPLIES

- | | |
|--|---|
| <ul style="list-style-type: none"> Accent Student Model (B12) Yamaha | <ul style="list-style-type: none"> Vandoren B45 mouthpiece, Reed Guard, Full Size Swab Vandoren 2 1/2 Reeds Korg CA-1 Tuner |
|--|---|

ALTO SAX

ALTO SAX SUPPLIES

- | | |
|--|---|
| <ul style="list-style-type: none"> Yamaha Selmer | <ul style="list-style-type: none"> C# Mouthpiece, Korg CA-1 Tuner Vandoren 2 1/2 Reeds Reed Guard, Silk Swab |
|--|---|

CORNET

CORNET SUPPLIES

- | | |
|---|--|
| <ul style="list-style-type: none"> Jupiter Cornet Bach Cornet | <ul style="list-style-type: none"> B.E.R.P., Korg CA-1 Tuner Blue Juice Oil Slide Grease 7C mouthpiece |
|---|--|

HORN

HORN SUPPLIES

- | | |
|---|---|
| <ul style="list-style-type: none"> Holton Regency Double Horn Conn 8D Double Horn | <ul style="list-style-type: none"> Farkas Med. Cup Mouthpiece B.E.R.P., Korg CA-1 Tuner Holton Valve Oil Slide Grease |
|---|---|

TROMBONE

TROMBONE SUPPLIES

- | | |
|---|---|
| <ul style="list-style-type: none"> Jupiter Yamaha Bach | <ul style="list-style-type: none"> 6 1/2 AL Mouthpiece Rubber Slide Cover B.E.R.P., Korg CA-1 Tuner Slide-o-mix rapid comfort |
|---|---|

BARITONE

BARITONE SUPPLIES

- | | |
|---|--|
| <ul style="list-style-type: none"> Jupiter Bach | <ul style="list-style-type: none"> 6 1/2 AL Mouthpiece B.E.R.P., Korg CA-1 Tuner Blue Juice Oil Slide Grease |
|---|--|

Supply List Required Instruments

PERCUSSION

PERCUSSION SUPPLIES

- | | |
|---|--|
| <ul style="list-style-type: none"> Jupiter or Musser Marimba Practice Pad and stand Customized stick bag | <ul style="list-style-type: none"> SD1 General snare sticks Yarn marimba mallets |
|---|--|

BOOKS

EQUIPMENT

- | | |
|---|--|
| <ul style="list-style-type: none"> ♫ Brass and Woodwinds Workbook Provided by District ♫ 5 minute theory | <ul style="list-style-type: none"> ♫ Music Stand ♫ 1 inch black three ring binder with plastic cover ♫ pencil ♫ Smartmusic Student Account |
|---|--|

Percussion

- ♫ A Fresh Approach to Snare Drum
- ♫ A Fresh Approach to Mallets
- ♫ 5 minute theory

Instrumental Characteristics

Characteristics	FLUTE (10-12)	OBOE (4-5)	CLARINET (15-20)	BASSOON (1)	SAX (6-9)
Student traits needed for success	small aperture	lips must touch when mouth is closed gentle embouchure	ability to flatten chin	long fingers coordination dexterity focus/concentration	gentle embouchure strong work ethic
Student traits that hinder success	'cupid's bow' in lips	short upper lip	cannot close lips around mouthpiece		underbite
Academic rigor of instrument	moderate	high	moderate	very high	high
Need for private study	moderate	high	moderate	very high	high
Instrument cost	low	low	low	very high	moderate
On-going instrument maintenance	moderate	high	moderate	very high	moderate
Preparatory experiences	any	piano is helpful any	any	piano is helpful success on another band instr. instructor approval	piano is helpful

