

Westglades Band

Handbook 2017-2018

Claire Bogdan, Director
Matthew Bianchi, Principal
Amy Cook, Band Booster President

Westglades Middle School
11000 Holmberg Road
Parkland, FL 33076

Phone: 754-322-4800

Email: claire.bogdan@browardschools.com

Website: www.westgladesband.com and on www.charmsoffice.com

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Section A: Letters

◆ LETTER FROM THE DIRECTOR ◆

Dear Band Parents,

Welcome to the 2017-2018 school year and thank you for being a member of the Westglades Middle School Band program. I look forward to this year with great anticipation for much advancement in musical skills, and I encourage you to be an active advocate for music in the educational life of your child. Together with your child, your investment of time, effort and energy can produce a lifetime of wonderful memories and enjoyment of music.

To function in a manner which benefits its members to the fullest, any program must have certain organizational procedures, rules and regulations, and it is in this light that the Westglades Middle School Band Handbook has been written. Its purpose is to answer any questions you may have concerning the band program, as well as establish clear guidelines and procedures by which the program will operate. The intent is to establish a common ground of agreement from which all members can accomplish both their individual goals and the goals of the entire organization. I encourage you to read it carefully with your child and become familiar with its contents. Many potential problems can be avoided by understanding the system within which we operate.

This year, most of the grades, practicing, and homework for band will be computer based. The program for this is called “SmartMusic”, an interactive software for band, orchestra, and voice. This software will allow me to create and send customized assignments to your child, track their progress, and will be an interactive program for them to practice with at home – giving instant feedback about notes and rhythms. The SmartMusic subscription for your child is included in the Fair Share. There will be a class code in order to sign into the class online to record and submit assignments.

Throughout the school year, you will be receiving communications from the Westglades Middle School Band concerning upcoming concerts, booster club information, and other information pertinent to the musical development of your child. I believe strongly in communicating all information with parents, as no band program can survive without an informed, strong parental support base. Most communication will be delivered by email through Charms Office Assistant. Text blasts can also be sent through Charms, but will only be used when instant communication is needed.

Please feel free to contact me if I may be of some help or answer any questions you might have. I am honored to be your band director, and I look forward to working with you and your child.

Sincerely,



Claire Bogdan, Director of Bands

Section B: Band Program and Curriculum

◆ DISTRICT VISION STATEMENT ◆

Broward County Schools' vision for music education is based on the concept that music is an essential part of life, integral in the development of the whole child, and is vital for the advancement of culture and human civilization. The student's quality of life is improved by physical, emotional, social, and cognitive growth experiences through a meaningful and sequential study in music. A comprehensive music education engages learners in developing self-esteem, self-discipline, cooperation, creativity, and self-motivation for success. The skills and technical qualities involved in creating, recreating, and interpreting works in the fine arts also provides lifelong appreciation of the culture of a people. Our vision is that Broward County students will engage in the arts at a deeply enriching level for them, their families, and their communities.

◆ PHILOSOPHY ◆

The study of music at Westglades Middle School is designed to teach both musicianship (consisting of music reading, sight-singing, instrumental technique, and tone production) and to introduce students to the expressiveness and uniqueness of music. Band courses are sequential, and the students' skills are developed and refined each year. In all courses, music engages the imagination, fosters flexible ways of thinking and problem solving, cultivates creativity, develops discipline, builds self-confidence, and immerses the learner within diverse cultural and sociological contexts. Participation in the Westglades Band program will develop within students a positive character that will prepare them for a significant and meaningful life; the quality of which remaining enhanced long after leaving Westglades Middle School. In addition, the study of music at Westglades Middle School serves as gateway to the aesthetic experience. Aesthetic experiences have significant educational value and offer students what wholly academic endeavors cannot. Creating and interpreting musical works requires a careful fusion of intellect, the senses, and the body. Through aesthetic experiences, students engage in the careful focus of attention to the work being created, to the emotions generated within their own body, and to the production of the appropriate physical response needed to accurately recreate the musical work. Through this unique process, the student is able to observe and describe the world around them in a way that is not possible by any other means.

◆ OBJECTIVES OF THE BAND PROGRAM ◆

- To provide a comprehensive music education experience for all students who demonstrate the aptitude and interest in learning instrumental music
- To benefit the school and community through the public performance of quality music
- To model and encourage the development of strong character traits like personal responsibility, integrity, hard work, and respect for others
- To provide students with a positive group experience where they may grow socially as they learn and help one another succeed in music

◆ LITERATURE SELECTION ◆

Literature (music) chosen for the Westglades Middle School bands to perform will be of diverse styles, genres, cultural contexts, and historical periods. Secondly, the music performed will be at a level that is demanding of the ensemble technically, musically, and artistically. Selections chosen will be from a list of music that is widely regarded as quality band music, meaning that each piece will have educational benefits to be derived by the students in the ensemble. Occasionally, students will have the opportunity to provide input into the music selection process, therefore expanding the diversity of music performed by Westglades Middle School band students.

◆ CHAIR PLACEMENT ◆

Beginner Band: Beginner Band students will not compete for chair placements until the third nine weeks. Be advised, the director reserves the right to alter band chair placements based upon attendance, discipline issues, effort, or the musical needs of the ensemble. All decisions of audition judges and Ms. Bogdan are final. While we will change chairs often, there will not be regular chair placement auditions. The emphasis on chair placements is not in the child's best interest in the beginner year.

Concert and Symphonic Band: Chair Placement Tests will be given throughout the year, and students will be seated based on their results. In general, there will be four chair placements per year, one during each nine weeks. All-County and All-State audition results will alter chair placements. A student who makes All-County will be placed above those who did not audition for/make All-County. A student who makes All-State will be placed above students who: did not audition for/make All-State, students who made All-County but not All-State, students who did not audition for All-County or All-State.

