



# **Band Handbook**

**Mr. Zachary Squibb  
2019-2020**

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# Madison Middle School Band Handbook

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## **Band Mission Statement:**

The Madison Middle School Band Program strives to impact our peers and community through high levels of music performance and academic achievement. It is our goal to share not only music, but also the friendship and creativity that comes along with making music.

## **Band Class Goal:**

All students will show mastery of instrumental technique to be applied through performance of grade appropriate music at a high level of achievement as well as show mastery of rehearsal techniques.

## **COURSE SUMMARY**

### **Mustang Band**

This performing group focuses on reaching the 8th grade VAPA Music Content Standards for Public Schools set by the state of California. They perform in at least 2 concerts per year, a spring band festival, assemblies, and select students will perform with state and regional honor ensembles.

### **Intermediate Band**

This performing group aims to achieve the 7th grade VAPA Music Content Standards for Public Schools set by the state of California. They perform in 2 concerts a year.

### **Beginning Band**

This performing group aims to achieve the 6th grade VAPA Music Content Standards for Public Schools set by the state of California. They perform in 2 concerts a year.

## Materials Needed

<b>All Members</b>		
Pencil 1-inch 3-ring Binder 50 Sheet Protectors Essential Elements Book 1 for your instrument (Beginning Band Only) Essential Elements Book 2 for your instrument (Intermediate Band Only) Method book for Mustang Band will be provided by Mr.Squibb		
<b>Brass</b>	<b>Woodwinds</b>	<b>Percussion</b>
<ul style="list-style-type: none"> <li>● Instrument and Mouthpiece</li> <li>● Valve Oil <u>or</u> (for trombones) Trombotine + Spray Bottle</li> <li>● Instrument Snake + Mouthpiece Brush</li> </ul>	<ul style="list-style-type: none"> <li>● Instrument</li> <li>● Vandoren Reeds 2.5 for 6th grade, 3/ 3.5 for 7th and 8th grade</li> <li>● Mouthpiece Patch</li> <li>● Cork Grease</li> <li>● Silk Swab</li> <li>● Mouthpiece Cap</li> </ul> (Flutes only need instrument and swab)	<ul style="list-style-type: none"> <li>● Vic Firth SD1 General Snare Sticks</li> <li>● Evan’s RealFeel 6-inch Single-Sided Drum Pad</li> </ul>

**\*Students in Mustang Band and Intermediate Band need to bring their instrument and all other materials to class every day beginning Tuesday, August 20th.**

**\*Students in beginning band will be sent home with a letter containing Mr.Squibb’s recommendation for what instrument they should play no later than Friday, August 23rd. The instrument must be obtained and brought to school every day beginning Friday, August 30th.**

# REHEARSAL ETIQUETTE

1. Upon arrival, students are expected to get required materials (instrument, pencil, and music) and report to their assigned seat
2. Students will be “READY” 5 minutes after the bell
  - a. “READY”
    - i. Instrument is assembled and ready to play
    - ii. Music is up and on a working music stand
    - iii. Student is in their assigned seat and ready to play
  - b. Students not “READY” 5 minutes after the bell will lose one daily point
  - c. Students missing a pencil will lose one daily point
  - d. Students missing music will lose one daily point
  - e. Students missing their instrument will lose all daily points
3. Students are to remain quiet, attentive, and actively participating in rehearsal
4. Rehearsal will end at the director’s discretion
  - a. The director will ensure that students have adequate time to reach their next class
5. Sometimes the director may allow students to use class time for individual or group practice; students are expected to do as instructed
  - a. Students who do not use class time as directed will follow discipline procedures
6. No running or horseplay is permitted.
7. No food, drinks, or gum in the band room (water is allowed)
8. Students will not begin packing up until the director dismisses them.
9. After being dismissed, students will leave the room cleaner than they found it by fulfilling their assigned jobs:
  - a. Throw away at least one piece of trash, dusting a surface, wiping down the sink, tidying a shelf, stacking instruments, etc.
  - b. Students will then set up chairs (and if necessary, stands) for the next class before leaving.
    - i. If being put away, chairs and stands must be placed neatly in the rack with its corresponding color.