Characteristics	CORNET (12-20)	HORN (4-6)	TROMBONE (8-12)	BARITONE (5)	TUBA (3)	PERCUSSION (5-8)
Student traits needed for success	firm corners small aperture	small aperture concentration/focus firm corners	strong work ethic	open aperture	independence strong air capacity	coordination keyboard experience concentration/focus independence
Student traits that hinder student success	large overbite large underbite	large overbite large underbite				cannot read music
Academic rigor of instrument	moderate	very high	moderately to high	moderate	high	very high
Need for private study	moderate	high	moderate to high	moderate	high	high
Instrument cost	low	high	low	moderate	high school instruments are available	high
On-going instrument maintenance	low	low	low	low	low	moderate
Preparatory experiences	any	piano is helpful choir is helpful	any	any	any	2 years formal piano training

And back to the kids...



Appointment Procedures

Students and
parents pick up a
packet and fill
out top sheet



Student
Information

Background Information



Check student's
standardized
testing information
and make a mental
note of the
numbers!

Check for any
teacher notes

Appointment Procedures

Parents read through the information packet while the student tries instruments.

This will help with many potential questions from parents.



Personality & The Learner

Talk with the student.

Ask about their info
sheet answers and their
interests.



Teams? Homework?
Neatness? Work Ethic?
Reader?

Trying the Instruments

Play along with the student to try instruments

Once they are successful (or not) move to the next instrument

Start with the basics first-clarinet, flute, cornet

If the student can NOT get a solid sound on the instrument they CANNOT sign up for it

Appointment Procedures

Once an instrument is selected, mark the Instrument Tally Sheet and the class list.

Mark final instrument selection on Student Information Sheet for our records.

Your Instrument Selection is:

Thompson Junior High School Bands

Pride-Dedication-Loyalty-Excellence

When: July 22- August 14 (Daily)
Time: 8:00-8:45, 8:45-9:30, 9:30-10:15, 10:15-11:00, 11:15-12:00
Where: Thompson JHS Music Wing (Door 4)
Order your instrument and supplies by June 1 to insure delivery by your first lesson!
Your instrument and supplies will be at your first lesson if you ordered from
Quinlan and Fabish Music or PM Music.

Dan Harrison, Director
440 Boulder Hill Pass
Oswego, IL 60543
Phone: 630.636.2623
dharrison0629@oswego308.org
www.thompsontigerband.weebly.com

Give Parents a complete “Postcard”

Appointment Procedures



Advise parents to
order an
instrument &
supplies from
music dealer by
June 1st

Appointment Procedures

Our suppliers have
lists in the store and
stock the correct
brands,
mouthpieces, reeds,
books, etc.

No substitutes
accepted



Appointment Procedures

Is There a Difference in Musical Instruments?

1. Avoid off-brand instruments that you find at discount retail stores.
2. There are many ISO's (Instrument Shaped Objects) that look like a real band instruments, but are not.
3. ISO's will not play in tune with other band instruments.
4. A student who plays on an ISO will not be able to produce a good, clear sound on the instrument.
5. An ISO will not allow your child to improve and progress as they should!
6. Please purchase your instrument from a reputable musical instrument company. The two local stores that carry our supplies are Quinlan and Fabish Music and PM Music.
7. What can you expect when you purchase an ISO? (Instrument Shaped Object)
 1. It is made with poor materials, soft metals, and non-standard parts.
 2. Being made with non-standard parts, means that when it needs to be repaired, it will cost more – **much more!**
 3. Because of the soft, inferior, non-standard parts and materials – many instrument repairmen cannot and will not even try to repair these instruments.



Don't Get Stuck With A Lemon!

Students need all supplies on the list in the Parent Packet

We only accept the brands we list

Educate families and be somewhat flexible when needed

Build Class Lists ~ MARCH/APRIL



Send woodwind,
brass & percussion
class lists to
counselors to build
6th grade schedules

Organize database
for Summer Band
classes

Recruitment~ MAY

Hold 1 or 2
appointment
make-up dates

Confirm late
Summer use of
building with
administration at
each site

Send Summer Band
class confirmations to
parents

Set instrument delivery
dates with music
companies

Confirm Summer Band
teaching assignments

The background of the slide features a light blue-to-white gradient. Overlaid on this are numerous thin, dark blue vertical lines of varying heights and positions, creating a textured, rain-like effect. A solid dark blue horizontal band spans the width of the slide, positioned in the lower third. The text is centered within this band.

