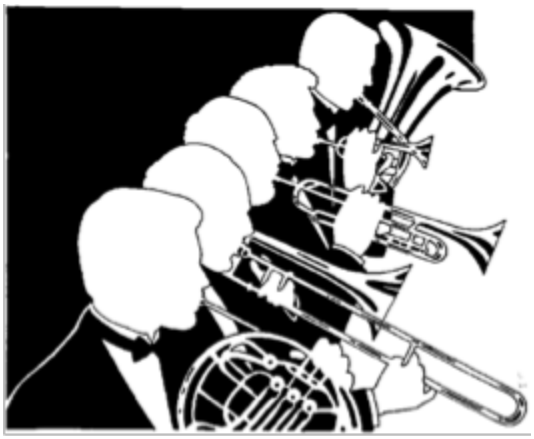

York Middle School Band

Assessment

Students will be assessed on the following standards in band. Assessments will take place during small and large group instruction. The use of technology also affords us an opportunity for your child to do some of their performance assessments outside of class!

A. **Notation**: Students ability to demonstrate their understanding of note names on the grand staff and to demonstrate the ability to interpret rhythmic values.

1. Pitch - Student can identify notes on the grand staff appropriate for their instrument and grade level.
2. Rhythm - Student can interpret a variety of rhythms appropriate per their grade level.

B. **Technique/ Facility**: Student demonstrates proper playing technique on their instrument.

1. Breathing - Student demonstrates proper breathing technique of using their diaphragm to push the air up and out of their bodies. (Percussionis: Posture)
2. Articulations - Student is able to differentiate and perform various articulations (tenuto, staccato, slur, accent).
3. Facility - Student is able to perform musical excerpts with proper facility (Winds: hand position, fingerings, air control/ Percussion: stick control)
4. Intonation - Student is able to perform the music in tune.
5. Tone Quality - Tone is consistently focused, clear, and centered throughout the range of the instrument. Student performs with characteristic quality of their instrument.

C. **Performance**: Student demonstrates skills necessary to contribute to a quality performance.

1. Dynamics - Student can accurately perform musical literature with proper contrasts at an appropriate level per grade.
2. Pitch - Student can accurately perform musical literature with proper notes at an appropriate level per grade.

3. Rhythm - Student can accurately perform musical literature with proper rhythms at an appropriate level per grade.
4. Showmanship - Student is engaged in performances and involved in the visual aspect of a performance where appropriate.

D. **Ensemble Skills:** Student is able to demonstrate the necessary skills associated with playing in a musical ensemble.

1. Posture - Student sits in the correct position to create proper playing characteristics of their instrument.
2. Balance - Student can articulate and demonstrate proper balance in an ensemble.
3. Blend - Student demonstrates ability to merge their sound together to form a homogeneous timbre such that no one player dominates.
4. Responding to Conductor - Student is able to interpret gestures of a conductor while performing their musical literature.

HOWLs (Habits of Working and Learning)

Practice Expectations (Responsibility and Perseverance)

For a student to meet their learning targets they must be able to hit their targets consistently. To gain the skills necessary to play a musical instrument and be able to produce a consistent performance, students need to practice. In my experience, if a practice schedule is established at the same time on a daily basis, it becomes an enjoyable routine to your daily life just like eating and not like doing some chore you can't stand!
Students are required to practice one hour a week. Practice journals need to be filled in each time your child practices and turned in to Mr. Neel at the end of each monthly cycle. Students will be asked to link the material they practice with the standard they are working towards.

Classroom Expectations (Respect and Responsibility)

Any musical ensemble is essentially a working democracy. How we sound as a group reflects the way we think and work as a group. I can assure you that if you follow the procedures listed below, we will surely make beautiful music together.

Upon entering the band room for a rehearsal, you are expected to assemble your instrument, take your seat, and observe the day's rehearsal schedule and learning targets as posted
.
It is important that all students observe the practice of **rest position, attention, and playing position** at all times.

During a rehearsal the members of a section not rehearsing should be listening to the instructions given to the other section. Usually, many of your questions will be answered when the director is speaking with a different section!
Rudeness will not be tolerated. Treat others, as you would want them to treat you.

Come to class prepared, PLEASE! If you have misplaced your music, need reeds, or need a repair: email me, see me in the morning before homeroom/ advisory. Nothing brings a rehearsal to a grinding halt like a director fishing around for a musician's missing music or repairing a broken instrument!

Performances (Respect, Responsibility and Perseverance)

A performance assessment is given for **Concert Band** and **Marching Band.** We work rigorously to prepare ourselves for a performance. The spirit of performing can only be achieved by being a part of the performance. Performances cannot be duplicated by the director or the student who is absent. To give our group a deeper appreciation of music and its unifying powers, **it is mandatory that all members be at our performances.** Remember that it is imperative that each member contributes to the success of our organization. As your director, **I cannot expect a total commitment from one student without expecting the same commitment from all students.** For these reasons, concert assessments are a large part of students HOWLs and performance standards during terms 2 and 4.

Only under **critical** circumstances can a student be excused from performances. In the event that a student cannot make the performance, the student must make arrangements with Mr. Neel to make up the performance/ assessment.