

***Teaching Students to Teach Themselves:
Guiding students to positive self-correction***

By Steve Smith

Supplemental Handouts Packet

Downing Band Vision and 2003 - 2004 Goals

Vision

Students Characteristics:

- Make good and well-thought out decisions
- Find enjoyment in working diligently and intelligently
- Set high standards for themselves with regard to conduct
- Treat each other with sincere respect and encourage each other to be successful
- Put the group and others ahead of themselves
- Commit to excellence both in and out of the classroom
- Set the standard with regards to maturity, enjoyment and energy
- Develop great practice and study habits while mastering the fundamentals of their instruments
- Know when to ask for help
- Know when to offer help
- Show respect to other adults, teachers, clinicians, etc.
- Learn to communicate effectively and appropriately
- Want to come to the band hall to hang out or help

Director Characteristics:

- Obvious commitment to the students
- Communicate goals, expectations and vision clearly
- Reward positive habits, behaviors, accomplishments and actions in a timely manner
- Follow through on commitments both academically as well as individually
- Provide a wealth of information in a simple and motivational manner
- Time commitment to individuals
- Commitment to planning and goal-setting
- Ability to help students reach their goals in the appropriate manner
- Understanding of students, their needs, interests and motivational types
- Communication with parents on success and individual needs through e-mail, phone calls and personal communication
- Display the ability to learn and better themselves as teachers, musicians and people

Environmental Characteristics:

- Calm and pleasing atmosphere
- "Air" of success throughout the band hall
- Organized and clean
- Inspirational and motivational
- Open door policy for students and directors
- Fun place to hang out with an awareness of the environment and the instruction taking place
- Inviting place to help out and feel appreciated
- Family-like atmosphere

Downing Band Principles

The Downing Band Program is based on more than just musical excellence. We take great pride in how well we perform as musicians, but our true reward comes with the way in which we conduct ourselves on a daily basis, both in and out of the band classroom or stage. It is in the way we treat ourselves and each other, as well as those outside our band family that makes the Downing Band Program the best that it can be.

There are several key guidelines we try to live by that keep these values in place:

1. **Attitude** – “Life is 10% what happens to you and 90% how you choose to react to it.” Approaching every situation with the proper mindset can dramatically affect the outcome.
2. **Be Proactive** – Think and plan ahead always. Do not wait to be told how to do things you already know how to do. Do not let life take you by surprise. Try to anticipate events and circumstances, and prepare for them in advance.
3. **Commitment** – The ability to begin a task or concept and follow through until its full completion. This often means fighting through frustration, difficult times or momentary distractions to reach a worth-while goal.
4. **Generosity** – Share the talents you have been given unselfishly with others. This often refers to monetary donations, but it also is simply taking time out of your day to help another person. Who did you go “out of your way” for today?
5. **Integrity** – Always do the right thing in every situation – even if it isn’t the easiest way to do it. What decisions do you make when you are by yourself?
6. **Judgment** – The ability to decide what is important and what is not. Do not waste energy on situations beyond your control, but don’t use this as a cop-out for situations that you could positively affect with effort.
7. **Respect** – Treat others in a kind and caring way. “Do unto others as you would have them do to you.” (The Golden Rule)
8. **Responsibility** – The ability to respond to every situation with your own choice. Evaluate yourself honestly, and always strive for improvement, pushing yourself to do your best in everything you do.
9. **Trust** – The ability to believe in and depend upon a person’s character. Trust is an essential element in any meaningful relationship. With every interaction trust is gained or lost. Make sure you build trust with as many people as possible through all human contact.
10. **Walk the Talk** – Actions speak louder than words. Don’t be hypocritical. If you say you are going to take care of something, make sure it gets done. If you offer help to others, make sure you have taken your own advice.

Through positive attitudes and actions, we try to affect the world around us in the most productive and helpful way possible. Through music, we hope to bring enjoyment to those for whom we perform. This is one of the true rewards for the diligent work of all of the students, private lesson teachers and directors at Downing Middle School.

