

OSBORN MIDDLE SCHOOL BANDS

THE BAND HANDBOOK



DIRECTOR:
THERESA HULIHAN, OSBORN MIDDLE SCHOOL

[HTTP://OMSMUSIC.WEEBLY.COM/](http://omsmusic.weebly.com/)

OSBORN MIDDLE SCHOOL BANDS

1102 W. HIGHLAND

PHOENIX, AZ 85013

(602) 707-8430 (MRS. HULIHAN'S OFFICE)

MESSAGE FROM THE BAND DIRECTOR

Welcome to the 2010-2011 school year!

Returning members, new members, and parents are in for an exciting year with the Osborn Bands. This handbook will serve as an operational guide for the band program. Students and parents should refer to the handbook so that we can create a successful, organized, and communicative band program.

Parents, I invite you to all scheduled performances and ask that you fully support your child in this new experience. This band handbook will give you some sense of my goals and curriculum, my philosophy of grading for this course, and my expectations of each band member.

Parents and students are requested to read this entire handbook, discuss it, and keep it for reference for the entire school year. **Please take special notice of the sections dealing with attendance, grading, the student resource notebook, daily procedures, concert dress, and important dates.**

Only when every member of the band puts forth a 100% effort can a band attain its goals in musical achievement and service to school and community. You are embarking on a lifetime of musical enjoyment. The more you invest in yourself, the more you will be rewarded. Together we can make this the best year ever.

I appreciate all your support and look forward to another exciting school year.

COMMUNICATION

A key element of a successful band program is communication. The Osborn Middle School Band maintains a website that has all the information needed for participation in the Band Program. This is a very convenient resource if you have misplaced this handbook, the yearly calendar or any other forms that have been passed out in band during the year. Please visit the website regularly to keep up-to-date on information regarding the band.

Students, and especially parents, are highly encouraged to sign up for electronic bulletins by providing the band director with an e-mail address. E-mail communication is the primary method of communication used by Mrs. Hulihan. In addition, e-mails will be used for providing updates about assignments, tests, concert dates, parent association news, and general information about the band program. E-mail addresses will remain hidden for privacy.

WEBSITE:

<http://omsmusic.weebly.com/>

EMAIL:

thulihan@osbornnet.org

TELEPHONE

(602) 707-8430

TEACHING PHILOSOPHY

The goal of band is to develop and enhance a student's abilities regarding all aspects of instrument playing. The fundamental content of the lessons presented include building technique and facility, expanding musical skills, exploration of the repertoire including interpreting and understanding the nuance and performance practices of different eras of music, and efficient practice techniques. Beyond learning the fundamentals of instrument playing, it is my hope that band will also foster critical thinking, prepare students to set realistic goals and critique their progress, facilitate the acquisition of life-long learning skills, develop discipline, utilize etiquette, and augment physical awareness.

PERFORMING GROUPS & MEMBERSHIP POLICY

Firehawk Band: This class is open to all students interested in playing a band instrument. No experience is necessary. This class is also open to 7th or 8th grade students who were not selected for Symphonic Band. The group meets daily as a full band

Major focus points are posture, breathing, reading rhythms accurately, reading musical notation and developing listening skills. Upon successful completion of this course, students *may* be promoted to Symphonic Band. Performances may include two evening concerts.

OMS Symphonic Band: This class is open to students who have had prior instrumental experience *and* who have met satisfactory performance, participation and behavior standards. The group meets daily as a full band. This class picks up where the Firehawk Band or beginning elementary bands left off by further exploring new rhythms and styles and developing the young musician.

The main focus of the Symphonic Band is to prepare the students for participation in the high school band program. As a result, the students are also expected to be able to tackle some concepts on their own. Performances may include but are not limited to two evening concerts.

EXPECTATIONS OF AN OMS BAND MEMBER

Being a member of the OMS Bands is a privilege that should not be taken lightly. This membership comes with GREAT rewards and great responsibility. OMS Bands have a reputation for excellence in music performance as well as character. It is for these reasons that we follow a strict code of conduct.

