

Queen of Angels Catholic School



Band Handbook

2014-15

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What is Band?

Band is a discipline that gives the student the unique opportunity to participate in an interdependent group where each individual strives for excellence and integrates those skills into the whole of that group. All participants must strive for 100% accuracy in order to make the band successful. Unlike band, a student who receives a grade of 65% in a math class, for example, does not affect another student who makes a 98% and vice versa. If they are friends one may be sad or happy for the other depending on the grade received, but there is little cause/effect for the class as a group. However in a band concert, even if the band plays music at 95% accuracy, the sound of the group is pretty bad and will be noticed by an audience during a performance. This does not even consider the larger issues of tone, balance, dynamics and musicality. Therefore band is unique in that it requires every individual's energy and focus dedicated towards group goals to be successful.

Even though band requires a great deal of hard work through personal practice and group rehearsal, the rewards are far greater than the cost. Band is the only course that reaches all aspects of the mind: intellectual, physical, psychological, spiritual, emotional and social. Band teaches discipline of the mind and behavior. There are up to nine different simultaneous simple skills (called sub skills) required to play a musical instrument. Think of having to do nine things at once! It may seem overwhelming, but it is amazing what we can learn if we work at it. And it does not stop there. Band students also learn the techniques of judgment, artistic discrimination, insight and problem solving.

As your band director, I am committed to giving you every opportunity to learn and perform to the best of your ability. However, it is up to you to make the decision embrace those opportunities and make them your own. You must follow up your decision to be a band member with hard work, dedication and practice. Your involvement with the band program gives you the opportunity to increase the awareness in people of music and its role in enriching the human spirit. Being involved in a band is an activity that you can participate during your entire lifetime. Some of my best memories are from trips and activities with the band in high school and college. There are also numerous community bands around the nation who have doctors, lawyers, teachers and other professionals as members. The benefits of band are limitless and can last a lifetime. It offers opportunities and rewards that no other discipline can provide.

Jay Hutcherson – Band Director
Queen of Angels Catholic School

Membership

Students may enroll in beginning band as they enter the 6th grade. The 7th & 8th grade band is a continuation of study to complete their middle school band career. Since this is a continuous course of study, rarely will any student who has left the program be allowed back at a later time.

Classes

Sixth Grade Band Students are taught in forty-five minute classes three times weekly with mixed instruments. These beginning band classes are designed for students who have never played a band instrument before. The director will try out your child on instrument mouthpieces (sterilized, of course) to determine the best fit according to mouth structure, ability to produce a sound and student's choice. So wait for written communication sent home from the director before acquiring an instrument for your child.

Seventh and Eighth grade band students are taught in forty-five minute classes twice weekly with mixed instruments. These intermediate/advanced classes are designed to advance a student's skill level on his/her current instrument to perform more complex music.

Preparation for Class

It is the student's responsibility to have all materials at every band class. Materials include:

- Instrument in good working condition
- Supplies:
 - Woodwinds - 5 working reeds and swab in case at all times
 - Brass - Valve/Slide oil in case at all times
- 1 inch 3-ring binder with pockets and 10-15 premium sheet protectors
- All music and warm up exercises in sheet protectors contained in binder
- Standard of Excellence Method Book 1 (Book 2 will be purchased at a later date) for your instrument. Store in binder.
- Mechanical pencil

Students are expected to participate actively in class even when instrument is forgotten.

Classroom Procedures

The classroom is located on the stage in the cafeteria. This is our classroom space and students should keep it clean and organized.

