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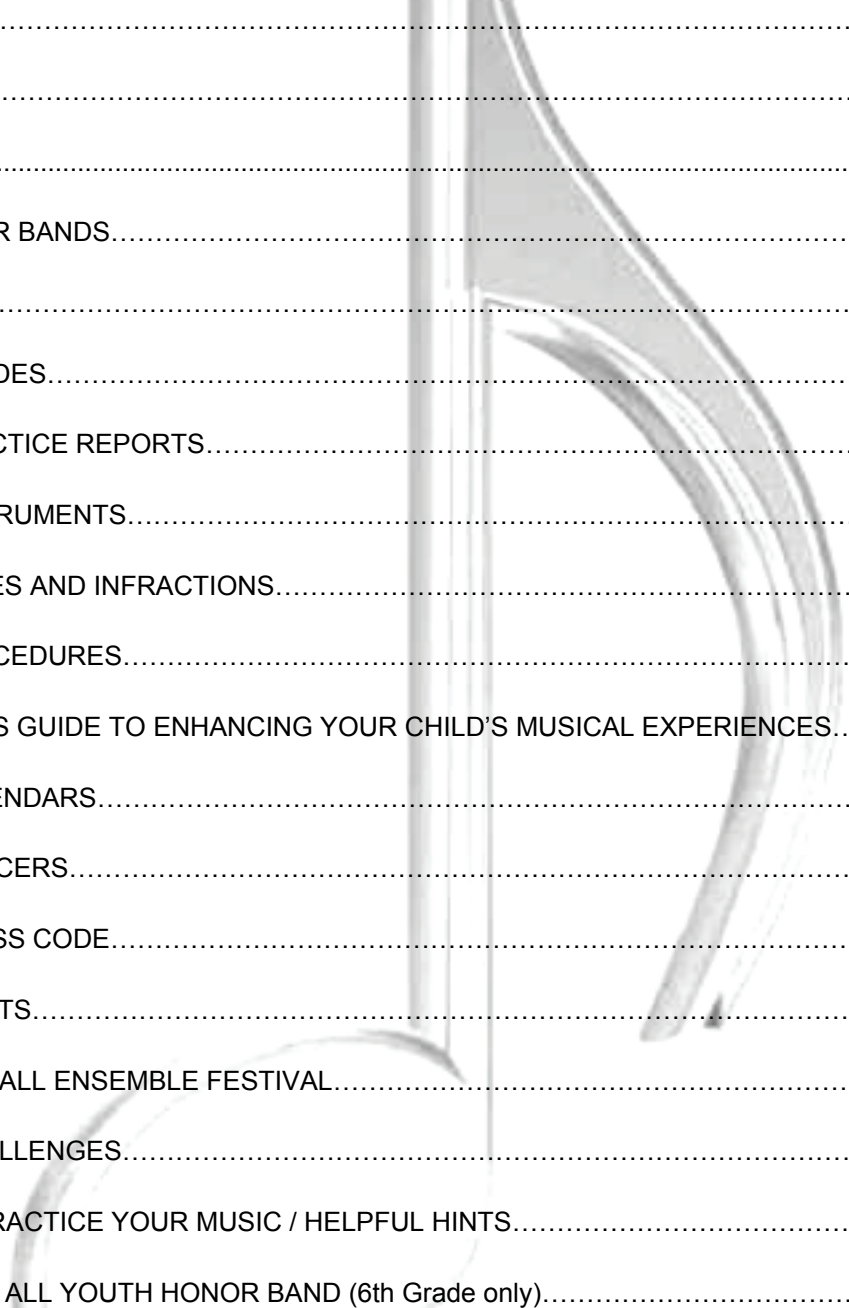
**OAKSHIRE  
ELEMENTARY  
SCHOOL  
BAND**

**Oakshire Elementary School  
Instrumental Music Program**

**Handbook of Policies  
and Procedures**

**Cathy Kosior, Principal  
Valerie Halbrog, Vice Principal  
James K. Williams, Director of Bands**

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## **I. FORWARD**

This handbook is presented to all members of the Oakshire Bear Band Program containing important information about the Bands of Oakshire policies, procedures, and other pertinent information. Parents should familiarize themselves with the material, and then sign the enclosed sheet stating that they have read the handbook and understand it. Students are responsible for reading the entire handbook and then sign the enclosed sheet stating that they have read the handbook and understand it. Please keep this handbook easily accessible for quick reference throughout the school year.