In Rehearsal:

- Members will be quiet, attentive, and focused.
- Members will maintain their instruments. (instruments in working order, have good reeds, oiled valves, and lubed slides)
- Members will have necessary materials. (instrument, maintenance supplies, all assigned music, supplements, and a pencil)
- Members will attend all rehearsals

On Trips:

- Members will adhere to all Osborn School District and Osborn Middle School rules.
- Members must display the highest respect for band parents and others serving as chaperones.
- Members will conduct themselves in the highest manner while representing our district, school, and band program. The dignity and decorum at the events we attend will be first and foremost in the minds of the staff, parents, and students.

Other Responsibilities:

- Members will commit themselves to improving their musical skills by practicing the fundamentals of their respective instrument, learning assigned music, and seeking opportunities to perform (for family and friends etc.).
- Members will commit themselves to encouraging their colleagues in the band by providing positive examples to younger students and mentoring younger students through positive, constructive feedback.
- Members will, at all times, in all places, maintain a positive attitude about the Osborn Bands.
- Members will conduct themselves in all situations with the knowledge that they are a part of the Osborn Bands, an honor that demands high caliber achievement and behavior. This applies to all situations in and out of the band room. (in other classes, at lunch with friends, etc.)

THE OMS BAND PARENT

As a band parent, you are a key element in your child's success in music. Here are a few guidelines that will help you help your child.

- Encourage your child to play for you, your family, and your friends.
- Listen to your child practice and acknowledge improvement.
- View practice as band "homework". Treat it like you would any other subject.
- Make sure your child's instrument is always in good working order.

CONCERT DATES

ALL performances are mandatory!

Please help teach your young musician the importance of honoring commitments, and please put the performance dates on your calendar now.

As of now, the performance dates are set. However, we may add additional performances, so please continue to check the website for an up-to-date listing.

- **Tuesday, December, 7, 2010** start time 6:00 p.m students must arrive by 5:00 p.m.
- **Tuesday, May, 10, 2011** start time 6:00 p.m. this is a district wide event and students will remain after school until the concert commences.

There are circumstances that are unavoidable and will be considered **excused** if a note from the parent referring to one of these situations is provided. In these circumstances **a make-up assignment** will be provided so a loss of performance points will not affect the students overall grade

1. **Student is ill and stayed home from school on the day of the performance.**
2. **There is a death in the family.**
3. **Student has a conflicting religious function** (in this case, a note must be provided one (1) week prior to the concert).

All other reasons for absence from the concert may, at Mrs. Hulihan's discretion, be deemed **un-excused** and **no make-up** for the performance portion of the students' grade will be given.

If something comes up, please call me. If I know even a half hour beforehand:

- I won't worry.
- I can make arrangements if a student's part needs to be covered.
- I will think positively about the student's responsibility.

CONCERT DRESS

Concerts are **formal** events. As a result, every student is required to be in the proper band uniform for **all** performances unless otherwise communicated by Mrs. Hulihan. **Any student not wearing the regulated uniform (unsoiled and pressed) at the time of a performance will not be permitted to participate in that performance.** The following is a list of the required Concert Dress for both bands:

Boys: Black SHOES (NO sneakers), Black Socks, Black Pants, White Button Down Shirt (LONG sleeves).

Girls: Black shoes no more than 1.5 inch heel, Black socks or stockings, Black pants or skirt(skirt length must hit below the knee), White Button Down Shirt (LONG sleeves).

THE FOLLOWING ITEMS ARE NOT PERMITTED AS CONCERT DRESS:

Short Sleeved Dress Shirts, T-shirts, Shorts, Dresses, Short Skirts, Capri Pants, Gaucho Pants, Sweat/Athletic Pants, Cargo Pants, Sneakers, Flip-Flops, Sandals, Excessive Make-up, Excessive Perfume, Excessive Jewelry.

IF YOU ARE NOT SURE WHAT TO WEAR - ASK!

CONCERT ETIQUETTE

Throughout the year, the Osborn Bands will present school concerts and may participate in other performances. Presenting a performance takes countless hours of individual practice and very hard work in rehearsal. These activities will certainly strengthen a student's musical skills. There are several other aspects to being a great musician. One of them is learning about concert etiquette. Please review these etiquette points with your child, and we hope that all parents and other audience members will serve as great examples for the students.

