

# BHMS Instrumental Music

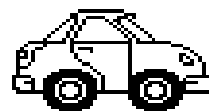
## Student/Parent Handbook

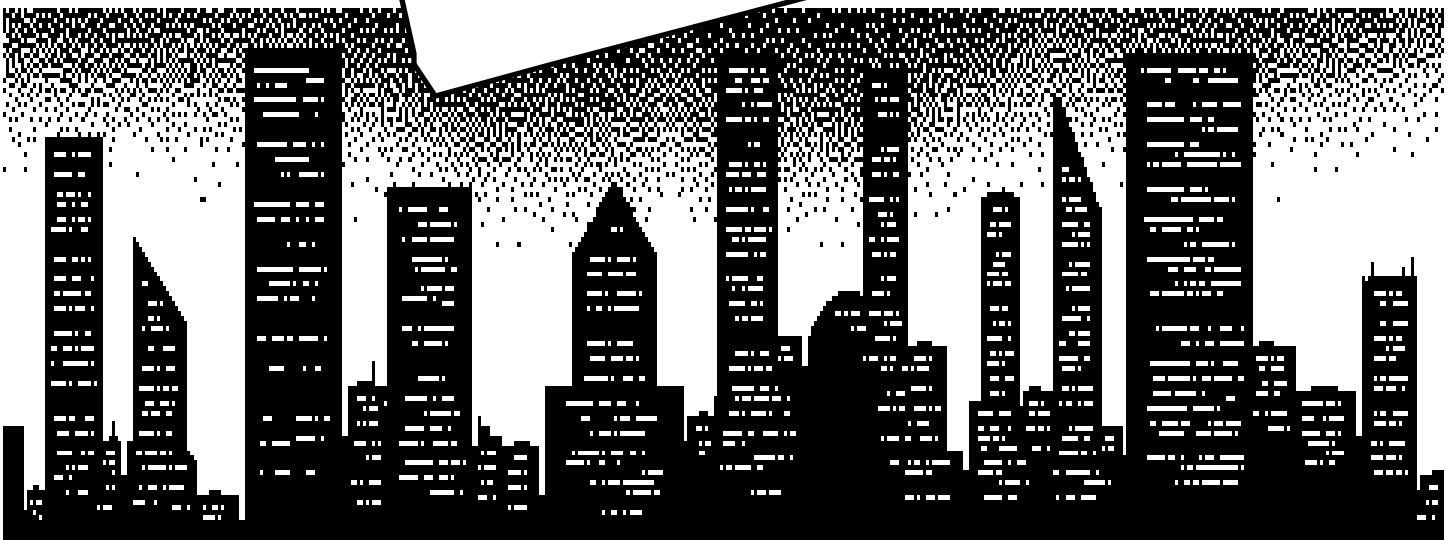
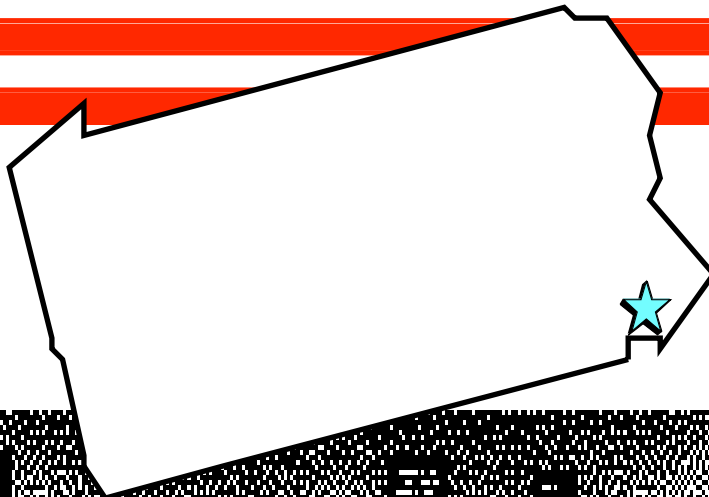
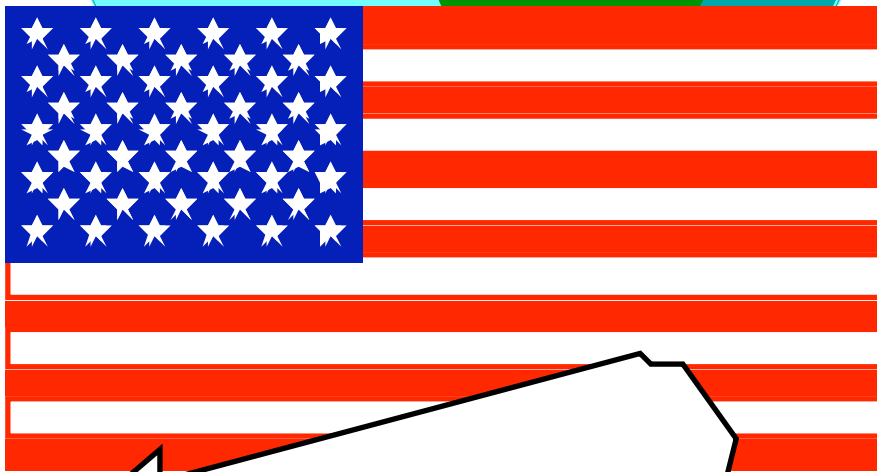
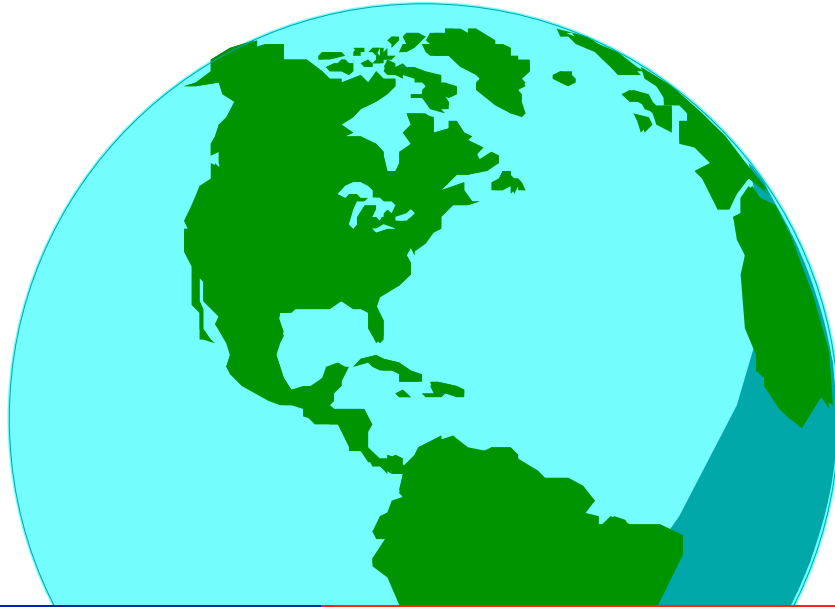
(updated 2008)

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## The Purpose of This Handbook:

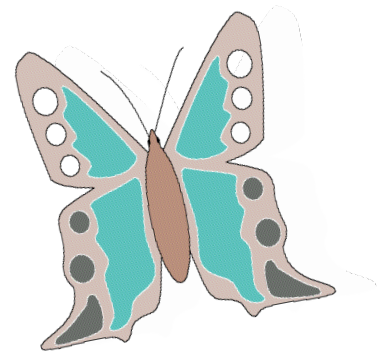
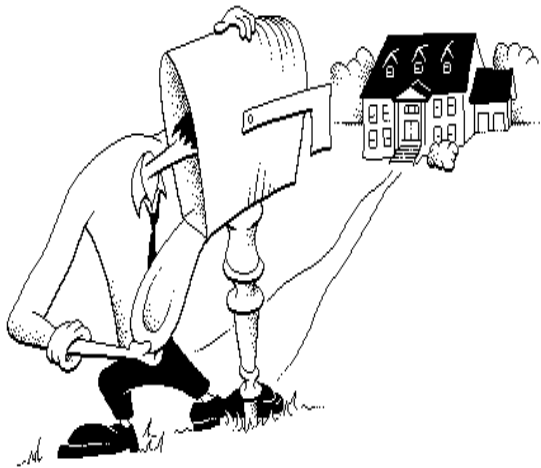
This handbook contains rules, regulations, grading policies, evaluation criteria, philosophy, expectations and other information related to membership and participation in the instrumental music course at Beverly Hills Middle School. The Band, Orchestra and Jazz Ensemble (an extra privilege ensemble) are all part of the instrumental music course. The information contained in this handbook is designed to be a reference to answer questions parents or students may have and to outline the requirements of the instrumental music program.

### Parents :

**Please read over this information WITH your child carefully.** Fill out the Medical Information/Participation Consent and Volunteer Forms then promptly **MAIL** these items with your uniform fee to Beverly Hills Band & Orchestra Association **without delay.**

(BH BOA c/o Tim Blessington, Beverly Hills Middle School 1400 Garrett Rd Upper Darby PA 19082)

Keep a copy of this handbook in an accessible place so it can be referred to throughout the school year. "It is the responsibility of the parents or legal guardian of a student desiring to participate in any activity or activities to.... obtain a copy of the school's student handbook and/or supplemental materials." (board policy sect. 7-17.1p). These policies will be referred to in future communication.



# ATTENDANCE, PROGRESS & GRADING



## **Team Commitment :**

Instrumental music students share an obligation to each other to attend rehearsals, lessons, performances, practice skills for the improvement of their personal musical ability and prepare repertoire for the successful performance of the ensemble to which they belong. It is this team commitment which will allow the positive influences music education has to offer to be fully realized and integrated into student's lives. This is the principal from which the following policies are derived.

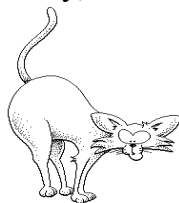


## **Attendance at Lessons and Rehearsals :**

In order to improve musical abilities students must consistently be present for lessons & rehearsals. I can not help a student better their skills if they are never seen in lessons and rehearsals! Students are responsible for knowing when and where rehearsals & lessons are. A schedule and calendar have been provided. The weekly rehearsal schedule will be posted outside the instrumental music room and on the instrumental music schedule hotline extension (#489). Replacement copies of the calendar & schedule will be available online at: [www.BHMSBandandOrchestra.com](http://www.BHMSBandandOrchestra.com)

## **Personal Practice and Preparation :**

Students must practice prescribed skills and repertoire on their instrument at home on a regular basis in order to make progress. Your child must practice on a regular basis. Students cannot reach their full potential and keep their commitment to the other students of the ensemble without personal practice. The director cannot guide students to improvement and accomplishment without personal study of skills, concepts and repertoire on the part of the students. Likewise, the director cannot guide students to improvement and accomplishment without the sustained help of the parents. The coordinated efforts of the student, parent and director are required in order to achieve any level of success. Upper Darby School District board policy states: "Education is the responsibility of the entire community, the school, the family, and most importantly, the individual." (board policy Section 7-2).



### **Attendance at Performances :**

Attendance at scheduled performances are an integral part of the total learning experience and critical to the determination of each student's grade. It is through performance music students experience the product of their efforts. **Performances are not "optional" but MANDATORY.** **If for some reason a student must be absent from a performance, a detailed written explanation and request to be excused must be submitted at least a week prior to the performance.** Most times a compromise can be achieved which will allow the student's presence at the performance in question and the activity which conflicts. **Being a member of a performing group means accepting a commitment to the ensemble as a team. Statements such as "we have plans", "prior commitment" and similar language portray an untruthful and misleading motive while saying nothing pertaining to the reason for absence.** The exact dates, times and details of performances are communicated with sufficient lead time to facilitate attendance. Excuses such as : "I didn't know", "I/my parent forgot", "You didn't tell me", "I couldn't get a ride", etc.. will not be accepted under any circumstances. **It is the responsibility of the parent and the student to be aware of performance dates and details. Additionally, the parent is responsible for arranging proper (walking, get a ride w/neighbor, drive, etc..) transportation to performances for the student. Instances of disregarding these responsibilities will be reflected in the student's grade and status in the instrumental music program. A reason is required in advance.** Determinations will be made by the director on a case by case basis.

### **Grades & Grading :**

Grades are determined on an individual basis describing each student's work, work ethic, performance, attendance and progress. A copy of the rubrics used for evaluation in the instrumental music course are contained in this handbook. Please review the criteria and expectations contained in the rubrics carefully. BHMS standard descriptions of grades A thru E can be found in the BHMS Student Handbook. Parental contact will be made if attendance or progress is inconsistent or problematic.

**A student may be removed from the instrumental music program for a lack of attendance, progress, behavior or a combination thereof.**

## Dates, Concerts & Attire

Students are expected to keep up with the schedule, calendar of events and performances for their ensemble.

### Winter & Spring Concerts :

Besides the rehearsals, lessons and other performances throughout the year, It may be helpful for you to know NOW when our Winter and Spring Concerts to be held at BH were scheduled. **The Music Dept. Winter Concert is traditionally held the 2nd week of Dec, the Spring concerts will be held in May. You must consult the calendar for exact dates and details.**

In addition to the dates as shown on the Sept. to Dec. calendar, a Jan. to June calendar will be published before the winter break in December. Some details for that period of time must still be worked out. If you would like to inquire about a particular Jan. to Jun. event please contact the director.



### Dress Code for Performances :

Students are required to be dressed properly as described below for all performances. Wearing attire not conforming to the parameters below may result in exclusion from performance.

During **marching band** performances students will wear band uniforms. In order for a student to perform with the band he/she must wear plain clean white sneakers. Unsightly footwear will ruin the look of the ensemble and will not be permitted.



Attire for the **concerts** is as follows :

**Guys:** A white (or very light) button down shirt, a tie (be creative!!), LONG black pants (NO jeans of any kind or color) and SHOES with black socks (NO sneakers, boots, hiking shoes, basketball/running shoes of any kind or color).



**Girls :** A LONG (below the knee) black skirt and a white (or very light) button down blouse -OR- a LONG black dress and SHOES (NO sneakers, boots, hiking shoes, basketball/running shoes of any kind or color).



If you do not have the necessary attire items available to you please **purchase them NOW**. Running out to the store a day before a performance is a bad idea!! Plan ahead! You have more than enough advance notice.