## **II. PURPOSE**

The purpose of the Oakshire Bear Band Program is to educate young people through music performance. Time together will not be limited to purely learning about music, although that is the primary purpose. By your involvement in this organization, you will mature as a musician, student and as a person. The curriculum is cyclical in nature; while there is similarity from year to year, the comprehensive program encompasses two years of study. Individual development of character, esteem, teamwork and group accomplishment can be additional rewards of the program.

## **III. GOALS**

The goals of our band program are:

To continually develop individual musical advancement

To operate and perform as a group of disciplined students

To establish and focus on cooperation

To consistently demonstrate group excellence in musical performance

To enjoy each other's company

To involve parents in the activities of their children

## **IV. ABOUT OUR BANDS**

Musical performance instruction on wind and percussion (band) instruments, along with music theory and history is offered to students in fifth and sixth grade. A Pre-Band program is offered for fourth graders with musical performance instruction on a soprano recorder and basic music theory and history instruction. Fifth and sixth grade band students at Oakshire also receive instruction through performance in the following large ensembles (bands) and small ensembles:

Bear Cadet Concert Band, Bear Symphonic Band, Bear Symphonic Festival Band, Bear Pro Musica, Bear Percussion Ensemble, Bear Brass, Bear Woodwind Ensemble, Bear Chamber Band, Broad Oaks Band, along with solos, duets, trios, quartets, etc.

## **V. AUDITIONS**

Most of our students audition at the end of their fourth grade school year. All fourth graders are enrolled in a Pre-Band course where musical aptitude, auditory skills, and instrument auditions are assessed. Students in this class receive musical performance instruction on a soprano recorder flute for a brief time after the L.E.A.P. test.

The 1938 Olds Musical Aptitude Test is a required assessment of all fourth graders. This auditory test assesses five areas: pitch, time or the speed of percussive beats, tempo, harmony, intensity, and rhythm or the difference between percussive beat patterns. Students are required score 88 or higher to be eligible for band, with the only exceptions granted by the principal. Prospective students must have a minimum G.P.A. of 2.0.

Enrollment into the Cadet Band is also accepted from students transferring from another school band program. All others seeking band enrollment must have their parents first obtain the approval of the principal.

## **VI. BAND GRADES**

Band is an academic class just like reading and math. Band is not a club. Students receive both academic and conduct grades for each nine-week grading period. Band students must stay enrolled for the entire academic year, with the only exceptions being those specified on the contract that your parents/guardians signed with the Terrebonne Parish School Board.

The academic grade is based on two (2) criteria: performance and participation. Performance is measured by both formal and informal teacher observations in the following settings: solo, small ensemble, large ensemble, all written assignments, and tests. Participation is measured by bringing the band instrument, music, folder, pencil, maintenance supplies, band books, homework/reports, and the weekly practice report.

Musical Performance = 80%  
 Participation = 10%  
 Practice Reports = 5%  
 Written Work = 5%

Conduct is measured by obeying the Band Rules (next section).

In solo performances, sectional performances, and full band rehearsals, band students are assessed on their musical performances. The majority of assessment in band takes place during the music making. In other words, students are asked to demonstrate what they have learned by applying musical knowledge to their performance rather than indirectly applying musical knowledge through written examination. This form of grading is called authentic assessment. Authentic assessment provides a method for assessing complex learning. Recently, educators from other academic disciplines have begun to borrow this form of assessment from the fine arts for use in their own classrooms.

### 5<sup>th</sup> Grade Band

Assessment in grade 5 is based on a student's preparation for his/her weekly lesson and performance in class, performance exams, i.e. chair challenges, scales/rudiments tests, Mr. Williams' subjective observations of sectionals perform in class, and the note speller and other written work. Grades are 80% performance observations (informal and formal) and 10% participation, and 10% written materials, i.e. practice reports, etc. An average of these categories determines the student's final grade. Students are assessed on their participation in class using the following criteria:

- Instrument
- Written Assignment (if any)
- Pencil
- Band Books
- Band Sheet Music

### 6<sup>th</sup> Grade Band

Sixth grade band students are assessed on the same criteria as the 5<sup>th</sup> grade criteria with increased emphasis on tone quality, expanded musical performance objectives, and extended written Music Theory work.

