

# Instrumental Music Handbook for Beginners



Mrs. Cole  
Instrumental Music  
Teacher



Dear New Band Student,

You don't know it yet, but you just made the best choice of your life!

In this new adventure, you will be learning to play an instrument, but you will learn so much more than that...

You will learn teamwork.

You will learn task management.

You will learn the value of being on time and organized.

You will learn how to overcome challenges.

You will learn that "one more time" is never enough if you want to be your best.

You will learn that difficult challenges makes you a better and stronger person *because* it's difficult.

You will learn patience.

You are going to make friends and memories that will be with you for a lifetime.

You are going to develop a rapport with a teacher who will always have your back, no matter what.

You are going to play fantastic music and perform it in front of audiences that will love you.

You are going to be part of a global community.

You are going to learn that, in the real world, everyone is important. All the time.

**YOU** are important. All the time.



## **Practice tips!**

- 1. Make practicing fun!**
  - Practice with Smart Music!
  - Perform for family and friends!
  - Figure out songs you know using the notes learned!
  - Create your own songs!
- 2. Practice at the same time every day.**
- 3. Concentrate on the music rather than the clock**  
(beginners usually last about 15-20 min. before getting physically tired, while 2<sup>nd</sup> and 3<sup>rd</sup> year players can last 20-30 minutes).
- 4. Make a special practice area at home.**
- 5. Practice with a goal in mind.**
- 6. Listen for mistakes and fix them!**
- 7. Parents-Be "nosy"! Ask what your child learned in lessons/band, and make requests to hear music. Bath Band members always take requests!**
- 8. Clean and store the instrument carefully when practice time is over.**

## **Beginner Band Performances 23-24:**

January 18, 2024

4th Grade Band  
"Behind the Music"  
Concert

6:30 pm  
Auditorium

June 6, 2024

4th and 5th Bands and  
Chorus

7:00 pm  
Auditorium



### **4<sup>th</sup> - 8<sup>th</sup> Grade Band & Chorus Enrollment Policy**

4<sup>th</sup> - 8<sup>th</sup> Graders who wish to drop Band and/or Chorus at the beginning of the year have 5 school days to do so. Students enrolled in Band and/or Chorus will remain in the ensemble through marking period 2. Any student who wishes to drop Band or Chorus must make a request within the first 5 school days after the first performance (or the first 5 days of the 3rd marking period if no performance occurs). Students who continue to participate beyond this point will be in the program(s) for the remainder of the academic year.

As with any situation, the Administration reserves the right to review any individual case and has the sole responsibility of rendering a decision.

## Schedule for Lessons and Band

### **Lesson Schedule: Beginner lessons begin in October! YIPPEE!!!! Can't wait!**

We have lots of fun in lessons! We learn cool songs, play music games and use computers, too! Best of all, we get better all of the time while having a good time! Each student receives one 30-minute lesson each week. Lessons are on a rotating schedule, so students do not miss the same class time each week due to music lessons. A lesson schedule will be given to each student and posted in each classroom. A copy is available in the [Lesson Schedules](#) section of Mrs. Cole's Homepage.

**Please note! We will be scheduling "Meet Your Instrument" sessions during school, once families have obtained instruments. It is required that each student take one of these sessions before the first scheduled lesson, so the first lesson can be devoted to learning how to play the first notes! Please do not allow your child to try to assemble the instrument before the "Meet Your Instrument" session. Thank you.**



## Grading System: Elements

Student grades are earned through achievement in the following areas:

- Music Reading
- Music Performance Skills
- Assessment Skills

### **Music Reading:**

Music reading is a student's ability to decipher musical markings and pitch and rhythm notation. Most often, short worksheets or computer based games will be used to reinforce notation that students perform, but sometimes, students will even be able to compose their own music and simultaneously reinforce concepts we've learned!

### **Music Performance:**

Performance is an opportunity for a student to demonstrate learned concepts and skills, revealing not only the musician's strengths, but also the areas that require

improvement. In class, we learn concepts and develop performance skills together. Additionally, each student gets the chance to demonstrate their acquired skills and conceptual understanding by engaging in music performance tasks. Examples include playing challenges (Band Karate), improvisation and creative activities, checklist assessments, and video assessments.

### **Assessment Skills:**

Students have a voice! A student's ability to assess a performance and offer appropriate feedback is essential to success in learning to play an instrument, but also affords them the opportunity to engage in critical listening and thinking, and problem solving skills. Students will be involved in assessing and documenting their own progress and in creating improvement plans based on the assessment data. These assessments are documented on the electronic portfolio (see page 7 for details).

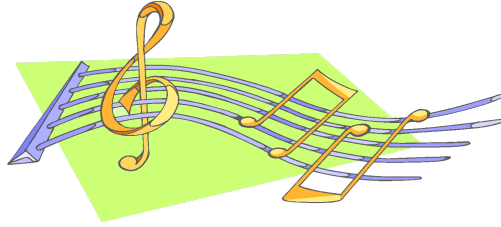
### **Achievement Happens with Effort!**

The skills and behaviors that contribute to achievement are important to success:

- Consistent and timely lesson attendance
- Preparedness for class, with all materials
- Active participation

These are demonstrations of effort and are documented in the grade book, but not averaged as part of the overall grade.





## Instrumental Music Portfolios

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### Who has them?

All Instrumental Music students beginning in the first year of study.

