



SOUTHWOODS BAND HANDBOOK

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SOUTHWOODS BAND HANDBOOK



Welcome to the Valley Southwoods Band! I am very excited to have you as a part of the program. In the following pages, you will find the information that you need in order to be successful in band this year. Please read it carefully and get the dates added to your personal calendar.

Classroom Needs

Students should be sure to bring the following materials with them to class every day:

Wind Players:

- A working instrument
- At least three working reeds (if applicable) - 3's or stronger. No more 2 ½!
- A digital tuner (may be purchased on-line or at Rieman Music)
- A metronome (may be purchased on-line or at Rieman Music)
- **TRUMPET PLAYERS** - A Denis Wick or Tom Crowne metal straight mute
- Music folder and a pencil
- A great attitude!

Percussionists:

- A stick bag containing the following:
 - 1 pair of concert snare sticks: Promark SD1 or comparable
 - 2 pairs of medium or medium soft marimba mallets: Innovative Percussion IP240's or comparable
- A practice pad
- A metronome (may be purchased on-line or at Rieman Music)
- Music folder and a pencil
- A great attitude!

Band Room Etiquette

The rules of the band room basically boil down to this - respect yourself, respect each other, and respect the equipment. So long as you are doing those things, you are going to be fine! That said, here are a couple of specifics worthy of bringing up:

- Keep your instrument in the locker and keep your locker locked. Things left out have a habit of walking away. Plus if your lock is always locked on your locker, you won't lose it. The lock replacement fee is \$6.
- The floor in the hallways and the locker room need to be kept clean. Do not leave personal items laying around.
- Percussion instruments are neither tables nor toys! If you have not received instruction on how to play a particular instrument, do not play it.
- No gum in the band room.

Performance Dress Codes

Because we all invest so much time and effort into our performances, we want to make sure that we look as good as we can. To that end, Valley Southwoods band will follow the dress code below.

Symphonic Band - Each student will be fitted for a concert uniform at the beginning of the year. The student will need to provide their own black shoes. No white socks, guys! Maintenance and cleaning of the uniform are the student's responsibility.

Jazz Ensemble - For all jazz ensemble events, men are required to wear a shirt and tie (coats are encouraged, but not required). Women should wear a nice blouse and either slacks or a dress (at least knee length when seated). Under no circumstances are jeans, tennis shoes or T-shirts permitted for jazz band.

Remember - Cell phones and gum chewing are absolutely prohibited on stage!

Performance Absences

Attendance at all performances are mandatory for members of the ensembles. Students may be excused from performance only for very specific events, such as weddings or funerals of family members. If you know that you are going to be gone from a performance, you must fill out a performance absence request form two weeks prior to the concert so that plans can be made to account for your absence.

Care and Maintenance of School Owned Instruments

Many of you are currently renting instruments from the school. We are fortunate here to have a very nice batch of school owned instruments to lend to students. There is a rental fee associated with each instrument that is rented. This covers regular wear and tear to the instrument as well as an annual cleaning. As the renter of the instrument, any damage caused to the instrument while it is in your care is your responsibility to have fixed. Rieman's Music has a good repair shop, and can usually get horns back to you within a reasonable time frame. Please care for these instruments as though they were your own. We want to be able to provide high quality instruction to Southwoods students for years to come.

Practice Expectations

Students are expected to practice enough to be able to meet classroom and individual performance expectations. This will require a different amount of practice time for each student to be successful. It does not require lots of practice in order to be successful, but it does require regular practice. While practicing a set amount does not guarantee success, these guidelines may prove helpful:

Level of Success

Basic success in 9th grade band
Future Symphony Band/Jazz Orchestra
All-State Honor Band

Suggested quantity of practice

20 minutes 5-6 times a week
60 minutes daily
2 hours daily

Digital Information

For all things Southwoods bands, there are two places to find information:

1. The official website of the Valley Band Program - www.valleybands.org

Here you will find information about the entire 9-12 West Des Moines band program. This will be particularly helpful for Marchmasters and their families, as well as for jazz students and families.

2. Charms

Here you will be able to sign up for weekly email updates that will be sent out explaining what events are coming up and what tests are on the horizon. Please make sure you give all email addresses you would like information to be sent to.