- Instruments are to be dropped off up on the stage near the front at the beginning of the day. No instruments should be left on the cafeteria floor, or blocking any doorway or stairs to the stage.
- Enter the cafeteria quietly and go directly to the stage, assemble instruments and organize music to prepare for class.
 - Students must be in seat with instrument assembled by two (2) minutes after tardy bell to be considered on time to class.
 - Any student not in seat and ready for class after the two minute time will be considered “late for class” if they do not have a pass from their teacher or administrator.
- No food or drink is allowed in the band area (stage) Water bottle filled with water only is acceptable, however.
- Be quiet immediately and be ready to listen when director steps on podium to begin class.
- End of Class
 - Students will be given approximately two (2) minutes to pack up instruments, gather materials, and straighten area before returning to their classrooms for afternoon dismissal.
 - The chair and stand arrangement should be left as orderly as it was found.
 - Students will pick up any loose trash (including discarded woodwind reeds and corresponding packaging) on the floor or on the stands.
 - The director dismisses the students. Students will not be dismissed until everything in their area is put back and straightened.
- Classroom Rules
 - Be Prepared
 - Bring instrument, reeds/valve oil, binder with all music, exercises and method book and mechanical pencil to every band class.
 - Follow Directions
 - First time, instantly and exactly
 - Play instrument only when directed
 - No talking during instruction or while another individual or section is playing.
 - Raise hand for **relevant** questions and wait for director to call on you. Do not raise your hand in the middle of instruction or class activity.
 - Walk quietly to and from band class.
 - Silence is expected when walking through prayer hall.
 - Arrive to band stage quietly and immediately go to seat, assemble instrument and be ready for beginning of class by 2 minutes after bell rings.
 - Respect each other
 - Do not touch or play someone else’s instrument

- Pick up any trash (old reeds, etc) before you leave band stage
 - Adjust chairs, stands and percussion equipment back in original set up before leaving.
 - Strive for 100% participation in class 100% of the time. Always do your best.
- Consequences of misbehavior
 - If a student breaks a band class rule, he/she will sign a log with name, homeroom teacher (A or B) and rule broken. Two rules broken in a week will result in a demerit issued.
 - A student is not in his/her seat with instrument assembled and materials in place by two (2) minutes after the tardy bell rings will result in a demerit issued.
 - If a student is told to go sit at a table by the director during band class, that means he/she has disrupted the class and will result in a demerit issued. Student must wait for director at table for a conference and personal dismissal.

The above consequences are unique for band class. Please also refer to the Queen of Angels Parent/Student Handbook for a complete explanation of the school-wide demerit system as it will be implemented for any of the additional listed misbehaviors in band class as well.

Grades

Academic Grades will be S, NI and U (Students must earn an S to be on the honor roll)

Rubric:	Performances	30%
	Pass Off Assignments/Smart Music	40%
	Class Participation	30%

Conduct Grades will also be S, NI and U (Students must earn an S to be on the honor roll)

Rubric:	0 or 1 demerit per grading period	S
	2 - 3 demerits during grading period	NI
	4 or more demerits	U

Note: An NI or U may be given for major conduct offenses during the grading period

Concerts (Performances) (30% of Grade)

Concert performances are an integral part of band pedagogy. Each performer masters his/her individual parts through daily practice and integrates it with all of the other performers to form a cohesive and interdependent group. Any performer (student) not available to the band at a concert alters the sound of the band and can affect that performance negatively. This is why it is critical that all students attend all band performances and why attendance is required. Concert dates will be published at the beginning of the school year on the Vivace Bands web site, school calendar and written material given to students. There may be instances where a unique performance opportunity may arise during the year. Parents will be notified as soon as possible if we decide to take advantage of that opportunity.

It is artificial to have a make up assignment for a missed concert. There is no fair way to recreate the concert experience playing with your band mates and in front of an audience. Emergencies do happen, however. In the case of personal illness or a death in the family, the student will have a choice of either: [1] Play the concert music for the director, or [2] Write a report on a musical topic. In the case of an unexcused absence, the student will play the concert music for the director (50%) AND write a report on a musical topic (50%).

Most conflicts can be worked out if communicated well ahead of time. Please let the director know as soon as possible about a perceived conflict.

There will be times extra rehearsals will be needed for concerts and other performances such as Large Group Performance Evaluations (7th/8th Grade Band only) or combined concerts (every grade level). Grades will also be given for rehearsal attendance. Make up responsibilities will be the same as for concerts.