Summer Band Beginner Classes

Summer Beginner Band

Part of the Summer School Program
under Enrichment Courses



We strongly encourage all students to
attend every class session

We cannot “require” attendance since
it is an enrichment course but the
great majority of families are excited
to participate

Summer Band Management

Summer staff payroll was covered by the school district for 18 years

Incorporated into Summer School with a fee for each student

With drastic cuts looming we were asked how we could eliminate this expense (2010)

\$85 per student for 18 hours of instruction

Summer Band Calendar

Four weeks of instruction prior to the start of the school year

Usually scheduled last week of July through third week of August

Housed at each student's JHS

Runs Mon through Fri with 45 min classes or Mon through Thur with 60 min classes

Oswego #308 2013 Summer Beginning Band Classes & Staff

BEDNARCIK JHS (Mon-Fri)	July 22-August 14 (18 days)	July 22-August 14 (18 days)
Class Times	Lisa Heemstra	Kelly O'Neil
8:00 - 8:45	Flute	Horn
8:45 - 9:30	Clarinet I	Cornet
9:30 - 10:15	Clarinet II	Trombone
10:15 - 11:00	Alto Saxophone	Baritone/Tuba
7/8 Advanced Band 11:15-12:15	Conducting Full Ensemble	

THOMPSON JHS (Mon-Fri)	July 22-August 14 (18 days)	July 22-August 14 (18 days)
Class Times	Dan Harrison	Stephanie San Roman
8:00 - 8:45	Horn	Clarinet I
8:45 - 9:30	Cornet	Clarinet II
9:30 - 10:15	Trombone	Flute
10:15-11:00	Baritone/Tuba	Alto Saxophone
11:00-11:45	Percussion	
7/8 Advanced Band 12:00-1:00pm	Conducting Full Ensemble	

TRAUGHBER JHS (Mon-Fri)	July 22-August 14 (18 days)	July 22-August 14 (18 days)
Class Times	Rachel Maxwell	Shawn Maxwell
8:00 - 8:45	Horn	Flute
8:45 - 9:30	Cornet	Clarinet I
9:30 - 10:15	Trombone	Clarinet II
10:15 - 11:00	Baritone/Tuba	Alto Saxophone
7/8 Advanced Band 11:15-12:15	Conducting Full Ensemble	

Plank JHS (Mon-Thur)	July 22-August 14 (No Fri-15 days)	July 22-August 14 (No Fri-15 days)
Class Times	Meghan Fulton	Dennis Osterman
8:00 - 9:00	Clarinet I	Flute
9:00-10:00	Clarinet II	Alto Saxophone
10:00-11:00	Horn	Trombone
11:00-12:00	Cornet	Baritone/Tuba
7/8 Advanced Band 12:15-1:15	Conducting Full Ensemble	

Murphy JHS (Mon-Fri)	July 22-August 14 (18 days)	July 22-August 14 (18 days)
Class Times	Julianna Karvelius	Cynthia Stark
8:00 - 8:45	Clarinet I	Cornet
8:45 - 9:30	Clarinet II	Horn
9:30 - 10:15	Flute	Baritone/Tuba
10:15 - 11:00	Alto Saxophone	Trombone
7/8 Advanced Band 11:15-12:15	Conducting Full Ensemble	

Percussion (@ TR) (Mon-Fri)	July 22-August 14 (18 days)
Class Times	Mindi Chase
8:00-9:00	TR Percussionists
9:00-10:00	PL Percussionists
10:00-11:00	BE/ MU Percussionists

Oboe (@ TR) (Mon-Fri)	July 22-August 14 (18 days)
Class Times	Laurie Neisler
8:00 - 8:45	Traughber Oboes
8:45 - 9:30	Plank/Thompson Oboes
9:30 - 10:15	Bednarcik Oboes

Contact Minutes During Summer Instruction

810 minutes of consistent daily instruction

How many weeks (months) of 5th grade pull out classes will it take to see students for 810 minutes?