## **VII. PRACTICE REPORTS**

A weekly practice report signed by an adult member of the band student's family is required. Time must be reported in minutes, not hours and minutes and must be totaled. Do not mark the grade section. Days where no practice occurred should left blank. Reports are turned in on Fridays. Late reports are accepted on Mondays only with a note from home. Band practice weeks run from Friday up until the following Thursday night.

A+	150 MINUTES – 179 MINUTES
A	120 MINUTES – 149 MINUTES
B	90 MINUTES – 119 MINUTES
C	60 MINUTES – 89 MINUTES
D	30 MINUTES – 59 MINUTES
F	LESS THAN 30 MINUTES

### **EXTRA TIME CREDITS:**

Private lessons on a band instrument with a certified and degreed instructor will count for one extra hour of practice time to be reported. Before or after school band practice/sectionals may claim one extra hour of time. Attendance at approved concerts may claim thirty minutes of time. See Mr. Williams for details.

## **IX. INSTRUMENTS**

Band students are expected to provide their own instrument and the necessary supplies for those instruments. The exception to this would be those musicians performing on low brass, low woodwinds, oboes, and school owned percussion. Students using school owned instruments must purchase their own supplies. All instruments are expected to be in a performable condition. Instrument cases must have a name tag attached.

Band instruments are to be stored in the band instrument closets at school in an orderly fashion as directed. One student at a time at the closet. All others will form a line and wait their turn.

Parents of students using school owned instruments will sign an instrument check out form and will be responsible for the maintenance and all repairs to the instrument while their child is using it. Exceptions to this will be an Act of God, and/or any damage taking place to the instrument while at school and not in the possession of the student using said instruments.

All Parents may elect to take out a band instrument insurance policy to make the cost of repairs and instrument replacement more affordable than it would be without the insurance.

There are four ways to obtain an instrument:

**Buying new and used instruments** are available if you shop and ask around. When trying to find an instrument, remember that price is not the only consideration. Ask to see the instrument. If it is likely to spend half of its time in the repair shop, it may not be such a bargain. The following is a list of brand names with a proven record of accomplishment and standard of quality for their instruments. The following list is presented as a suggestion and is not required.

Yamaha	Dynasty	Emerson	Conn	Armstrong
Bach	Bundy	Blessing	Selmer	
King	Besson	Holton	LeBlanc/Vito	
(In addition, others).				

**Rent-to-Own from a music store.** Under this program, you rent a new or slightly used instrument from a dealer. The advantages of this are a smaller initial cost, an instrument that works well and has a repair plan, and the option to buy the instrument if you choose.

**“We already have one”** If you already have the instrument you wish to play, you may want to bring it in so we can see if it is in good shape or may need a bit of work before it is used.

**School-Owned instruments** are available in limited numbers for the baritones, bass clarinets, French horns, and tubas; if that is the instrument that we have agreed on for you to play.

## **X. BAND RULES AND INFRACTIONS**

### **Be Responsible**

1. As a band student, I am expected to bring my instrument and all supplies (including music books, a folder with all sheet music, and a pencil) to class everyday so that I can participate with the band.
2. As a band student, I know that listening to and following instructions is an important part of learning to play a musical instrument.
3. As a band student, I know I am expected to practice 30 minutes per day, 5 days per week, so that I will make progress and may be able to take pride in my accomplishments.
4. As a good caretaker of my instrument, I will remove all gum, candy, or other food from my mouth before playing my instrument at school or at home. At home, if I am able, I will brush my teeth before playing. If that is not possible, I will rinse my mouth with some water before playing.

### **Be Respectful**

5. As a band student, I am expected to respect others by the speech I use, and the way I treat their property.
6. In the band class, I will play only on my instrument, and only when asked to. My neighbor's instrument is the property of his or her parents. It is not up to my neighbor, or me, to give me permission to play on his or her instrument.
7. As a band student, I will raise my hand and wait to be called upon to speak to the band director.

### **Be Safe**

8. As a band student, I will proceed to and from the band room in an orderly fashion: stays in line, no talking, follow all school rules.
9. I agree to follow these rules for the purpose of having a more productive band class this year.