**No excuses for improper attire will be accepted.**





## Dress Code for Jazz Ensemble Performances :



The attire for all Jazz Ensemble performances is in Jazz Uniform consisting of: A **BLACK Long Sleeve Oxford Shirt** (button down collar), **Black Pants** (NO BLACK JEANS), **Black Shoes with Black Socks** (NO SNEAKERS, BOOTS, etc...), AND a **BLACK Tie**.

(Some years Jazz Ens. will wear concert shirts with a design.)



**IF YOU DO NOT HAVE THE ABOVE MENTIONED ATTIRE PLEASE OBTAIN THESE CLOTHING ITEMS NOW. DO NOT WAIT UNTIL THE DAY BEFORE A PERFORMANCE.** You must be dressed properly in order to perform. Girls may opt to wear a **LONG** (to the ankles) black skirt with the oxford shirt.

# Behavioral Expectations for Band & Orchestra Students

The following behavioral expectations are to ensure your safety and enjoyment at all musical functions. Students: PLEASE READ CAREFULLY & COMPLETELY. Violation of ANY of these behavioral expectations can result in your expulsion from all future musical events.

Board Policy 7-17.1p : “1. Conduct. A participating student must agree to comply with and be governed by the Upper Darby School District Code Of Conduct, the grade appropriate Discipline Policy, all other relevant Board Policies, all school specific rules and requirements, **and rules pertaining to the particular activity.**”



1. You will conduct yourself in a respectable and orderly manner AT ALL TIMES. Disrespectful and inappropriate behavior will not be tolerated. (i.e. - back talk, ignoring directions, foul language, fighting, etc.) School behavioral standards are always in effect.

2. When an adult (director/chaperon/bus driver) is addressing the group there will be immediate silence. (i.e. - start of rehearsal, bus roll, etc....)

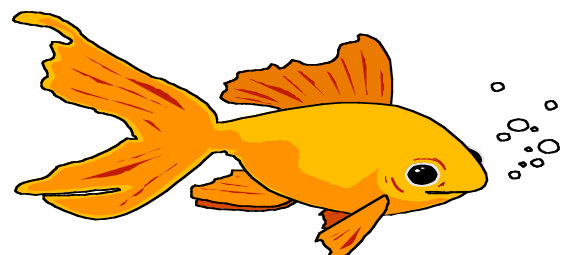
3. You will follow the directions given by the director/chaperon without complaint exactly as they were told to you. Directions will be listened to in their entirety. Questions may be heard AFTER all directions are given.

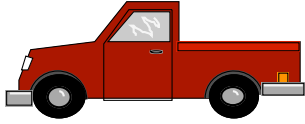
4. You will use care and respect when handling ALL instruments, music, flags, uniforms and related equipment. You will also respect the belongings of others. Abuse and careless treatment of instruments, music, flags, uniforms and related equipment will not be tolerated and may result in you and your parents being financially responsible for its replacement.

5. When visiting other schools or locations for performances (Jazz Fests etc...) you will respect the host's building and related facilities at all times. Items and equipment in classrooms are not to be rearranged, played with, turned on/off or moved in any way. Also, teacher's desks are off limits!! Put simply, **IF IT IS NOT YOURS DON'T TOUCH IT!!!!**

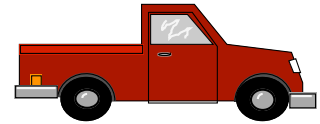


6. You must demonstrate the ability to play your music/perform your flag routine in order to participate in performances/trips (such as the Band-a-Lympics, Parades, Jazz Fests, etc.). This ability will be evaluated on an individual basis by the director.





## (Parents :) Pick Up Policy



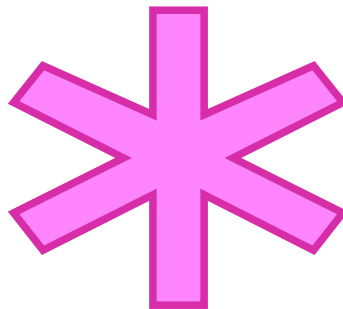
If for some reason you will ever need to pick up your child from an event outside the school building, the following procedure is required for the safety of your child:

1. **Send a note** in with your child (**at least one full day before the trip**) to the director stating the reason your child must leave with you.
2. Inform the director **IN PERSON** at the time you pick up your child. I must be sure that your child is definitely with you!
3. Be sure that your child takes his/her instrument & equipment/uniform with them.
4. If a student must leave from an event with an adult other than his/her parent (i.e.-- grandmom, uncle, neighbor, friend's mom, etc..) he/she can only be released at an event to the **adult identified in advance in writing** by his/her **PARENTS**. The director will not be able to authorize the release of a child to any person without proper clearance in writing. Proper identification may also be required to be presented.

### **Picking up your child from events upon returning to BH :**

Due to the nature of performing events exact times for the return of students to BHMS cannot be precisely predicted. However, it is the responsibility of the parent to establish a pickup plan for each event with their child. Students are to be **PROMPTLY** picked up from performance events no later than 10 minutes after most students have left. The BH band room phone is available to students to call for a ride. Following a phone call your child **MUST** be picked up in a timely manner.

**It is inconsiderate to expect the director or other parents to wait with your child for long periods of time after events. Please plan decisively regarding pick up plans for your child.**

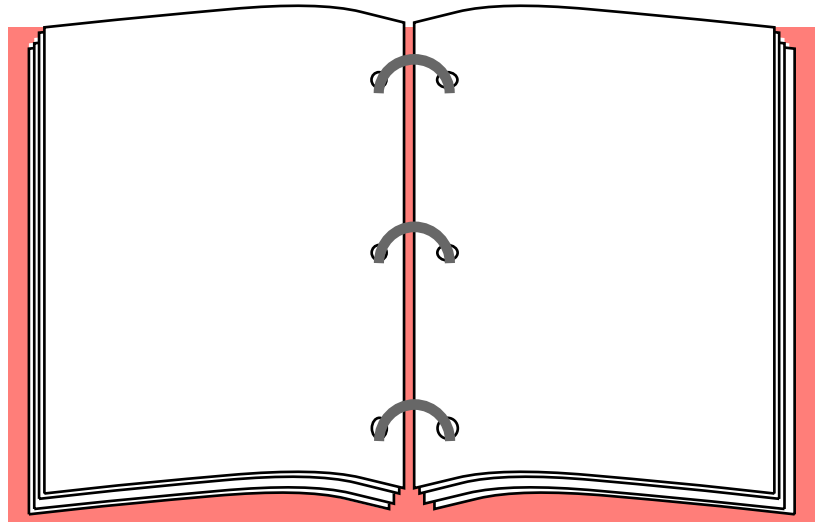




## Eligibility

Students expecting to participate in instrumental music dept. trips, events, special ensembles, activities & performances must:

1. Be a member of the Orchestra or Band **IN GOOD STANDING.**
2. Have a **PASSING AVERAGE IN ALL CLASSES.**



# UDSD Medication Policy



PLEASE NOTE :

UD Medication Policy/Authorization

- If a child is on or must have access to medication (i.e.-- epi-pen, inhaler, insulin, nebulizer, etc...) due to an ongoing condition an "Authorization for Medication Administration in School" form (B-816) MUST be filed with the school nurse's office in order to participate in field trips/extra-curricular activities.
- Download the form from the website (or the student can pick one up from the nurse) and follow the proper procedure instructions. Please contact me if you have any questions. This medication Procedure/Policy will be strictly followed as per School Board specifications. Failure to follow the procedure as described will result in the student being excluded from the activity.
- If your child's medication status has changed or if the chronic condition has subsided the nurse must be informed in writing from your physician. Unless the nurse is notified as specified above, your child's official medical condition information will be based on the previous school year.