Uniform

The uniform for all performances other than the Christmas Nativity Program are as follows:

Girls – Black dress type shoes, black socks or stockings, black pants or ankle length skirt and white button down long sleeve blouse/shirt with a collar.

Boys – Black dress type shoes, black socks, black pants, black belt and white long sleeve button down shirt with a collar.

Note: School Uniforms will be worn for the Nativity Program.

Concerts and other performances are formal dress up events. Please – no faded pants, or off white shirts/blouses. **Students not in proper uniform may not participate in the performance.**

Smart Music

What is Smart Music? Smart Music is a home practice and performance assessment software. A student plays into a microphone attached to a computer or iPad and is assessed with a score. Notes on the screen turn green if they are correct and red if the rhythm and/or pitch are incorrect, providing instant feedback. Background accompaniments make practicing motivating and fun! Students can adjust Smart Music to slow down the speed to learn songs better and correctly. Metronome and tuner features are included in the program as well as instant ability to access proper fingerings for every note.

All students will receive a prepaid one-year subscription to Smart Music. Parents/students will install this program on a selected home/laptop computer or iPad and provide or order a compatible external microphone (only iPad does not need external microphone).

External microphones will be available for purchase at Band Parent Night in August.

Parents will receive instructions on how to install, activate and enroll in the Smart Music Class. These instructions are also found on www.vivacebands.com Remember that you

must use the **zip code 30022 and select Vivace Bands as the school** when going through the class enrollment process.

Students will practice with the Smart Music program and record as many “takes” (recordings) as is necessary to get the best score before making a final submission to the director. Once the director receives the submission, he will listen to and grade it. (See Pass-Off section below for grading explanation).

Pass Off Assignments (40% of Grade)

What is a Pass-Off? A Pass-Off is the successful completion of a designated music line in the Standard of Excellence book, rhythm line, or scale. Pass offs also include assigned sections and/or entire selections of band concert music to be performed for concerts. Students submit their best grade and recording using Smart Music for director to listen to. A Pass-Off is considered complete when a student receives a final grade from the director of 98% or higher. If score is a lower, the director will “reassign” the Pass-Off and provide feedback for further practice and chance to submit again.

Students should always be working on a Pass-Off from the list. Once a Pass-Off is completed, he/she moves on to the next Pass-Off on the list. A list of Pass-Offs for each grade level can be found at the end of this handbook. Concert Band music to be passed off will be assigned during the school year. Students can try a Pass-Off as many times as necessary to get a 98% or better.

Students must complete a minimum of three (3) Pass-offs from the Pass-Offs list (Award Levels) for each 9-week quarter to receive full credit for this part of the Pass-Off Assignments grade. Fifteen points will be deducted from this part of the grade for each Pass off short of the three required. All Concert Band Music Pass-Offs must be completed by each assigned due date. Additional points will be deducted for late and incomplete Concert Band Music Pass-Offs. **Daily practice is essential to completing required pass-offs. Don't wait until 10:00 the night before it is due to start working on a Pass-Off assignment. That will be too late!**

Most students, however, will complete more than the required minimum of Pass-offs and are encouraged to complete as many from the Pass-Off List as possible. **Chair placement in the band will be determined by the number of Pass-offs completed from this list.**

In addition to Pass-Offs determining chair placement, you will see that there are 16 levels of achievement on the Pass-Off lists. As students complete each level (First Class – Level 1, Cadet – Level 2, Patriot – Level 3, etc.), they will earn award certificates and medals throughout their time at Queen of Angels. Certificates are earned for all odd numbered levels (1, 3, 5, etc) and color coordinated pin draped ribbon medals for the even numbered ones (2, 4, 6, etc.). Each level completed is a different colored ribbon. These medals will be worn on uniform at concerts.