## **WEEKLY INFRACTIONS OF THE BAND RULES**

- 1<sup>st</sup> Offense. Warning. Conduct Grade = A (Name on the board)
- 2<sup>nd</sup> Offense. Conduct Grade = B (Name, ü)
- 3<sup>rd</sup> Offense. Note will be sent home to be signed by a parent and returned the next day. Conduct Grade=C (Name,üü).
- 4<sup>th</sup> Offense. Parent conference held. Written work may apply. Conduct Grade = D (Name,üüü).
- 5<sup>th</sup> Offense. Possible Office Referral. Student possibly placed on probation for the next performance. Conduct = F (Name,üüüü).

### **Severe Clause:** Intentional behaviors that are:

Disrespecting the teacher, and/or

Dangerous to the class as a whole or to an individual person, and/or

Inappropriate language usage

A severe clause infraction will result in an immediate office referral.

## **XI. BAND PROCEDURES**

### **ABSENCES**

Students are expected to bring an excuse from their parent(s) and or attending health care professional.

Absences from a performance or an extra rehearsal should be arranged in advance. The following list constitutes an acceptable absence from a band performance or extra rehearsal:

Death in the family

Severe personal illness with doctor's note

A life threatening illness in the immediate family

A recognized major holiday of the student's religion

Emergencies. The excuse must be obtained by speaking or writing to the director before the absence occurs, except in rare cases, i.e. out of town problems.

Transportation excuses are not valid for missing school and will not be valid for missing band performances or extra rehearsals. Parents, relatives, or other driving individuals can set up car pools. Our bands have always prevailed in these circumstances. Instrument sections are encouraged to pull together to help make it convenient for Moms & Dads.

### **BROKEN INSTRUMENTS AND NO INSTRUMENTS IN BAND CLASS**

Band Instruments will, from time to time, need to be repaired, replaced, or upgraded to a new instrument.

When a band instrument needs to be placed in a repair shop, students must bring either:

A note from home

A note or receipt from the repair shop

Students with broken instruments are required to attend band classes. All other supplies are to be brought to band, i.e., all music, band books, and a pencil. The study will be able to study rhythms and finger the pencil, in the case of the woodwind and brass student, to prevent them from getting behind on the objectives of the lesson.

A student whose instrument is left at home and is not in a repair shop will receive a grade of F in participation (10%). Additional written work may also be required.

### **ILLNESS WHILE ATTENDING SCHOOL**

If a student is able to attend school, even though a minor illness is present, the student is required to attend scheduled band classes. The student must bring their instrument, music, and all supplies to school and participate in band.

If the illness is one such as a sore throat, band students can finger their wind instrument. Percussionists are not affected by this situation.

Of course, students with broken limbs or other serious bodily dysfunctions would be excused from performing in class but are required to attend band classes and study their music.

### **SUPPLIES, INSTRUMENT CONDITION, AND READINESS**

Band students are required to have all supplies necessary to perform on their band instrument. (Reference: band supply list).

Reed students must have at least two (2) reeds in working condition.

Instruments must be assembled and lubricated (winds only) in a proper manner with an emphasis on quickness.

Take care of your band instrument, the band room equipment, and printed materials. A binder with plastic slipcovers is recommended for sheet music and other band printed materials. Think of all these items from a financial perspective. The instrument will last longer, maintaining its value when a conscientious outlook for everything and everyone in the band is undertaken.

## XII. A PARENT'S GUIDE TO ENHANCING YOUR CHILD'S MUSICAL EXPERIENCES

CONGRATULATIONS! Your decision to provide your child with a musical instrument is an investment in your child's future. In making it possible for your child to play a musical instrument, you are providing the opportunity for self-expression, creativity, and achievement.

Numerous studies indicate parental attitude, support, and involvement are important factors in a child's ability to learn to play and enjoy music.

These guidelines are designed to assist you in giving your child the best support possible for his or her musical endeavors. Like any skill, interest counts far more than talent. With the right support from you, playing music will become a natural part of your child's life.

### BENEFITS

#### For Your Child

Music participation enhances Problem solving, Goal setting, Self-expression, Coordination, Memory skills, Self-confidence and esteem, Concentration, Poise, and much, much more!

#### For Your Family

A child's music study also offers opportunities for shared family experiences, including:

Music event attendance

Family music making

Performing for and with family and friends

Learning about the lives of composers and cultural heritage of many civilizations

A sense of accomplishment and pride for the entire family

### HOW YOU FIT IN

Your support is an essential element in your child's success with music study.