◆ POLICIES AND PROCEDURES ◆

Policies

Classroom Rules: All rules and regulations are designed to serve one of three purposes: to ensure the safety of the student; to protect and maintain the reputation of the organization; to allow the organization to meet its objectives. Students must adhere to the following:

- Bring all materials to class everyday (instrument, Band Binder, music, pencil)
- Follow the directions of Ms. Bogdan, clinicians, and band parents
- Have instrument assembled and materials ready when Ms. Bogdan begins rehearsal
- Treat others and the classroom with respect (no horseplay)
- Place instruments in their designated areas/lockers
- Instruments are to be taken home at the conclusion of the school day. The band director, the school, and the booster club **are not** responsible for the safekeeping of student instruments left overnight in the band room
- Only water in a closed container allowed in the band room (No food, candy, non-water drinks, or gum)
- No cell phones in class

Classroom Expectations:

Students are expected to...

- Participate positively in class everyday
- Play instrument to the best of his/her ability
- Be respectful and polite to other students and instructors
- Be respectful to your instruments and others' instruments. (Students causing damage to either Westglades band equipment or another student's instrument will be held financially responsible for the repair or replacement of the damaged item)
- Use the restroom before or after class

Consequences for Inappropriate Behavior:

- 1st Offense – Verbal warning
- 2nd Offense – Discussion after class
- 3rd Offense – Detention, drop in rehearsal behavior grade and/or chair demotion
- 4th Offense – Parent contact through phone call or conference
- 5th Offense – Referral to Administration
- 6th Offense – Removal from the band program

Students who come to class without their materials or cause extreme disruptions for a significant portion of the semester will be asked to drop band beginning the following semester. Being unprepared for or disruptive during class destroys student progress and hinders the progress of the rest of the class.

Procedures

Entering the room:

1. Walk to the band room, do not run.
2. Bring your instrument in its case, band binder, and pencil to your assigned seat. (Larger instruments such as tuba, euphonium, baritone sax, and contra-alto clarinet will need to remove their instruments from the case before proceeding to their assigned seat.)
3. Assemble your instrument.
4. Check the board for the daily rehearsal plan and make sure you have all necessary music and materials.
5. After each of these procedures has been completed, you may turn in any completed work, notes from parents, or may speak quietly with your neighbors until class begins. Do not play your instrument.
6. When Ms. Bogdan raises her hand, you raise your hand and become silent. Then, we will begin class

Rehearsal procedures:

- During the rehearsal, there is to be no talking or extraneous noise. If you have a question or would like to speak, raise your hand and wait for permission from the director.
- Always do your best to perform with the highest musical integrity. As musicians, we are only as good as our last performance.
- Always be encouraging and supportive of your fellow band members. We are all on the same team, and our words and actions should reflect such.

Exiting the room:

- I will end class three minutes before the bell rings to give students time to pack up their instruments properly (swabbing and cleaning) and put them in their lockers.
- Students are responsible for making sure the band room chairs and stands are kept in an orderly fashion.
- Once the bell rings, students can leave the band room. Students are not permitted to leave the band room before the bell rings, even if they are done putting away their instruments.
- Students in the last band class of the day are expected to stack and rack the chairs and stands (if applicable).

Concert Etiquette: There will be two types of concert etiquette that we will practice throughout the year: in-class concert etiquette and regular concert etiquette:

In class concert etiquette – While another student/section is performing alone

- Sit and do not talk
- You *may* look at your own music and finger along during this time so long it is not distracting

Regular concert etiquette:

- Dress nicely for all live performances.
- Arrive at a concert ten to fifteen minutes early. If you are late, wait until you hear applause before entering the concert area to find a seat.
- Clap when the conductor comes onto the stage. This is a sign of welcome to the musicians.
- Be quiet and attentive during the performance. **NO PHONES**
- Do not bring food, drinks or gum into a concert area.
- Clap only at the end of an entire selection. If there are movements within a selection, wait until the conductor turns around and faces the audience before applauding.
- In a jazz concert, clap at the end of each piece **AND** at the end of each solo.
- Please never leave a performance until the entire program is complete. This is disrespectful to the other performers. Plan to make the concert night an evening to relax and enjoy the performance(s).

◆ BAND CURRICULUM ◆

Beginning Band		
<p>The Beginning Band at Westglades Middle School is comprised mostly of, but not limited to, 6th grade students. All students in their first year of playing an instrument will be enrolled in this band. Beginning Band will be split into three classes. The band is split in order for each student to receive more individualized instruction, and to focus more attention on instrument-specific details during their first year. It will be necessary to schedule three additional rehearsals before school prior to each concert performance. These rehearsals offer the only opportunity for all Beginning Band students to come together as an ensemble.</p>		
Content Covered	Concerts	Other Events
<p>Music Theory:</p> <ul style="list-style-type: none"> • Note names on the staves • Intervals • Whole, half, quarter, eighth, dotted half, dotted quarter, and sixteenth notes • Time signatures with the bottom note as “4” • Major scale key signatures • Terms <p><i>Essential Elements Book 1</i> – guided beginner method book <i>Building Confidence Through Sightreading Book 1</i> – rhythm counting method book Concert Music – what we will perform on concerts</p>	<p>Fall Concert Holiday Concert Spring Concert</p>	<ul style="list-style-type: none"> • 3 mandatory before-school rehearsals preceding each concert • Solo & Ensemble • Spring trip