- Be seated prior to the start of the program.
- If entering or leaving the concert after the program has begun, do so only during applause or when the performers are changing positions.
- Remain quiet during the performance. Talking, whispering, and noises produced by candy wrappers or paper will be distracting to others. Infants who become "unhappy" or young children who become disorderly should be removed from the concert atmosphere.
- Stay and enjoy the entire program. All the performers have devoted tremendous preparation for the concert. Even if your child has finished his or her portion of the program, please remain for the rest of the program-much can be gained by listening to other performers.
- Thunderous applause should follow each piece. The students will work very hard, the music will be enjoyable, and you will enjoy seeing and hearing your child create a great product-so show them how much you appreciate it.

GRADING COMPONENTS

Major Grades 50%

- concert performances (required performance = required attendance), major playing tests, major music theory tests, scale pass-offs, major projects.

Minor Grades 50%

- evidence of regular practice, in-class teacher observation (correct posture, correct fingerings, and music reading skills), participating with active learning, classroom behavior, minor playing tests, minor music theory quizzes, having all needed materials in rehearsals.

Firehawk playing test Rubric

	Criteria				Points
	1=U	2=A	3=M	4=E	
Tone	Student produces only a "starting sound and/or poor embouchure. Student displays little or no basic tonguing.	Student produces a recognizable sound and/or good embouchure some of the time. Student displays some basic tonguing.	Student produces a recognizable, correct, and consistent sound on instrument and/or good embouchure most of the time. Student displays basic tonguing most of the time.	Student produces a recognizable, correct, clear and consistent sound on instrument and/or good embouchure all of the time. Student displays correct tonguing throughout the entire excerpt.	
Note Reading and Execution	Excerpt has many incorrect fingerings. Student is unable to read or perform any of the notes appropriate to the grade level.	Excerpt has several incorrect fingerings Student reads and performs grade level appropriate notes only when the notes are marked with letter names or fingering.	Excerpt has few wrong fingerings Student reads and performs grade level appropriate notes only when he/she marks those notes indicated by key signature or that are different than the original key signature.	Excerpt has no wrong fingerings. Student reads and performs all grade level appropriate notes. It is not necessary for the student to mark any of the notes with letter names or fingerings.	
Rhythmic Accuracy	Excerpt has many wrong rhythms.	Excerpt has several wrong rhythms.	Excerpt has few wrong rhythms.	Excerpt has no wrong rhythms.	
Steady Beat	Student performs excerpt in an unsteady fashion with many gaps in the beat.	Students performance of the excerpt shows traces of steadiness but gaps in beat are still abundant and present.	Students performance of the excerpt is steady but still has moments where there are gaps in the beat.	Student performs excerpt with a steady beat with no gaps.	
Posture	Slouching in chair and/or Holding instrument improperly and/or with wrong angle.	Leaning back in chair and/or Holding instrument correctly, but with wrong angle.	Sitting up in chair and/or Holding instrument correctly with good angle.	Sitting up straight in chair-- Holding instrument correctly with excellent angle.	
Musicality	Excerpt exhibits none of the marked dynamics and/or excerpt exhibits none of the marked articulations (staccato, slurs, accents, etc.) and/or excerpt exhibits none of the marked tempo.	Excerpt exhibits some of the marked dynamics and/or excerpt exhibits some of the marked articulations (staccato, slurs, accents, etc.) and/or excerpt exhibits an effort at the marked tempo.	Excerpt exhibits most of the marked dynamics and/or excerpt exhibits most of the marked articulations (staccato, slurs, accents, etc.) and/or excerpt exhibits a consistent effort at the marked tempo.	Excerpt exhibits all of the marked dynamics, all of the marked articulations (staccato, slurs, accents, etc.) and correct marked tempo throughout.	

