

# INSTRUMENTAL MUSIC - GRADING SUMMARY

## KINGSTON MIDDLE SCHOOL CAVALIER BAND

Mr. Haag, Director

394-4958 (KMS)

[jhaag@nkschools.org](mailto:jhaag@nkschools.org)

KMS Band Booster webpage:

<http://www.kmsbb.org>



### TOPIC

### PERCENTAGE

Daily Attendance/Behavior

30%

Concert Attendance/Behavior  
on-time and dressed properly

25%

Practice Sheets

15%

Playing Tests

20%

Music Fundamentals/Theory

10%

Extra Credit

(Outside-of-Class Studies)

### Summary

The topics above will be graded on a scale of one to five. 5 = A, 4 = B, 3 = C, 2 = D, 1 = F. This scale grade will then be based on the percentage value according to each of the above topics. Points will be totaled and the grade determined based on the following grade scale:

A = 100	B- = 82.99	D+ = 69.99
A- = 92.99	C+ = 79.99	D = 64.99
B+ = 89.99	C = 74.99	F = 59.99
B = 84.99	C- = 72.99	

# INSTRUMENTAL MUSIC GRADING POLICY

Mr. Haag, Director  
394-4958 (KMS)



## Daily Attendance/Behavior (30% of Grade)

### 🎵 Tardiness

Be on time. This means that you are in the room and prepared **everyday** with pencil, music folder and instrument by the time the tardy bell rings. Any student who is tardy (without a pass) repeatedly will see it reflected in the final grade.

### 🎵 Absence

As the success of a student in a class of this nature is largely dependent on **active** participation, attendance at all rehearsals is not only essential, but it is part of your grade. There will be times when a student must be absent for reasons of illness, family emergency, etc. These are considered **excused** absences. Students who have an extended absence must meet with the director upon their return, to work out a reasonable amount of make-up time and/or project. Unexcused absences and tardies **cannot** be made up. Students who have attendance problems may be removed from the group for a performance.

### 🎵 Attitude

Students are to be respectful and supportive of each fellow band member, the director, and guest teachers.


A **willingness to learn** on the part of each student is essential to success in this class. Students are asked to be open to new and different ways of learning, as well as contributing to the positive attitude of the ensemble.


Any student who is disruptive to the learning process of others may be asked to put away their instrument and sit quietly. Further disruption may result in the student being removed from the class after an initial warning.


**Disruptive or uncooperative behavior with a guest teacher** is automatic grounds for a referral and will be punishable by the vice principal.


In class, each member will practice habits that would be found in a performance situation, in essence treat each rehearsal as though it were a performance.


## Concert Attendance/Behavior (25% of Total Grade)


 Concerts/performances are an important part of this class. Each student must be present at each performance.

 Attendance will be taken at each performance. **Excused absences from a performance must be of a serious nature** (i.e. sudden or extended illness, death in the family, or other family emergency.) To excuse an absence from a performance, the student must notify the director with a parent note or phone call within 3 school days of the performance. Excused absences from a performance will lower the students performance grade 15% with the possibility of 10% make up extra credit with directors approval. Unexcused absences from a performance will result in the student losing 25% of their overall grade.


 Tardiness at a performance is unfair and disrespectful to other members of the ensemble. Please allow **more** than enough time to arrive at the performance site **in advance** of the designated time. *"To be on time is to be late. To be early is to be on time."*


 You will be given a list of all concert dates, festivals, parades, performances, retreats, etc. We have four quarterly concerts and two parades that are mandatory for participation. The concerts are quarterly finals and the parades - Bremerton Armed Forces and Viking Fest, usually held the third weekend in May - are where we represent both KMS and the Kingston Community. The Symphonic Band and Jazz Band have two competitions in February and March which are mandatory as well. Please put these dates on a family calendar to avoid confusion when the date arrives. Students and parents must make plans to be at school performances until the concert is completed, not just until their group has performed. This also includes the tear down of sound equipment, risers, chairs, etc. and returning them to their proper storage spots.