How much instruction time is spent re-teaching when students do not see a teacher every day?

The background of the slide features a series of vertical lines in various shades of blue and purple, creating a textured, grass-like effect. These lines are of varying heights and thicknesses, set against a light blue gradient background.

Summer Band Skill Development

Basics & Benchmarks

Benchmarks

Designed to teach students the fundamentals of playing which would have been introduced during a year of 5th grade traditional band

These skills should be mastered during Summer Band

Students demonstrate mastery by executing these skills each and every time they play their instrument

Fundamental Skills

- Body Position
- Hand/Holding Position
- Breathing
- Embouchure
- Buzzing
- Mouthpiece & Head Joint
- Characteristic Tone
- Articulation
- Timing



Music Literacy



- 5 Minute Theory Lessons
- Identify and demonstrate note values of whole, half and quarter notes
- Identify and demonstrate fingerings for five starter notes

Performance Skills

Correctly
demonstrate all
exercises
individually,
in small groups
and in the full
group





Beginning Band During the School Year

Scheduling

Junior High School Schedule

- 9 Period Day
- 41 Minute Classes
- Day starts at 8:00am
- Day ends at 3:00 pm

Before School, 7:10-7:55	Full Band as Needed
1 st Period, 8:00-8:55	6 th Gr Beginning Perc
2 nd Period, 8:59-9:40	7 th Gr Intermediate Brass
3 rd Period, 9:44-10:25	Prep
4 th Period, 10:29-11:10	8 th Grade WW/Perc
5 th Period, 11:14-11:55	7 th Gr WW/Perc
6 th Period, 11:59-12:40	8 th Grade Brass
7 th Period, 12:44-1:25	Lunch
8 th Period, 1:29-2:10	6 th Gr Beginning Brass
9 th Period, 2:14-3:00	6 th Gr Beginning WW's
After School, 3:10-4:15	Full Band as Needed

Junior High School Schedule



- Language Arts is Blocked (2 classes)
- Math
- Science
- Social Studies
- Gym
- Lunch
- **2 Electives**

6th Grade Band Schedules

3 Staff Team

- All 6th Graders scheduled into one period
- Split into Brass, Woodwind & Percussion Sections (space needed)
- Allows Full Band any day needed



2 Staff Team



- 6th Graders scheduled into three periods
- Split into separate Brass, Woodwind & Percussion Classes
- 2 Directors per class to split into more homogenous groups
- Full Band scheduled at lunch or outside of school day

1 1/2 Staff Team, Option 1



- 6th Graders scheduled into two periods
- Split into Separate Brass, Woodwind/Percussion Classes
- Full Band scheduled at lunch or outside of school day

1 1/2 Staff Team, Option 2

- 6th Graders scheduled into two periods
- Split into 1 Brass/Woodwind class and 1 Percussion Class
- Allows Full Band any day needed (without Perc)
- Full Band with Perc scheduled at lunch or outside of school day



1 Staff Member

- 6th Graders scheduled into three periods
- Split into separate Brass, Woodwind & Percussion Classes
- Full Band scheduled at lunch or outside of school day



It's still about the kids...