#### Schedule Practice Times

Music achievement requires sustained effort and over time, diligence acquires musical success. You can help your child by:

Providing a quiet place for practice.

Remaining nearby during practice times as often as possible.

Scheduling a consistent, daily time for practice.

Praising your child's efforts and achievements.

#### In The Event You Elect To Acquire Private Lessons

Formal music instruction can help your child's progress. In choosing a teacher, consider these points:

Background and experience

Comments from other parents and students

Provisions for sharing music through performance

As your child's band director, Mr. Williams can recommend excellent private teachers in our community.

### WHAT TO DO

To give your child the best possible support, you should:

- Encourage your child to play for family and friends.
- Offer compliments and encouragement regularly.
- Expose your child to a wide variety of music, including concerts and recitals.
- Encourage your child to talk with you about his or her lessons.
- Make sure your child's instrument is always in good working condition

Allow your child to play many types of music, not just study pieces.

- Listen to your child practice, and acknowledge improvement.
- Help your child build a personal music library.
- Try to get your child to make a minimum two-year commitment to his or her music studies.

### WHAT NOT TO DO

Your child's progress will be greatly enhanced if you:

- Do not use practice time as a punishment.
- Do not insist your child play for others when he or she does not want to.
- Do not ridicule or make fun of mistakes or less-than-perfect playing.
- Do not apologize to others for your child's weak performance.
- Do not start your child on an instrument that is in poor working condition.
- Do not expect rapid progress and development in the beginning.

### IF YOUR CHILD LOSES INTEREST

- In the event that your child loses interest in his or her music studies, do not panic.
- Discuss the situation with your child to determine why their interest is declining.
- Talk to your child's music teacher to see what might be done to rekindle their enthusiasm.
- Encourage your child to stick with the lessons for an agreed time frame.
- Offer increased enthusiasm and support.

### Contact Mr. Williams:

851-6056 Home Telephone

[jameswilliams@tpsd.org](mailto:jameswilliams@tpsd.org)

### CREDITS

This message has been developed by the following organizations in the interest of making music study and participation an enjoyable and richly rewarding experience for children and their families. Hal Leonard Publishing Corporation appreciates the cooperation of these organizations for graciously allowing us to reprint this message.

AMERICAN MUSIC CONFERENCE  
303 E. Wacker Drive, Suite 1214  
Chicago, IL 60601

MUSIC TEACHERS NATIONAL ASSOCIATION  
617 Vine St., Suite 1432  
Cincinnati, OH 45202-2434

MUSIC EDUCATORS NATIONAL CONFERENCE  
1805 Robert Fulton Drive  
Reston, VA 22091-4348

NATIONAL ASSOCIATION OF MUSIC MERCHANTS  
5140 Avenida Encinas  
Carlsbad, CA 92008-4

### **XIII. BAND CALENDARS**

Band members will receive a monthly calendar of band classes and band events. Band students are required to keep abreast of the weekly schedule and performance objectives.

### **XIV. Band Officer Corps. (6<sup>th</sup> Grade)**

Band President  
Band Vice President  
Band Secretary  
Band Treasurer  
Band Librarian  
Band Sergeant-at-Arms

**Band President.** The Band President is the highest-ranking member of the band. This student leads the band as a student conductor and/or drum major in certain band performances. The President presides over band officer meetings. Band Presidents are expected to set an example of above average student conduct, promote band esprit de corps and band unity.

**Band Vice-President.** This student is the second highest-ranking member of the band. This student serves as Band President when the President is absent from his/her duties, hence all duties of the Band President apply to the Band Vice President. In the event that a student committee is formed, the Band Vice President presides as chairperson over this group and reports the findings to the officer corps.

**Band Secretary.** This student is the third highest-ranking member of the band. This student may be allowed to assist the band director with non-academic paper work, i.e. collection of band forms, for one example. This student serves as Band President when both the President and Vice President are absent from their duties, hence all duties of the Band President apply to the Band Secretary.

**Band Treasurer.** This student is the fourth highest-ranking member of the band. This student may be allowed to give a financial report at a band meeting after that information has been garnered from the band director. This student serves as Band President when the President, Vice President, and Secretary are absent from their duties, hence all duties of the Band President apply to the Band Secretary.