 Appropriate behavior of each student at a performance is even more critical than on a daily basis. Whether at an assembly or a night performance, students should be prepared to set an example of the highest artistic and professional conduct both on and off the stage.

 At performances and festivals where other groups are performing, each student must act in an appropriate and supportive manner.

## **Practice Sheets (15% of Total Grade)**

 Each student is required to invest an appropriate amount of time outside of class to be a contributing member of this ensemble. A recommended amount of time is **25 minutes per day**, for some this may be enough time while other may need to spend an hour.

 Each student will be given a practice sheet. This will be used to record time spent learning music at home. To earn full credit, students will need to practice **25 minutes per day**. This form will be signed by the student and parents on the honor system.

## Playing Tests (20% of Total Grade)

🎵 Students are responsible for learning the music, scales and exercises as assigned in class. Because of the importance of learning their music, students will be asked to demonstrate the music they have learned, either in quartets, trios, duets or solos. This short process will be done during class time.

🎵 Each student will be graded not only on his/her performance, but also on the support and attentiveness that he/she gives to other members of the band during in class testing.

## Music Fundamentals (10% of Total Grade)

🎵 In an effort to enhance a student's ability and comprehension of music, time will be spent each day learning about the theory and fundamentals of music. The old saying, "Give me a fish and eat for a day: Teach me to fish and I eat for a lifetime" sums up why we spend time learning how music is constructed.

🎵 Students will be given hand-outs of additional materials that cover not only theory, but also other handouts concerning musicianship.

🎵 Periodic quizzes will be given on this material.



## Extra Credit (10% Possible of Total Grade)

Studies show that over 95% of all students in music do not go into the music profession after they graduate from high school. These students do, however, continue to have music as part of their lives. I include this portion of the quarterly activities to help students become more involved in music "outside" of the classroom. Some of these activities require an investment of time. Others require an investment of both time and money. **Each student may choose from the various activities listed below in order to raise their grade by one letter.**

## EXTRA CREDIT (continued)

### CONCERT WRITE-UPS

A concert report may be written on a live musical performance you attend and **are not a performer**. When possible, your report should include a copy of the printed program or ticket stub. Preferably typed, the body of the report should deal with your comments about the performance. Papers are to be written in paragraph form using proper grammar including topic sentences and proper sentence structure. **Spelling, punctuation and neatness are important.** When writing this report, approach it as though you were a reporter for the school newspaper. Tell the reader all about the concert: your likes, dislikes, overall reaction. Instructor may deny credit for any concert report turned in that was not approved in advance.

### VIDEO RENTAL of BROADWAY MUSICALS, NO CARTOONS,

You may rent **2 Broadway Musicals** and write a **2-page report** (preferable typed & double spaced) on the musical, using the same approach that was used for a live concert report. The bulk of the report should deal with your comments about the musical. Papers are to be written in paragraph form. **Spelling, punctuation, and neatness are important and do count.** When writing this report, approach it as though you were a reporter for the school newspaper. Tell the reader all about the musical: What was the musical about, who were the main characters, if you could be a performer in this musical, who would you want to be? What did you like, dislike, your overall reaction. Would you recommend this musical to anyone, yes or no, and why?

### NEWSPAPER/MAGAZINE NOTEBOOK

Make a notebook of at least **25** articles concerning music events or performers. **Advertisements do not count as articles.** There must be at least **three (3)** articles in each of the following areas:

**Classical Music**  
**Record Reviews**  
**Concert Reviews**

**Pop, Rock, Country & Western**  
**Jazz**

Notebooks are to be divided and labeled into the musical categories with articles placed accordingly. You must **read** all these articles and then write a **2-page summary** of what you have learned on the entire project (not on each individual article). Once again, neatness, spelling and punctuation count. You may type your report on a computer.

## EXTRA CREDIT (continued)

### IN - CLASS SOLO AUDITION

A student who learns, memorizes and auditions in class for a solo in a piece of music that the band is performing, will receive credit. This credit will be awarded regardless of the outcome of the solo auditions.

