

# Hamburg Area Middle School BANDS

## A quick look at what you need to know .....

### Band Director's Contact Info:

Mrs. Megan Kline  
7th & 8th Grade Band Director  
[megkli@hasdhawks.org](mailto:megkli@hasdhawks.org)  
610-562-2241 Ext. 2147

Mrs. Carey Freeman  
6th Grade Band Director  
[carfre@hasdhawks.org](mailto:carfre@hasdhawks.org)  
610-562-2241 Ext. 3814

- Check your email daily!
  - \*6, 7 & 8th Grade- Check Google Classroom Page
- Students are responsible for one small group lesson per cycle and small group ensemble rehearsals, as assigned.
- Help us keep the band room clean:
  - Keep your instrument in your locker (during the school day)
  - Keep your folder in your folder slot (Percussion & Bells)
- Instruments **MUST** go home every night.
- Bell covers **MUST** be worn.
  - In order to continue with our mitigation strategies, Bell covers will be provided.
  - Puppy pads will also be provided for brass condensation collection.
- **PRACTICE & LISTEN** at home! :)



# Hamburg Area Middle School Band Guidelines

## Goals & Objectives

Individually and collaboratively, students will be able to:

1. Continually improve instrumental performance ability and musical knowledge by participating in full-ensemble experiences, chamber groups, and solo work.
2. Increase musicianship through sight-reading skills and aural comprehension.
3. Experience and develop an understanding of the standard concert band repertoire.
4. Gain an in-depth understanding of community-awareness through music performance and participation.

## Rehearsals

- 6th Grade Band will rehearse on Day 4 and Day 5 during FLEX
- 7th & 8th Grade Band will rehearse together on Day 2 and Day 6 during Flex.
- Unexcused rehearsals will result in deduction from the student's grade (Refer to the Middle School Band Grading Policy.)

## What is expected of you ....

- *Be Punctual.* In order to make the most of our limited rehearsal time, be in your seat with your music and instrument ready as soon as possible after the bell rings. If you are late multiple times without a pass or miss rehearsals on multiple occasions, it will result in failure of the class and your removal from the group.
- *Know your notes and rhythms.* Rehearsal time is for the group; practice your part at home!
- *Listen.* One of the best ways and most effective ways to learn your music is to listen to recordings of well-known artists and ensembles. (Recordings of concert band music will be posted on the Concert Band Webpage)
- *Bring a positive attitude.* A comfortable learning environment will be one in which all students will be able to effectively participate.

## Playing Tests

- Playing Tests will be held at the end of every quarter (either in person or virtually). Dates have been tentatively scheduled as follows:
  - Quarter 1: **Week of October 18**      Quarter 3: **Week of March 7**
  - Quarter 2: **Week of January 3**      Quarter 4: **Week of May 16**

## Performance Schedule

- **Winter Dress Rehearsal: Monday, December 13 (12:30 – 3:00 @ the H.S.)**
- **Winter Concert: Tuesday, December 14 – H.S. Auditorium @ 7pm** (Snow Date: Wednesday, December 15)
- **TENTATIVE In-School Winter Concert: Friday, December 17 (during school!)**
- **Spring Dress Rehearsal: Monday, May 16 (12:30 – 3:00 @ the H.S.)**
- **Spring Concert: Tuesday, May 17 – H.S. Auditorium @ 7pm**
- **TENTATIVE In-School Spring Concert: Friday, May 20**
- **(optional) Tentative HASD date at the Reading Royals: April 8 or 9**
- **Jazz Band sign ups will occur in September and Rehearsal begins in October.**
  - **This ensemble is after school and available for students in grades 6<sup>th</sup>-8<sup>th</sup>.**

**\*\*\* Members of performing musical organizations are to be present at all performances, except in the case of personal sickness, death in the family, an act of God, or extenuating circumstances pre-approved by the Director and/or Principal.**

## Concert Attire

- Women & Men: Seasonal and colorful top (with sleeves) and black pants, long skirts, and black shoes.

