

Classroom Procedures

Here's something for you to put into your head every day, like a soundtrack -

"I will feel awesome after I do this."

Here's the lay-of-the-land in the music room:

1. Entering the Room:

Our ensemble has more members coming together than nearly any class at any time, in the entire Hillsboro School District. This means that the greater the amount of people getting together, the greater the amount of focus is required to begin our time together. We all know that hallway transitions in middle school can be overwhelming, loud, stressful, anxiety-ridden and crowded. Our rehearsal time together begins at the doorway from the outside of the room. Rehearsal space is defined as anywhere inside the music room where students gather to make music. With some practice, you can start to settle your mind as you approach our rehearsal space. Make the choice to have your voice and body under control by the time you have entered our rehearsal space.

2. Beginning of Class:

We want to make music as soon as possible. Your FULL BODY is in the room when the bell rings. I understand that it takes time to get instruments together. You will be tardy if you are not in my door when the bell rings. You will also be tardy if you forgot materials in your locker, because that means that you are in the hallway after the bell rings.

Here are things that I do not see in this room, ever: food, candy, gum, lollipops, drinks OTHER THAN WATER. Lunch detentions happen after one warning. The tone here will be swift and firm, and we will have a clean room (and mouths) as a result.

You may have been used to starting Elementary Band warming up by yourself. However, middle school is MUCH more dialed-in and ritualized each day, and there has to be a sense of calm purpose as we begin our time together. There is NO PLAYING anywhere in the rehearsal space or storage areas for any reason. There are too many bodies in transition and communication needs to happen during this time. A human brain can think a lot easier without a trumpet competing in the 'high note championships' nearby. You will feel awesome after you walk into a place where you know that noise is organized and transitional anxiety is kept to a minimum.

Store your binders on a shelf when you walk in. **KEEP ALL CHROMEBOOKS OUT OF THE SEATS.** Screens have no place in an instrumental ensemble like ours. We are **ANALOG** all day! This is true every day, no exceptions.

You are marked tardy when warmups start, no exceptions (except for notes from the office or other teachers). Students who take advantage of passing time will be spoken to privately before parents get involved. Efficient members of this ensemble make great use of their time. You are marked absent if your assigned (marked) seat is empty, no exceptions. Student leaders will be taking attendance as we warm up together.

3.Where's your pencil?

Everybody is required to have one. You'll feel awesome at the end of the concert cycle (more about this term later) when you look back at your music, the marks you made and the improvement you can demonstrate as a result.

4.During Rehearsal:

What do students do during rehearsals? You show your best counting skills. You show your best posture. You play and sing with your best tone. This is where we work on **MUSIC**. Is this the place where we learn how to behave? It is not. Rehearsals are the place where you **SHOW** that you know how to be respectful to each other and the music. Comments between members about musical corrections are **NOT A THING** until section leaders have been taught how to give brief feedback. When section leaders give brief feedback, all other mouths are shut. You may show your understanding by nodding, 'yes' and getting out your pencil to make the corrections in question. These people are leaders for many reasons, and their comments are to be respected. All students are expected to show pride of ownership in this group. You'll feel awesome to be a part of something that's bigger than yourselves.

5. What does Mr. Johnson do during rehearsals? It's a simple conclusion to say that I "make you play better." If that's where your mind goes first, then please know that I fix **THINGS THAT HAPPEN**, and not people. You've all already proved how amazing you are by choosing to be here. I fix musical elements like tempo, dynamics, notes and balance between parts. You'll feel awesome after you realize that the rehearsal process is a place where you are personally in a safe space!

6. Water and Bathrooms: Bring a water bottle. The room has a sink in it, but it's for instrument cleaning only.

Bathroom trips are made before class - that's what passing time is for. Getting up during rehearsal is not a thing unless you have a note for dismissal, a nosebleed or dire personal emergency. You'll feel awesome knowing that you have a consistent time and place for life's needs.

7. Transitioning Between Activities:

When we stop playing/singing: This is not an invitation for you to start talking. Most middle schoolers are all EXCELLENT at talking at once. We are here to practice REHEARSING. We will practice this at the start of the year. It is VITAL that the room is quiet after a musical passage has been performed because this is our chance to hear feedback from the instructor. The process of stopping and waiting for quiet can be practiced repeatedly if it's abused. There will be some that struggle with transitions and will lose focus. If this happens, lock in with someone who you KNOW is doing the right things consistently. You'll feel awesome when you realize that everyone is there for the same purpose!

Where Mr. Johnson stands is CRUCIAL: I have a wooden podium from which I like to rehearse. When I'm up there, all mouths are closed and eyes are on me. No exceptions. Do you want to move fast? Yes, we all do. Lock in when I'm up there. You should be waiting for me, not the other way around - ever. You'll feel awesome after the process of 'group thinking' works well.

Let's talk about hand gestures - nobody wants to stop the song, but we will have to sometimes. There will be no negative attitudes or comments made here, please. If we have to stop, it's because some kind of musical correction needs to be made. When I stop you, my hands will make a cutoff motion. Please stop right away so we can make music again sooner!

8. When rehearsal is over:

There will be a brief closing statement from me. It could be an announcement, a reminder, or just me thanking you for being awesome. It doesn't mean you're dismissed yet. Do not shuffle your things until I've said the final goodbye.