Concert Band		
<p>Concert Band is the intermediate band at Westglades Middle School and is comprised mostly of, but not limited to, 7th and 8th grade students. Students are placed into this ensemble based on their final exam scores (playing and theory). This ensemble has the opportunity to perform outside of the school that requires travel. This group will also perform at MPA this year. <i>For those returning to the program, “Concert Band” is the new name for Band 2 and 3 combined into one class. “Concert Band” is a universally recognized term to describe this type and level of ensemble.</i></p>		
Content Covered	Concerts	Other Events
<p>Music Theory:</p> <ul style="list-style-type: none"> • Review of previous content • Syncopation, eighth note triplets, dotted eighth notes • Time signatures with the bottom note as “8” <p><i>Habits of a Successful Middle School Musician</i> – Warm up and fundamentals <i>Building Confidence Through Sightreading Book 1</i> – rhythm counting method book Concert Music – what we will perform on concerts</p>	<p>Fall Concert Holiday Concert Pre-MPA Concert MPA Spring Concert</p>	<ul style="list-style-type: none"> • Mandatory before-school rehearsals preceding MPA • Solo & Ensemble • All County • All State • Spring trip

Symphonic Band (High School Credit available for 8th graders)

Symphonic Band is the advanced band at Westglades Middle School and the premier performing ensemble. Students are placed into this ensemble based on their final exam scores (playing and theory). This ensemble will play the most difficult music in the program and also has the opportunity to perform outside of the school that require travel. Eighth grade students in this ensemble have the opportunity to receive high school credit. Symphonic Band will cover content at the quickest speed, so it is important that all students in this ensemble are fully understanding music theory and play at an advanced level on his/her instrument. Students in this ensemble will also have mandatory before-school rehearsals to prepare for Music Performance Assessment (MPA) in March. *For those returning to the program, “Symphonic Band” is the new name for Band 4. “Symphonic Band” is a universally recognized term to describe this type and level of ensemble.*

Content Covered	Concerts	Other Events
Music Theory: <ul style="list-style-type: none"> • Review of previous content • Syncopation, eighth note triplets, dotted eighth notes, quarter note triplets • Time signatures with the bottom note as “8” • Minor scale key signatures • More advanced musical terms <i>Habits of a Successful Middle School Musician – Warm up and fundamentals</i> <i>Building Confidence Through Sightreading Book 1 –rhythm counting method book</i> Concert Music – what we will perform on concerts	Fall Concert Holiday Concert Pre-MPA Concert MPA Spring Concert	<ul style="list-style-type: none"> • Mandatory before-school rehearsals preceding MPA • Solo & Ensemble • All County • All State • Spring trip

“Westglades Marching Wolves” Marching Band

The “Westglades Marching Wolves” is an optional marching band for 7th and 8th grade students which only occurs before school in December. Students will learn how to march and play. Marching band includes the following instruments: flute, clarinet, bass clarinet, alto saxophone, tenor saxophone, trumpet, mellophone, trombone, sousaphone, and drumline. Music for the parade will be distributed to interested students at the beginning of the year. Students must pass-off this music to Ms. Bogdan to be considered for the marching band. Sousaphone and mellophone spots are limited. Rehearsals will be held before school on December 7-8, and December 11-13. These rehearsals are mandatory. Any student that misses a rehearsal will not be allowed to march in the parade.

Content Covered	Concerts	Other Events
Parade music	Coral Springs Holiday Parade	<ul style="list-style-type: none"> • Mandatory before-school rehearsals preceding Coral Springs Parade

◆ ASSESSMENT AND GRADING ◆

The overall goal of the Westglades Middle School Band is to provide its students with an outstanding music education. The purpose of assessment is to make sure that each student is understanding the material in class and practicing the materials at home. Each student in the ensemble has the responsibility to participate, prepare, and perform to the best of his or her ability. The following is a chart of the types of assessment the students will be given as well as a list of specific assignments:

Participation	Homework	Playing Assignments	Written Assignments
<i>20%</i>	<i>30%</i>	<i>30%</i>	<i>20%</i>
<ul style="list-style-type: none"> • On-time and prepared for class • On-time and prepared for Concert/Event Attendance 	<ul style="list-style-type: none"> • SmartMusic Pass-Offs • Theory Worksheets 	<ul style="list-style-type: none"> • In-class Playing Tests • Final Exam – playing portion 	<ul style="list-style-type: none"> • Theory quizzes • Terms quizzes • Essays • Final Exam – theory portion

The following describes each type of assessment and how each assignment is graded:

Participation (20%)

On-time and prepared for class (10%): Students are expected to be on-time and prepared for class every day. They are also expected to be on-time and prepared for all after/before school events, such as concerts and rehearsals. Students will receive a weekly class participation grade. Each day counts as 20 points. If a student comes to class prepared with all materials (instrument, binder, music, pencil) and on-time every day, he/she will receive 20 points for the day. Each material (instrument, binder, music, pencil) counts as 4 points that can be deducted from the 100 points that can be earned at the end of the week. For example, if a student forgets his/her instrument one day, his/her grade for the week becomes a 96%. This does *not* apply for students whose instrument is getting repaired. Absences do not lose points.

On-time and prepared for mandatory rehearsals, Concert/Event Attendance (10%): Students are expected to be on-time and prepared for all after/before school rehearsals, concerts, and events associated with the band program. Punctuality in attendance and preparation are extremely important for such events. Each event/concert will be a grade: if the student arrives, is on-time, and is prepared, the student will receive a 100%. One's grade can be deducted if he/she is...

1-10 min late (-20)
 11-20 min late (-30)
 More than 20 min late (-40)
 Did not attend (-100)

Arrives without instrument (-20)
 Arrives without music (-20)
 Arrives without band binder (-20)
 Arrives without pencil for rehearsal (-10)

Homework (30%)

SmartMusic Pass-Offs (25%):

- **How it works:** SmartMusic assessment software (www.smartmusic.com) is simply the greatest technological advancement in several generations for the teaching of instrumental music. This amazing program allows students to receive instant feedback on their achievement level. It identifies their performance mistakes, allows them to record themselves (so they can listen to how they sound), assigns a grade for work completed and allows them to email the results to the directors for grades. All student assignments are submitted through SmartMusic.
- **Subscription:** Part of the student's Fair Share includes a subscription to SmartMusic, so parents are not responsible for purchasing SmartMusic on their own. In addition, this program incorporates a tuner and a metronome, thus not requiring you to have to purchase them separately. Students must set up their SmartMusic accounts at the beginning of the school year to begin receiving assignments for class. A school code will be given out in order to sign up for the class.
- I cannot emphasize enough how important this program is. Students who use SmartMusic advance much more quickly than students who do not use the program. The combination of using SmartMusic and private instruction is simply unbeatable!