3. Canvas

Here students will find their homework assignments, recordings of professional groups playing our pieces, recordings of our bands, and other important information as it arises this year.

Grading Scale

Students will be given grades based upon mastery and development of the core music standards. A scale of 0-4 will be assessed on all work with detailed rubric explanation for area criterion. The goal of the 9th grade band department is for students to become independent musicians and competent group participants as well as informed consumers of music. Student grades are based on both performance assessment and knowledge/understanding and will be calculated according to the following scale:

- 4.0 - 100% - A - Meeting (more complex than the standard)
- 3.5 - 95% - A - Meeting (moving beyond the standard)
- 3.0 - 90% - A - Meeting (consistently meeting the standard)
- 2.5 - 80% - B - Developing (partial success with standard)
- 2.0 - 70% - C - Developing (partial success with the standard with major errors still)
- 1.5 - 60% - D - Beginning (requires help to show partial success)
- 1.0 - 50% - F - Beginning (with help limited success)

Missing work will receive an "Incomplete" until the work is submitted. If there is insufficient evidence for course standards, a student will not earn credit for the course.

Each assessment will go under one of our three priority standards with several categories under each. Our three priority standards are Performing, Responding, and Connecting.

Concert Band Grading*

Individual Skills - Wind Players: 60% weight

Rhythm - 25%

Pulse; full-beat rhythms; 8th notes; 16th notes; compound meter

Tone Quality - 25%

Tone control; breath; embouchure; intonation accuracy

Musical Expression - 25%

Phrase shape; line connectivity

Technique - 25%

Major scales; chromatic scale; range; articulation; posture and mechanics

Individual Skills (Performing) - Percussionists: 60% weight

Rhythm - 25%

Pulse; full-beat rhythms; 8th notes; 16th notes; compound meter

Snare Drum Technique - 25%

Grip; accent/taps; stick control; double strokes

Marimba/Keyboard Technique - 25%

Major scales; chromatic scale; posture, stroke, and playing area; four-mallet

Timpani Technique - 15%

Ranges; pitch matching; tuning; flow

Small Percussion Technique - 10%

Tambourine; triangle; crash cymbals; clave

Ensemble Learning - All Students: 40% weight

21st Century Skills - 25%

Productivity; accountability; collaboration

Group Intonation and Section Blend - 25%

Tone matching; pitch matching

Role Identification; Ensemble Prioritization and Balance - 25%

Melody; countermelody; harmony; rhythm

Form, Historical and Stylistic Context - 25%

Basic form understanding; phrase structure; road map; stylistic consistency; vocabulary; composer/piece information

Jazz Band Grading*

Individual Skills 60%:

Improvisation - 23%

Melodic and rhythmic improvisation; call/response; blues; rhythm changes

Musical Expression - 17%

Phrase shape; line connectivity

Technique - 25%

Pentatonic scales; Bebop scales; Baker lick

Tone Quality - 20%

Tone control; breath; embouchure; intonation accuracy (stick/mallet choice, playing area, amp settings)

Pulse/Time - 15%

Tripletizing; "In the Pocket" playing,

Ensemble Learning 40%:

21st Century Skills - 40%

Productivity; accountability; collaboration,

Group Intonation and Section Blend - 20%

Tone matching; pitch matching

Role Identification; Ensemble Prioritization and Balance - 20%

Melody; countermelody; harmony; rhythm

Form and Structure - 10%

Blues form; rhythm changes form

Historical and Stylistic Context - 10%

Jazz icons; stylistic identification

*Semester Exams are based on individual progress, and are weighted 10%. Semester grades are 90%.

Assessment Expectations

Major Scales

All students will receive one grade for major scales (see Table 1). This grade will be based upon the number of scales each student can accurately perform, as well as the speed at which they can perform them. In order to receive credit for scale performance, students must be able to do all of the following:

1. State how many sharps or flats are in the key
2. Identify which sharps or flats are in the key
3. Correctly spell the scale (ascending only)
4. Perform the scale in as many octaves as possible at the appropriate tempo without mistakes

The twelve major scales have been divided into two tiers: the required scales, which include concert B \flat , E \flat , A \flat , F, C, and G; and the choice scales, which include concert D \flat , G \flat , B, E, A, and D (see Table 2).