BEGINNER

CLARINET CLASS

May 12th - 16thFRANK LLOYD WRIGHT
ARCHITECT

HOW DO YOU CREATE A MASTERPIECE?
DETAILS, DETAILS, DETAILS

When Frank Lloyd Wright, one of America's best known architects, designed a house, he put a great deal of effort into every detail... resulting in many masterpieces. When you practice, are you creating masterpieces?

Weekly Events

Monday

Practice Planners
Warm-up #4
Scales & Rhythm Counting
Solos
Objectives

Tuesday

Practice Planners
Warm-up #4
Scales & Rhythm Counting
Sight-reading
Objectives

Wednesday

Timed Note Naming
Rhythm Studies
Warm-up #4
Solos w/ piano
Objectives

Thursday - Test Day!!!

Breathing
Warm-up #3 & #4
Scales
Solos
Objectives

Friday - Field Trip

No Class - Keep
Practicing your Solo!!!

FIRST REACTION

What is your first reaction? What is the first thought that goes through your mind? Your natural instinct... When you have a chance to help or walk on, what do you choose? When you can do what's right, or do what's popular, which way do you lean?

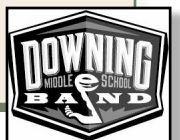
For many people, they live in the moment with no thought of how their actions will affect the future. Most people think only of themselves, and rarely give thought to others around them. Our initial reaction can often be very selfish.

This is why stories of people that go out of their way to help others are such welcome relief in

our society today. When you see those types of actions, what thoughts go through your mind? Does it seem easy or difficult for those people to act in a selfless manner? Could you do the same?

It may not be your first reaction to be selfless, but that is why we don't always need to act on our first reaction. It is extremely rare to see truly selfless person who consistently reacts with others in mind. Those people are to be honored and are important influences in society.

As for me, I need to pause, take a step back, and make the decision to be selfless... which unfortunately may not be my First Reaction.



Playing Test Guidelines

Home Checklist

Throughout your band career at Downing and at the high school, playing tests will be used to determine if you fully understand the material you are assigned. If you follow this check list, you should look forward to every playing test with the anticipation of getting a great grade. We will always give you specific criteria for each specific assignment, but here are a few general guidelines to follow.

For every playing test, you should have performed the following items correctly several times:

- Play each pitch individually (half note / half rest)
- Clap and count all rhythms
- Play all rhythms on one pitch
- Say and position all notes in rhythm with a metronome
- Perform the piece in small sections with great attention to tone quality
- Play entire piece with no stops

Playing Test Break Down (100 pts. Possible)

Each playing test will be graded based on the following criteria:

25 pts. Hand Position and Posture

25 pts. Tone Quality

- Are you taking the proper breaths?
- Do you sound great on every note?
- Is each pitch full value to show off your tone?
- Is there any junk in your sound?

25 pts. Music

- Are you playing the correct rhythms?
- Are you performing the correct pitches?
- Can you perform the piece without stops (even with small errors)?

25 pts. Extra Items

- Specific concepts about the individual line
- How well do you play with the metronome?
- Is there anything exceptional about your performance? (Hopefully → Yes!)
- Are there any major problems with your performance? (Hopefully → No)
- Is it obvious you have spent quality and quantity time preparing for this test.

Are you proud of the work you have done for your performance?

Everyone should use this sheet in preparing for playing tests.