### What are they?

Portfolios are documentation of student learning over time. They show student progress, perceptions about that progress, and reflections of work completed. Students set future goals based on the work in the portfolio. We use a digital portfolio in the *Google Classroom* platform.

Please understand that student confidentiality is important to all of us in the Bath Central School District. The digital portfolio will enhance the overall learning experience for the students, and open up an efficient means of communication with parents, while ensuring student confidentiality.

Any questions you have regarding the digital portfolio and student confidentiality can be directed to Mrs. Cole.

### What is in them?

Our digital portfolio contains student in-class performances of assigned content. Each student is video recorded in lessons two times a year. All examples are compiled on the digital portfolio so that students can see and hear evidence of musical progress over time. In addition, the student and teacher add comments on the strengths and areas that need improvement in the performance. Other items in the portfolio are student checklists, rubrics, progress graphs, reflections and even goals.

## What is the purpose of the portfolio?

The portfolio links curriculum, instruction, and assessment. The assessment is a regular occurrence in the classroom, drives future instruction, and makes musical learning an individualized experience for each learner.

Critical thinking skills are developed in the learner. The process of portfolio assessment (producing music, listening critically to it, and reflecting/making goals) helps the learner to be more aware of the art of making music. The student learns to listen more carefully to his/her playing, and become aware of strengths as well as areas that need improvement.

Each student is expected to assess his/her own performance, and give reasons to back up that assessment. With such an approach, the classroom becomes a student-centered, rather than a teacher-centered environment. In essence, students learn about themselves as musicians, and portfolio assessment engages them to a higher degree in the learning process.

The collection of evidence in the portfolio documents student progress over years of experience. That valuable data illuminates the growth that has taken place and provides affirming evidence to the student that **"I am successful"**.







## Shopping List for Instrumental Music Students

\_\_\_\_\_ An Instrument! More info at **Instrumental Information Night** on September 28, 2023 at 6:30 pm!

\_\_\_\_\_ Pencil for lessons and band!

\_\_\_\_\_ *Standard of Excellence Lesson Book 1* (Wind and mallet instruments)  
*Alfred Drum Method Book 1 Lesson Book* (Percussion)

\_\_\_\_\_ 2 Reeds (one to use and one for backup): Clarinet, Saxophones, Oboes

Be sure to get the correct strength:

- Clarinet and Alto Sax: 2  $\frac{1}{2}$  (or 3 if approved by Mrs. Cole).
- Oboes medium soft or (medium-hard if approved by Mrs. Cole.)
- Check the markings on an old reed if you're not sure of the strength.

\_\_\_\_\_ Cork Grease: Clarinet, Saxophones

\_\_\_\_\_ Valve Oil: Trumpet, Baritone, and Tuba

\_\_\_\_\_ Swab: Clarinet, Saxophones, Oboes

\_\_\_\_\_ Lint-free cleaning cloth

**Local music stores:**

**FLX Music Supply, Naples (585-728-5470)**

**Revolution Music in Bath (776-3690)**



### **Overview**

The Bath Band Boosters sponsor the **“R.A.M.S.” (Reaching All Music Students) program**. Its purpose is to provide instruments to students in grades 4-12 who wish to participate in the Bath Instrumental Music Program, but lack the financial means to rent an instrument.

### **Process**

To apply to the RAMS program, simply fill out the **RAMS Application** on the next page, and return it to school. Your application will be reviewed and you will be contacted at a later date to let you know that your application was approved.

If the application is approved, a loan contract will be given to you by Mrs. Cole. The contract states that the instrument will be used in conjunction with the Instrumental Music Program, treated with care, returned when the teacher asks for it (at the end of the year for its yearly checkup), and that no one but the student may play it. Please read the contract, and if you agree to the terms, sign it and return it to school. **The instrument will be handed over ONLY after the loan contract is returned to school.**

Please know that all information is kept confidential.

**The application deadline is October 10, 2023 .**

R.A.M.S.  Application

*Sponsored by the Bath Band Boosters*

Date of application \_\_\_\_/\_\_\_\_/\_\_\_\_

Student Name (Printed): \_\_\_\_\_

Grade/Teacher \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian Name  
(Printed) \_\_\_\_\_

Signature of  
Parent/Guardian \_\_\_\_\_

Parent email address (please  
print): \_\_\_\_\_

Phone numbers:

Parent/Guardian @ home (\_\_\_\_\_) \_\_\_\_\_

Parent/Guardian @ work (\_\_\_\_\_) \_\_\_\_\_

Parent/Guardian Cell phone (\_\_\_\_\_) \_\_\_\_\_

Please list up to 3 instruments, in priority order, that your child is interested in playing:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Date received \_\_\_\_\_ Reviewed by \_\_\_\_\_

Please return this form before October 10, 2023  
**Dana Lyon Instrumental Music  
Instrument Confirmation Sheet**

Student Name \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Instrument your child has chosen to study \_\_\_\_\_

**INSTRUMENT INFORMATION:**

Please place a checkmark next to the statement that describes your situation:

\_\_\_\_\_ I have rented/purchased an instrument from (circle one)

FLX Music Supply

Revolution Music

Other situation

If you selected "Other situation" (please specify):

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**PLEASE READ THE FOLLOWING STATEMENT AND SIGN BELOW:**

*"I have read the Instrumental Music Handbook for Beginners and understand the policies and procedures outlined. I give permission for my child to be video recorded for in class assessment purposes".*

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_