Students are scored according to the following list:

- To earn a 1, students must successfully perform the first four scales from Tier 1 (starred) at any steady tempo below $\text{♩} = 110$
- To earn a 1.5, students must successfully perform the first four scales from Tier 1 (starred) at $\text{♩} = 110-118$
- To earn a 2.0, students must successfully perform the first four scales from Tier 1 (starred) at $\text{♩} = 120-132$
- To earn a 2.5, students must successfully perform all Tier 1 scales at $\text{♩} = 134-144$
- To earn a 3.0, students must perform all Tier 1 scales, as well as any two scales from Tier 2 at in eighth notes at $\text{♩} = 146-160$
- To earn a 3.5, students must perform all Tier 1 scales, as well as any four scales from Tier 2 at in eighth notes at $\text{♩} = 162-168$
- To earn a 4.0, students must perform all twelve scales in eighth notes at $\text{♩} = 170-176$.

Chromatic Scale

Students will also receive a grade for their chromatic scale (see Table 3). Students will be evaluated on the range and tempo of their chromatic scale.

- To earn a 2.0, students must perform a one-octave chromatic scale at a tempo of their choosing
- To earn a 2.5, students must perform a one-and-a half-octave chromatic scale (i.e. C → F♯ → C) at a tempo of their choosing
- To earn a 3.0, students must perform a one-and-a half-octave chromatic scale in eighth notes at ♩ =120
- To earn a 3.5, students must perform a two-octave chromatic scale in eighth notes at ♩ =152
- To earn a 4.0, students must perform a chromatic scale over the full range of their instrument in eighth notes at ♩ =176

Rhythms

Each student's rhythmic abilities will be assessed using our rhythm packet. In order to receive credit for proficiency at a particular level, students must accurately count and clap two lines at random from the corresponding packet. Students must demonstrate mastery at all prior levels before testing at the next level.

Rudiments

In addition to scales and rhythms, percussionists are expected to make progress on basic rudiments. While we will cover many rudiments throughout the school year, students will only receive a grade for three general categories: stick control (Stick Technique, section 1), accent/taps (Stick Technique, section 2), and double strokes (Stick Technique, section 3). Grades will be given based upon the tempo at which each of the exercises can be accurately played. Students must be able to accurately perform all of the exercises within a category at the specified tempo in order to receive a grade for that category. The required tempo for each rudiment is indicated above and to the right of each exercise.

Scale Tables

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Score	Required Scales	Tempo
1.0	Does not play four scales	NA
1.5	Concert B \flat Concert E \flat Concert A \flat Concert F	Any steady tempo
2.0	Same as above	♩ =120-132
2.5	All Tier 1 scales	♩ =134-144
3.0	All Tier 1 scales Two additional scales	♩ =146-160
3.5	All Tier 1 scales Four additional scales	♩ =162-168
4.0	All twelve scales	♩ =170-176

Table 2 – Major Scale Tiers

Tier 1 Scales	Tier 2 Scales
*Concert B \flat	Concert D \flat
*Concert E \flat	Concert G \flat /F \sharp
*Concert A \flat	Concert B
*Concert F	Concert E
Concert C	Concert A
Concert G	Concert D
<i>*These scales are required for a 2.0 score</i>	

Table 3 – Chromatic Scale Scoring Guide

Score	Required Range	Tempo
1.0	Cannot play one octave	NA
1.5	One octave	Any steady tempo
2.0	One and a half octaves	Any steady tempo
2.5	One and a half octaves	♩ =120
3.0	Two octaves	♩ =135
3.5	Two octaves	♩ =152
4.0	Full range of instrument	♩ =176

By the end of 9th grade, band students should be able to:

Rhythm (all students) - *Pulse; full-beat rhythms; 8th notes; 16th notes; compound meter*

- Physically demonstrate steady pulse at a variety of tempos.
- Demonstrate understanding of eighth note and sixteenth note subdivision in duple & triple meter.
- Understand the organization of beats into duple, triple, and mixed-meters.

Tone Quality (winds) - *Tone control; breath; embouchure; intonation accuracy*

- Take a full, relaxed breath.
- Demonstrate proper embouchure their instrument.
- Differentiate between vibrato and straight-tone, and understand the appropriate use for each.
- Demonstrate consistent tone quality throughout their entire range.
- Hear when pitches are out of tune and identify whether they are sharp or flat.
- Perform alone or with others, in tune a majority of the time.