Pass-Off lists will be posted on the band stage. In addition, these lists can be found at the end of this handbook and also on www.vivacebands.com

Remember, these grades in your Smart Music grade book are only to let you know whether or not you played well enough to submit a Pass-Off. They do not affect this portion of your grade directly. You will only need 3 completed Pass-Offs and all Concert Music Pass-Offs to satisfy this portion your band grade that goes on your report card.

Pass offs will be assigned in Smart Music for each grade level at the beginning of the year. Pass-offs are organized and must be completed in sequential order (not skipping around). Missed notes, inaccurate rhythms or articulations, or unacceptable tone quality will not result in a successful pass-off. Students will have as many opportunities to practice with instant feedback from the program before submitting by the deadline to get the best possible score. **Note: the deadline is only for those students who have not yet completed the required three (3) Pass-Offs for the quarter grade. If you are completing more than three Pass-offs per quarter, there is no deadline.** Students who are “stuck” and are having trouble getting a good score during their practice session may go ahead and submit the Pass-off **well before the deadline** for feedback from the director to help with improvement. The great part of Smart Music is the ability of the director to listen to the recording and provide written feedback for corrections and improvement. The director will then reassign the pass-off for the student to practice and submit again when achieving desired score. No reassignments will be made within 24 hours of deadline date. **Note: Smart Music automatic feedback grades are only meant as a guide to how well a student is doing on that particular pass-off. Smart Music does not assess tone quality and articulations, so it is the director’s final grade after listening to each assignment that counts as final and determines a completed pass-off. Just because Smart Music gives a grade of 100 points on an assignment does not necessarily mean the final Pass-Off grade will be the same. Consequently, if a student is convinced that his/her playing was actually 98% or better and Smart Music scored it lower, he/she may go ahead and submit it. If the director agrees, he will adjust the final grade to reflect that score.**

Class Participation (30% of Grade)

Students are graded daily on preparing for and participating in class. Points will be deducted for students who do not have instrument, binder, music, method book, reeds/valve oil, mechanical pencil and any other supplies/equipment needed each day for class. Students will also be expected to participate in class with 100% effort 100% of the time. Ensemble discipline is a large factor of class participation.

Students will be graded on an individual basis with equality and fairness.

Extra Help Sessions

Mr. Hutcherson will be available after school on Tuesday Wednesday and Friday afternoons from 3:00 until 3:30 for any student who would like extra help on pass-offs or concert music. Or, if there is a specific playing technique on your band instrument or a

particular section in any music you are “stuck” on. Please let Mr. Hutcherson know ahead of time that you plan to stay. He may also suggest that a student stay for extra help.

Acquiring an Instrument

A list of music dealers in the metro area who rent instruments is available by visiting www.vivacebands.com It is from many years of experience that we can advise you that the safe thing to do in the early stages is to rent, not buy. Be sure to get all the accessories listed, as they will be necessary for proper maintenance of the instrument. Please do not buy an instrument from a department store or membership type store since the quality and design is almost always significantly inferior to the suggested brand instruments. Most music instrument repair facilities will refuse to repair these instruments because of their tendency to break during the repair process.

We plan to have Music and Arts representatives at the Band Night on August 25th who will be ready to rent instruments and have accessories available for purchase after the individual instrument selection assessment. Everything needed for band class will be available at this meeting. This is made available as a convenience for parents as they are free to go to any music store to acquire a band instrument.

Beware of auction sites such as EBay and Craig’s List. Occasionally a good bargain can be found by trained musicians. However, to the inexperienced, a used instrument may need so many repairs it could end up costing more than purchasing a certified used, or even a new instrument outright.

After completing the Advanced Musician Pass-Off Level (Level 5), thought should be given to “stepping up” the quality of your instrument mouthpiece (and ligature for Clarinets and Saxophones). Below is a list of recommended brands and models for your child along with recommended accessories.