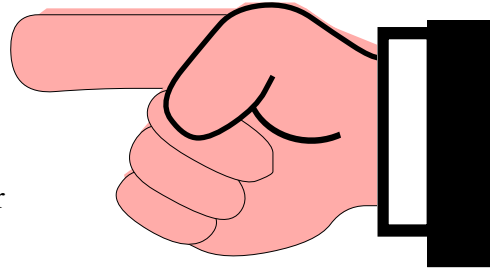




# Band & Orchestra Uniform Use & Care Expectations

You will be issued a BHMS Band uniform in good condition consisting of the following items:

- 1) 1 Jacket
- 2) 1 pair of pants
- 3) 1 hat
- 4) 1 plume
- 5) 1 Garment Bag with heavy duty hanger
- 6) 1 pair of cotton gloves



Your uniform as listed above will be issued to you in good, usable condition for the duration of the school year. You are solely responsible for keeping track of each piece of your uniform. You are not to switch or swap any part of the uniform as you are responsible for each part as **IDENTIFIED BY NUMBER**. (Assigned uniform numbers will be posted on a uniform number list in the band room.) If any part of your uniform should become too small, you are to ask the director or a parent from B.O.A. for assistance in exchanging it. If your uniform needs alterations (hems/sleeves) You will be permitted to TEMPORARILY alter the uniform (hand stitch only). Uniforms are **not to be cut, permanently altered, hemmed with iron-on fabric adhesive or machine stitched. You will be held personally and financially responsible for any piece of your uniform that becomes lost, stolen or damaged at current replacement costs.**

Your uniform is to be stored and transported properly. **A garment bag has been provided for your uniform. Your uniform will be properly hung on a hanger, and put in a garment bag at all times when not in use.** BHMS sends uniforms out to be cleaned once per year. If your uniform requires more frequent cleaning you are responsible to have it cleaned on your own. **(DRY CLEAN ONLY)**

**JAZZ ENSEMBLE STUDENTS** will be issued a bow tie & vest (by number) to be worn at various performances. The same care, use and replacement expectations as stated above will be applied. These items will be issued prior to the first performance and collected at the end of the jazz season. No alterations are necessary for the ties & vests.



# Uniform Procedures for Marching Band

## Before Performance

1. Wait in hallway outside band room. Check bus number.

2. Look up your uniform **jacket and hat** numbers.

3. Enter the band room **only when told to.**

4. Give your **jacket number** to the chaperone.

5. Get your uniform and then go to hat lockers and give chaperone your **hat number.**

6. Take your uniform and hat to glove station to pick-up your gloves (except percussion). Clarinet and piccolo people get gloves with **cut fingers.**

7. **Take all uniform pieces to your locker.**

8. Put **gloves inside** your hat box.

9. Change into your uniform and place **garment bag** and **hanger in your locker.**

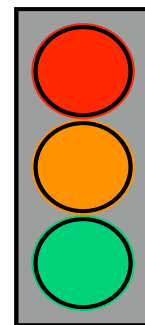
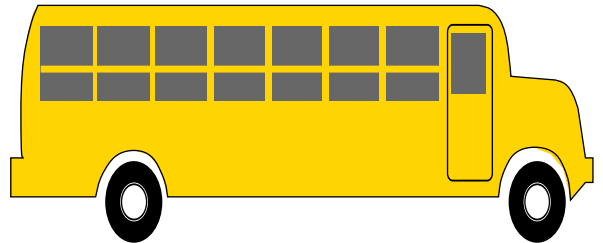
10. Take instrument out of your locker.

11. **Leave your instrument and hat in their cases.**

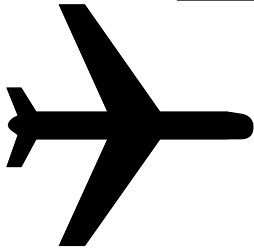
12. Lock your lockers and go to **back door** of band room, exit to bus area on the Sherbrooke Blvd. Side of the school.

13. Board the bus, **leaving** instrument and hat **cases closed.**

14. **Listen** for chaperone to take attendance.

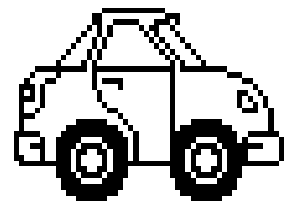


# Uniform Procedures for Marching Band



## After Performance

1. Enter band room through the **BACK DOOR** only when told to do so.
2. **If** gloves are being washed, turn them in first.
3. Otherwise, **leave gloves in hatbox.**
4. Return hatbox to chaperone at hat locker.
5. Go to your locker and take out garment bag, hangers and put instrument in unless you are **taking it home to PRACTICE.**
6. Change out of your uniform.
7. Place **pants neatly** on hanger and then place **jacket neatly** on hanger.  
**(DO NOT ZIP JACKET)**
8. Put uniforms into garment bag and **zip garment bag.**
9. Pick-up everything you are taking with you **and then** return garment bag to chaperone at uniform locker.
10. **Leave band room. DO NOT RE-ENTER MAIN PART OF BAND ROOM AFTER RETURNING UNIFORM. GO HOME.**



# Students : A Philosophical Formula for success : use your "WITS".

## **Definition of Wits (from the American Heritage Dictionary) :**

The natural ability to perceive and understand; intelligence.

-OR- Keeness and quickness of perception or discernment; ingenuity.

**W** - **Work Ethic** - We are each responsible for our own success. Take ownership of yours!

\*Understand your responsibilities.

\*Accept your responsibilities.

\*Commit to your responsibilities.

\*Establish habits which help you to fulfill your responsibilities.

**I** - **Integrity** - Success is yours for the taking, but you must reach out for it.

\*Be **Honest** about your progress, achievement and your contribution to the team effort.

\*Use **Self Discipline** to do what it takes to be successful and to behave within acceptable guidelines.

\*Strive for **Results** instead of making *excuses*!!

**T** - **Trust** - Other people are depending on you!! Your team mates are trusting you to do your part!

\*Your musical group's success will be built on team efforts and interdependence.

\*Work on your skills and your ability to play your instrument trusting that :

-Your fellow students are working to achieve the same high level of success.

-Your teacher will tirelessly guide you toward personal and group success.

**S** - **Standards** - Know what you are expected to learn and how well you are expected to perform!

\*To gain further understanding of your expected standards consult the "National Standards in Music Education", "BH Proficiency Exam Requirements", "Evaluation Rubrics" and any other assigned materials.

\*Practice and study with meeting (or exceeding) the standards as your goal.

\*Identify your strengths and work to make them stronger.

\*Identify your weaknesses and work to bring them up to standard.