Musical Expression (winds) - *Phrase shape; line connectivity*

- Demonstrate phrase shaping through appropriate use of dynamics.
- Perform with line connectivity by breathing/pausing at correct times.

Technique (winds) - *Major scales; chromatic scale; range; articulation; posture/mechanics*

- Demonstrate proficiency in all 12 major keys.
- Recognize and/or construct all 12 major keys.
- Demonstrate and age-appropriate range for their instrument.
- Produce a variety of attacks and releases as indicated in the music.
- Exhibit and explain proper posture/body/instrument carriage.

Snare Drum Technique (percussion) - *Grip; accent/taps; stick control; double strokes*

- Demonstrate proper stick grip and explain the mechanics of stick motion.
- Identify and demonstrate a full stroke, tap stroke, up stroke, and down stroke.
- Understand the concept of roll base, and can demonstrate double strokes at a variety of tempos.
- Perform paradiddle, flam, and drag exercises evenly at appropriate tempos.

Marimba Technique (percussion) – *Major scales; chromatic scale; posture, stroke, and playing area; four-mallet technique*

- Demonstrate proficiency in all 12 major keys.
- Recognize and/or construct all 12 major keys.
- Exhibit and explain proper posture, and stroke.
- Demonstrate proper playing area on the instrument.
- Recognize the differences between mallets and be able to select appropriate mallets.
- Demonstrate appropriate 4-mallet grip and double vertical stroke.

Timpani Technique (percussion) – *Ranges; pitch matching; tuning; flow*

- Properly identify the ranges of the four timpani.
- Match pitch on the timpani.
- Tune timpani to set pitches.
- Demonstrate good flow around the four drums.

Small Percussion Technique (percussion) – *Tambourine; triangle; crash cymbals; latin percussion*

- Demonstrate proper playing technique on the tambourine, triangle, crash cymbals, bass drum, and latin percussion instruments.
- Exhibit proper care of all small percussion instruments.

21st Century Skills – *Productivity; accountability; collaboration*

- Perform all concert music accurately and fluently by the date of performance.
- Understand individual accountability to the ensemble.
- Understand the importance of focused rehearsal time and collaborates effectively with others.
- Understand basic conductor cues and respond appropriately.

Group Intonation and Section Blend – *Tone matching; pitch matching*

- Play in tune with others.
- Recognize the tone and dynamics of others and play accordingly.

Role Identification, Ensemble Prioritization, and Balance

- Recognize melody, counter-melody, bass, rhythmic, and harmonic parts and perform them appropriately.
- Differentiate between solo and group performance situations and perform appropriately for the given context.
- Understand the concept of ensemble dynamics and play accordingly.

Form and Historical/Stylistic Context

- Understand and label basic forms.
- Identify antecedent/consequent phrases.
- Follow the roadmap of most music.
- Discuss the meaning of performance pieces using appropriate vocabulary.
- Write about and discuss composers, compositions, and musical styles.
- Maintain an appropriate style throughout a piece of music.

By the end of 9th grade, jazz students should be able to:

Improvisation - *Melodic and rhythmic improvisation; call/response; blues; rhythm changes*

- Improvise around a given lick changing the notes, the rhythms, or both.
- Understand the concept of call and response and are able to successfully assume either role.
- Improvise through a blues in F and in Bb in time with good style.
- Improvise over rhythm changes using appropriate major and blues vocabulary.

Technique - *Pentatonic scales; Bebop scales; Baker lick*

- Understand the concept of scale degrees.
- Explain pentatonic and bebop scales as well as the Baker lick using scale degrees.
- Perform from memory pentatonic and bebop scales and the Baker Lick in all twelve keys

Pulse/Time - *Tripletizing; "In the Pocket" playing*

- Play and vocalize a tripletization of simple two bar rhythms at a variety of tempos.
- Explain and demonstrate the elements of good swing.

21st Century Skills - *Productivity; accountability; collaboration*

- Perform all concert music accurately and fluently by the date of performance.
- Understand individual accountability to the ensemble.
- Understand the importance of focused rehearsal time and collaborates effectively with others.

Group Intonation and Section Blend - *Tone matching; pitch matching*

- Play in tune with others.
- Recognize the tone and dynamics of others and play accordingly.