**Band Librarian.** This student is the fifth highest-ranking member of the band. This student may be allowed to assist the band director in sheet music distribution and collection. This student serves as Band President when the President, Vice President, Secretary, and Treasurer are absent from their duties, hence all duties of the Band President apply to the Band Secretary.

**Band Sergeant-at-Arms.** This student is the sixth highest-ranking member of the band. This student is allowed to make a report of infractions of the band rules at dress rehearsals, performances, and band meetings. This student serves as Band President when the President, Vice President, Secretary, Treasurer, and Librarian are absent from their duties, hence all duties of the Band President apply to the Band Secretary.

## **BAND DRESS CODE**

### Broad Oaks Band Annual Christmas Parade (inside Southland Mall)

- Band Shirt (Ordered at school in October or November). These are not required.  
No band shirt: wear a school white shirt.
- Blue Jean Pants
- Santa Clause Hat
- White Tennis Shoes

### Band Concerts / Festival Band Performances

#### Band Boys

- · White dress shirt
- · Black pants
- · Black shoes
- · (ties are optional, unless indicated)

#### Band Girls

- · White blouse/shirt
- · Black full length skirt or gauchos. Gauchos must be full length.
- · Black shoes

## **BAND SHIRTS**

Band shirts are a white knit collar shirt with a Bear image on the front in dark red color, and on the back in large red and white block lettering the words "Oakshire Elementary School Band" are featured. These shirts may be purchased from the band during the once a year band shirt sale, usually held in October or November. This shirt may be worn to school on full band days and at designated band activities specified above. The fees are determined by the shirt company. Purchasing this shirt is required.

## Solo & Small Ensemble Festival



- This is a voluntary event. All band students are encouraged to learn a solo or small ensemble piece of music solos, duets, trios, quartets, etc.
  - This event is strictly voluntary; however learning a solo is required at school. This requirement is part of the current band curriculum guide.
  - Band students attend the festival and perform solos and/or small ensemble musical compositions in front of a judge.
  - The student or small ensemble group will receive a rating (grade) and may earn a medal from the Louisiana Music Educators Association. This is a great distinction and will even help with tryouts to other groups in the future, i.e., The Louisiana All Star Middle School Concert Band at LSU! (6<sup>th</sup> grade & up).
  - The band director must approve the music for the festival.
  - Our school has some music to be checked out for this event. Students may also purchase their own solos and/or small ensemble music at most music stores. Ask a salesperson to show you this type of music.
  - Mr. Williams must hear all students perform twice before the festival. The practice times will be announced in late December.
  - Many students enroll in private lessons for extra help with this festival and honor band tryouts.
- 
- The date for our festival will be sometime in April 2010.
  - The Place and Times will be sent home during the last week before the festival.

### Fees:

Solos: \$5 each

Small Ensembles: \$5 per student. *Example: A duet would cost \$10, \$5 per student*

Registration and collection of fees will be announced later this year.

*(1<sup>st</sup> Notice: Beginning of School Year)*



Band is fun!



## Chair Challenges

Members of the band sit in their concert chairs or standing positions by an order that is based on who played the best on a certain day. We all have our good days and our bad ones, however, with consistent practicing and director guided learning, everyone can improve their musicianship.

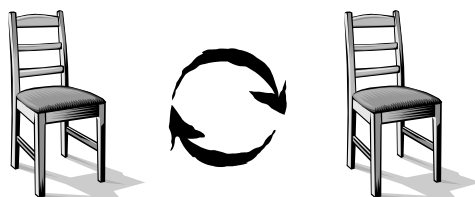
- 6<sup>th</sup> grade band students will have a chair test at the beginning of the school year.
- A Chair Test is where everyone has to perform the same piece of music and is graded on his or her performance.
- 5<sup>th</sup> Grade Band will not have their first chair test until just before the Christmas Concert. After the first Chair Test, we will begin our Chair Challenges.
- No one has to participate in a chair challenge. If someone seeks to challenge you, you may decline the challenge; however, you must swap chair positions.
- Challenges will be held at the director's discretion. If the class is progressing ahead of schedule, more challenges may be held at the director's discretion.