Theory Worksheets (5%): Students will receive theory worksheets to complete for homework. These worksheets will cover music theory topics such as: note naming, rhythm counting, scales, key signatures, etc. They will be graded on accuracy.

Playing Assignments (30%)

In-class Playing Tests (20%): During class, students will perform alone an assigned musical line/exercise (line out of Essential Elements, scales, passage in concert literature, or assigned solo). Sometimes, this will determine the student's chair placement within the ensemble. Other times, it will just be a grade with no affect on chair placement. In-class playing tests help students practice performing alone in front of others. This is often a nerve-racking position to be put in, but it is very common in the music world (auditions). The rubric in which students will be graded on all playing tests is the following:

Note Accuracy (15)	Articulations & Dynamics (10)
Rhythmic Accuracy (15)	Breathing & Phrasing (10)
Tone Quality (15)	Posture (10)
Stability of Tempo (15)	Concert Etiquette (10)

Final Exam (playing portion) (10%): At the end of the school year, students (depending on grade level) will perform certain scales as half of their final exam. Each scale will be graded on note accuracy and stability of tempo. Overall tone quality, posture, and concert etiquette will also be graded. Performing more scales than what is required (minor scales would be extra credit for 8th grade) will count as extra credit.

Written Assignments (20%)

Theory quizzes (5%): Students will have music theory quizzes. Most of these will be “pop quizzes.” The quizzes will be on content studied in class, such as note naming, rhythm counting, scales, key signatures, intervals, etc. These quizzes serve as a “check for understanding,” especially in the 6th grade when this content is brand new. They will be graded on accuracy.

Terms quizzes (5%): There are many musical terms found in our concert literature. I have compiled a list of common musical terms and definitions. This list will be in their band binder. The quizzes will be matching or multiple choice

Essays (5%): Each year, students will write **two** essays. The goal of these essays is to get to know the students and also make sure they are understanding what is going on in the classroom. Each essay These are the topics, depending on grade level:

6th grade topics: All About Me, Goals

7th grade topics: How to Form my Embouchure, Goals

8th grade topics: Pitch Tendencies for my Instrument, Goals

All About Me (6th Grade): 6th grade students will write 3-5 paragraphs about themselves. This helps me get to know them better!

How to Form my Embouchure (7th Grade): 7th grade students will write 1-2 paragraphs describing how to form the embouchure for the instrument he/she plays. It should also mention common errors of the embouchure and how to fix them. The essay will be graded on accuracy of information.

Pitch Tendencies (8th Grade): 8th grade students will write 2-3 paragraphs (or create a table) describing the natural pitch tendencies of the notes of his/her instrument (inherently flat/sharp notes). The essay must include (1) the notes/ranges of the instrument that are inherently flat/sharp (2) what to do to fix inherently flat notes, and (3) what to do to fix inherently sharp notes. The essay will be graded on accuracy of information.

Goals (all grades): At the end of each year, all students will write an essay that is at least 1 page about their goals in life for next year and beyond. This is meant to help me get to know the student and his/her aspirations (and sometimes, how they change).

Final Exam (theory portion) (5%): Students will be tested on the music theory that they have learned over the course of the year/involvement in the program. The exam will include terms, intervals, scales, key signatures, order of flats/sharps, etc. The exam will be graded on accuracy.

All grades will be recorded promptly and will be accessible through Pinnacle

◆ **FAIR SHARE** ◆

WMS Band receives minimal operating financial support (outside of teacher’s salaries and instrument purchases) from the District. The cost to run the program to maintain the level of excellence of the Westglades Middle School Band program is a significant amount on an annual basis. An important component to our success is to hire instrument-specific clinicians to come into the classroom to work with the students on their particular instrument. Each year we ask for a “Fair Share” contribution from each student to help cover the cost of bringing these clinicians in. The cost per student for clinicians is \$45/student, which is **NOT** paid for by the district.

We cannot bring these clinicians in to work with the students without your support!

This year, we are offering a Fair Share Bundle to raise the funds required to support the classroom clinicians.

Fair Share Bundle

Fair Share Contribution (Tax Deductible!)	\$45
Uniform Polo Shirt (<i>NEW</i> this year!)	\$25
Spirit Shirt (Designed by the Students!)	\$15
Book-Building Confidence through Sight-reading	\$12
Classroom Binder Bundle	\$10
Smart Music Software License	\$8
Total - Items Purchased Separately	\$115

Special Bundle Offer – Includes all of the above	\$95
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If **NOT** participating in the Fair Share Bundle (above), at a minimum, the following items are **REQUIRED*** to be purchased for each student:

Uniform Polo Shirt	\$25
Spirit Shirt	\$15
Book-Building Confidence through Sight-reading	\$12
Classroom Binder Bundle	\$10
Smart Music Software License	\$8
Total Minimum Contribution	\$70

*Thank you in advance for your contribution to the **AWARD WINNING** Westglades Band Program and for helping to continue the **EXCELLENCE** of the program!*

* Students who do not purchase the minimum required items will still be allowed to participate in the program. You will also need to purchase black pants, black shoes, instrument-specific instructional book and rent an instrument in addition to these minimum required items.