## Concert Band Folders and Lockers

- All students will be assigned a Concert Band Folder and or Folder Slot.
- If you choose to take your folder home to practice, please remember that *you are financially responsible for any lost copies of music.*
- Instruments can be stored in their homeroom until construction is complete.
- If the instrument is too large for the student to transport daily, please speak to the Director to make other arrangements.

**Hamburg Area Middle School**  
**Concert Band**  
**A Quick Look at the Grading Policy**

You will receive a grade every marking period.

The grade is made up of the following items:

● **Preparation & Participation (40%)**

- This includes being prepared for all events & lessons and attending ALL performances.
- Performances & Events (ALL ARE MANDATORY)

● **Positive Contribution to the ensemble (30%)**

- Practice, participate, attend, do your best! :)

● **Playing Exam (20%)**

- One every quarter

● **Written/Google Classroom Assignments (10%)**

- Posted on Google classroom weekly or monthly

● **Extra Credit (may earn up to 10 points)**

- Participate in after school ensembles
- Attend music concerts or virtual performances
- See Mrs. Freeman or Mrs. Kline for more info.

## Hamburg Area Middle School Concert Band --- Grading Policy

One of the main objectives of The Hamburg Area Band Program is to provide students with opportunities to succeed. With this in mind, the grading policy explained below will be used to evaluate all student performances and participation.

The district-wide grading scale, as described in the Student Handbook, will be used to determine letter grades:

- A: 90 – 100
- B: 89 – 80
- C: 79 – 70
- D: 69 – 60
- F: 59 and below

All students participating in Concert Band will be graded upon the following criteria:

➤ **Playing Exam – 20%**

All students will complete a playing exam at the end of each marking period. Excerpts of concert music and scales will be predetermined. Sight-reading may be included as well. Playing Exams have been **tentatively** scheduled as follows:

- |                                 |                              |
|---------------------------------|------------------------------|
| <b>MP 1: Week of October 18</b> | <b>MP 3: Week of March 7</b> |
| <b>MP 2: Week of January 3</b>  | <b>MP 4: Week of May 16</b>  |

➤ **Preparation & Participation – 40%**

- Band rehearsal is scheduled for the “Flex” period on **Day 4 AND Day 5 - 6th Grade Band or Day 2 and Day 6 - 7th/8th Grade Band**. If there are multiple occurrences of unexcused absences or late arrivals without a pass, the student will fail the class and will be removed from the ensemble.
- Students must arrive with all music, their instrument, and a PENCIL.
- **Concert, Dress Rehearsal, and In-School Concert attendance is MANDATORY**
  - **Winter Dress Rehearsal: Monday, December 13 (12:30 – 3:00 @ the H.S.)**
  - **Winter Concert: Tuesday, December 14 – H.S. Auditorium @ 7pm** (Snow Date: Wednesday, December 15)
  - **TENTATIVE In -School Winter Concert: Friday, December 17 (during school!)**
  - **Spring Dress Rehearsal: Monday, May 16 (12:30 – 3:00 @ the H.S.)**
  - **Spring Concert: Tuesday, May 17 – H.S. Auditorium @ 7pm**
  - **TENTATIVE In-School Spring Concert: Friday, May 20**
- All students will meet with Mrs. Freeman or Mrs. Kline in a group or individual setting once per cycle for instrumental lessons and evaluations. Students are responsible for their own lesson schedule, **EVEN IN THE EVENT THAT WE TRANSITION TO VIRTUAL LEARNING**.
  - Students will begin each semester with 90 points for this category. Points will be deducted for the following:
    - Missed lesson with zero attempt to make-up – 2 points
    - No instrument, music, or pencil – 2 points
    - No completed practice log – 1 point
    - Absent from Dress Rehearsal or Performance – 20 points (automatically lowers one grade letter)

➤ **Written Assignments – 10%**

- One page, post-concert critique for the winter AND spring performances. Written/Google Classroom assignments may vary this year!

➤ **Positive contribution to the ensemble – 30%**

- Consistent lesson/rehearsal attendance, learning/memorizing music notation, respectful behavior towards teachers and peers, serving as help to other members of the ensemble, going above and beyond original expectations of the ensemble, etc.