Clarinet and Bass Clarinet

- Vandoren Reeds, 2 ½ strength or 3 strength
- Vandoren 5RV Lyre mouthpiece (clarinet)
- Vandoren B45 mouthpiece (bass clarinet)
- Bonade or Rovner inverted ligature
- Plastic reed holder (holds 4 reeds)
- Clear mouthpiece patches

Alto, Tenor, and Baritone Saxophone

- Vandoren Reeds, 2 ½ or 3 strength
- Rousseau (5R facing) or Selmer C* mouthpiece
- Rovner Ligature
- Plastic reed holder (holds 4 reeds)
- Clear mouthpiece patches

Trumpet

- Bach 5C or 3C mouthpiece

French Horn

- King H2 or Conn H2 mouthpiece

Trombone

- Bach 6 1/2AL mouthpiece
- Slide Mix (Or Ponds Cold Cream no joke) for slide lubrication
- Small (trial sized) spray bottle for water

Changing Instruments

Once a student has selected an instrument and begun the course, he may not switch to another instrument. In some very rare cases the director may suggest that a student change because of continued difficulty, but not without a Director/Parent conference.

A few students in the Sixth Grade Band may be approached at some point during the year by the director about switching to one of the “color” instruments. Color instruments include oboe, bassoon, bass clarinet, tenor saxophone, baritone saxophone, baritone and tuba. Any instrument switch will be discussed with a parent in detail before the switch is made. No student may switch to another instrument without the band director’s approval.

Home Practice

Students are expected to practice outside of class, since the class only meets twice or thrice weekly. Sixth Grade Band members are expected to practice fifteen (15) minutes daily. Seventh and Eighth Grade Band members should practice from 20 - 30 minutes each day. The Smart Music program has an automatic “practice time tracker” the director may use to monitor time as well. Students will have ongoing assignments in Smart Music to complete at his/her own pace and will be evaluated by the director on a weekly basis. Sixth Grade Band students will start practicing with the Smart Music program after approximately four to six lessons (students may have written assignments through Smart Music the first weeks of school). This time is needed for the band student to become accustomed to the instrument and able to produce a characteristic sound with proper tonguing technique. Practice at home is still required, but at their own pace. Seventh and eighth graders can begin their Smart Music assignments as soon as the program is installed and they enroll in class.

Here are excerpts from “Help Your Child Learn to Practice” by Barbara Prentice (taken from the Instrumentalist Magazine, November 1987)

- As parents, you can stimulate this kind of excitement about school by helping your child learn to practice techniques. Playing an instrument develops more than musical skills. It also teaches children how to plan time and set goals. By showing your child how to get organized for practice sessions, you will be helping him develop skills that will carry over into other academic subjects.
- Keep a backup supply of items such as reeds, oil, cleaning supplies, and music. A metronome and a folding music stand are useful for at-home practice. *(note from director: Smart Music has a built in metronome feature. There are also numerous metronome apps available for smart phones. I use Slick Metronome on my Android phone.)*
- Get to know your child's band director. Be aware of assigned materials and audition dates so that you can give support at home.

- Create an environment where practicing is easy:
 - Set aside a place for practice. Check for adequate lighting, ventilation, and temperature.
 - Schedule a regular time for practice. Mornings are a good alternative to busy afternoon schedules.
 - Control the television or put it in another room so that it does not tempt your child to neglect practicing. *(Note from director: Of course nowadays, there are many more distractions with internet, smart phones, etc. Make sure your child is focused on working with Smart Music metronome only and you are hearing him/her play on the instrument for most of the time during a practice session.)*
 - Participate in the practice sessions. Remind him/her of band teacher's suggestions and rehearsal hints.
 - Set up a supportive environment for your child. Encourage his/her practice, and don't hound him/her to stop because you want peace and quiet. Never use practice as a punishment.
- Parental responsibilities include patience in repeatedly reminding your child, "It's time to practice," and offering encouragement when the going gets tough. Some things are easy to learn; others require intensive and repeated practice. Parents should show imagination in creating a musical atmosphere at home, whether by playing recordings, performing together in family ensembles, or watching musical programs on public television.
- Even if you are not a trained musician or teacher, you can give your budding trumpeter or trombonist help in his practice sessions. Remind him to work on new music first, adding to his repertoire of solo pieces and exercises. If you keep hearing the same sour notes, suggest practicing in short sections. Recommend isolating the problems - a few notes or measures - and working those out slowly.
- Remember the axiom computer experts use: "Garbage in, garbage out." Check the notes carefully to see that the child is reading the accurately.
- No beginner plays his instrument beautifully. Even Doc Severinsen once probably sounded like a sixth grader, so be patient. Expect only gradual improvement; praise work well done.
- Parents should have the firmness to insist upon what they know is best in the long run, regardless of the frequency, length, and volume of the resistance. Just as a good academic student develops a system for keeping track of assignments, class hand outs, and notes, a good music student learns to pace practice throughout the week instead of rushing madly to learn the music at 10 p.m. the night before tryouts. Organization is the key. Give your child that key, and he can unlock the joys of music and the satisfaction of future accomplishments.