◆ PRIVATE LESSONS & TEACHERS ◆

Private lessons are *vital* to improving student performance on his/her instrument. Private lessons provide students with individualized instruction on his/her instrument from a professional musician on that instrument. Private lessons can help students who are struggling become much better at his/her instrument, or provide more challenges to students who are excelling. Students who take private lessons are more likely to have a higher chair placement and are more likely to make All State. Private lessons should consist of one 60-min lesson per week. It is highly recommended that all students take private lessons, but it is ***extremely highly recommended that students playing oboe, bassoon, or French horn take private lessons because of the difficulty of the instrument.***

Anyone can claim to be a "music instructor" or give private lessons on an instrument. To ensure that your child receives the best private instruction for your money, I have listed below some reputable teachers in our area that we recommend based on their credentials and teaching experience.

Flute

Ms. Ronnie Rothchild (Westglades Clinician, Professional Flutist and Teacher): 954-648-2383

Ms. Mary Papit (Music Teacher at Welleby Elementary School, Professional Flutist): 954-593-7751

Ms. Jessey Andris (Professional Flutist, Band Director at St. Marks School): 352-262-1938

Ms. Rebecca Tutunick (UM Flute Performance major, Stoneman Douglas graduate): 954-415-0640

Oboe

Mr. Nick Thompson (Westglades Clinician, Professional Oboist and Teacher): 314-825-6460

Bassoon

Ms. Noemi Rivera (Professional Bassoonist and Teacher): 954-635-7749

Mr. Michael Di Gregorio (Professional Bassoonist and Teacher): 305-215-8397

Ms. Cerise Sutton (Professional Bassoonist and Teacher): 954-600-3871

Clarinet/Sax

Ms. Mindy Zimmerman (Westglades Clinician, Professional Clarinetist and Teacher): 954-742-6164

Mr. Luis Piccinelli (Band Director at Coral Springs MS): 954-274-4854

Mr. Jim Hammond (Band Director at Lyons Creek MS): 954-683-5967

Trumpet

Mr. John Laing (Westglades Clinician, retired band director): 954-213-8668

Mr. Doug Michaels (Former Member of Miami Sound Machine): 305-299-9033

Mr. Mike Shaw (All County Music rep., former US Marine Band Member): 954-651-4365

French Horn

Mr. John Laing (Westglades Clinician, retired band director): 954-213-8668

Ms. Holly Ballard (Professional Horn Player and Teacher): 954-648-9908

Mr. Jeff Fleishman (Owner of Boca Music Academy, Professional Horn Player): 561-479-4379

Low Brass (Trombone/Baritone/Tuba)

Mr. Bill Muter (Westglades Clinician, Former Member of BLAST!): 561-866-8822

Ms. Emily Nichols (Westglades Clinician, Professional and Teacher): 321-439-7617

Mr. Matt Villa (Band Director in Miami area, lives in Coral Springs): 954-907-8800

Mr. Paul Sinclair (Professional Tubist): 954-614-4567

Ms. Marissa Wites (Former Band Director at Pompano HS): 754-800-4313

Percussion

Mr. Rick Morales (Westglades Clinician, professional percussionist and teacher): 954-805-0381

Mr. Roy Fantel (Professional percussionist and teacher): 954-288-0765

Mr. Jason Bloom (Stoneman Douglas Percussion Instructor): 754-224-7417

Section C: Materials Needed

◆ BINDER AND BOOKS ◆

The following supplies will be needed for class

All grades:

- Westglades Band Binder (available through Fair Share Bundle)

6th Grade:

- Essential Elements 2000 Book 1 (available at All County music)
- Building Confidence Through Sight Reading Book 1 (available through Fair Share Bundle)

7th Grade:

- Habits of a Successful Middle School Musician by Scott Rush (available at All County music)
- Building Confidence Through Sight Reading Book 1 (available through Fair Share Bundle)

8th Grade:

- Habits of a Successful Middle School Musician by Scott Rush (available at All County music)
- Building Confidence Through Sight Reading Book 1 (available through Fair Share Bundle)

Other recommended materials:

- Tuner (free apps also available for smartphones)
- Metronome (free apps also available for smartphones)
- Music stand for home practice

◆ INSTRUMENTS ◆

Rental Information

Local music store: Unless otherwise notified, each student will need to purchase or rent an instrument* from a local music store or other reputable source. *Beware of poor quality instruments for sale at department, discount stores, and eBay.* I recommend that you start with All County Music as their representatives know exactly what instruments and materials are requested by the program. Parents are responsible for returning rented instruments to the music store if their child discontinues band. Do not “drop off” a rented instrument to the band room. It will not be returned for you, and you will continue to incur the rental charges until it is returned.

School: The Westglades Band Program has a limited number of school-owned instruments that may be rented through the program. These instruments are rented on a first come, first served basis. The rentals are generally the very large instruments that cannot normally be rented at local stores: Bass Clarinet, Bassoon, Euphonium and Tuba. **Rental instruments DO NOT include a mouthpiece**.** The parents and student renting the instrument then become responsible for all repairs needed to the instrument while in the student’s possession. Rental fees must be paid before the instrument can be released to the student.

*Percussion can purchase their own percussion bags, which should include the following equipment:
Vic Firth SD 1 snare drum sticks, medium yarn mallets, a bell kit, and a practice pad.
Percussionists can also rent percussion bags from local music stores.