Symphonic Band Playing Test Rubric

	1=U	2=A	3=M	4=E	Points
Posture	Student does not sit on the edge of the chair and/or rests a portion of their instrument on either the chair or incorrect point of contact with their body.	Student sits on the edge of the chair but "hunches" either forward or to the side, causing the instrument to "droop."	Student sits on the edge of the chair, back is straight, feet are flat on the floor, and instrument alignment is correct at the start of the performance, however, the student has difficulty maintaining the correct posture throughout the performance.	Student sits on the edge of the chair, back is straight, feet are flat on the floor, and instrument alignment is correct throughout the performance. The student's body is controlled and steady with a minimum amount of movement during the performance.	
Hand Position/Fingering (Technique)	Student places fingers over incorrect keys/valves and needs frequent reminders with regard to proper hand position. Control and knowledge of fingering are not demonstrated.	Student uses proper hand position and places fingers over the correct keys/valves but performs fingerings with wrong combinations, poor coverage of keys/valves and hesitates when moving from one note to the next.	Student uses proper hand position. Finger combinations are performed correctly, however, smooth transitions between finger combinations (moving from note to note) may not be consistent (esp. with chromatic fingering).	Student uses proper hand position. Finger combinations are performed correctly. Transitions between finger combinations are done with ease, smoothly and without hesitation.	
Embouchure	The opening of the mouth is too large and/or too wide or too small and/or narrow resulting in incorrect tone production for the instrument.	The opening of the mouth is slightly over- sized or slightly undersized resulting in a production of sounds that is somewhat closer to the tone production of their instrument.	Student uses the correct embouchure for their instrument. However; the student has trouble maintaining the embouchure and may change/move it during the performance.	Student uses the correct embouchure for their instrument throughout the performance.	
Articulation	Student uses no tongue and articulations with a "hoo" sound. Student is unable to demonstrate the ability to slur notes.	Student uses "tu" or "du" to begin notes. The student either slurs all of the notes or none of the notes, regardless of slurs in the music.	Student uses "tu" or "du" to begin notes. Student responds to slurs in music most of the time, however may occasionally skip slurs marked in the music.	Student uses "tu" or "du" to begin notes and accurately responds to slurs in music. Student is also able to respond to legato and staccato markings.	
Accuracy of Notes	Student is unable to read or perform any of the notes appropriate to the grade level.	Student reads and performs grade level appropriate notes only when the notes are marked with letter names or fingering.	Student reads and performs grade level appropriate notes only when he/she marks those notes indicated by key signature or that are different than the original key signature.	Student reads and performs all grade level appropriate notes. It is not necessary for the student to mark any of the notes with letter names or fingerings.	
Accuracy of Rhythms	Student is unable to read or perform any of the rhythms appropriate to the grade level.	Student reads and performs grade level appropriate rhythms with some inconsistency and much hesitation in	Student reads and performs grade level appropriate rhythms with no inconsistency and little hesitation in maintaining a steady	Student reads and performs grade level appropriate rhythms while maintaining a steady beat.	

		maintaining a steady beat.	beat.		
Tone Quality	Student uses air that is either too fast or air that is too slow, producing a undesirable tone for their instrument.	Student uses appropriate air speed to produce a sound that is pure and sustained for the notes of the middle register but has difficulty with the notes of the low and high registers.	Student uses appropriate air speed producing a sound that is pure and sustained for the notes of the middle and low registers but has difficulty with the notes of the high register.	Student uses appropriate air speed producing a sound that is pure and sustained for the notes of the low, middle, and high registers.	
Tempo	Student performs the selection without regard to the tempo marking.	Student performs the selection at an appropriate tempo that is established by the teacher.	Student performs the selection at the specified tempo marking (i.e., quarter note = 100, etc.) and is able to use a metronome to establish the correct tempo.	Student performs the selection at a musically appropriate tempo when all that is given is a written description (i.e., largo, andante, allegro, etc.)	
Dynamics	Student performs the music with no dynamic contrast.	Student is able to make the basic dynamic contrasts by performing mf, f, and ff at the same level (loud) and pp, p, and mp at the same level (soft). The student is also able to respond to crescendos and diminuendos.	Student responds to all dynamics as written, including: pp, p, mp, mf, f, ff, sfz, as well as crescendos and diminuendos.	Student responds to all dynamics in the music and, when not available, is able to express him/herself with different dynamic levels in response to the contour of the melodic line.	
Scales	Student is unable to perform any Major scales from memory.	Student is able to perform 1, 2, or 3 Major scales from memory.	Student is able to perform 4,5, or 6 Major scales from memory.	Student is able to perform 7 or more Major scales from memory.	
Sight Reading	Student is unable to perform any aspect of the sight-reading selection correctly.	Student is able to perform either the correct notes or the correct rhythm of the sight-reading selection.	Student correctly performs both the notes and rhythms of the sight reading selection.	Student responds accurately to all musical notation (notes, rhythms, tempo, dynamics, etc.) of the sight-reading selection.	
				Total Point =	