Downing Beginner Band Objectives – Level One

Wind Instruments To be completed by May 7th

1. _____ Scale Cycle #1 (F, Bb, Ab, & C) Scales performed in a row at met = 80.
2. _____ Concert G / Eb Scale; met = 80
3. _____ Concert Db Scale; met = 80
4. _____ Chromatic Scale

Flute (F to C)	Cornets Horns (Low F# to C)
Double Reeds (C to F)	Horn (Low F# to C)
Clarinets (E to Bb)	Trombone (C to C)
Saxes (Low D to High D)	Low Brass (Low F to C)
5. _____ Rhythm Counting Test
6. _____ p. 19 #95 (with correct articulation); met = 110
7. _____ p. 22 #112; met = 90 – 100
8. _____ Woodwind Technical Exercises; met = 110
9. _____ Brass Partial Exercises 1 – 3
10. _____ Section Piece (Individual Part)

Practice Log Grades

April 16 th	April 23 rd	April 30 th	May 7 th	May 14 th

Music Theory Assignments:

_____ Interval Sheet

_____ Dynamics Sheet

_____ Rhythm Sheet

_____ Fingering Charts

_____ Timed Note-Naming

_____ ***Review Packet***

Pass-off Attempts:

Notes:

All objectives (1 – 10), along with 6th Six Weeks Objectives, must be passed off to attend Hurricane Harbor Trip at the end of the school year.

Pass-off Standards

- Performed with proper hand position and posture
- Performed with a good and characteristic tone quality
- Correct notes & rhythms
- Minor flaws, if any, do not detract from the overall performance.
- **Preparation is clearly evident!! See Playing Test Guidelines Handout ☺**

Mr. Smith and Mr. Skelton's Goals

We plan to have every 6th grade student at Hurricane Harbor!! If a student needs help on passing an objective, we will give them that help, individually, before or after school. Help times will be posted on the band office door.

We plan to do everything possible to have each student pass every objective.

Combined with the effort and determination of the students, the Beginning Band at Downing should be more than capable of attaining these objectives.

Downing Beginner Band Playing Test

Student Name: _____ Instrument: _____

Test: _____ Class Period: _____

Posture:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Hand Position:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Breathing:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Embouchure:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Tone Quality:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Articulation Technique:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Pulse / Foot Tap:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Rhythms:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Note Accuracy:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Additional Items:

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Comments:

Total Score:

A Great Practice Session

(Brass)

Question	Answer (circle one)	Points (Circle if Yes)
1. Did I have a plan before I started practicing? (Did you fill out your practice sheet before you practiced?)	Yes No	10
2. Did I use my sectional goals sheet?	Yes No	10
3. Did I practice breathing exercises?	Yes No	10
4. Did I check my embouchure in a mirror?	Yes No	10
5. Did I check my posture and hand position?	Yes No	10
6. Did I practice long tones? (Tone Development Exercises)	Yes No	10
7. Did I improve on one specific tone concept? (Did you apply something specifically from class or sectionals?)	Yes No	10
8. Did I practice the scales that were assigned for my playing test this coming week?	Yes No	10
9. Did I practice part or all of my chromatic scale?	Yes No	10
10. Did I practice any type of sight-reading?	Yes No	10
11. Did I say note names on the music I was assigned <u>several</u> times correctly?	Yes No	10
12. Did I practice wind patterning on my breathing tube?	Yes No	10
13. Did I count rhythms on the music I was assigned <u>several</u> times correctly?	Yes No	10
14. Did I divide each assignment into smaller portions?	Yes No	10
15. Did I practice the assignment on my mouthpiece?	Yes No	10
16. Did I play through my entire playing test for next week?	Yes No	10
Total Points		

Point Break Down

0 – 100	Poor Practice Session	130 – 140	Good Practice Session
110 – 120	Average Practice Session	150 – 160	Great Practice Session

Downing Middle School Band Practice Planner

Name: Mr. Smith

Week of: Jan. 7 – 13

Grading Scale: 80 points of the practice grade is for the amount of time spent practicing (extra points can be earned for more practice time)
 20 points of the practice grade is for filling out the practice planner correctly