**Specialty instruments such as soprano saxophone, bari saxophone, Eb clarinet, and contra-alto clarinet, will not require you to buy a mouthpiece

Recommended Modifications

Although other less expensive mouthpieces will oftentimes come with a rented or purchased instrument, these professional mouthpieces will help your child produce a more characteristic sound on his/her instrument. These materials are important in helping students be more successful during their first years as a musician. Local music stores have been notified to include the equipment in the rental instruments; however, not all stores will do so. If they are not included, please ask the manager of the store to make the change:

- **Oboe and Bassoon**
 - Hand-made reeds made by a local professional or online
- **All Clarinets**
 - Mouthpiece: Vandoren M30, 5RV Lyre, M13 Lyre, or Gennusa Excellente
 - Ligature: Rovner Mark III
 - Reeds: Vandoren
 - Other: Mouthpiece pad (for ease of playing)
- **All Saxophones**
 - Mouthpiece: Selmer C* or S-90
 - Ligature: Rovner Mark III
 - Reeds: Vandoren
 - Other: Mouthpiece pad and Ezo (for ease of playing)

- **Trumpet**
 - Mouthpieces: Bach 3C or 5C (7C is OK for beginners), Schilke 14
- **French horn**
 - Mouthpieces: Holton Farkas MDC, Warburton M10, Giardinelli, or Schilke 27
- **Trombone**
 - Mouthpiece: Bach 6½ AL
- **Euphonium/Baritone**
 - Mouthpiece: Bach 6½ AL
 - Black towel that they can roll up and use to help support the instrument (if needed)
- **Tuba**
 - Mouthpiece: Helleberg 7B or Bach 18

Care and Maintenance Supplies

Flute

- Cleaning rod and cloth

Oboe and Bassoon

- Cork grease
- Silk swab for cleaning
- Reed case that hold 3 to 5 reeds. Students must buy their own reeds. The plastic tubes/containers that reeds are often purchased in will make the reed mold and are not protective enough.
- A minimum of 3 working reeds is required in the case at all times

Clarinet and Saxophone

- Cork grease
- Silk swab for cleaning
- Reed case to protect reeds and prevent mold. Students must provide their own reeds
- A minimum of 3 working reeds is required in the case at all times

Trumpet, French Horn, Euphonium/Baritone, Tuba

- Valve oil
- Slide grease
- Mouthpiece snake for cleaning
- *Clean mouthpiece every week in lukewarm water and a tiny amount of dish soap. Use mouthpiece snake when cleaning

Trombone

- Trombone slide grease
- Spray bottle of water for slide
- Mouthpiece snake for cleaning
- *Clean mouthpiece every week in lukewarm water and a tiny amount of dish soap. Use mouthpiece snake when cleaning

Recommended Instruments (if considering buying)

Instrument	Brand	Model	Quality
Flute	Jupiter Yamaha Gemeinhardt	CEF551 481H or better 3S or better	Student Professional Professional
Oboe	Yamaha Fox Loree	211 330 AK or Royale	Student Intermediate Professional
Bassoon	Fox Fox	41 222	Student Professional
Clarinet	Selmer Yamaha Buffet	CL300 YCL2200 R-13 or E11	Student Student Professional
Alto Sax	Buffet Yamaha Keilwerth Yamaha Custom	BC8101 YAS62II SX90R 875 or 62	Student Professional Professional Professional
Tenor Sax	Yamaha Yamaha Yamaha	YTS23 YTS62II YAS875EX	Student Professional Professional
Trumpet	King Yamaha Bach Yamaha	601 YTR2335 Stradivarius Xeno YTR-8335RGS	Student Student Professional Professional
French Horn	Holton Conn	179 (silver) 8D	Professional Professional
Trombone	Jupiter Yamaha Bach Yamaha Allegro Conn	636 series YSL448G Strativarius 36 or 42 YSL-550GOAL 88H	Student Student f-attachment Professional Professional Professional
Euphonium	Yamaha Willson or Besson	YEP321 *consult private teacher*	Professional Professional
Tuba	St. Petersburg	N202	Professional

◆ UNIFORM ◆

As a performing ensemble, it is important that we professionally represent the school and look uniform. Students in the Westglades Band are expected to look professional at all performances and public events. Below are the descriptions of each bands' uniform. Please read the descriptions of each uniform element as well.

Beginning Band	Concert Band	Symphonic Band	Marching Band
<ul style="list-style-type: none">• Band polo• Black dress pants• Black belt• Black shoes• Black socks*	<ul style="list-style-type: none">• Black dress shirt• Black dress pants• Black belt• Black shoes• Black socks*	<ul style="list-style-type: none">• Black dress shirt• Black dress pants• Black belt• Black shoes• Black socks*• Gold tie (provided)	<ul style="list-style-type: none">• Band polo• Black dress pants• Black belt• Black tennis shoes (recommended)• Black socks

Band polo – required for each student, *available through the Fair Share Bundle*. We will wear band polos at many public events and some concert performances. The band polo *is* a part of the uniform for the Beginning Band.

Black dress pants – 100% only dress pants. NO black jeans, leggings, or jeggings. Dickies pants from Walmart are recommended.

Black belt – No designs. A plain leather or faux leather belt is best.

Black shoes – Must be ALL black. Black soles, black laces (if there are laces), no emblems. Dress shoes are recommended. Ladies, no open toes or heels over 2 inches.

Black tennis shoes (option for Marching Band) – Must be ALL black including laces, soles and no emblems.

Black socks – Must be ALL black. *Ladies may not need socks if wearing dress shoes that do not require them.

Black dress shirt (Concert and Symphonic Band only) – Must be ALL black, long sleeved, button down, collared, and able to be tucked in.

Gold tie (Symphonic Band only) – provided for all concerts to Symphonic Band students, no purchase necessary.

STUDENTS NOT IN THE CORRECT UNIFORM WILL NOT BE ALLOWED TO PARTICIPATE IN CONCERTS, TRIPS, EVENTS, AND/OR OTHER PERFORMANCES.

Section D: Parents

◆ COMMUNICATION ◆

Before the beginning of the semester, I will need contact information on every student's parents/guardians. This includes the parents' email addresses, cell phone numbers, work phone numbers, and home address(es). This information must be entered into Charms. Communication will occur primarily through email, and important information will be posted on Charms.