Role Identification, Ensemble Prioritization, and Balance

- Recognize melody, counter-melody, bass, rhythmic, and harmonic parts and perform them appropriately.
- Differentiate between solo and group performance situations and perform appropriately for the given context.
- Understand the concept of ensemble dynamics and play accordingly.

Form and Structure - *Blues form; rhythm changes form*

- Explain the elements of the blues and rhythm changes forms.
- Understand the origin of the blues and rhythm changes forms and why they are important.
- Play appropriate scales and/or arpeggios through a blues and rhythm changes.

Historical and Stylistic Context - *Jazz icons; stylistic identification*

- Identify and explain the significance of the following figures in jazz: Louis Armstrong, Charlie Parker, Dizzy Gillespie, Count Basie, Duke Ellington.
- Identify at least three influential jazz performers on their instrument.
- Maintain an appropriate style, throughout a piece of music.



Valley Southwoods Band 2019-2020 Calendar



Please put these dates down on your calendar immediately.
Student participation is expected at all events listed below!

Concert Band

October 17	VSW Band Concert, 6:00 pm, Valley PAC
December 12	VSW Band Concert, 7:00 pm, Valley PAC
February 4	Perry Prep Night, 3:30-8:00, VHS
February 6	Perry Prep Night 3:30-8:00, VHS
February 17	All Iowa Concert Band Festival (all day), Johnston HS
February 22	Perry Band Olympics, All Day, Perry HS
March 5	VSW Band Concert, 7:30 pm, Valley PAC
April 25	Adventureland Concert Band Festival (morning), SE Polk HS
May 8	Spring Fling Wing Ding, 6:00 pm, Valley PAC
May 9	State Large Group Festival, TBD all day
May 18	VSW Fine Arts Festival, 7:00 pm, Valley PAC

Jazz Band

November 25	Jazz at the Hall, 6:00-9:30, VHS Cafeteria
December 14	SCIBA Jazz Contest, Waukee HS
February 25	West Des Moines Jazz Night, 5:30-7:30, Valley PAC
February 28-29	Woodward Granger Jazz Contest
April TBD	Joined through Jazz Concert with ISU Jazz Band
May 8	Spring Fling Wing Ding, 6:00 pm, Valley PAC
May 21	Choose Joy Jazz Concert 7:30 pm, Valley Band Room

Marchmasters

August 19	Parent Preview Night
September 6	Football game
September 20	Football game
September 21	Johnston Marching Invitational
September 26	Homecoming Parade
September 27	Homecoming Football game
October 4-6	Overnight Trip to Blue Springs, Missouri
October 11	Football Game
October 12	ValleyFest
October 19	State Marching & Mid-Iowa Championships
October 25	Football Game

Honor Band Students (Auditioning Students Only)

September 15	Grandview University All-State Workshop
September 24	All State/SCIBA Prep Night, VHS
September 30	Drake University All-State Workshop
October 26	All State Auditions
November 21-23	All State Festival
December 5	SCIBA District Band Auditions, Roosevelt
December 6-7	Drake Honor Band
January 4	SCIBA District Honor Band, All Day, Ames HS
February 4	Drake Honor Jazz Band



Valley Southwoods Band



REQUEST FOR AN EXCUSED ABSENCE FROM A PERFORMANCE FORM

Please remember this form must be turned in to your band director at least 14 days prior to requested absence for approval.

Student Name _____

Date of Absence (include date month and year) _____

Reason for Absence _____

Parent Signature _____

Date _____

Director's Portion – to be returned to student within a week of being submitted.

Date Received _____

Approved _____
(Signature of Band Director)

Date _____

Not Approved _____
(Signature of Band Director)

Date _____

REQUIRED MAKE-UP WORK:

DATE DUE: _____



Valley Southwoods Band

Assessments



Concert Band

Playing Test #1: Pre-assessment; semester 1, week 2
Sight reading

Playing test #2; semester 1, week 5

Rhythms: Whole, half, quarter

Scales: Bb

Percussion only:

Stick Technique 1.A-1.H

Timpani Technique

- 1.5 – Basic single stroke technique with teacher guidance
- 2 – Basic single stroke technique
- 2.5 – Add rolling on one drum
- 3 – Add rolling on different sized drums
- 3.5 – Add fp crescendo rolls
- 4 – Add glissando roll