PRACTICE SHEETS

Students in both bands will be provided with practice sheets at the beginning of the trimester. **Firehawk** band members need to show **20 minutes** of practice **5 out of 7 days** every week in order to meet this standard. **OMS Symphonic Band** members need to show **30 minutes** **5 out of 7** days every week in order to meet this standard. Practice sheets are to be signed weekly by parents and will be collected twice a trimester. Students are to take home their instruments every night for practice. 5 points from their daily grade will be subtracted if they are left at school. If a student plays a large instrument such as a baritone sax, bass clarinet, baritone or tuba, students will be allowed to check out a smaller instrument from the school to have for their daily practice at home.

DISCIPLINE PROCEDURES

Behavioral Rules:

- Speak only with permission.
- Play instrument only with permission (no playing before group warm up).
- Reeds and mouthpieces should be the only things in students' mouths. Gum, candy, etc. are not permitted in the band room. Water is the only liquid permitted in the band room.
- Touch only what you own or have been given permission by Mrs. Hulihan to touch.

Disciplinary actions:

- One (1) verbal warning.
- Change of seat and possible loss of playing privilege for that day.
- Office referral (required parent conference).
- Dismissal from Band Program.

POSSIBLE DEDUCTIONS

Absent from performance (unexcused-see policy).....	-100 points
<i>(A make-up assignment is offered to students having an EXCUSED absence from a performance.)</i>	
Tardy to class.....	-5 points
<i>(not seated with instrument and music ready to play within 3 minutes from bell)</i>	
No music in class/rehearsal.....	-5 points
No music in performance.....	-50 points
No instrument or equipment.	- 10 points
Instrument left in school overnight three times or more (per day).....	-5 points
Chewing Gum.....	-5 points
No pencil in class/rehearsal.....	-5 points
Equipment/Music not put away.....	-10 points
Improper dress for performance (<i>Student will not be allowed to perform</i>).....	-100 points
<i>(May result in student being removed from that performance and/or excluded from future band events.)</i>	
Disruptive in rehearsal or performance.....	point deduction at discretion of Director
<i>(May result in student being removed from that rehearsal or performance and/or excluded from future band events.)</i>	

****Please note that the above infractions will also be subject to the appropriate disciplinary actions.**

A student is allowed to remove these point deductions from his/her grade. A student may do extra credit work such as extra theory sheets, extra enrichment, etc. A student may "pay off" the points using band bucks which he/she may earn to "work off" the points by helping Mrs. Hulihan with extra duties as assigned.

SCHOOL OWNED INSTRUMENTS

The school has a limited amount of instruments that can be rented to students. We are in the process of gaining approval to purchase of more instruments. The school board determines the rental fee attached with school instruments. I'm told that the annual rental fee for school instruments will be no more than \$50.00. If our purchase request is approved and you are interested in renting a school-owned instrument you, the parent, must sign an instrument contract. This contract acknowledges that you take full financial responsibility for the instrument. There is a yearly usage fee covers cleaning and minor repair of the instrument on a regular basis. The student is responsible for normal maintenance of his/her instrument and/or any damage to the instrument during the year. The student must also provide his/her own mouthpiece, reeds, oils, and other accessories. The school provides percussion instruments for the Symphonic and Firehawk Bands. However; the student will need a "practice pad" as well as a stick bag

package for class and for practice at home.

MUSIC STORES

Due to the limited amount of instruments we are beginning the year with, your student may need to rent an instrument from a music store. I will be arranging a band night with-in the first 2 weeks of school and I would encourage you to come. If you are un-able to attend the band night there are many music stores throughout the valley and any of them should be able to provide the items you need. The closest music store to OMS is Central Music, which provides on site repairs, sales, and services.

Central Music address is 5038 N Central Avenue Phoenix, AZ 85012 (Just North of Camelback on Central).