### SOLO/DUET/TRIO ETC. PERFORMANCE

Any student(s) who learn and perform a solo piece of music at a concert or other event will receive credit. Credit will be determined by the successful preparation, completion and performance of the solo or ensemble.

### MUSICAL LISTENING

Any student who listens to and writes a critique of **five (5)** different musical choices will receive credit. The selections chosen must be **5 different styles**. **Three of the selections must be instrumental pieces.** (i.e. pop, country, opera, jazz, orchestra, concert band, fiddle, classical guitar, etc.) You must write a paragraph on each one of your selections (**5-7 sentences**). Once again, write these paragraphs as though you are writing a critique for the school newspaper.

Use these questions as a guide:

1. Did you like this song and why?
2. What was the complete instrumentation of the group?
3. If the music has lyrics, what do they mean to you?
4. Describe the composition using musical terms such as tempo, dynamics, range, tone quality, etc.

### ACCOMPANYING A SOLOIST

A student pianist who accompanies a soloist on a given piece of music is considered eligible for outside of class credit.

### SOLO & ENSEMBLE FESTIVAL

During the quarter that the Olympic League Solo/Ensemble Festival is held, students who choose to prepare a solo or small ensemble may receive credit. The amount of credit will be determined jointly by the director and student(s), and will be based on the successful preparation, completion and performance of the solo or ensemble.

## EXTRA CREDIT (continued)

## **MUSICAL COMPOSITION**

A student may choose to write a musical composition. All compositions must have prior approval from the director. Compositions must be written so that they may be performed by the student and/or members of the class. Credit earned will be determined jointly by the student and director, and will be based on the time spent and the successful completion, performance and quality of the composition.

## **PRIVATE INSTRUMENTAL LESSONS**

Credit can be earned for taking private lessons with a specialist to be approved by the director. To receive credit for lessons taken, a private lesson form must be turned in one week before the end of the quarter. This form must be signed by the private teacher as well as the parent. There are 9 weeks in a quarter and students must take at least 8 lessons per quarter.

## **OTHER PERFORMANCE GROUPS**

Other music groups that meet regularly outside of school time may be applied for credit. Such groups would include a community orchestra, church choir, or any extra curricular group where reading sheet music is incorporated. To receive credit, a performance group must meet at least once a week. Also an "outside performance group form" must be turned in one week before the end of the quarter. This form must be signed by the group's director as well as the parent.

## **BAND OPERATIONS SUPPORT**

Students will be required, as part of their participation grade, to help keep the band room, instrument storage, and music cataloging system in good condition. As extra credit, students can volunteer to be placed on a schedule to help organize these activities.

## **BAND BOOSTER CLUB SUPPORT**

The KMS Band Boosters exist to support certain activities associated with the KMS band program. Students; by helping with booster related activities such as fundraising, car washes, bake sales, Viking Fest, and bank trip organizing; will be eligible to earn extra credit. Students who work at band booster functions could also earn financial credit applicable to future band trips. Parents are also welcomed and encouraged to participate in booster activities to help make the band program support our students' best interests.

## Mr. Haag, Director

### Recommended Accessories

To be successful, all instrumentalists need certain accessory materials to keep their instruments in the best playing condition at all times. The following is a list of instruments and their respective recommended materials. These accessories will need to be purchased by the second week of school. This small investment in maintenance will prolong the life of the instrument if used properly. Most brass instruments will need one straight mute as well. These mutes are a needed tone filter that is called for on many compositions. If cared for these mutes should last as long as the instrument.

On September 21st , I will check each student's instrument case and those with all of the recommended accessories will receive a bonus 2 points.

Also, by September 21st , students need to purchase the technique book appropriate to their instrument. 6<sup>th</sup> graders need to purchase *Belwin First Division* (red book #1; blue book #2 by 2<sup>nd</sup> semester). 7<sup>th</sup> graders need to purchase *Essential Elements* (green book) and 8<sup>th</sup> graders need to purchase *Essential Technique* (black book). By purchasing these books, students can write in them and use them as a resource in later years. The books can be purchased in local music stores such as Castleman's, Mills Music, and Ted Brown.