Playing test #3; semester 1, week 8

Rhythms: eighth notes

Scales: Eb, F

Percussion only:

Stick Technique 2.A-2.H

Tambourine Technique

- 1.5 – Basic technique with teacher guidance
- 2 – Basic mf-f technique
- 2.5 – Add shake roll
- 3 – Add p technique
- 3.5 – Add loud and fast technique
- 4 – Add thumb roll technique

Playing test #4; semester 1, week 15

Rhythms: compound meter

Scales: Ab, C, Db

Percussion only:

Crash Cymbals Technique

- 1.5 – Basic technique with teacher guidance
- 2 – Basic mf technique
- 2.5 – mf-f crashes
- 3 – p-mf crashes
- 3.5 – p-f crashes
- 4 – pp-ff crashes

Stick Technique 5.A-5.H

Playing test #5: Semester Final; semester 1, week 17

Sightreading

Major scales: Bb, F, Eb, Ab, C, Db and Chromatic

Percussion only:

Triangle Technique

1.5 – Basic Technique with teacher guidance

2 – Basic Technique

2.5 – mf – f single stroke

3 – pp –ff single stroke

3.5 – all dynamics plus basic roll technique

4 – all dynamics single hits plus all dynamic rolls

Stick Technique 3.A – 3.H

Written final; semester 1, week 19

Intonation

Terms

Playing test #6; semester 2, week 2

Perry Music: Notes, Rhythms, Articulations

Playing test #7; semester 2, week 6

Scales: G, Gb

Perry Music: Tempo, Dynamics, Phrasing

Percussion only:

Stick Technique 4.A-4.H

Playing test #8; semester 2, week 11/12

Rhythms: sixteenth notes – week 11

Major scales D, A, E, B – week 12

Percussion only: - week 12

Stick Technique 6.A-6.H

Four mallets

1.5 – Basic Technique with teacher guidance

2 – Basic Full stroke Technique

2.5 – 2 randomly selected exercises from pg 1

3 – add 2 randomly selected exercises from pg 2

3.5 add 2 randomly selected exercises from pg 3

4 – add 2 randomly selected exercises from pg 4

Playing test #9: Semester Final; semester 2, week 18

Sightreading

Major scales ALL and Chromatic

Percussion only:

Latin Percussion technique (congas, bongos, castanets, claves, Cabasa, shaker, maracas, agogo bells, cowbell, Guiro)

1.5 – Identify and demonstrate proper technique on 1-4

2 – Identify and demonstrate proper technique on 5

2.5 – Identify and demonstrate all but 4-5

3 – Identify and demonstrate all but 2-3

3.5 – Identify and demonstrate all but 1

4 – Identify and demonstrate proper technique on all

Written final; semester 2, week 19

Intonation

Terms

Jazz Band

Playing Test #1; semester 1, week 4

Pentatonic scales

- 1.5 - Bb
- 2 – Bb, Eb, F
- 2.5 – add G, C, Ab
- 3 – add Db and D
- 3.5 – add Gb, A
- 4 – add B, E

Scatting rhythms

- 1.5 – articulates each syllable one at a time
- 2 – 1st page of jazz rhythms only
- 2.5 – 2nd page of jazz rhythms only
- 3 – both pages of jazz rhythms
- 3.5 – both pages of jazz rhythms at quarter = 112
- 4 – add sight scatting of jazz piece to 3.5 level

Drums: swing exercise

- 1.5 – 1-2 any tempo
- 2 – 1-4 any tempo
- 2.5 – all any tempo
- 3 – all quarter = 80
- 3.5 – all quarter = 80 and 100
- 4 – all quarter = 80, 100, and 130

Playing Test #2; semester 1, week 7

Pentatonic Vocab #1

- 1.5 – play 1-5 any tempo
- 2 – play 1-10 any tempo
- 2.5 – play whole thing any tempo
- 3 – play whole thing at quarter = 120
- 3.5 – Play whole thing at quarter = 120 and have any 6 memorized
- 4 – Play whole thing at quarter = 120 and have any 12 memorized

Rhythm section: Bb Blues

Drums: triplet accent/taps

- 1.5 – 1-3 any tempo
- 2 – 1-6 any tempo
- 2.5 – 1-12 any tempo
- 3 – all any tempo
- 3.5 – all quarter = 100
- 4 – all quarter = 130