Phone: 602.274.6532

Store Hours: Monday thru Friday 9:00am - 6:00pm,

Saturday 9:00am - 5:00pm, and Sunday 12:00pm - 3:00pm

STUDENT OWNED INSTRUMENTS

A student who owns or is leasing his/her own individual instrument should assume the same responsibility and precaution as one with a school owned instrument. **No student should use anyone else's instrument except when given permission by the director (this includes non-percussionists using percussion instruments).** Be sure to have a written record at home of the make, serial number, and finish of your instrument, because this information is necessary if it should be lost or stolen.

The student should keep his/her instrument in good working condition at all times. Keep it clean, inside and out: valves and slides working; mouthpiece clean; keys and wood oiled; clarinets swabbed, etc. Keep a supply of valve or slide oil, extra reeds, swabs, and whatever else you might need available.

REQUIRED MATERIALS

Having the right equipment can make a big difference in the success or failure of a music student!

Without good reeds, oil, or sticks a student cannot play up to his/her potential. In some cases, having the necessary supplies can affect the life or death of a musical instrument!!! Protect your investment.

1. A Band instrument in good working condition. These can be leased at a music store. Most stores offer a rent -to -purchase program where you will gain equity in the instrument you are renting with every payment.

2. A hard-covered, 3-ring binder with pockets

This binder will be referred to their "Resource Notebook" and will be required for the entire time that the student is at Osborn Middle School.

3. 2 pencils

4. 50 sheets of staff paper

REQUIRED ACCESSORIES

FLUTE: cleaning rod, cleaning cloth

CLARINET: swab, cork grease, box of reeds (Size 2 or 2½ fiirehawk band members and Size 2½ or 3 for Symphonic band members), reed guards (You should rotate between at least 4 working reeds and change them every 2-3 weeks.)

SAXOPHONE: swab, cork grease, neck plug, box of reeds (Size 2 or 2½ fiirehawk band members and Size 2½ or 3 for Symphonic band members) reed guards (You should rotate between at least 4 working reeds.)

BRASS: All Brass - tuning slide grease, cleaning snake, mouthpiece brush

Trumpets, Euphoniums, Tubas – valve oil;

French Horns – rotary oil;

Trombones - slide CREAM (not oil) and a spray bottle of water,

PERCUSSION: "practice pad" stick bag, Vic Firth SD 1 Jr. snare drum sticks, hard bell mallets (Firehawk & OMS Symphonic), timpani mallets, suspended cymbal mallets (OMS Symphonic band members only)

OPTIONAL ACCESSORIES: metronome, wire music stand, tuner, method book :
Firehawk Band "Standards of Excellence" book 1, OMS Symphonic Band "Standards of Excellence" book 2

PRIVATE LESSONS

The director will always strive to give as much individual attention to each student, but between time constraints and size of the band program, the director does not always reach each individual student as often as needed. Private lessons make a BIG difference for the advanced student and the struggling student. While it is not required to take private lessons to be part of the band program at Osborn Middle School, it is highly recommended.

If interested in private lessons please contact me for some referrals. Please note that all dealings regarding private lessons are between the private instructor and the student's parent/guardian.

PARENT / STUDENT SIGNATURE

(Please sign and return to Mrs. Hulihan within two class days)

Student:

I have read and understand all the information in the 2010-2011 OMS Band Handbook. I will uphold the rules and responsibilities of being an OMS Band member. In addition to the above, I also understand that band is a full year commitment. I will adhere to the school policy which states that once any 7th or 8th grade student is enrolled in band, that student must remain in band for the rest of the school year at Mrs. Hulihan's discretion.

Student Name (printed) _____ Date _____

Student Signature _____

Parent:

I have read and understand all the information in the 2010-2011 OMS Band Handbook. I will help my child uphold the rules and responsibilities of being an OMS Band member and strive to do my part in encouraging their musical development. In addition to the above, we also understand that band is a full year commitment. My child and I will adhere to the school policy which states that once any 7th or 8th grade student is enrolled in band, that student must remain in band for the rest of the school year at Mrs. Hulihan's discretion

Parent Name (printed) _____ Date _____

Parent Signature _____