Room Clean-up Assignments

Monday	Tuesday	Wednesday	Thursday	Friday
Flutes	Saxophones	Trumpets	Percussion	Low Brass

Room Clean-up Procedures:

- All students will show **Pride of Ownership** at all times. When talking about musical instruments, Pride of Ownership refers to the personal satisfaction, care, and respect a musician feels for their instrument. For students, especially, Pride of Ownership helps build good habits, accountability, and a deeper commitment to their musical growth. It goes beyond just owning it—it means:
 1. **Taking Responsibility:** Regularly cleaning, maintaining, and storing the instrument properly.
 2. **Showing Respect:** Treating it with care during rehearsals, performances, and transport.
 3. **Feeling Connected:** Having a sense of identity or emotional bond with the instrument, often because of the effort put into learning and playing it.
 4. **Wanting to Improve:** Being motivated to practice and get better because you value the instrument and what it represents.
- **If it's not a chair, music stand, large percussion or carpet, it's in the wrong place.**
- Please allow students 2 minutes to pack up their instruments, music and equipment at the end of rehearsal. Assigned instruments will be required to fix the chairs and stands before leaving. Room clean-up assignments are below. On the assigned day, students will walk the room and ensure that the above procedures are followed.
- Wind instruments are returned to their proper shelf and NEVER the rehearsal room floor. **LATCHES ARE CLOSED.**
- Percussion mallets are returned to the wire shelf area.
- Drum Sticks go into the drawer.
- Music stands are reset so that someone can use them tomorrow.
- Chairs are reset to their chair and row numbers (posted on the chair)

- Trash/recycling goes in the proper bins
- Choir folders go into the numbered spots on the slotted rack by the piano.
- Loose sheet music goes onto the 'Music Adoption Stand.'
- Lost/Found items go onto the 'Lost and Found Stand,' and will be taken to the school's Lost and Found on Fridays.
- Clarinets are not assigned room clean-up because their instrument takes longer to clean and put away.
- **Period 2 ONLY: Put up music stands to prepare for Choir.**

9. Instrument Care:

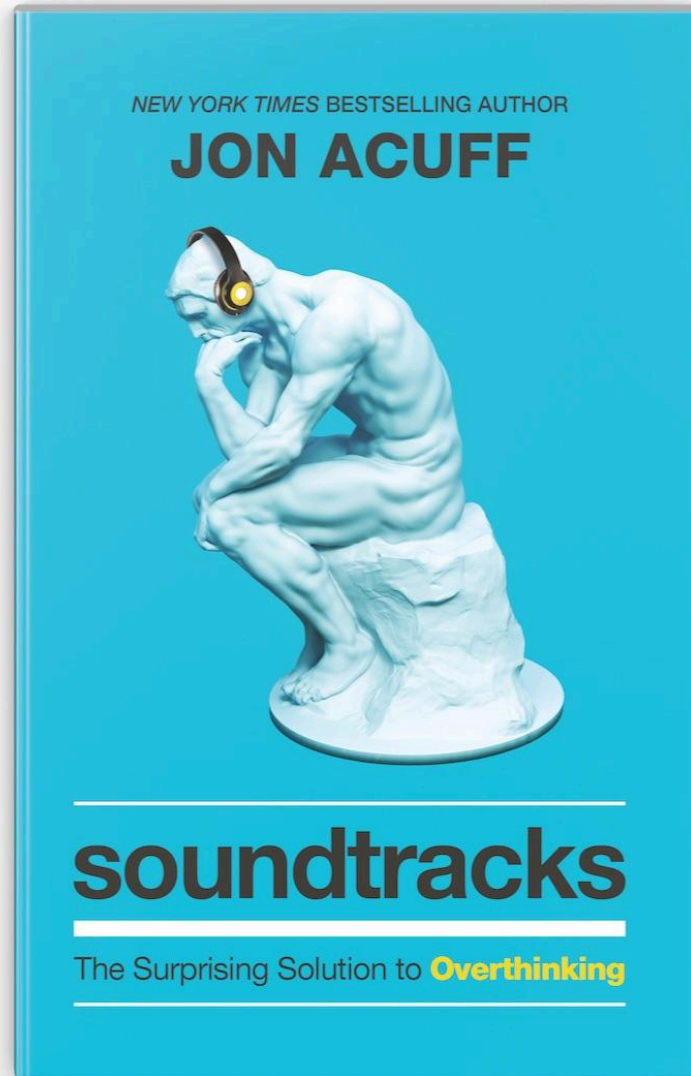
Your instrument case comes with latches. These latches like to be CLOSED at the end of each session. One memory comes to mind as I write this: I once picked up a saxophone in the storage room, not realizing that the latches were loose - WHOOPS - instant YARD SALE with a dented saxophone. Do not let hundreds of dollars go out the window because you're in a hurry. Percussion, your version of this is putting away your sticks and mallets. They have a place. Use those places. For detailed instrument care and cleaning, refer to the Student Resources section of our website. You'll feel awesome after you know that you've taken care of your instrument to the best of your ability! Choir students: Your voice is your instrument, of course. Please make sure you're drinking water and avoiding screaming and yelling.

10. Exiting the Room:

By this point in the rehearsal process, it's more than likely that your brain has free-flowing blood and you're feeling pretty fantastic. If everything is put away correctly, say something nice to someone who absolutely KILLED IT musically that day. While you're leaving, give me or another musician high-fives. I love the connection we all have together. Celebrate it!

YOU WILL FEEL AWESOME after you have done these things to the best of your ability each day! Let's get to it!

Here's a great book if you'd like to know more about overthinking:



Go to www.poyntergreenband.org