Staffing Classes

An Evolving Process

Vertical, Plan 1



High School and
Junior High
Directors team
teach at both levels
together each day

(3 directors,
3 buildings)

Vertical, Plan 2

As Assistant Directors are added they continue to team teach at both levels on a daily basis

Head Directors stay at primary building



Horizontal, Plan 1

High School Directors
team teach only at high
school each day

Junior High Directors
travel to team teach at the
junior high level each day
(2 buildings each)



Horizontal, Plan 2 & 3

Junior High Assistants travel to team teach at the junior high level each day (split between 2 buildings each)

Junior High Assistants team teach at the junior high level each day at primary building only



Oswego Band Staff, 1995-present

	OHS			TRAUGHBER			THOMPSON			BEDNARCIK		OEHS		PLANK		MURPHY
1995 - 99	OHS1	TR 1	TH 1	TR 1	OHS 2	TH 1	TH 1	OHS 2	TR 1							
2000	OHS1	OHS2		TR 1	OHS2		TH 1			TR 1						
2001	OHS1	OHS2		TR 1	OHS2		TH 1	TH2		TR 1						
2002	OHS1	OHS2		TR 1	OHS2		TH 1	TH2		BE 1	TH 1					
2004	OHS1	OHS2		TR 1	OHS2		TH 1	TH2		BE 1		OEHS 1				
2006	OHS1	OHS2		TR 1	OHS2		TH 1			BE 1		OEHS 1		PL 1		
2007	OHS1	OHS2		TR 1	OHS2		TH 1			BE 1		OEHS 1	OEHS 2	PL 1		
2008	OHS1	OHS2		TR 1			TH 1			BE 1		OEHS 1	OEHS 2	PL 1		
2009	OHS1	OHS2		TR 1			TH 1			BE 1		OEHS 1	OEHS 2	PL 1		
2011	OHS1	OHS2		TR 1	TR2		TH 1			BE 1		OEHS 1	OEHS 2	PL 1		
2012	OHS1	OHS2		TR 1	TR2		TH 1			BE 1		OEHS 1	OEHS 2	PL 1		MU 1
2013	OHS1	OHS2		TR 1	TR2		TH 1	TH/PL 2		BE 1		OEHS 1	OEHS 2	PL 1	TH/PL 2	MU 1

Oswego High School 1
Traughber 1
Thomson 1
Oswego High School 2
Bednarcik 1
Oswego East High School 1
Plank 1
Oswego East High School 2
Traughber 2 (.68)
Murphy 1
TH/PL 2



6th Grade Curriculum

School Year; An Overview

Course Goals-"Big Picture"

To heighten each student's aesthetic awareness through the musical arts

To introduce students to the fundamental skills involved in playing a musical instrument



Course Goals - "Big Picture"



To reinforce and develop the fundamentals of music theory and listening skills

To provide students with an ensemble performance experience

Course Objectives-*More Specific*

To produce a characteristic tone on individual instruments

To identify and demonstrate a knowledge of musical notation



Course Objectives



To demonstrate fingerings and positions for the practical range of individual instruments

To develop good individual practice habits

Course Objectives

To demonstrate a basic understanding of the elements of music.



These include:
timbre, dynamics,
articulation,
rhythm, melody,
pitch, harmony,
texture, form,
expression and style

Course Objectives

To demonstrate a basic understanding of and ability to perform ensemble playing skills and techniques

To develop problem-solving and evaluation skills applicable to music



Course Objectives



To develop an
aesthetic sensitivity
to music

To demonstrate
knowledge of music
as a creative art form
of man in an
historical context.



Assessments

A Sample

Grading

All electives are graded classes

Elective Grades are included in student eligibility and GPA

District is moving toward “Performance Based Grading”