Parents and guardians can expect to receive **emails** regarding...

- Upcoming band events/reminders
- Help needed for volunteering
- Positive information regarding their student

Parents and guardians can expect to receive **phone calls** regarding...

- Their student's behavior in class
- Their student's attendance (if he or she is not present at an event/concert/rehearsal)

Parents and guardians can expect to receive **text messages** regarding...

- Sudden change in events (rain cancellations, change of location, etc.)

Parents and guardians should use email in order to contact me with questions he/she may have. Parents and guardians can expect to receive emails from me during work hours on weekdays. Phone calls to me should only occur in emergency situations.

To contact me:

Email: claire.bogdan@browardschools.com

◆ HOW PARENTS CAN HELP ◆

- Show an interest in the music study of your child.
- Arrange a regular time (appointment) for him/her to practice.
- Find a quiet place where he/she can practice without interruptions. (Provide a straight-backed chair, a music stand, and a metronome.)
- Help your child set-up their SmartMusic program.
- Come up with a reward system for DAILY practice.
- Provide a safe place in which to keep the instrument.
- Keep the instrument in good repair with needed supplies in the case.
- Help your child be very careful with instruments, repair costs are high!
- Teach the importance of being prepared and on time for rehearsals, performances, classes and lessons.
- Make faithful attendance at all band activities a priority. Children tend to value what adults value by example.
- Encourage him/her to play for others when opportunities arise in the home, church, school and community.
- **Provide private instruction with the best possible specialist in our area.**
- See that he/she takes the instrument and materials to school every day and brings them home every day.
- Discuss with the band director anything that might help her to understand your child.
- Buy your child a personal planner in which he/she can put event and project dates.
- Keep the Handbook in a safe place and refer to it often.
- Notify the director as soon as possible if your child is to be absent from rehearsals or lessons.
- See that he/she keeps up with academic studies.
- Visit rehearsals occasionally.
- Attend parent meetings, concerts, recitals and any other activities.
- Turn in fundraising money and orders on time.
- Be a positive, encouraging force in the musical growth of your child.
- Join the Booster Club!

◆ BOOSTER CLUB INFORMATION ◆

The Westglades Middle School Band Boosters is an extension of the Westglades Band. It is an organization formed by the parents to help supplement the music education costs of the school's band program. It is comprised exclusively of Westglades Band parent volunteers and/or sponsorship to the program and is a registered 501(c)(3) nonprofit organization.

The Band Boosters encourages and cultivates positive participation in band activities. The Boosters also assist the Band Director, Ms. Bogdan, to plan and organize events, chaperone concert venues and field trips, take photographs at band functions, arrange fundraising outings, and other program objectives. Your help is needed and appreciated!

The Westglades Band Boosters has parent meetings regularly scheduled for the second Monday of each month, at 6:30 pm, in the Band Room. Parents have an opportunity to input ideas, sign up to volunteer, hear committee reports, receive financial updates, and listen to information from Ms. Bogdan.

Anyone who would like to volunteer, have questions, or receive any information regarding the Westglades Middle School Band Boosters can contact **Amy Cook at eandacook@bellsouth.net**. Band Boosters information will also be posted at www.charmsoffice.com and www.westgladesband.com. All Broward County School volunteers must have an online volunteer application on file at www.browardschools.com/getinvolved

The Westglades Band Boosters 2017-2018 Executive Officers:

President Amy Cook

1st Vice President Leslie Caracuel

2nd Vice President Rosalee Gordon

Treasurer Shannon Wielinga

Secretary Michelle Cohen

Section E: For Students

◆ STUDENT CODE OF MUSICIANSHIP ◆

"We will arrive on time, enter our band room quietly, and sit in our assigned seats. We will participate every day and always do our best. We will work together to achieve our goals. We will keep our hands, feet, and negative comments to ourselves. We will handle our equipment with care. We will listen during rehearsal and not speak or play our instruments without permission. We will refrain from eating or using cell phones during rehearsal. We will pack up our equipment in a quiet and timely manner. We will keep our band room clean. We will wear our uniforms for all concerts and performances."

DUTIES

- Be on time to all rehearsals and performances. EARLY IS ON TIME – ON TIME IS LATE.
- Upon entering the rehearsal setting, acquire your instrument and go directly to your seat.
- When the director or staff member steps on the podium or asks for your attention, all talking should cease.
- Come to rehearsal with a GOOD ATTITUDE.
- There is no excess playing (i.e. horsing around on the instrument); Only appropriate warm-up material.
- Make a real effort to improve on a daily basis and establish a good practice routine.
- At the end of rehearsal, put all materials in their proper place.
- Maintain a strong academic standing in all course work.
- Become responsible for and assume responsibility for your own actions. Admit when you are wrong.
- Have a proper respect for yourself and those in authority.
- Read and play music with insight – have musical expectations.

ATTITUDE

The greatest single factor that will determine the success of any individual or organization is attitude. The kind of person that you are is an individual choice and how we feel about something, which involves attitude, is one of the few actual independent choices that we have in life. It takes intense dedication to reach goals. Students should learn to discipline themselves to daily practice on fundamentals. The “right attitude” must be present along with sincerity, concentration, and dedication as the basic foundation. Such an attitude makes an artistic performance inevitable and is the difference between a winning organization and a mediocre group. You who are in band are a favored few. The band can do much for you. Make the most of it in every rehearsal and performance.

DISCIPLINE

Because of the nature of the organization, band discipline must be strict. Band students and parents must believe in the ideals, principles, and philosophy of the organization. Each member must always be aware of good behavior and think for himself. Any misconduct casts a bad light on the school, community, and band program. Any member who casts discredit to the organization by his/her conduct or actions in band, in another class, or on a trip, shall be subject to dismissal from the band program, or may lose a privilege within the program. This may include the chance to go on a spring trip. This decision will be at the director's discretion.