# BH Instrumental Music Proficiency Exam Requirements

**String Instruments** : You must be able to....

- Tune your instrument.
- Perform the prescribed musical selection.
- Syllabically describe the rhythm and perform a **sight reading example**.
- Perform from memory & verbally describe the key signatures of **ALL scales** up to and including 4 Sharps and 4 Flats.

**Wind Instruments** : You must be able to.....

- Perform and verbally describe the key signatures of all major scales up to and including 4 sharps and 4 flats (**G,D,A,E,C,F,B<sup>b</sup>,E<sup>b</sup> & A<sup>b</sup>**).

\*\*\*\*Some scales will have a two or three octave requirement.\*\*\*\*

- Perform the **Chromatic Scale** at least one octave (two octaves preferred/required on some instruments).
- Syllabically describe the rhythm and perform a **sight reading example** from the 5 Minutes a Day book/Accent on Achievement book (other books may also be used for this purpose).
- Perform the prescribed musical selection.  
(This may vary from instrument to instrument.)

**Percussion Instruments** : You must be able to....

- Perform and verbally describe the following **Rudiments** :
  - ALL stroke (double bounce) rolls (5,7,9,17,25,33,etc..)
  - 6/8 and/or 12/8 rolls
  - Flam, Flam Tap
  - Ruff/Drag, Rattamaque, Paradiddle

- Syllabically describe the rhythm and perform a **sight reading example** from the 5 Minutes a Day book/Accent on Achievement book (other books may also be used for this purpose).
- Perform the prescribed musical selection.  
(This may vary from instrument to instrument)

# National Standards In Music Education

1. Singing alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and musical performances.
8. Understanding relationships between music, the other arts and disciplines outside the arts.
9. Understanding music in relation to history and culture.

## Student Fund Raising and Account Policy

Revised 2/19/02

The following descriptions shall serve as the policy governing the raising, disbursement and uses of funds raised by students through any and all Beverly Hills Middle School Band and Orchestra Association(BOA) sponsored fund raisers. BOA is defined as the group/committees of parents assembled to cooperatively complete work, raise funds and provide logistical support to the instrumental music program as needed or as requested by the Instrumental Director.

Due to the historic failure of "general" fund raisers the Band and Orchestra Association (with the approval of the Instrumental Director) has deemed it necessary to sponsor fund raisers which will simultaneously benefit the needs of students to raise funds for various musical activities AND ensure enough funding for the expenses, equipment purchases, needed supplies and extra budgetary support BOA gives to the instrumental music program.

**A.** The Instrumental Music Director and the Band & Orchestra Association shall oversee and govern the accounting of fund raising activities of those students participating in BOA sponsored fund raisers. All related activities must meet the approval of the Building Administration and the Instrumental Music Director.

**B.** BOA shall keep a record of the earned profits from BOA sponsored fund raising activities of each student/family (if there are siblings participating at the same time). The record of student funds raised by BOA sponsored fund raising activities or paid to BOA shall be called "Student Accounts". Individual expenses related to the participation in musical activities (debits) will also be recorded as necessary in the student account records.

**C.** Accurate accounting of each and all fund raising activities shall be delivered to the person(s) designated by the Instrumental Director in a timely manner enabling the information to be entered into the Student Account Data Base without delay. Accounting information will be submitted with student's names in alphabetical order and the source of the funds to be credited/charged clearly indicated.

**D.** Student's Profits from BOA Sponsored Fund Raising Activities shall be disbursed as follows:

1) A student that has been identified by the Instrumental Director as participating in an Instrumental Music Dept. ensemble shall be credited most of the profits he/she raises from participation in each fund raiser with a small portion diverted to the BOA general fund(not to exceed 33%). The exact amounts of this type of division of funds shall be determined and recorded at the time the fund raisers are planned.

2) Funds may be used by Instrumental Music Students to pay for any expenses directly related to his/her participation in a Music Dept. sponsored trip or performance activities. i.e.-- Uniform fee, Music in the Parks Trip, etc.... Student account funds will not be given out in cash for "spending money" or other similar purposes.

3) Any student that loses/gives up his/her membership in a Beverly Hills Instrumental Music. Dept. Ensemble and does not have a sibling currently participating in a Beverly Hills Instrumental Music. Dept. Ensemble, forfeits the remaining balance of his/her student account and the funds will be deposited in the BOA general fund.

4) Any student graduating 8th grade whom does not have a sibling currently participating in or will be participating in a Beverly Hills Instrumental Music. Dept. Ensemble at the beginning of the next consecutive school year, forfeits the remaining balance of his/her student account and the funds will be deposited in the BOA general fund.

5) Any student graduating 8th grade whom does not have a sibling currently participating in or will be participating in a Beverly Hills Instrumental Music. Dept. Ensemble at the beginning of the next consecutive school year, may transfer the use of the remaining funds as described above to a student continuing or initiating participation in a Beverly Hills Instrumental Music. Dept. Ensemble. Such requests to transfer the use of the remaining funds to another student must be made officially in writing to the Instrumental Director by the parent of the graduating 8th grade student before the beginning of the next school year.

# Organizing Your Music

Being a musician means that you must learn the art of organization to ensure the proper care of your instrument and that you will have the necessary materials on hand at all times to perform. In order to be an organized musician it is necessary for you to manage your music in the following two ways :

## A Binder

(for Orchestra, Jazz Ens. & Concert Band)