EXCELLENT

270 +100 + 20
 240 – 269..... 90 + 20

GOOD

210 – 23980 + 20
 180 – 21970 + 20






FAIR

150 – 179 60 + 20
 120 – 149 50 + 20

UNACCEPTABLE

90 – 11940 + 20
 89 or less30 + 20

	Tone & Fundamentals	Scales & Technique	Sight-Reading	Music Studies
Mon. Date: 1/7/07 Time: 30 min	- Breathing exercises - Fundamental Sounds - Tone Dev. #1 – 1 - F Follow Through	- Articulation Exercise (met = 80) - Scales - Con Bb (met = 80) - Con D (met = 80) - Chromatic (met = 70)	- Rhythm Studies - mm. 13 - 28	- American Rjversongs mm. 1 – 28 (met = 120) - Counted Rhythms - Played on Con F - Played as written Private Lessons Music - Rubank p. 14 #5 and 6 (met = 100)
Tues. Date: 1/8/07 Time: 35 min	- Breathing exercises - F Follow Through - Flow Studies 1 - 4 - Tuning Process	- Articulation Exercise (met = 80) - Scales - Con D (met = 90) - Eb Clarke Study (met=80 – 120 in 4/4)	- Beginner Book p. 35 # 117	- American Rjversongs mm. 1 – 28 (met = 120) - Reviewed from Mon. - Ensemble mm. 1 - 16 (met = 70) - Counted and played on con F - Played as written Private Lessons Music (met = 100) - Rubank p. 14 #5 and 6
Wed. Date: 1/9/07 Time: 35 min	- Breathing exercises - Fundamental Sounds - Pitch Tendency Chart - Tone Dev. #1 – 1 & 3	- Scales - Con D (met = 90) - Scale CYCLE (met=100) - Eb Clarke Study (met=80 – 120 in 4/4)	Timed Note-Naming #4 2:36 – all correct	- American Rjversongs mm. 28 – 56 (met = 120) - Counted Rhythms - Played on Con F - Played as written - Ensemble mm. 1 – 16 & 17 - 32 (met=70) - Reviewed from yesterday - SECTIONAL TOMORROW!!!!!!

	Tone & Fundamentals	Scales & Technique	Sight-Reading	Music Studies
Thurs. Date: 1/10/07 Time: 40 min	- Breathing exercises - Fundamental Sounds - Flow Studies 1-4 Used a Tuner !!!!	- Articulation Exercise (met = 90) - Scales - Con A (met = 60) - Con D (met = 80) - Chromatic	- Rhythm Studies - mm. 13 - 28	- American Rhythms mm. 1 - 56 (met = 120) - Counted Rhythms - Played on Con F - Played as written Private Lessons Music - Rubank p. 14 #7 and 8
Fri. Date: 1/11/07 Time: 0 min				
Could not practice - I was at the Dallas Stars Hockey Game!!! Made up for it on Thurs. and Saturday!!! 😊				
Sat. Date: 1/12/07 Time: 40 min	- Breathing exercises - Fundamental Sounds - Flow Studies 1-4 Used a Tuner!!!		Timed Note-Naming #4 2:20 - missed 2	- American Rhythms mm. 1 - 56 (met = 120) - Quick Review Private Lessons Music - Rubank p. 14 # 5, 6, 7 and 8 - Counted and played on concert F - Very detailed work - lots of repetitions - LESSON ON MONDAY!!!
Sun. Date: 1/13/07 Time: 30 min	- Breathing exercises - Flow Studies 1-4 - Tuning Process	- Articulation Exercise (met = 80 - 90) - Scales - Con A (met = 60) - Con D (met = 80)	- Rhythm Studies - mm. 13 - 28	- Ensemble mm. 1 - 16 (met = 70) - Quick Review Private Lessons Music (met = 80 - 100) - Rubank p. 14 # 5, 6, 7 and 8 - Counted and played on concert F - Very detailed work - lots of repetitions - LESSON ON MONDAY!!!