#### Flute

Cleaning Rod  
Small Cloth Swab  
Larger Soft Cloth  
Small Brush (Lens)

#### Clarinets

Cork Grease  
Three Reeds  
Cloth Swab  
Small Brush (Lens)  
Mouthpiece Brush

#### Saxophone

Neckstrap  
Three Reeds  
Sax Swab  
Cleaning Cloth  
Cork Grease

#### Oboe

Turkey/Pheasant Feather  
Cork Grease  
Small Brush

#### Trumpet

Straight Mute  
Mouthpiece Brush  
Slide Grease  
Valve Oil  
Cleaning Snake Brush

#### Trombone

Straight Mute  
Mouthpiece Brush  
Tuning Slide Grease  
Slide Cream/Oil  
Cleaning Snake Brush

#### French Horn

Straight Mute  
Mouthpiece Brush  
Cleaning Snake Brush  
Rotary Valve Oil  
Tuning Slide Grease

#### Baritone/Euphonium

Mouthpiece Brush  
Tuning Slide Grease  
Cleaning Snake Brush  
Valve Oil

#### Tuba

Mouthpiece Brush  
Tuning Slide Grease  
Cleaning Snake Brush  
Valve Oil

#### Percussion

One Drum Pad  
Pair of Medium Weight Sticks

## Guidelines for Individual Practice

**Be sure that your instrument is in good working order.** Check important functions daily, i.e. reeds, valves, pads, slides, water keys, etc.

**Warm Up.** Like an athlete, a musician should begin each musical workout with a slow warm up. Focus on beautiful tone quality.

**Practice Daily.** Twenty-five minutes of careful daily practice is much better than two one hour sessions per week. Set a regular time, tell your family when it is, and stick to it.

**What to Practice:**

- ♪ Assigned Music
- ♪ Personal Technical Problem Areas (articulation, finger dexterity, tone, etc.)
- ♪ Sight Reading - use any music you can find
- ♪ Theory Sheets
- ♪ Fun Music - always end on a happy note so that you will look forward to the next practice session

**Difficult Passages**

- ♪ Slow down, get it right the first time and it will be easier at a faster tempo
- ♪ Sub-divide, count rhythms out loud, clap your difficult rhythms

**Strive for Excellence!!**

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KINGSTON MIDDLE SCHOOL - PRACTICE RECORD

Student Name \_\_\_\_\_ Period \_\_\_\_\_  
Week \_\_\_\_\_ Starting Date \_\_\_\_\_ Finish Date \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours

PARENT'S SIGNATURE \_\_\_\_\_

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# GENERAL RULES OF CONDUCT

- a. Please be **IN CLASS** when the bell rings. You will be given adequate time to set up or tear down before the end of the period. *"To be on time is to be late. To be early is to be on time."*
- b. Respect others
  - No arguments, outbursts, or inappropriate language in the classroom.
  - DO NOT play with or handle anyone else's property, musical instruments, or school equipment.
- c. Do not come into the office without permission from the Music Director.
- d. No gum, foodstuff or beverages of any kind allowed in the band room.
- e. No combs, brushes, toys or other miscellaneous items, not pertaining to band, will be allowed in class. This includes make-up of any kind and sunglasses.
- f. The above rules will be enforced with school discipline guidelines. Infractions will be reflected in the Daily Attendance/Behavior grade and factored into the overall grade.

## MATERIALS NEEDED DAILY

 **PENCIL**    **MUSIC**    **INSTRUMENTS**    **GOOD ATTITUDE**



## STUDENT MUSICIAN CONTRACT

 Please sign and return this page by **Monday, September 21, 2009.**

Yes, I(we) have read the course description handbook and understand the responsibilities that are included in being a member of this group.

Student Name \_\_\_\_\_

Grade \_\_\_\_\_ Home Phone \_\_\_\_\_

Parent Work Phone \_\_\_\_\_

E- Mail \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_

Parent, please check (✓) if interested.

I am available to Chaperone an event during the school year.

I am interested in being a part of the KMS Band Boosters.

Check (✓) best time, any or all.

Daytime       Evening       Weekend