and/or

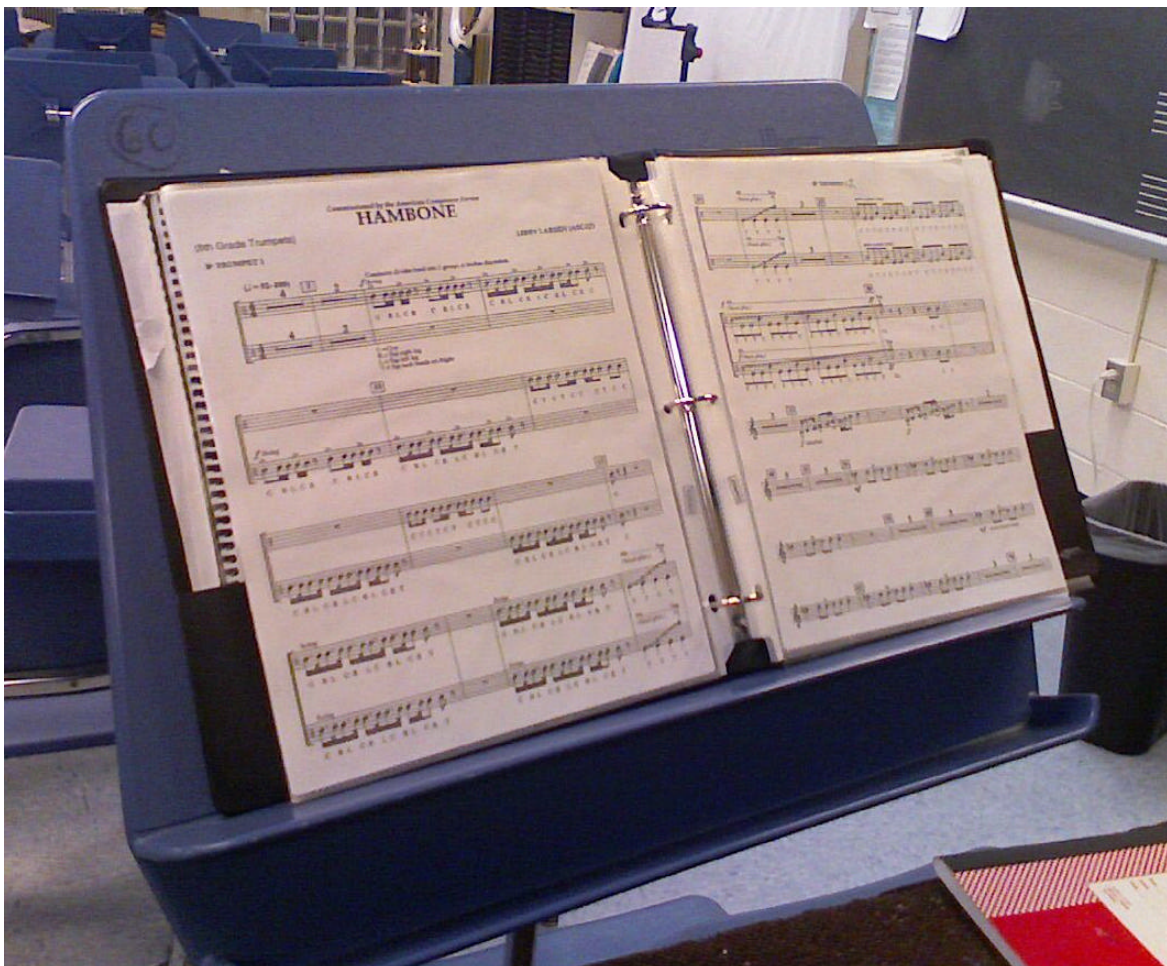
## A Flip Folder & Lyre

(for Marching Band)



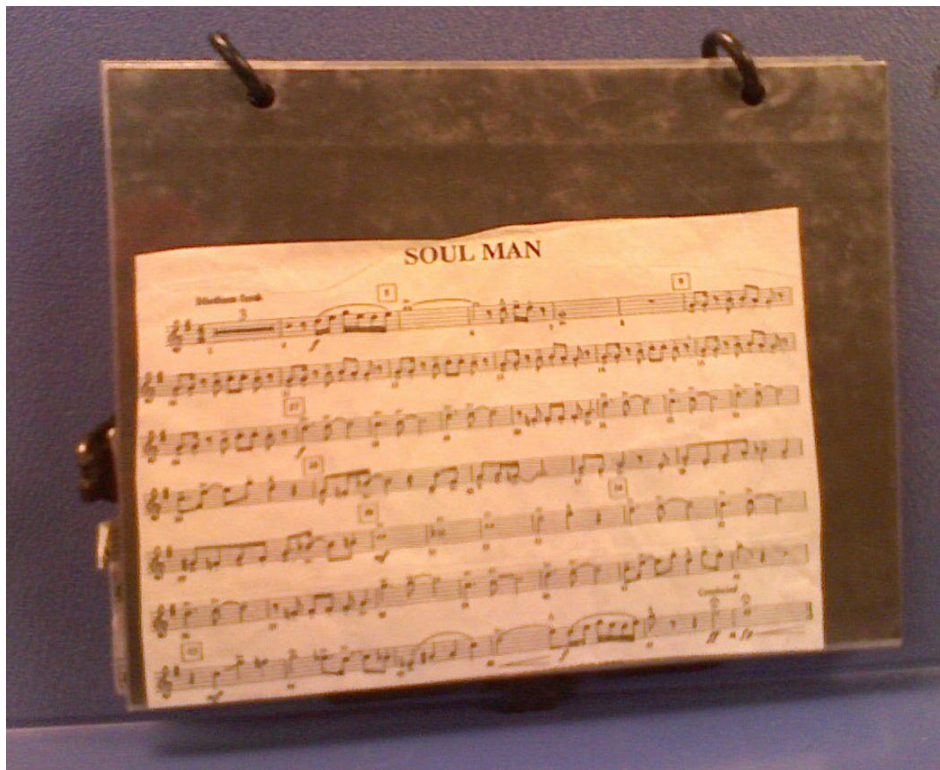
# Your Music Binder should look like:

- A 3 ring binder 1" in thickness.
- At least 25 top loading no glare page protectors.
- A pencil in the pocket.
- A highlighter in the pocket.
- The proper use and correlation of these materials will be taught in class.



# Flip Folder & Lyre

- For Band Students during Marching Band season :
- A lyre (pronounced "LIAR" it is music holder which attaches to your instrument) and a flip folder (a small folder which attaches to the lyre and holds the music).
- A lyre can be purchased at any music store (see my list and links of music stores). Be sure to specify the instrument the lyre will be attached to.
- Flip folders should be available at most music stores. See the next pages for types of lyres.
- If the music store tells you they must order these items **go to another store that has them in stock**. The "order artist" stores will keep you waiting for your items for an inconvenient amount of time.
- If you come across an online source which is quick, reliable and reasonable (price) PLEASE let me know so I can pass this source on to other students.



# For Flutes Only!

- **FLUTE PLAYERS : \*\*\*Please note!! The "Flutist's Friend" (combination lyre & flip) is the ONLY music holder I would suggest for flute players. Anything else is just too difficult to use.**