Playing Test #3; semester 1, week 12

Bb Blues Vocab #1 and #2

- 1.5 play half of 1 or 2 at any tempo
- 2 – play 1 or 2 at any tempo
- 2.5 – play both at any tempo
- 3 – play both at quarter = 112
- 3.5 – play both at quarter = 112 with any 6 memorized
- 4 – play both at quarter = 112 with any 12 memorized

Call & response

- 1.5 – only rhythmic call and response
- 2 – using only 2 notes in Bb blues scale
- 2.5 – using 3 notes in Bb blues scale
- 3 – using 4 notes in Bb blues scale
- 3.5 – using 5 notes in Bb blues scale
- 4 – using all notes in Bb blues scale

Rhythm section: F blues

Drums: set-ups

- 1.5 – only some at any tempo
- 2 – all any tempo
- 2.5 – all quarter = 80
- 3 – all quarter = 80 and 100
- 3.5 – all quarter = 80, 100, 120
- 4 – all at 3 tempos using multiple drums not just snare

Playing Test #4: Semester Final; semester 1, week 18

Bb blues solo

Drums: Swing Solo

Paper: Evaluation of SCIBA jazz contest.

- 1 page double spaced per song– have to listen to and use all judges tapes on Canvas

Playing Test #5; semester 2, week 3

Bebop scales (memorized any tempo)

- 1.5 - Bb
- 2 – Bb, Eb, F
- 2.5 – add G, C, Ab
- 3 – add Db and D
- 3.5 – add Gb, A
- 4 – add B, E

F Blues

- 1.5 – Play 1st 3 lines not memorized
- 2 – Play 1st 3 lines memorized
- 2.5 – Play 1st 3 lines memorized and 2nd 3 lines looking at it
- 3 – Play all 6 lines memorized
- 3.5 – Play all 6 lines memorized and F blues vocab at any tempo
- 4 – Play all 6 lines memorized and F blues vocab with any 6 memorized

Drums: Latin groove/solo

- 1.5 – groove with teacher guidance
- 2 – groove any tempo
- 2.5 – groove at quarter = 80
- 3 – groove at quarter = 80 and 120
- 3.5 – groove at quarter = 80, 120, and 160
- 4 – groove at all tempos and a 12 bar solo

Playing Test #6; semester 2, week 8

The Baker Licks (memorized any tempo)

- 1.5 - Bb
- 2 – Bb, Eb, F
- 2.5 – add G, C, Ab
- 3 – add Db and D
- 3.5 – add Gb, A
- 4 – add B, E

Drums: Ballad groove/solo

- 1.5 – groove with teacher guidance
- 2 – groove any tempo
- 2.5 – groove at quarter = 80
- 3 – groove at quarter = 80 and 100
- 3.5 – groove at quarter = 60, 80, and 100
- 4 – groove at all tempos and a 12 bar solo

Playing Test #7; semester 2, week 13

Baker Licks 2 (memorized any tempo)

- 1.5 - Bb
- 2 – Bb, Eb, F
- 2.5 – add G, C, Ab
- 3 – add Db and D
- 3.5 – add Gb, A
- 4 – add B, E

Drums: Shuffle groove/solo

- 1.5 – groove with teacher guidance
- 2 – groove any tempo
- 2.5 – groove at quarter = 80
- 3 – groove at quarter = 80 and 120
- 3.5 – groove at quarter = 80, 120, and 160
- 4 – groove at all tempos and a 12 bar solo

Playing Test #8: Semester Final; semester 1, week 18

Rhythm changes solo

Drums: comping exercises

- 1.5 – lines 1-2 any tempo
- 2 – lines 1-5 any tempo
- 2.5 – lines 6-10 any tempo
- 3 – all any tempo
- 3.5 - all quarter = 90
- 4 – all quarter = 90 and 120

BAND LETTER POINT FORM

(1200 POINTS NEEDED TO LETTER)

NAME: _____ GRADE _____

High School Band - 1st Year Participant..... 100 _____
2nd Year Participant..... 200 _____
3rd Year Participant 300 _____
4th Year Participant 400 _____