## Behavioral Expectations

During the first week of school, the students will collaborate in creating class behavior expectations. Together we will decide how we will treat one another with a social contract agreement between the students and the teacher.

# Consequences & Discipline

If at any time he feels that a behavior is disruptive or detractive from a healthy learning environment, represents a danger to the well-being of students or school property, or violates the social contract agreement for the class created at the beginning of the semester, Mr. Squibb reserves the right to intervene in that behavior, regardless of whether or not a specific rule exists to govern it.

Steps of Discipline:

STEP 1: A verbal warning, consisting of a reminder of the rules, a restatement of the expectations, a reminder of consequences, and a polite request to stop the undesired behavior.

STEP 2: Student is re-notified of the rule being broken. Event is recorded in behavior log and updated with each additional step. 2 daily points will be deducted from the grade.

Additional Consequences may be introduced:

- Repetition of procedures (student gets a chance to redo their actions in the correct way)
- Loss of privileges, including playing your instrument that day.
- After-class teacher/student conference

STEP 3: All Participation points are lost for the day. Timeout in another classroom and reflection sheet. Parents are notified.

STEP 4: Detention is assigned.

STEP 5: Office Referral.

# Practice Expectations

1. Students are expected to take instruments home on a daily basis.
2. Students should be prepared for class and playing assessments.
3. If a student is unprepared for a performance due to lack of practice or poor attendance, they may be moved down in part and/or pulled from the performance at the director's discretion.
4. Students must practice their age in minutes every day.
5. If taking your instrument home is impossible, there are two possible solutions:
  - a. The band room will be open every week Tues-Friday 7:30AM-8:15AM for students to come in and practice.
  - b. You do not need an instrument in your hands to get better at the music. At home, name the notes in your music, make fingering flashcards, clap the rhythm to your music, or sing it in your head while you finger along.

# Chair Placement

Every playing test throughout the year will count as a chair placement audition. Chair placements are standard practice in any musical ensemble and is what students can expect from their musical career. This is intended to appropriately place musicians within the sections so that they are playing parts that are most accessible to them as well as challenging. This is also to give musicians with more experience an opportunity for leadership. The first chair (highest placed) student will be designated section leader and will fulfill the responsibilities expected of someone in that position.

(Beginning band chair placements will begin in the Spring semester)

## Classroom Procedure Example

A typical rehearsal for a band class (6<sup>th</sup>-8<sup>th</sup> Grade) looks as follows:

Timeframe*	Description
0:00-5:00	<p><b>Check the board</b> for any special instructions or assignments. Place your backpack in the designated area. Retrieve your instrument in its case, a pencil, and any supplies you need (extra reeds, valve oil, etc.) and bring it to your assigned seat.</p> <ul style="list-style-type: none"><li>Place your case on the floor, take your instrument out, close case and latches, leave case by chair during class.</li></ul> <p>At 5 minutes after class begins, Mr. Squibb will step on the podium and talk through announcements of the day.</p>
5:00-10:00	The teacher will lead you through <b>warm up activities</b> , including tone exercises, articulation studies, chorales, and other excerpts he has designed to help you learn musical fundamentals.
10:00-15:00	The teacher will do <b>daily assessment</b> of individual performance skills and knowledge as necessary.
15:00-25:00	Students will <b>sight read</b> and practice music fundamentals in isolated and unified contexts.

25:00-40:00	<b>Repertoire Rehearsal.</b> Full band will practice applying the fundamental skills learned in live musical context.
40:00-45:00	After being dismissed by the teacher, students will <b>strike their setup</b> by putting their instruments away and picking up any trash they may have left behind. They will set up chairs and stands for the next class.

\*Note that times are flexible and may be extended or reduced to accommodate different learning objectives.

## Bathroom Use

Students will not be permitted to use the restroom during the first and last periods of school, or the period immediately following lunch. Students are expected to use the restroom during passing periods, before and after class. Students should only request to use the bathroom during class if it is a severe need. They can request excusal by raising their hand with their fingers crossed. The teacher will respond one of two ways:

- A thumbs-up means the student is excused to use the restroom.
- An open hand means “please wait.”