For Students.....

- **When should I practice?**
 - Everyday - even if you're not feeling well. Regular practice, even a small amount, is much better for you than a single, exhausting two or three hour session once a week. Set a regular time and stick to it, rather than just

- **Where do I practice?**
 - You need a place where distractions are minimal.
- **What do I need?**
 - Obviously you need your instrument and music. In addition, have a back-up supply of accessories such as reeds or valve oil.
 - A straight chair and music stand, don't sit cross legged on the bed leaning over your music.
 - A pencil with an eraser, mark your music in pencil.
 - A metronome; it'll help you play steadily and it will also help develop your technique.
- **How much time do I have to practice?**
 - That depends. Ask yourself some questions. How long have you played? How much do you need to accomplish? How much better do you want to be? Beginners may not have the endurance to work more than 15 minutes at a time, but a high school player should plan for a 45 minute session, or even longer.
- **Just what do I do?**
 - Start by warming up. Scientific studies show that muscles work most efficiently after warming up. As a musician you also need to warm up to avoid injury to the muscles of your embouchure. Each instrument requires its own routine. Lip slurs are a must for brass players. Scales are good for everyone.
- **What should I practice?**
 - After your warm-up, work on new material first while you're fresh. Review music you have learned previously.
- **How do I work on the music?**
 - Slowly. Even the master musicians of the world don't practice at breakneck speed; they practice slowly and carefully. Your brain is the greatest computer ever invented. If you program it carelessly, with wrong notes and sloppy playing, that's exactly what you'll get in a performance. Practice slowly. Remember the key to fine playing is repetition - correct repetition. There are no shortcuts.
- **Tricks to learning technical knuckle-busting spots**
 - Work on one small area at a time. If you play straight through your music, you'll create a mess that will seem overwhelming and you may end up frustrated, wanting to quit before the job is done.
 - Begin by working a technical passage at a slow tempo, marking your music or notebook with the metronome speed so you'll know where to start the next day. Circle the troubled notes. Your eye will see it before your fingers get there, and you'll have time to send a message via the brain to the fingers to get ready for this troublesome passage. Mark the music for other reminders.

- Isolate the problem. Practice just the spot you're having difficulty with. If you can play through the passage five times in a row without making a mistake, then increase tempo or continue to next area.

Withdrawal

Band is also a three-year sequential course of study and should be continued from year to year for the greatest level of success. Sixth grade students are committed to stay in the program for at least the entire school year. It takes that length of time to determine if your child will be successful as a beginning band student. Seventh and eighth graders may only withdraw at the end of the school year. If a student wishes to withdraw, please communicate early to the director. In many cases a conversation with the student and parent can help with any issues that may be causing the desire to discontinue study. No student may withdraw from band without director and administrator approval.

6th Grade Pass-Offs List 2014-15

Pass-Offs must be completed in order. SE = Standard of Excellence. SMR = Smart Music Rhythm Exercise. All Pass-Offs are assigned in Smart Music.