Behaviors must be tied to specific skill mastery to be graded

Student ID	Average	Slavonic 29-41	Ancient Voices Performance	Scale Test 1-3	Theory Test I	Hopak Test I	Scale Test 4-6	Note Name Level 3	MidTerm Self Assessment & Reflection	pg. 16 #4	Concert Assessment	2nd Quarter Self Assessment	Note Name Level 4	Music Terms Assessment I
		23-Oct TST	30-Oct TST	4-Nov TST	8-Nov TST	11-Nov TST	15-Nov TST	22-Nov TST	22-Nov TST	22-Nov TST	19-Dec TST	19-Dec TST	20-Dec TST	20-Dec TST
		Pts: 100.00 Wgt: 2	Pts: 100.00 Wgt: 2	Pts: 100.00 Wgt: 3	Pts: 100.00 Wgt: 2	Pts: 100.00 Wgt: 2	Pts: 100.00 Wgt: 3	Pts: 100.00 Wgt: 4	Pts: 100.00 Wgt: 2	Pts: 100.00 Wgt: 2	Pts: 100.00 Wgt: 2	Pts: 100.00 Wgt: 1	Pts: 100.00 Wgt: 4	Pts: 100.00 Wgt: 4
92000021	94.54%	96	96	94	85	98	100	87	100	100	90	88	100	100
92000022	87.90%	100	100	100	89	100	108	89	0		110	93	100	100
18000452	93.09%	100	92	84	82	100	98	89	100	99	100	93	100	100
92000271	97.59%	100	100	99	91	100	100	92	100	100	106	0	100	98
12000562	93.54%	100	100	90	85	98	90	88	100	100	94	88.8	100	100
21000253	98.30%	100		100	82	100	110	93	100	100	94	86	100	98
42000663	98.54%	100	98	100	100	100	100	93	100	100	80	84	100	80
21000577	81.63%	100	100	106	82	100	106	0	100	98	90	84	100	90
21000257	93.96%	100	96	96	91	84	94	88.8	100	100	92	93	100	100
21000258	94.09%	92	96	100	96	90	94	86	100	98	98	85	100	100
14000208	88.00%	94	92	90	85	94	80	84	100	80	64	87	100	100
18000799	82.45%	80	80	70	69	80	90	84	100	90	94	89	100	98
21000346	95.00%	100	100	96	89	88	92	93	100	100	90	88	100	100
21000263	94.63%	100	100	84	100	98	98	85	100	100	110	93	100	100

Performance Based Assessments

Formative & Summative

Rubrics & “Tick”
Systems

Smartmusic

Workbook

Weekly In-Class
Assessments

Rhythms/Scales

6 Second Tests

Concert Music

Expectation	Level 1 = A	Level 2 = B	Level 3 = C	Level 4 = D/F
Posture/Embouchure & Hand Position	<input type="checkbox"/> Consistently demonstrates proper posture, embouchure and hand position.	<input type="checkbox"/> Most of the time performs with proper posture, embouchure and hand position.	<input type="checkbox"/> Very inconsistent often needs reminding of proper techniques.	<input type="checkbox"/> Needs help in this area. Does not understand or demonstrate knowledge in this area.
Instrument Care and Maintenance	<input type="checkbox"/> Consistently demonstrates proper instrument care.	<input type="checkbox"/> Instrument not always in good working order. More attention and care needed.	<input type="checkbox"/> Instrument needs repair. Often out of adjustment, valves need oil, slides need grease. Should take better care of school instrument.	<input type="checkbox"/> Does not take care of instrument. Does not show knowledge of instrument care.
Tone Quality & Intonation	<input type="checkbox"/> Has superior tone quality and works hard to play well with consistency.	<input type="checkbox"/> Some minor flaws, needs some work to improve in this area.	<input type="checkbox"/> Does not play with good tone quality. Needs much work to improve in this area.	<input type="checkbox"/> Has very poor tone quality. Should seek private instruction for help.
Notes & Fingerings	<input type="checkbox"/> Knows all notes and fingerings. Demonstrates this knowledge daily.	<input type="checkbox"/> Some minor inconsistencies in knowledge and application of proper note names and fingerings.	<input type="checkbox"/> Often has to be reminded of the correct note and or fingering to play.	<input type="checkbox"/> Shows little to no understanding of note names and the process of playing the notes on the instrument.
Rhythmic Accuracy/ Foot Tap	<input type="checkbox"/> Plays with very steady tempo and completely understands rhythmic concepts.	<input type="checkbox"/> Some minor flaws in counting. Sometimes forgets to tap foot while playing or counting.	<input type="checkbox"/> Often does not tap foot while playing. Plays with a very unsteady tempo.	<input type="checkbox"/> Shows little to no understanding of rhythmic concepts.
Attitude/ Behavior/ Self-Control	<input type="checkbox"/> Consistently demonstrates proper attitude and behavior in class. Excellent self-control.	<input type="checkbox"/> Mostly demonstrates proper behavior and good attitude in class. Good self-control.	<input type="checkbox"/> Often is a problem in this area. Sometimes a negative and uncooperative attitude. Sometimes a disruption in class.	<input type="checkbox"/> Frequently has negative attitude. Almost daily problems concerning talking, disrupting, and inappropriate actions.
Proper Equipment	<input type="checkbox"/> Has music, instrument,	<input type="checkbox"/> Sometimes forgets	<input type="checkbox"/> Often forgets instrument	<input type="checkbox"/> Frequently does not have