Once a student has been excused by Mr. Squibb, they can take the bathroom pass available next to the door.

## Illness and Injury

There are many circumstances that make it difficult to play an instrument, from strep throat and sinus infections to braces and broken bones. The student’s health and welfare is always the director’s first priority. However, relatively few illnesses or injuries prevent students from playing their instrument entirely, so long as they are using correct posture/embouchure and breathing techniques. Be advised that because Band is an academic class, you must produce a doctor’s note forbidding the playing of instruments in order to be excused from playing your instrument in class, unless the injury is obvious (new braces/bronchitis, etc.)



# Grading

Band classes create a group performance, yet each student is still held individually responsible for their individual part. It takes great dedication, individual practice, and collaborative efforts to have a high level of performance. The grades in band relate directly to state standards that measure how well a student is progressing towards the ability to have a high level of performance.

Grades in band are weighted to meet these specific percentages of the total picture of progress:

- **34%- Performance (concerts)**
- **33%- Individual Performance Assessments**
- **33%- Daily progress towards the band class goal**

## Performance

Band will have various performances throughout the year. There are several assignments directly related to success during these group performances. All of these assignments are standards based and related to a guaranteed and viable curriculum.

Assignments include:

- Attendance at the concert
- Being on time
- Having all materials at the performance
- Wearing the correct concert attire- white top (dress shirt, blouse, etc.), black slacks/long skirt, black socks, and black shoes
- Behaving correctly at a formal concert
- Giving best effort at all the musical concepts learned.
  - This includes notes, rhythms, dynamics, balance, blend, etc.
- A written analysis of the group performance
- A written self-analysis of the student's individual performance

## Individual Performance Assessments

Each student is at an individual level with their musical ability and talent. As we continue to learn and grow through the school year, we will need to progress to meet the standards of our guaranteed and viable curriculum. These assignments will be specific skills, note patterns, tone, etc. that relates to music making for instrumentalists. These assignments give specific data to each student on how they can improve and what should be part of their daily practice towards their realization of these goals. These assignments include:

- Rhythmic Skills
- Tone production
- Musicality mastery
- Scales, Arpeggios, and other patterns
- Range development
- Sight Reading

- Technique

### **Daily Progress towards the Class Goal**

In order to maintain daily progress towards the class goal, daily assignments will be given directly related to the goal and be worth 3 points per day/15 points per week. These assignments include:

- Having all materials in class, every class meeting (how can you work towards the class goals if you do not have the materials with you to do so?)
- Effective rehearsal technique
- Active engagement in academic conversations, self-reflections, and class discussions
- Daily warm ups, technical exercises, sight reading, and work on the music literature

### **Late work, makeup work, assignment do-overs**

It is my deepest philosophy that each student has the right to learn. In addition, learning builds on itself and should continue to progress towards mastery of a guaranteed and viable curriculum. Students in band class will have every opportunity to show mastery of the concepts. Each assignment will have a specific due date in which mastery needs to be shown. At the time of the due date, the grade on the assignment will be entered into the gradebook. If a student wishes to try again, put in more personal practice, time, or do an extended study program in order to show new mastery of the concepts they will be allowed to do so. The teacher will make every opportunity available for the students to obtain the knowledge. The students should take every opportunity to learn the knowledge. Late work, makeup work, and assignment do-overs will be accepted until the last week of each grading period.

Take note: THERE IS NOT A WAY TO SIMULATE GROUP PERFORMANCE OTHER THAN TO BE IN THE GROUP PERFORMANCE.

It is not possible to “make up” missing a group performance. A student can show mastery of every other part of the performance grade, however the performance cannot be redone. If a student is unexcused for a concert performance, those points cannot be made up. If they have an excused absence, the grade will simply be left blank in the gradebook so that missing the performance will neither positively nor negatively affect their overall grade. In addition, the teacher determines what an excused absence is on a case by case basis. In general, “I did not have a ride”, or “I didn’t know about the performance” or “my parents/I had a different commitment that night” are not excusable absences. To repeat: The teacher determines what is an excused absence and not an excused absence.