Total Time: 210 min

Parent/Guardian Signature: M. Smith



LISTENING SKILLS #1

Level 1

Name: _____

Class: _____

Play the tracks by pressing the play button on the right, then put an X in any measure that is not played correctly.

14. ROLLING ALONG



Go to the next line. ▾



Double Bar ▾



17. HOT CROSS BUNS



Use the drop-down menu to show if each measure has rhythm or pitch errors. If it is correct, leave it on correct.

18. GO TELL AUNT RHODIE



31. A MOZART MELODY



For official users of the Essential Elements Interactive website only.
All other use is strictly prohibited.

Copyright © by HAL LEONARD CORPORATION



Reproducible

Beginner Band Recording Project - Grade Sheet

Recording Due: May 2nd Grade Sheets Due: May 5th

Objective: Each student will grade one other student's taping assignment. This should allow them to not only grade the other tapes, but also let them improve through constructive criticism (*Walk the Talk...*) In other words, how does your performance compare to the person whose tape you are grading?

Use the criteria below and give them a grade for each piece. Remember to be honest, but not unreasonable. There are items for them to accomplish. Give them as much credit as possible. Take away points where applicable.

Grade Scale

100 pts. possible per piece (300 pts. total)

Deductions

- 4 pts. for each incorrect note
- 4 pts. for each incorrect rhythm
- 2 pts. for improper barline breathing
- 5 pts. for general poor pulse control

Student / Grader Information

Student Name: _____

Instrument: _____

Grader: _____

Write the final totals in the spaces below:

Cambridge Overture

Total Score: _____

Deduction Breakdown

Incorrect Notes: _____ Incorrect Rhythms: _____ Breathing Errors: _____

Pulse Problems: _____ Performed with a metronome (Y/N): _____

Old MacDonald's Band

Total Score: _____

Deduction Breakdown

Incorrect Notes: _____ Incorrect Rhythms: _____ Breathing Errors: _____

Pulse Problems: _____ Performed with a metronome (Y/N): _____

Imperium

Total Score: _____

Deduction Breakdown

Incorrect Notes: _____ Incorrect Rhythms: _____ Breathing Errors: _____

Pulse Problems: _____ Performed with a metronome (Y/N): _____

All-Region Recording Project

Purpose: To raise our standards for an acceptable performance through repeated recordings of our All-District / All-Region Music.

Due Date: Thursday, October 21st (However, you should not wait until that week to record.)

Nothing gives you a more honest account of your playing ability than a recording. Recordings show all of the positive aspects of your playing, as well as all of the problem areas. Many people do not like to hear recordings of themselves because it shows the areas that they need the most work.

For this project, you will basically record your practice sessions and try to turn in a tape with the best versions of the assignments on the tape. There is no limit to the number of times you may record. In fact, one of the purposes is to record several times (maybe even all of the time) and improve your performance each recording.

Evaluate Yourself

You have all had practice at critiquing other people's performances. You have had very high standards for my playing and the errors that I make from time to time. That is one of the reasons I play for you (and intentionally make mistakes ;-). Now it is time for you to do the same to yourself.

After recording yourself, play it back and make notes about your performance. You can even play it back and correct things right on the spot. You will begin to find mistakes that you did not know you were making. Once you really get into this, you will be like a self-cleaning oven. This will really up the efficiency of your practice time.

Recording Possibilities

Tape Recorder - easiest to operate and most common around the house. Ask your parents if they have one they may use for work.

Mini-Disc Recorder - less common, but we will accept these if you have them.

C.D. Recorder - Some people may have these with a way to record directly on to C.D.

Computer - Your computer may be able to record you. Be careful not to take up too much space on your (or your parents) hard drive. Sometimes these files can be quite large. You may turn these in on a C.D. or floppy disc.

Your Mission (Assignment) ... you have no choice but to accept it. ☺

You may tape several times, but your tape will need to be in the exact order as is listed below, and you must announce each item so we know what we are grading.