➤ **Extra Credit - Up to 10 additional points can be earned for the following activities:**

- Participation in a voluntary, school-related ensemble (recruitment events, community performances, M.S. Jazz Band, etc.)
- Participation in a school-related ensemble, OUTSIDE of school hours (Jr. County Auds./Band, Community Bands)
- Attendance at an outside OR Virtual musical performance (A program or ticket stub must be submitted as proof)
- Critique of an outside or virtual performance or recording (Students must complete and submit a critique form)

## Band Practice Log (Example)

NAME: \_\_\_\_\_ Grade: \_\_\_\_\_ Instrument: \_\_\_\_\_

NEXT LESSON	ASSIGNMENT	RECORDED PRACTICE TIME	
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>
Date: Period:	<i>Warm Up:</i> <i>Band Songs/Book:</i>	<i>Mon:</i> <i>Tues:</i> <i>Wed:</i> <i>Thurs:</i>	<i>Fri:</i> <i>Sat:</i> <i>Sun:</i>

# Five Tips for Better Practice

---

## WARM-UP

Like athletes, musicians need to warm up the muscles they'll be using. Start slowly with long tones such as whole and half notes. This will help get your mind and body focused and ready to go on.

## SET GOALS FOR YOURSELF

These goals should be based on what your teacher assigned: for example, "today I'm going to improve that hard part in my band music" or "today I'm going to play straight through line 23". Make your daily goals reachable.

## TAKE IT APART

The key to improving your playing is practicing the HARD PARTS not the easy one you already sound good on. Some ideas:

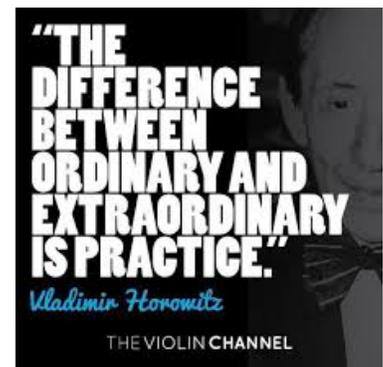
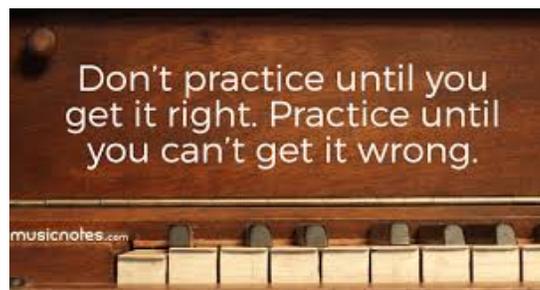
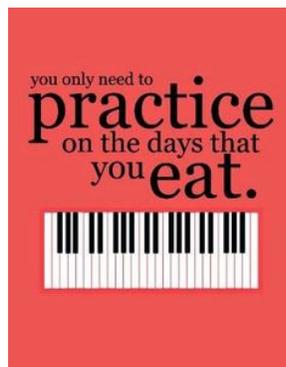
- Clap and count rhythms.
- Say the note names in rhythm.
- Finger the notes silently in rhythm.
- Play the notes slowly.
- Repeat this process measure by measure.

## PUT IT TOGETHER

Play through the part until you feel it's right. Try to end on a positive note by playing something you know and enjoy. Don't forget to write down your practice time.

## ENJOY YOURSELF

You should be proud of all the effort you've put into learning an instrument. By setting up a regular practice routine, you're sure to improve every day.



# Hamburg Area Concert Bands

## Playing Test (*Example Rubric for Quarterly Playing Tests*)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ GRADE: \_\_\_\_\_ INSTRUMENT: \_\_\_\_\_

