

ILMEA All State
January 2014

Surviving & Thriving with A Middle School Beginner Band

Oswego School District #308, Oswego, Illinois

Oswego #308
JHS Band Staff

Rachel Maxwell,
Traughber JHS

Dan Harrison,
Thompson JHS

Lisa Heemstra,
Bednarcik JHS

Meghan Fulton,
Plank JHS

Julianna
Karvelius,
Murphy JHS

Chris Werve,
Plank/Thompson

Jessica Corry,
Traughber JHS

Margene Pappas,
Retired Dir of
Bands

Our History with Beginner Band

| <u>1969-1981 Elementary Band</u> | <u>1982-1994 Elementary Band</u> | <u>Reasons for Our Change</u> |
|---------------------------------------|--|--|
| 2 or 3 Directors | 1982 referendum failed | 2 Directors doing 3 Elem Schools, 2 JHS, 1 HS |
| 5th Grade Band | 5th Grade Band | Schedule could no longer work with after school conflicts between the programs |
| Rotating school day pull-out schedule | All group lessons after school out of school day | Beginner Band needed to return to in-school curricular program |
| Small group like-instrument lessons | Family paid fees for instruction | System in place was not Best Practice |
| Full band before or after school | Eventually district-paid elementary director position reinstated | |
| | Band remained out of school day | |

How We Decided On Our New System

JR McIntyre, Odessa, TX coached directors on "Texas" system of 6th Gr Beginners
Directors developed several options but favored 6th Gr beginners
Daily contact during school day-curricular!
Like instrument groups
Increased Retention
Students advance at a fast and more even rate

Recruiting Time Line & Activities

JANUARY ~ Prep

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
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

Appointment Dates & Times

Each school's director determines their dates & times
Dates are usually set just prior to or immediately after Spring Break
A make-up date is scheduled but not released to the public yet
Each school runs 2 initial dates and 1 or 2 make-up dates
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 appointment with the child-It is critical that the parent see and understand the selection process.

Keeping Things Coordinated

District-Wide Flyer & Information

Coordinator builds district-wide flyer with info about band appointments

Paper copy given to every 5th grade student

Info sent to local papers

Info is posted on district website, JHS websites, band websites & each elementary website

Spanish language version is available

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

Supersaas Online Scheduling

<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

FEBRUARY ~ Elementary School Visits

Band Directors visit 5th grade General Music classes or 5th grade classes in assembly format

Present info with Posters & Handout
Demonstrate the Instruments
Play "Games" with the "Join Band" info
Info on a Power Point or Prezi (Video & Sound Clips)

Elementary Visits with Student Demonstrations

Small Group of JHS Student field trip to Elementary to present instruments
Full Band presents instruments at elementary
5th Graders visit JHS to watch Band Presentation

MARCH & APRIL ~ Appointments

Contact Music Dealers to set up tables at appointments
Contact other directors to help with appointment dates
Set up room with stations
Make parent packets
Print appointment lists
Master List for Instruments Tally
List Instrumentation Goals
Track Overages and Shortages
Empty Summer Class Schedule
Student Information Sheet
Program Overview
Supply List & Required Instruments
Instrumental Characteristics

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

Parents read through the information packet while the student tries instruments. This will help with many potential questions from parents.

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.

Start with the basics first-clarinet, flute, cornet.

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

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

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.

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

Our suppliers have lists in the store and stock the

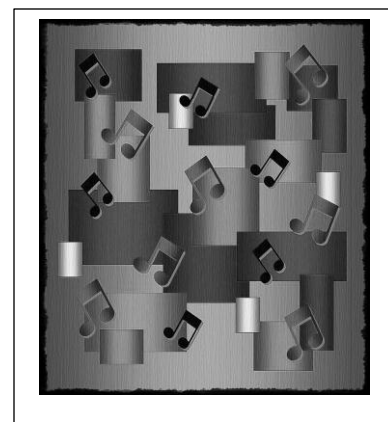
correct brands, mouthpieces, reeds, books, etc.

No substitutes accepted.

We only accept the brands we list

Students need all supplies on the list in the Parent Packet

Educate families and be somewhat flexible when needed



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

MARCH/APRIL

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

Organize database for Summer Band classes

JULY & AUGUST

Summer Band Beginner Classes

Summer Beginner Band is 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

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

Incorporated into Summer School with a fee for each student

\$85 per student for 18 hours of instruction

Summer Band Skill Development

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

Benchmarks

Body Position
Playing Position

Breathing

Embouchure
Buzzing
Mouthpiece/Headjoint

Articulation

Timing

Music Literacy
Performance Skills

Beginning Band During the School Year

in inceptum
finis est

*The beginning
determines
the end.*



JHS Schedule

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

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

Full Band scheduled at lunch or outside of school day

Staffing

“We are what we repeatedly do. Excellence then, is not an act, but a habit.”

Aristotle

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

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

Horizontal, Plan 3

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

6th Grade Curriculum

Course Goals "Big Picture"

To heighten each students aesthetic awareness through the musical arts

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

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

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

To develop good individual practice habits

To demonstrate a basic understanding of the elements of music.

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

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

To develop an aesthetic sensitivity to music

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



Assessments

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

Performance Based Assessments

Formative & Summative

Rubrics & "Tick" Systems

Weekly In-Class

Assessments

6 Second Tests

Smartmusic

Workbook

Rhythms/Scales

Concert Music

Written Work

Google Forms

Practice Reflections

Note Name Game

Theory Workbook

Self-Assessments

Reflections of Work/Performances

Performances

Demonstration Concert (October)

Winter Concert (Dec/Jan)

Festival Cycle (Feb/March)

Band Festival (March)

Spring Concert (May)

Solo Recital (Varies)

Outcomes & Advantages ~ Our Own Experiences

Traughber JHS
Rmaxwell0515@oswego308.org
Traughberband.weebly.com

Thompson JHS
Dharrison0629@oswego308.org
Thompsontigerband.weebly.com

Forms and Resource
Materials Available on
Our Websites



Consistency

We are each our own
“feeder” system

All beginners have the
same pedagogical start

All students have daily
routines established

Equipment and material
are standardized

All students have 200+
contact minutes each
week

Behavior and habits are
strongly established

Instrumentation control

Each grading period
has 1600-1700 contact
minutes

Flexibility in instruction
based on student needs

Retention approx. 90%

Skills

Student development is
rapid with daily contact

Instrument specific
instruction is effectively
delivered

Small group
advantages with limited
instrumentation per
class

Group moves at a fairly
consistent rate

Peer modeling &
coaching

Large ensemble skills
developed with 30-90
per class

Social & Developmental

Students are physically
and emotionally fairly
mature

Very rewarding with
frequent performances
and fast development

among building staff
without pull-out conflicts

Ensemble “experience”
for group buy-in

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

Cross section of school
culture represented

Strong part of school
culture

Technology in Our Program

Web sites: weebly.com

Communication: cel.ly, facebook, twitter, weekly email newsletters

Classroom Management: classdojo.com

Scheduling: supersaas.com

Music Literacy: Note Name Game (<https://www.facebook.com/groups/notenames/>),
Smartmusic.com, therhythmtrainer.com

Assessment, Reflections, Surveys, Feedback: Google Forms, flubaroo.com,

socrative.com, irubric.com

Concert & Performance Streaming: ustream.tv