Make sure you leave plenty of space before and after you start and finish recording so you do not cut off any of your performance.

1. Concert G Scale
2. Concert Db Scale
3. Concert Ab Scale
4. Concert Eb Scale
5. Chromatic Scale
6. Lyrical Etude - Part I
7. Lyrical Etude - Part II
8. Lyrical Etude - Part III
9. Technical Etude - Part I
10. Technical Etude - Part II
11. Technical Etude - Part III

Again, make sure your tape is organized and in this order. The assignments should be one right after the other. Make these your best efforts. Be very proud of what you turn in.

WARNING!!!! WARNING!!!! WARNING!!!!

Sometimes, recording yourself can be a little frustrating. Here are some tips to help avoid this frustration. Again, we are here to help you improve.

1. **Start early** - waiting till the last minute will add pressure and cause you to lower your standards.
2. **Record often (every practice)** - The more recordings you have to choose from the better chances you have of turning in a great tape.
3. **Be logical** - When errors happen, don't get emotional about it. Figure out the problem, the needed solution and make the correction until it is a habit.
4. **Relax and Enjoy Improvement** - Realize with every recording and re-recording, you are improving.

***Good Luck and have fun with this!
Make sure to get started right away!!***

***You have two weekends and three weeks to make a great recording.
Don't let it slip up on you.***

Garage Band Lesson Plan

Student Ensemble/Part Recording

Objective: Each student will utilize Garage Band (or Audacity) to record each of the parts of an ensemble. In doing so, they will work towards comprehension of the following items:

- Mastery of recording multiple tracks in Garage Band
- Proficiency on their part in the ensemble
- Understanding of the other parts in the ensemble
- Better understanding of performing in an ensemble (with themselves)
- Add creativity to music being performed

Music: Small Ensemble (2 – 4 parts)

Procedures:

1. Install Audio Recording Program (ARP)
 - a. Garage Band
 - b. Audacity
 - c. Other
2. Set Microphone and Sound Preferences
 - a. Be certain that sound card is set-up correctly with recording program
 - b. Set-up microphone / Built-in microphone
 - c. Adjust microphone levels
3. Set Recording Preferences in ARP
 - a. You may need to add an instrument or line
 - b. Adjust the microphone level
 - c. Set Metronome (if available – Garage Band has one, others ???)
4. Make a test recording
 - a. Press “Record” and play into the microphone
 - b. Listen to recording to check for levels and sound quality
 - c. Make adjustments to mic level
 - d. Repeat until sound is at optimal level
5. Record your part (1 Time only)
 - a. Be sure to use the internal metronome on the audio recording device.
* This will make it easier to line-up the other parts later on.
 - b. You may listen to your part back, but **DO NOT ERASE THIS TAKE**
6. Record each additional part (As many takes as you wish for these.)
 - a. Practice the other parts first to become familiar with them.
 - b. For this recording, have the metronome on, but unmute your part. **Now you are getting a feel of what it is like to perform in an ensemble with you.**
7. Rerecord Your Part (Still keeping the original track)
 - a. Record with metronome on
 - b. Record with multiple parts (except your part)
 - c. Use a tuner (Garage Band has one included)
 - d. Repeat this process and refine the entire ensemble (all parts).
 - e. **DO NOT USE THE AUTO TUNE FEATURE!!**

Final Product: Full recording of your ensemble with you on every part.

Experimental/Extra Credit: Add Apple Loops (⌘ L brings up these options for drag and drop)

Beginning Band Student Lesson Plan

From time to time, we will allow students to teach our beginning band classes. This is to allow students to better understand the expectations of the class and to give them a chance to show their teachers and fellow students what they know.

Each time a student teaches the class, they will have a lesson plan made up describing what exercises they will work with and what they hope to accomplish with those exercises. They can use this sheet to help them in their planning.

Exercise	Purpose	What to Listen for?

Class Review: (How did it go? What went well? What would I do differently?)_