# Types of Lyres

- Trumpet



- Clarinet



- Flute



- Trombone



- Saxophone



- Baritone/Tuba/F Horn



# Band & Orchestra Evaluation Rubric

Criteria	Superior (4.0)	Satisfactory (3.5)	Minimum (3.0)	Unacceptable (2.5 or below)
<b>Behavior &amp; Participation</b>	<ul style="list-style-type: none"> <li>• Knows when to be Quiet!</li> <li>• Follows procedures and expectations independently.</li> <li>• Stays focused on Lesson/ Rehearsal</li> <li>• Actively Plays Instrument &amp; participates in learning activities.</li> <li>• Enthusiastic Attitude!!</li> </ul>	<ul style="list-style-type: none"> <li>• Knows when to be Quiet!</li> <li>• Follows procedures and expectations with minimal prompting.</li> <li>• Stays focused on Lesson/ Rehearsal</li> <li>• Actively Plays Instrument &amp; participates in learning activities.</li> <li>• Positive Attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Stays Quiet when prompted.</li> <li>• Follows procedures and expectations with prompting.</li> <li>• Stays focused on Lesson/ Rehearsal</li> <li>• Plays Instrument &amp; participates in learning activities.</li> <li>• Good or Pleasant Attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks during rehearsals &amp; Lessons.</li> <li>• Does not follow and is unaware of procedures and expectations.</li> <li>• Is not focused on Lesson/ Rehearsal</li> <li>• Pretends or Fakes playing instrument.</li> <li>• Makes excuses in an attempt to get out of responsibilities.</li> <li>• Negative or Contemptuous Attitude.</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Attends ALL rehearsals, lessons and Performances!</li> <li>• Is always on time!</li> </ul>	<ul style="list-style-type: none"> <li>• Attends rehearsals &amp; lessons.</li> <li>• Attends ALL Performances!</li> <li>• Is consistently on time!</li> <li>• LESS THAN 3 unexcused absences from lessons or rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends rehearsals &amp; lessons.</li> <li>• Attends ALL Performances!</li> <li>• Is reasonably on time!</li> <li>• 3 unexcused absences from lessons or rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently misses rehearsals &amp; lessons.</li> <li>• Misses performances.</li> <li>• Is often late.</li> <li>• More than 3 unexcused absences from lessons or rehearsals.</li> <li>• Needs constant reminders.</li> </ul>
<b>Ability to Perform Repertoire (music)</b>	<ul style="list-style-type: none"> <li>• Perfectly prepared music with VERY few (if any at all) mistakes.</li> <li>• Can perform all songs alone with a firm steady pulse.</li> <li>• Can accurately perform all songs with recordings and the ensemble.</li> <li>• Demonstrates knowledge of the background of the music(composer, period, style, etc..).</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared music with minimal mistakes.</li> <li>• Can perform all songs in a small group or with a partner with a firm steady pulse.</li> <li>• Can accurately perform all songs with recordings and the ensemble.</li> <li>• Demonstrates knowledge of the background of the music(composer, period, style, etc..).</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared music in the complete form.</li> <li>• Can accurately perform the main parts of each song.</li> <li>• Can perform all songs in a small group or with a partner with a firm steady pulse.</li> <li>• Can perform the main parts of all songs with recordings and the ensemble.</li> <li>• Demonstrates historic knowledge of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Music not prepared.</li> <li>• Unable to accurately perform the main parts of each song.</li> <li>• Unable to perform all songs in a small group with a firm steady pulse.</li> <li>• "Faking" it. "Holding" instrument instead of playing it.</li> <li>• No attempt to try. Says "I can't".</li> </ul>
<b>Organization &amp; Responsibility</b>	<ul style="list-style-type: none"> <li>• Knows and accurately applies music dept. schedules &amp; communications.</li> <li>• SIGNS IN ALWAYS.</li> <li>• Always remembers locker combination.</li> <li>• Always has the proper materials (music, instrument, related materials, etc..).</li> <li>• Treats instruments, uniforms and related equipment with care &amp; respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and accurately applies music dept. schedules &amp; communications.</li> <li>• SIGNS IN consistently.</li> <li>• Remembers locker combination.</li> <li>• Always has the proper materials (music, instrument, related materials, etc..).</li> <li>• Treats instruments, uniforms and related equipment with care &amp; respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and accurately applies personal schedule in instrumental music.</li> <li>• SIGNS IN consistently.</li> <li>• Remembers locker combination.</li> <li>• Possesses the proper materials (music, instrument, related materials, etc..).</li> <li>• Treats instruments, uniforms and related equipment with care &amp; respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Unaware of the instr. music schedule.</li> <li>• Makes no effort to find out when to show up or understand the schedule.</li> <li>• Does not SIGN IN consistently.</li> <li>• Forgets locker combination more than once.</li> <li>• Does not possess/lost the proper materials.</li> <li>• Treats instruments, uniforms and related equipment carelessly.</li> </ul>
<b>Development of Skills (proficiencies &amp; competencies)</b>	<ul style="list-style-type: none"> <li>• Perfect posture according to Mr. B's definition of perfect posture!</li> <li>• Demonstrates MASTERY of: Ability to count rhythms, sight reading applicable knowledge of key signatures, use of a fingering chart, Bowings, Rudiments ability to perform prescribed scales, ability to perform prescribed exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent posture according to Mr. B's definition of perfect posture!</li> <li>• COMPETENTLY demonstrates: Ability to count rhythms, sight reading applicable knowledge of key signatures, use of a fingering chart, Bowings, Rudiments ability to perform prescribed scales, ability to perform prescribed exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate posture according to Mr. B's definition of perfect posture!</li> <li>• Can demonstrate PRACTICAL: Ability to count rhythms, sight reading applicable knowledge of key signatures, use of a fingering chart, Bowings, Rudiments ability to perform prescribed scales, ability to perform prescribed exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not maintain posture according to Mr. B's definition of perfect posture!</li> <li>• Can NOT demonstrate BASIC: Ability to count rhythms, sight reading applicable knowledge of key signatures, use of a fingering chart, Bowings, Rudiments ability to perform prescribed scales, ability to perform prescribed exercises.</li> </ul>