## Performances/Events

The following are tentative dates for performances for the 2019-2020 school year. This document, as well as the website home page, will be updated as more information becomes available.

Vista Art Festival- October 19th, 2019

Feeder Night with RBV- TBA

Winter Concert- TBA

Spring Concert- TBA

## Costs, Instruments, Fundraising

### Fundraising

Occasionally, the band program decides to undertake an initiative that requires significant monetary support. During these initiatives, Mr. Squibb may ask students to do fundraising for the group. Fundraising allows us to purchase new materials (including songs, songbooks, CDs, and electronics like tablets) for use in teaching, and may allow us to go on tour as a group. Check in with us as the year progresses to see what you can do to help support the music program at this school. At the time of writing, there are no current plans for group fundraisers. This document will be updated at the end of each semester if there are significant changes or plans.

### Instrument Rental

1. It is expected that all students provide their own instrument, accessories, and materials for participation in ensembles at Madison Middle School.
2. If a family has an issue renting an instrument, it is recommended that you contact the director for a private conference regarding the matter.
3. Limited instruments may be rented from the director on an as needed basis.
  - a. It is asked that you submit a one-time \$30 donation to help cover the cost of repairs, maintenance, and materials (cash or check made out to Madison Middle School.)
  - b. School instrument rentals are subject to the completion of a rental contract.
  - c. Instruments must be returned at the end of the school year clean and in working condition.
  - d. Rental contracts are given/revoked at the discretion of the band director based on treatment of the instrument, its case, and/or other band property.
4. To facilitate obtaining an instrument, the following stores are available in the local area:

Bertrand's Music- 1570 Cherokee St, San Marcos CA 92078  
(760) 744-3699, bertrandsmusic.com

San Diego Music Studio- 423 S Las Posas Rd San Marcos, CA 92078  
(760) 761-0055, sandiegomusicstudio.com

San Diego County Music Exchange- 985 Civic Center Dr Unit 102 Vista, CA  
92083 (760) 630-7451, sdmusicexchange.com

### **Buying a New Instrument**

If a student is looking into buying a new instrument it is highly recommended that parents talk with Mr. Squibb or private instructor before making the purchase. There are more “knock-off” brands on the market than good quality brands. Avoid EBay and Craigslist unless you know exactly what you are looking for. A good place to check first is your local instrument repair shop; they will be truthful with you and may have instruments for sale. A good motto to abide by is: “If a deal is ‘too good to be true,’ then it probably is.”

Please stick to traditional colors: black clarinets, brass saxophones, silver flutes, silver/brass trumpets, etc. Make sure that the instrument you are buying is **music educator approved!**

### **Private Lessons**

Private instrumental lessons are an amazing opportunity for growth. They are highly encouraged at the middle school level to help propel students into a successful playing career through high school. It is never too early or too late to start taking lessons! There is a large network of very knowledgeable teachers in the area accepting new private students at this time. For specific recommendations on private instructors, please contact Mr. Squibb, call a local music store, or consult the list below:

#### **Flute:**

Kristen Kort  
+1 (858) 603-0695  
knkort@gmail.com

Sofia Gomez  
+1 (760) 685-6536  
segomez123@gmail.co

#### **Clarinet:**

Dorea Tate  
(760) 519-3957  
doreat1907@aol.com

#### **Saxophone:**

Jordan Jellison  
(619) 944-0398

jordanjellison@gmail.com

**Trumpet:**

Kevin Miller  
(562) 552-2469  
kwmtrumpet@gmail.com

Katie Miller Kossak  
760-518-4106  
Millerkl@gmail.com

**French Horn:**

Warren Gref  
(760) 809-7410  
warrengref@gmail.com

**Trombone:**

Sean Reusch  
harmonywoods@earthlink.net

**Euphonium/Tuba:**

Eric Weirather  
(760) 535-3218  
ericweirather@vistausd.org

**Percussion:**

Henry Stoker  
(760) 842-3249  
vkdrummer89@yahoo.com

Brian Crist  
(858) 201-9162  
hlfazianboi@san.rr.com