### Here is how our challenge system works:

- Students may only move up or down one chair per challenge session. You may only challenge the person just ahead of you on the list (the chair next to you).
- The challenger picks the music from the director's announced list. It is not the end of the world if you lose a challenge or two. This is usually a fun thing and keeps students practicing!
- The director's decision is final. Any disruptions or rules broken during a challenge by anyone in the band room will result in a lost chair position. **FOLLOW THE BAND ROOM PROCEDURES AND RULES!**

Band students are not allowed to drop band over losing a challenge; this is school board policy. Band is not a club. Band is a class just like math or reading. The band director will always assist anyone asking for extra help.

It is often the case where the student(s) in last chair or near the bottom of the section will improve and move up the list, sometimes even going to 1<sup>st</sup> chair! Perfect practice makes for perfect performance!



### HOW TO PRACTICE YOUR MUSIC

- CLAP YOUR HANDS AND WHISPER COUNT THE RHYTHM USING THE TONGUING SYLLABLES (**TOO, TAH, T, OR DOO, DAH, D** ETC.).
- KEEP A STEADY TEMPO. USE A METRONOME.
- SAY / SING THE PITCH NAMES ALOUD TO THE RHYTHM (A B C D E F G)
- COUNT AGAIN WITH NUMBERS. (*6TH GRADE BAND & 5TH GRADE PERCUSSION*)
- USE GOOD POSTURE WHEN YOU PERFORM.
- PRACTICE SLOWLY. PRACTICE WITH THE CD, IF POSSIBLE.
- GRADUALLY INCREASE YOUR SPEED. ONCE YOU CAN PERFORM THE MUSIC, TRY SPEEDING IT UP A LITTLE.
- USE WARM AIR, NOT COLD AIR. OPEN YOUR LIPS AND THROAT.
- TAKE BIG BREATHS! GOOD BREATH SUPPORT IS IMPORTANT. DO NOT LET YOUR TUMMY COLLAPSE AS YOU START TO RUN OUT OF AIR.
- PRACTICE THE SONG BY BLOWING THE RHYTHM ON YOUR FINGER: KEEP YOUR DIAPHRAGM FIRM!
- PRACTICE THE MUSIC ON YOUR MOUTHPIECE. CAN YOU MAKE THE HIGH AND LOW SOUNDS?
- PERCUSSION: CAN YOU PERFORM THE MUSIC ON A SOFT PILLOW?

### HELPFUL HINTS

- A FOLDING MUSIC STAND IS RECOMMENDED FOR PRACTICING AT HOME.
- TRY AND PRACTICE AT A REGULAR TIME, WHEN POSSIBLE.
- WEEKEND PRACTICING CAN MAKE-UP FOR MISSED PRACTICE DAYS DURING THE WEEK.
- PURCHASE THE CD THAT ACCOMPANIES THE *PREMIER PERFORMANCE* BAND BOOK.
- OCCASIONAL PRACTICE WITH A FRIEND OR SMALL GROUP WILL HELP.
- PRIVATE LESSONS ARE RECOMMENDED FOR ALL BAND STUDENTS.
- "PERFECT PRACTICE MAKES PERFECT PERFORMANCE".
- ASK FOR EXTRA HELP.
- RECORD YOURSELF AT HOME AND LISTEN TO YOURSELF WHILE YOU READ THE MUSIC.
- FOLLOW ALL DIRECTIONS FROM BAND CLASS.
- BAND IS A LOT OF FUN, IF YOU PRACTICE THE MUSIC!

# Honor Band Auditions

## 6th Grade Band: GO FOR IT!

*December 5, 2009*

**This is a strictly voluntary event. All band students are encouraged to audition.** Just by learning the audition material, band students will improve and will be ahead of those who do not audition.

Band students must rehearse with Mr. Williams at least three (3) times before Dec. 5, 2009. The practice sessions will be announced soon. The scales and rudiments will be studied in class by the entire 6th grade

band.

The audition consists of (1.) performing 4 scales, including the chromatic scale or five (5) rudiments (2.) performing the prepared piece an advanced piece of music); (3.) sight reading a few lines of music.

Students are competing against 6th & 7th grade band students from eight (8) parishes.



**Event: All Youth Honor Band Auditions**

**Date: Sat. 12/5/2009**

**Place: St. Joseph School in Thibodaux, LA**

**Time: 8 A.M. registration**

**Fee: \$5 per student**

**First come, first served**

**Dress well, Practice**

Name: \_\_\_\_\_

Instrument: \_\_\_\_\_

Grade: 4th 5th 6th