

Fillmore
Central Middle
School
7/8 Band
Syllabus

Band Students and Parents:

The purpose of this handbook is to express in detail the structure of the FCMS band program. Band is one of the most rewarding (and fun) activities one begins in middle school and is one that you can enjoy for your whole life. Throughout the year you will grow musically, intellectually, and socially and will help make this the best year in our great history. Scientists have proven that a musical education leads to smarter, better prepared students, and we are no exception. At the end of the year I hope that we are all better and closer than we were at the beginning and that you can look back at the year and be glad for every moment in it.

It may seem as though I hold high standards and that is because I do: each musician in the program should work to the best of their potential to improve themselves and the program as a whole.

I greatly encourage all of you to partake in private lessons, which are the best way for you to grow as a musician. I will be available for private lessons and can provide a list of accomplished musicians in the area. Remember that every instrument on which you perform increases your skill on each other instrument you perform, so I encourage you to try new instruments, sing in the choir, start a garage band, or some other musical endeavor that stretches your musical horizons.

This handbook is designed to answer any questions you might have concerning the program. Please read all of the information and sign the form in the back of the book. I am honored to be your band director and am looking forward to a great year!!

Mr. Ben Kaye-Skinner
Director, Fillmore Central Middle School Bands
ben.kayeskinner@fillmorecentral.org
www.kayeskinner.com

“If Better Is Possible, Then Good Is Not Enough!”

MIDDLE SCHOOL STUDENT HANDBOOK

I firmly believe that **all musicians should improve through regular practice**. When the student has lost the will to improve him/herself or make a better contribution to the band, he/she is wasting the time and efforts of his/her fellow members and the community by continuing in this program. The best student is the one who is improving through regular habits of practice and daily progress. He/she must not only know right from wrong, but must be able to stand for principles. He/she must develop a high sense of purpose toward which he/she is willing to work. Responsibility is the focus behind any level of achievement within this program. It is our goal to allow for the maximum growth of every member of the band.

OBJECTIVES OF THE BAND PROGRAM

- To teach music by performance
- To develop performance skills of the various wind and percussion instruments
- To provide for the musical needs of the school and the community
- To acquaint the students with Music Theory / History and how history and musical composition relate to students' current life and musical experiences
- To provide all students with the opportunity for worthy use of their time, a means for self expression, and a healthy social experience
- To develop the ability to function as a responsible member of a group, enhance interaction, and develop ownership of the band
- To foster leadership skills within each student

Music Makes the Difference

GRADING POLICY

All students will have playing quizzes, written assignments and performances on which their grade will be based. These assignments are broken into two categories, "formative" and "summative." Formative assignments are practice – in-class papers, playing quizzes, etc. – and will be worth 20% of a student's final grade. Summative assignments are large assignments that demonstrate students' learning – performances and playing tests – and will be worth 80%. Further details are below.

7th and 8th Grade

7/8 band will be graded on the standard district grading scale, based on students' performance on playing quizzes and written assignments. Throughout the year, students will be given a playing quiz that will be played and graded using software in class. Each playing quiz will be worth 10 points.

Knowing the 12 major scales is a pivotal step in development as a musician. They are the basis for almost all music written in the last 400 years and are essential in understanding written music. 7th and 8th grade students are required to memorize 6 of the 12 major scales by the end of the **second quarter** and the other 6 major scales by the end of the **fourth quarter**. Each scale is worth 10 points. These scales will be played for the director. Students that fail to acceptably play a scale will have as many attempts to redo it as needed. Percussionists **may** choose to perform snare drum rudiments instead of scales. 7th graders will choose 8 of the 40 rudiments each semester; 8th graders will choose 10 of the 40 rudiments each semester.

There will be, from time to time, written assignments that are completed both in class and as homework outside of class. This will include daily theory assignments and occasional tests through One Minute Theory. All One Minute Theory assignments will be completed in class. At the end of each theory unit there will be a summative quiz and each semester will have a written summative final exam.

The culminating (summative) performance assignments each semester will be to perform an assigned piece in class for their peers. Students will select their own piece from options provided by the director.