First Class Musician (Level 1)

SE #7
SMR #1 (6101)
SE #12
SMR #2 (6102)
SE #14
SMR #3 (6103)
SE #17
SMR #4 (6105)
SE #17
SMR #5 (6106)
SE #22
SMR #6 (6108)
SE #23
SMR #7 (6109)
SE #29
SMR #8 (6110)
SE #31
SE #35 (For your instrument only)
SE #39
SE #41
SE #43

Cadet Musician (Level 2)

SMR #9 (6111)
SE #46
SMR #10 (6112)
SE #49
SMR #11 (6114)
SE #53
SE #55 (For your instrument only)
SE #57
SE #61
SE #63
SE #67 (For your instrument only)
SMR #12 (6118)
SE #70
SMR #13 (6119)
SE #73
SMR #14 (6120)
SE #79 (For your instrument only)
SMR #15 (6122)
SE #82

Patriot Musician (Level 3)

SMR #16 (6126)
SE #84
SMR #17 (6128)
SE #87
SMR #18 (6136)
SE #91 (For your instrument only)
SMR #19 (6138)
SE #95
SE #98
SMR #20 (6140)
SE #104
SE #106 (For your instrument only)
SE #111
SMR #21 (6222)
SE #115
SE #117 (For your instrument only)
SMR #22 (6200)
SE #122
SE #126

Master Musician (Level 4)

SE #128 (For your instrument only)
SMR #23 (6202)
SE #131
SMR #24 (6204)
SE #134 (Submit original and articulations A,B,&C)
SMR #25 (6206)
SE #136
SMR #26 (6238)
SE #139
SMR #27 (6111)
SE #141
SMR #28 (6124)
SE #143
SMR #29 (6209)
SE #146
SE #148
SE #151
SMR #30 (6210)
SE #153
SE #155

Congratulations! Start working on the 7th Grade Pass-Off List beginning with Advanced Musician (Level 5)!

7th Grade Pass-Off List 2014-15

These must be completed in order. SE = Standard of Excellence Book 1. SEII = Standard of Excellence Book 2. SMR = Smart Music Rhythm. All Pass-Offs are assigned in Smart Music.

Cadet Musician (Level 2)

SMR #9 (6111)
SE #46
SMR #10 (6112)
SE #49
SMR #11 (6114)
SE #53
SE #55 (For your instrument only)
SE #57
SE #61
SE #63
SE #67 (For your instrument only)
SMR #12 (6118)
SE #70
SMR #13 (6119)
SE #73
SMR #14 (6120)
SE #79 (For your instrument only)
SMR #15 (6122)
SE #82

Patriot Musician (Level 3)

SMR #16 (6126)
SE #84
SMR #17 (6128)
SE #87
SMR #18 (6136)
SE #91 (For your instrument only)
SMR #19 (6138)
SE #95
SE #98
SMR #20 (6140)
SE #104
SE #106 (For your instrument only)
SE #111
SMR #21 (6222)
SE #115
SE #117 (For your instrument only)
SM Rhythm #22 (6200)

SE #122
F Concert Major Scale 1 Octave (All-State Pattern)

Master Musician (Level 4)

SE #128 (For your instrument only)
SE #131
SE #134 (Submit original and articulations A, B, & C)
SE #136
SMR #26 (6238)
SE #139
SMR #27 (6111)
SE #141
SMR #28 (6124)
SE #143
SMR #29 (6209)
SE #146
SE #148
SE #151
SMR #30 (6210)
SE #153
SE #155

Advanced Musician (Level 5)

Bb Concert Major Scale 1 octave (All-State Pattern)
SEII #5
Eb Concert Major Scale 1 octave (All-State Pattern)
SMR #6240
SEII #7
F Concert Major Scale 2 octaves (All-State Pattern)
SEII #16
SEII #21
SEII #24
SEII #28
SEII #29

Congratulations – Start working on 8th Grade Pass-Off list.

8th Grade Pass-Off List 2014-15

These must be completed in order. SEII = Standard of Excellence Book 2. SEIII = Standard of Excellence Book 3. SMR = Smart Music Rhythm. All Pass-Offs are assigned in Smart Music.