EXTRA RESPONSIBILITIES / LEADERSHIP OPPORTUNITIES

- **EQUIPMENT CREW**
 - 6 students per band
 - Students are responsible for setting up/breaking down the band room's chairs and stands.
 - Students must apply for this position

- **LIBRARIAN**
 - 2 students per band
 - These students help organize the music in the music library. These students must be very organized and neat. They will be required to come in during times specified by the director to help prepare distribution/collection of concert music
 - Students must apply for this position

- **CLASS TIME MANAGER**
 - 1 student per band
 - This student keeps track of time in every class. This student will raise his/her hand when it is time to pack up instruments (3 minutes before the bell rings)

- **ATTENDANCE MANAGER**
 - 1 students per band
 - This students takes attendance of the class and reports it to Ms. Bogdan

- **PRINCIPAL CHAIR RESPONSIBILITIES**
 - 1 student per section (Bands 2-4 only)
 - These students are the leaders of their sections. They are to make sure they have everything they need, especially on concert days. They are the first line of communication to the rest of the section. They also are responsible for helping the attendance manager, communicating to him/her if someone is absent in the section.

◆ HELPFUL HINTS ON PRACTICE ◆

As with any activity, you get out of it what you put into it. **Band will not be rewarding unless you practice!** There are many values in the study of music as a discipline that transfer to other areas of life. Although this will not immediately happen, persistent practice will lead to enthusiastic, driven practice. Remember: “Perfect Practice makes Perfect!” Here is a suggested plan of study:

- Pick a set time and place each day
- Stretch and do breathing exercises prior to warm-up
- Use our daily warm-up & think “tone”
- Play scales at every practice session
- Take a break every 20 minutes
- Work on technique (articulations, accents, etc.)
- Practice sight-reading
- Use a tuner for part of your practice session
- Increase your dynamic range (work pianissimo to fortissimo)
- Increase your endurance (15 minutes of FULL TONE playing)
- Increase your range (highest note with a good tone)
- Do not over exert your embouchure – tension is your worst enemy!
- You should strive to cover as many components of playing as possible, beginning with the four T’s: Timing, Tuning, Tone, and Technique
- Use a metronome for a specific portion of your practice session
- Always strive to make MUSIC!
- A few minutes of quality practice is better than any minutes of bad practice
- *Perfect* practice makes perfect

Process:

Plan to practice for at least 30 minutes. First, stretch. Next, perform breathing exercises. Then, listen to two minutes of a recording of your favorite artist on your instrument. When you warm up, try to imitate that sound.

WARM-UP (10 min at least) – Habits of a Successful Middle School Musician

- Long tones with a tuner
- Whole tone scale
- Lip slurs (brass), technique exercise (woodwinds)
- Attack patterns with a metronome
- Dynamics (pp to ff, ff to pp)
- Articulation exercises
- Scales

LITERATURE (15 min at least)

- Instrument-specific method book lines
- Any solos or audition music
- Concert band music
- Private lesson material

SIGHTREADING (5 min at least)

- Sightreading from Habits of a Successful Middle School Musician

◆ AUDITION INFORMATION ◆

Auditions are a crucial part of being involved in music. All students will encounter at least 3 types of auditions throughout their involvement in the Westglades Band: the final exam/audition at the end of the year, Broward County All-County Band, and Florida All-State Band.

Final Exam “Audition”

The final exam music playing portion will serve as an audition for chair placement for the following year. It will consist of scales and a musical passage. For those in 8th grade, it will only serve as a grade. If continuing into the Stoneman Douglas Band, 8th grade students will have to audition at Stoneman Douglas HS.

All-County Audition

All students are encouraged to audition for All-County. All-County is a prestigious group of musicians in Broward County. Requirements for this audition can be found at <https://fba.flmusiced.org/all-state/audition-requirements/>. The requirements are the same as the All-State audition.

All-State Audition

All students are encouraged to audition for All-State. This is one of the most prestigious ensembles to be a part of for middle schoolers in Florida. Requirements for this audition can be found at <https://fba.flmusiced.org/all-state/audition-requirements/> .

Section F: Forms

◆ EXCUSED LATE/ABSENCE FORM ◆

Required BEFORE any late-arrival/absence from before-school rehearsals, concerts, and other mandatory events

Name of student: _____ Grade: _____

Band class: _____

Date(s) of absence: _____

Reason for absence: _____

Student signature: _____

Date: _____

Parent signature: _____

Date: _____

◆ LETTER OF MUTUAL CONSENT/SIGNATURE PAGE ◆

RETURN THIS TO MS. BOGDAN by Thursday, August 24th FOR A GRADE

Westglades Middle School Letter of Mutual Consent

Student:

I have completely read the Westglades Middle School Band Handbook. I understand and agree that I will follow each rule outlined in the handbook, including those on classroom and rehearsal behavior, before/after school rehearsals and concerts. I understand that my contribution to the band is an important part of the ensemble's success. I understand that if I miss a before/after school rehearsal or concert that my grade and my participation in the ensemble will be affected, unless that absence has been excused.

Student Name _____

Student Signature _____ **Date** _____

Parent:

I have completely read the Westglades Middle School Band Handbook. I understand that my child is expected to follow each rule outlined in the handbook, including those on classroom behavior, rehearsal behavior, before/after school rehearsals and concerts. I understand that my child's contribution to the band is an important part of the ensemble's success. I understand that if my child misses a before/after school rehearsal or band concert that her or his grade and participation in the ensemble will be affected, unless that absence has been excused. I also agree to pick up my child no later than 10 minutes after a rehearsal or event has ended, and that if I am going to be late, I will call Ms. Bogdan to make her aware of the situation. I am also aware that my family has a financial obligation to the band program.

Parent's Name _____

Parent Signature _____ **Date** _____