All State Pre-Audition..... 100 _____
All State Audition..... 150 _____
All State Band/Orchestra Member on Band Instrument..... 200 _____
DesMoines Youth Symphony (on band instrument) 100 _____
Summer Band Camp Participant excluding Marchmaster Camp
(outside the district)..... 100 _____

Solo and Ensemble (students must participate in one solo and one small (not WW/Brass Choir) ensemble event to be eligible for a band letter)

State Contest points can only be earned if a student participates in Perry Band Olympics (or approved absence)

Perry Band Olympics - Solo I..... 150 _____
II..... 100 _____
Perry Band Olympics - Ensemble I..... 100 _____
II..... 75 _____
State Solo/Ensemble Contest - Solo I..... 150 _____
II..... 100 _____
III..... 50 _____

State Solo/Ensemble Contest – Ensemble I..... 100 _____
II..... 75 _____
III..... 50 _____

Best of Center at Perry or State..... 100 _____
SCIBA Audition..... 75 _____
SCIBA Honor Band 150 _____
Honor Band (non-auditioned)..... 100 _____
Attend Approved Master Class or Clinic..... 100 _____
Perform in Recital Class..... 100 _____

Private Lessons (band instrument) per semester, with approved teacher (does not include school curricular lesson) 100 _____

100 _____

50 (summer) _____

Marchmaster.....	100	_____
Member of Drumline.....	50	_____
Pep Band.....	50	_____
Wind/Percussion Member of Valley Orchestra.....	50	_____
Drum Major.....	100	_____
Squad Leader.....	50	_____
Pit Member in the Musical (on band instrument)	100	_____

Review an Approved Concert (Please list)..... 25 _____

Community/Civic Performances (on band instrument)
 (List event/activity: 10 points each)

_____	_____
_____	_____
_____	_____
_____	_____

Student Run/Organized Sectionals

(List Date and Time: 10 points each)

Service Work

(List activity and points assigned)
 (Valleyfest shifts only count if they are completed in addition to the one required shift)

ValleyFest (50 points per shift)	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOTAL _____

JAZZ LETTER POINT FORM

(1200 POINTS NEEDED TO LETTER)

NAME: _____ GRADE _____

High School Jazz -	1 st Year Participant.....	100 _____
	2 nd Year Participant.....	200 _____
	3 rd Year Participant.....	300 _____
	4 th Year Participant.....	400 _____

All State Audition.....	150 _____
All State Jazz Band Member.....	200 _____
CJC or similar ensemble Member.....	100 _____
Summer Band Camp Participant (outside the district).....	100 _____

Recognized as Outstanding Soloist at Contest (max of 2).....	200 _____
Honor Jazz Band Audition.....	75 _____
Accepted into Auditioned Honor Jazz Band.....	150 _____
Honor Band (non-auditioned).....	100 _____
Attend Approved Master Class or Clinic.....	100 _____
Perform in Recital Class.....	100 _____

Private Lessons (band instrument) per semester, with approved teacher (does not include school curricular lesson)	100 _____
	100 _____
	50 (summer) _____

Review an Approved Concert (Please list)..... 25 _____

Community/Civic Performances (on jazz band instrument)
(List event/activity: 10 points each)

Student Run/Organized Sectionals
(List Date and Time: 10 points each)

Service Work
(List activity: 25 points each)

TOTAL: _____

Information and Agreements page

Please return this page to Mrs. Beeman by MONDAY, AUGUST 26th:

Student Name: _____

Student email (that you will check!): _____

Guardian's Name(s): _____

Best email to use to contact Guardian: _____

Secondary email to use to contact Guardian: _____

STUDENTS: Please read and sign the following information below:

I have read all information in the 2019-2020 Valley Southwoods Band Handbook. I understand all rules and requirements that have been stated in this handbook. I understand and will uphold my responsibilities as a member of the freshmen band. I will reserve all required dates for me on my calendar for the year.

Student Name (Printed): _____ Date: _____

Student Signature: _____

PARENTS: Please read and sign the following information below:

I have read all information in the 2019-2020 Valley Southwoods Band Handbook. I understand all rules and requirements that have been stated in this handbook. I understand and will uphold my responsibilities as a parent of a member of the freshmen band. I will reserve all required dates for my student on our family calendar for the year.

Guardian Name (Printed): _____ Date: _____

Parent Signature: _____