Honor Musician (Level 6)

SMR #23 (6202)
SEII #33
SMR #24 (6204)
SEII #35
SMR #25 (6206)
Ab Concert Major Scale 1 octave (All-State Pattern)
SEII #39
SMR #10 (6207)
SEII #42
SEII #45
SEII #47
SEII #51
SEII #53
SEII #57

Artist Musician (Level 7)

SEII #62
SEII #65
SM Chromatic Scale 1 octave (in quarter notes)
SEII #67 (For your instrument only)
SEII #69
SEII #72
SMR #11 (6400)
SEII #76
F Concert Scale 2 octaves (All-State Pattern)
SEII #81 (For your instrument only)
SMR #12 (6402)
SEII #87

SEII #88

Virtuoso Musician (Level 8)

SEII #91
SEII #92 (For your instrument only)
SMR #13 (6300)
SMR #14 (6306)
SMR #15 (6308)
SMR #16 (6310)
SEII #96
SEII #100
SEII #101 (For your instrument only)
SMR (6324)
SEII #106
SEII #111 (For your instrument only)
SEII #115
SEII #116
SEII #118

Bravo! Musician (Level 9)

SEIII #9
SEIII #14 (For your instrument only)
Concert C Minor Scale 1 octave All-State pattern and arpeggio
SEIII #19
SEIII #23 (For your instrument only)
C Concert Major Scale 1 Octave (All-State Pattern)
SMR (6330)
SEIII #28
SEIII #32
SEIII #37
SEIII #40

Congratulations! Keep on going!

Encore! Musician (Level 10)

Concert D Minor Scale - Natural,
Harmonic and Melodic 1 octave in
quarter notes

SEIII #41 (For your instrument only)

SEIII #45

Concert Db Major Scale 1 Octave
(Quarter Notes and arpeggio)

SEIII #53

SEIII #58

SEIII #60

SEIII #64 (For your instrument only)

SMR (6438)

SEIII #68

Allegro! Musician (Level 11)

SEIII #73 (For your instrument only)

SMR (6512)

SEIII #77

SEIII #82

SEIII #86

SEIII #89

Concert F Minor Scale – Natural,
Harmonic and Melodic 1 octave in
quarter notes

SEIII #94

SEIII #98 (For your instrument only)

Concert G Major Scale 1 octave (Quarter
notes and arpeggio)

SEIII #102

Vivace! Musician (Level 12)

SEIII #106

SMR (6443)

SMR (6444)

SEIII #108

Concert A Minor Scale – Natural,
Harmonic and Melodic 1 octave in
quarter notes

SMR (6326)

SEIII #117

SEIII #121 (for your instrument only)

SEIII #123

Jazz Blues Swing 8th Notes Pattern 1
(7044)

SEIII #132

All-State Band Audition Preparation

All-State Scales and Chromatic Scale (Level 13)

Perform the Georgia Middle School All-
State scales and the chromatic scale in
the designated range for your instrument
for the director. Scale pages and
chromatic scale range definition can be
found on the GMEA web site at

www.gmea.org

Sight Reading I (Level 14)

Complete level 1 and 2 sight reading
exercises in Smart Music with at least
80% accuracy on each. These must be
passed off in order.

All-State Etudes – both lyrical and technical (Level 15)

Perform Lyrical Etude for current school
year with at least 98% accuracy

Perform Technical Etude for current
school year with at least 98% accuracy

Sight Reading II (Level 16)

Complete level 3 and 4 sight reading
exercises in Smart Music with at least
80% accuracy on each.

These must be passed off in order.

Acknowledgement and Signature Page

We are excited about accomplishing great things with the Queen of Angels Band and look forward to a great year!

By signing below, you acknowledge that you have read and understand the entire Queen of Angels Band Handbook and agree to abide by the policies and procedures contained within.

(Student's Name and Homeroom—Please Print)

(Student's Signature) (Date)

(Parent Name—Please Print)

(Parent Signature) (Date)