SCORE: \_\_\_\_\_ / 40

	Superior=5 points	Excellent=4 points	Average=3 points	Fair=2 points	Poor=1 point
<b>Wind/Brass Fundamentals</b> (Winds / Brass only)	Sat with perfect posture and instrument carriage.	Sat with nearly perfect posture and instrument carriage. Was not deficient in more than one area.	Struggled to sit with proper posture and instrument carriage. Was deficient in two areas.	Struggled to sit with proper posture, instrument carriage, and/or embouchure formation in all three areas.	Failed to sit with perfect posture, instrument carriage, and/or embouchure formation. Deficiency shown in all three areas.
<b>Percussion Fundamentals</b> (Percussion only)	Stood with perfect posture, and had correct stick grip. Sticking patterns were correct. Played rudiments with correct technique.	Stood with nearly perfect posture and/or had nearly correct stick grip. Sticking patterns were nearly correct. Played rudiments with nearly correct technique.	Stood with nearly correct posture and playing with correct stick grip. Sticking patterns had several errors. Rudiments were played with somewhat correct technique.	Had trouble standing with correct posture and playing with correct stick grip. Sticking patterns had many errors. Rudiments were not played with correct technique.	Failed to stand with correct posture and stick grip. Favored one hand for the majority of the exercise. Rudiments were not addressed.
<b>Rhythmic Accuracy</b>	Performs rhythms with 100% accuracy.	Performs rhythms with 90% or more accuracy.	Performs rhythms between 80-89% accuracy.	Performs rhythms between 70-79% accuracy.	Performs rhythms between 69% or less accuracy.
<b>Tempo Control</b>	The student maintains a steady and consistent tempo throughout 100% of the performance..	The student maintains a steady and consistent tempo for 90-99% of the performance.	The student maintains a steady and consistent tempo for 80-89% of the performance.	The student maintains a steady and consistent tempo for 70-79% of the performance.	The student performs the piece with an inconsistent, wavering tempo. Less than 69% of the piece is performed with a steady and consistent tempo.
<b>Pitch Accuracy</b>	Performs notes with 100% accuracy.	Performs notes between 90% or more accuracy.	Performs notes between 80-89% accuracy.	Performs notes between 70-79% accuracy.	Performs notes between 69% or less accuracy.
<b>Tone</b>	Has a characteristic tone for instrument/ensemble for grade level. Played with correct embouchure formation. Mallets always bounced off of bars.	Tone is mostly characteristic for grade level. Played with nearly correct embouchure formation. Mallets usually bounced off of bars.	Tone is close to grade level. Played with somewhat correct embouchure formation. Mallets sometimes bounced off of bars.	Tone is below level. Played with fair embouchure formation. Mallets rarely bounced off of bars.	Tone falls far below grade level. Did not play with correct embouchure formation. Mallets never bounced off of bars.
<b>Phrasing</b>	The performance as a whole demonstrated proper phrasing.	The performance as a whole demonstrated nearly proper phrasing with few additional breaths needed. Additional breaths were taken in appropriate places.	The performance as a whole demonstrated some attention towards phrasing; used several additional breaths. Additional breaths were usually taken in appropriate places.	The performance as a whole demonstrated little attention towards phrasing; used several additional breaths. Additional breaths were not taken in appropriate places	The performance as a whole demonstrated no attention towards phrasing; used too many breaths. Additional breaths were erratic and not taken in appropriate places.
<b>Dynamics</b>	The performance as a whole demonstrated 100% of all written dynamics.	The performance as a whole demonstrated 90% or more of all written dynamics.	The performance as a whole demonstrated 80-89% of all written dynamics.	The performance as a whole demonstrated 70-79% of all written dynamics.	The performance as a whole demonstrated 69% or less of all written dynamics.
<b>Articulations</b>	The performance as a whole demonstrated all written articulations.	The performance as a whole demonstrated 90% or more of all written articulations.	The performance as a whole demonstrated 80-89% or more of all written articulations.	The performance as a whole demonstrated 70-9% or more of all written articulations.	The performance as a whole demonstrated 769% or less of all written articulations.

Comments:

**SIGNING AND SUBMITTING THIS FORM MEANS YOU HAVE READ ALL ITEMS LISTED IN THE HAMBURG AREA MIDDLE SCHOOL CONCERT BAND PACKET.**

*I have received a copy of the Hamburg Area Middle School School Concert Band Packet. I understand the document and will abide by all terms and conditions.*

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Please return to Mrs. Freeman/Mrs. Kline no later than Friday, September 15, 2021.*