# Marching Band Evaluation Rubric : Fall

Criteria	Superior (4.0)	Satisfactory (3.5)	Minimum (3.0)	Unacceptable (2.5 or below)
<b>Behavior &amp; Participation</b>	<ul style="list-style-type: none"> <li>Knows when to be Quiet!</li> <li>Follows procedures and expectations independently.</li> <li>Stays focused on Lesson/ Rehearsal</li> <li>Actively Plays Instrument &amp; participates in learning activities.</li> <li>Enthusiastic Attitude!!</li> </ul>	<ul style="list-style-type: none"> <li>Knows when to be Quiet!</li> <li>Follows procedures and expectations with minimal prompting.</li> <li>Stays focused on Lesson/ Rehearsal</li> <li>Actively Plays Instrument &amp; participates in learning activities.</li> <li>Positive Attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Stays Quiet when prompted.</li> <li>Follows procedures and expectations with prompting.</li> <li>Mostly focused on Lesson/ Rehearsal</li> <li>Plays Instrument &amp; participates in learning activities.</li> <li>Good or Pleasant Attitude.</li> </ul>	<ul style="list-style-type: none"> <li>Talks during rehearsals &amp; Lessons.</li> <li>Does not follow and is unaware of procedures and expectations.</li> <li>Is not focused on Lesson/ Rehearsal</li> <li>Pretends or Fakes playing instrument.</li> <li>Makes excuses in an attempt to get out of responsibilities.</li> <li>Negative or Contemptuous Attitude.</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>Attends ALL rehearsals, lessons and Performances!</li> <li>Is always on time!</li> </ul>	<ul style="list-style-type: none"> <li>Attends rehearsals &amp; lessons.</li> <li>Attends ALL Performances!</li> <li>Is consistently on time!</li> <li>LESS THAN 3 unexcused absences from lessons or rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>Attends rehearsals &amp; lessons.</li> <li>Attends ALL Performances!</li> <li>Is reasonably on time!</li> <li>3 unexcused absences from lessons or rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently misses rehearsals &amp; lessons.</li> <li>Misses performances.</li> <li>Is often late.</li> <li>More than 3 unexcused absences from lessons or rehearsals.</li> <li>Needs constant reminders.</li> </ul>
<b>Ability to Perform Repertoire (music)</b>	<ul style="list-style-type: none"> <li>Perfectly memorized music with VERY few (if any at all) mistakes.</li> <li>Can perform all songs alone with a firm steady pulse.</li> <li>Can accurately perform all songs with recordings and the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Memorized music with minimal mistakes.</li> <li>Can perform all songs in a small group or with a partner with a firm steady pulse.</li> <li>Can accurately perform all songs with recordings and the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Memorized music in the complete form.</li> <li>Can accurately perform the main parts of each song.</li> <li>Can perform all songs in a small group or with a partner with a firm steady pulse.</li> <li>Can perform the main parts of all songs with recordings and the ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Music not memorized.</li> <li>Unable to accurately perform the main parts of each song.</li> <li>Unable to perform all songs in a small group with a firm steady pulse.</li> <li>"Faking" it. "Holding" instrument instead of playing it.</li> <li>No attempt to try. Says "I can't".</li> </ul>
<b>Organization &amp; Responsibility</b>	<ul style="list-style-type: none"> <li>Knows and accurately applies music dept. schedules &amp; communications.</li> <li>SIGNS IN ALWAYS.</li> <li>Always remembers locker combination.</li> <li>Always has the proper materials (flip folder, lyre, white shoes, etc..).</li> <li>Treats instruments, uniforms and related equipment with care &amp; respect.</li> </ul>	<ul style="list-style-type: none"> <li>Knows and accurately applies music dept. schedules &amp; communications.</li> <li>SIGNS IN consistently.</li> <li>Remembers locker combination.</li> <li>Always has the proper materials (flip folder, lyre, white shoes, etc..).</li> <li>Treats instruments, uniforms and related equipment with care &amp; respect.</li> </ul>	<ul style="list-style-type: none"> <li>Knows and accurately applies personal schedule in instrumental music.</li> <li>SIGNS IN consistently.</li> <li>Remembers locker combination.</li> <li>Possesses the proper materials (flip folder, lyre, white shoes, etc..).</li> <li>Treats instruments, uniforms and related equipment with care &amp; respect.</li> </ul>	<ul style="list-style-type: none"> <li>Unaware of the instr. music schedule.</li> <li>Makes no effort to find out when to show up or understand the schedule.</li> <li>Does not SIGN IN consistently.</li> <li>Forgets locker combination more than once.</li> <li>Does not possess the proper materials.</li> <li>Treats instruments, uniforms and related equipment carelessly.</li> </ul>
<b>Marching Skills</b>	<p>Independently :</p> <ul style="list-style-type: none"> <li>Stays in formation</li> <li>Marches in step &amp; in time with the music.</li> <li>Maintains proper spacing.</li> <li>Accurately responds to whistle commands.</li> <li>Field show drill memorized as applied to each song in the show.</li> <li>Keeps marching "notes" on music in flip.</li> </ul>	<p>As Instructed :</p> <ul style="list-style-type: none"> <li>Stays in formation</li> <li>Marches in step &amp; in time with the music.</li> <li>Maintains proper spacing.</li> <li>Accurately responds to whistle commands.</li> <li>Field show drill memorized as applied to each song in the show.</li> <li>Keeps marching "notes" on music in flip.</li> </ul>	<p>With some prompting :</p> <ul style="list-style-type: none"> <li>Stays in formation</li> <li>Marches in step &amp; in time with the music.</li> <li>Maintains proper spacing.</li> <li>Accurately responds to whistle commands.</li> <li>Field show drill memorized as applied to each song in the show.</li> <li>Keeps marching "notes" on music in flip.</li> </ul>	<p>Continuously unable/unwilling to :</p> <ul style="list-style-type: none"> <li>Stay in formation</li> <li>March in step &amp; in time with the music.</li> <li>Maintain proper spacing.</li> <li>Accurately respond to whistle commands.</li> <li>Memorize field show drill. (Wanders thru drill faking it trying to follow others.)</li> <li>Keep marching "notes" on music in flip.</li> </ul>
<b>Development of Skills (proficiencies &amp; competencies)</b>	<ul style="list-style-type: none"> <li>Perfect posture according to Mr. B's definition of perfect posture!</li> <li>Demonstrates MASTERY of: Ability to count rhythms, sight reading, applicable knowledge of key signatures, use of a fingering chart, ability to perform prescribed scales, ability to perform prescribed exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent posture according to Mr. B's definition of perfect posture!</li> <li>COMPETENTLY demonstrates: Ability to count rhythms, sight reading, applicable knowledge of key signatures, use of a fingering chart, ability to perform prescribed scales, ability to perform prescribed exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate posture according to Mr. B's definition of perfect posture!</li> <li>Can demonstrate PRACTICAL: Ability to count rhythms, sight reading, applicable knowledge of key signatures, use of a fingering chart, ability to perform prescribed scales, ability to perform prescribed exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Does not maintain posture according to Mr. B's definition of perfect posture!</li> <li>Can NOT demonstrate BASIC: Ability to count rhythms, sight reading, applicable knowledge of key signatures, use of a fingering chart, ability to perform prescribed scales, ability to perform prescribed exercises.</li> </ul>

## *Area Music Stores & Sources of Musical Supplies*

Store Name	Geographic Area	Phone Number	Comments
Zeswitz Music	Reading PA	(610) 582-2081	UDSD supplier/Rentals, Sales, Repair & Supplies
JW Pepper & Son Inc.	PO Box 850 Valley Forge, PA 19482	(800) 345-6296	Mail order sheet music, Lesson Books, play along CDs
Springfield Music	Baltimore Pk & Bishop Ave in Springfield	(610) 543-2244	Rentals, Sales, Repair & Supplies. Lessons on all inst
Taylor Music	116 West Gay St. in West Chester	(610) 696-1812	Sales, Repair & Supplies
Medley Music	Villanova	(610) 527-3090	Sales & Supplies/Electronics repairs
Sam Ash Music	on Rt 202 in King of Prussia past the mall	(610) 265-6444	Rentals, Sales, Repair & Supplies
Sam Ash Music	Cherry Hill NJ (near the mall)	(609) 667-6696	Rentals, Sales, Repair & Supplies
Dragonetti's Music Studios, Inc.	Newtown Square	(610) 356-4674	Sales, Rentals, Supplies, lessons
Todaro's Music Studio	8 N. Lansdowne Ave in Lansdowne	(610) 623-3555	Sales & Supplies. Lessons on some instruments.
Theodore Presser Co.	Bryn Mawr	(610) 525-3636	Sheet Music, lesson books, supplies, accessories, pla
8th Street Music	11th & Arch in Phila.	(215) 923-5040	Sales & supplies
Georges Music	on Rt 420 in Springfield	(610) 543-4050	Mostly Guitars & Drums...limited band/orch supplies.
Top Ten Music	Glenolden	(610) 583-3535	Sales, Repairs & Supplies
West Chester Music	310 S. High St. West Chester	(610) 436-8641	Mainly a guitar shop, new & used gear
Swarthmore Music	23 S. Chester Rd Swarthmore	(610) 328-2464	Used Instruments, guitars & amps, Books, general su
Don Ott	Springfield	(610) 328-1442	Instrument Repair, fast, reasonable rates
Napoli Music School	Havertown	(610) 449-5063	Lessons on all instruments. In home lessons available
St. Cecilia Conservatory	Lansdowne	(610) 259-4057	Lessons on all instruments.
Arpeggio Music	Havertown	(610) 449-6900	String instrument repair and sales
Paul Stevens	15 Simpson Rd, Ardmore PA 19003	(610) 649-0737	String instrument repair, service & sales
Settlement Music School	4910 Wynnefield Ave, Phila 19131	(215) 473-5200	Lessons and ensembles on all instruments
Suburban Music School	201 N. Providence Rd In Media	(610) 566-4215	Lessons on all instruments/associated w/Swarthmor
Spiro's Music Service	6056 Market St., Phila	(215) 748-2072	Lessons on Piano, Guitar, Drums, Bass & Voice
Nelly Berman School Of Music	Havertown	610-896-5105	Lessons on all instruments, musical activities, recita