Date _____

Tone Production—Posture					Tone Production—Embouchure Formation					Tone Production—Breathing/Articulation				
SUCCESS STORIES!					SUCCESS STORIES!					SUCCESS STORIES!				
Success Dates					Success Dates					Success Dates				
1.	Feet are flat on the floor				1.	Corners are firm				1.	Mouth is open			
2.	Legs are straight and planted				2.	Bottom lip is rolled in covering bottom teeth				2.	Saying "hahp" when you breath			
3.	Back is off the back of the chair				3.	Top lip is cemented to top teeth				3.	Throat is open			
4.	Shoulders are rolled back and relaxed				4.	Top teeth rest on top of the mouthpiece				4.	"Ah," like the doctor is looking down your throat			
5.	Upper body is tall, lungs are open				5.	Lip pressure does not crush or collapse the reed into the mouthpiece				5.	Breath is dark, deep, with the air going to your stomach			
6.	Neck is straight and forward				6.	Bottom lip securely rests on flat part of the reed				6.	Continuous, strong air stream			
7.	Hands are in "C" shape and relaxed				7.	Sides of lips are sealed				7.	Tonguing is light and focused			
8.	Fingers are curled and arched				8.	Air stream is focused into the reed opening				8.	Tongue strikes the tip of the reed			
9.	Arms are away from body, lungs can expand				9.	Soft palette is arched				9.	Air stream does not stop during tonguing			
10.	Clarinet forms a 45 degree angle with your body				Notes:									
11.	Fingers are on or slightly above keys													

Written Work



Practice Reflections

Note Name Game

Theory Workbook

Self-Assessments &
Reflections of
Work/Performances



Performances

Adjusted for the Needs of Each School

Performances

Demonstration Concert
(October)

Band Festival (March)

Winter Concert
(Dec/Jan)

Spring Concert (May)

Festival Cycle
(Feb/March)

Solo Recital (Varies)



Outcomes & Advantages

Our Own Experiences

Consistency

We are each our own
“feeder” system

All beginners have the
same pedagogical start

Equipment and material
standard

All students have 200+
contact minutes each
week

Instrumentation

All students have daily
routines established

Retention approx 90%

Skills

Student development is rapid with daily contact

Group moves at a fairly consistent rate

Instrument specific instruction is effectively delivered

Peer modeling & coaching

Small group advantages with limited instrumentation per class

Large ensemble skills developed with 30-90 per class

Social & Developmental

Students are physically and emotionally fairly mature

Ensemble “experience” for group buy-in

Very rewarding with frequent performances and fast development

Concerts shared with older students to expose beginners to near future opportunities

Cross section of school culture represented

Strong part of school culture

A Final Thought. The kids!



Resource Materials

Traugher Band Website:

<http://traugherband.weebly.com/ilmea-resource-materials.html>

rmaxwello515@oswego308.org

Thompson Band Website:

ThompsonTigerband.weebly.com

dharrison 0629@oswego308.org