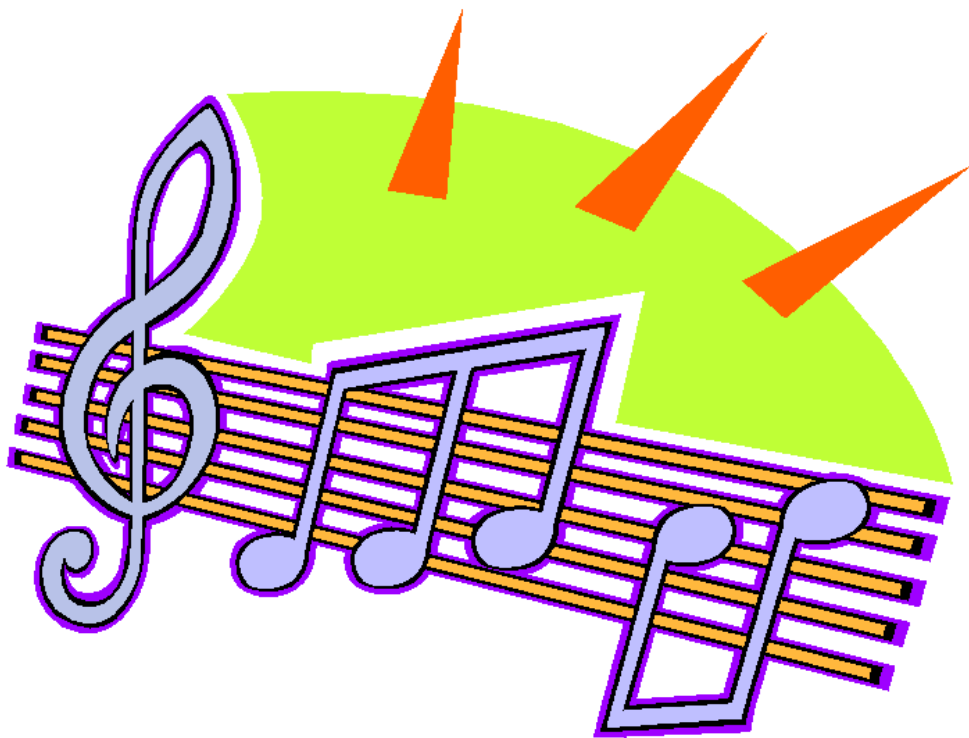


# 6<sup>th</sup> Grade Instrumental Music Handbook



Mrs. Cole  
Instrumental Music Teacher  
Haverling Middle School  
6<sup>th</sup> Grade Band

## DLL 6th Grade Band Performance Dates:

December 14, 2023	DLL 6-8 Bands and Choirs	7:30 pm Auditorium
January 20, 2024	6th Grade All-County Auditions	TBA
March 1 & 2, 2024	6th Grade All-County Festival	1:00-5:00 9:00-4:00
May 22, 2024	DLL 6-8 Bands and Choirs	7:30 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.



### Instrumental Lessons:How They Work

Students with consistent lesson attendance experience greater musical success, and are more confident and knowledgeable musicians!

Instrumental Music classes are considered a "pull outs" because students leave the scheduled class to attend weekly lessons. The lesson schedule is a rotating one, which means that the times for lessons are later each week. When the student has progressed through all of the lesson times, the student will begin at the beginning of the rotation.

Each student will receive a copy of the lesson schedule to take home this year. Please post it somewhere at home to help remind students of upcoming lesson times. A schedule will be distributed to the 6<sup>th</sup> grade teachers to post in the classroom for student reference as well.

The schedule can also be accessed in the [Lesson Schedules](#) section of Mrs. Cole's Homepage.

Regular attendance in lessons (paired with at-home practice each day) is essential to musical growth. It is important for students to come to every lesson prepared and on time, to maximize learning.

**If a student is absent from a lesson:**

Excusable absences include:

Illness, doctor/dentist appointments, tests in class, vacation days, field trips, and assembly programs.

Students who have tests during lesson time should obtain a pass or a note from the teacher giving the test in order to be excused from the lesson. The student should show Mrs. Cole the pass no later than 2:14 on the following day.

When students have field trips or assembly programs, the teachers inform the staff. It is not necessary for students to bring a note/pass from the teacher in these situations.

It is the responsibility of the student to come and see Mrs. Cole for missed assignments when absent.

Students may make up unexcused absences from lessons! Simply see Mrs. Cole within **one week** of the missed lesson to schedule the make up lesson!

**Concert Performances:**

The band works like a team, and every player has a role in making the concert successful. Concerts are the culmination of the work that the band has done over a number of weeks, so it essential that everyone participate in all performances- to miss this important component of the musical experience is to miss one of the most critical parts of the role of the musician! Besides, performing in concerts is a fun way to show what we know!

The basic rule is this:

Students who are in school on the day of the performance are expected to attend the concert. To earn credit for the performance, students must participate in the evening concert.

Please ensure that you put the dates in the calendar and plan ahead as much as possible. If you have any questions or need help in resolving an issue, please contact Mrs. Cole at [ncole@bathcsd.org](mailto:ncole@bathcsd.org) or by phone at school.



## Elements of the Grading System:

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-on special occasions, 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 8 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 for reference in the grade book, but not averaged as part of the overall grade.

These efforts apply in rehearsal, too! It is no accident that a quality sounding ensemble also has a high quality approach to rehearsals! A welcoming atmosphere that promotes musical enjoyment, balanced with order and a sense of purpose is a recipe for a successful rehearsal, and ultimately, a successful band! Group discipline is engendered by student respect for the group, and an attitude of musical interest toward the job to be done. These behaviors are so important to any strong musical ensemble, regardless of age or experience!





## Shopping List for Instrumental Music Students

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

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

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

Be sure to get the correct strength:

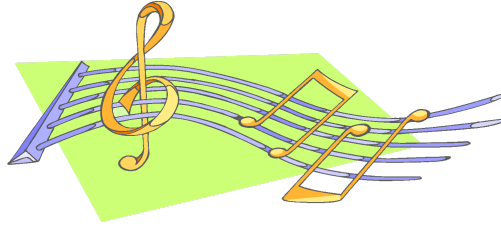
- Clarinet and Alto Sax: 2  $\frac{1}{2}$  (or 3 if approved by Mrs. Cole).
- Oboes medium soft or (medium-hard if approved by Mrs. Cole.)
- Check the markings on an old reed if you're not sure of the strength.

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

\_\_\_\_\_ Valve Oil: Trumpet, Baritone, and Tuba  
If you're running low on oil, plan to get more.

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

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



## 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 support the assessment with evidence. 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"**.



# ***MRS. COLE'S WEBPAGE!***

**Stay on top of the important info for Instrumental Music in  
grades 4-6!**

[Mrs. Cole's Home Page](#)

**CHECK  
IT OUT**

