

Josiah Quincy Upper School

900 Washington Street, Boston, MA
(617) 635-1515

152 Arlington Street, Boston, MA
(617) 635-8940



Band Handbook

Tony Babecka
tbabecka@bostonpublicschools.org
jqus.tonybabecka.com
617-843-5255

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CLASSES/ENSEMBLES

Beginning Band

This course is open to students who desire to learn to play a wind or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. It is a preparatory course of progression into an advanced band level.

1. To select an instrument based on individual characteristics.
2. To develop awareness of the characteristics of all instruments and the selection, care, and maintenance of each.
3. To develop awareness of the responsibilities inherent in belonging to a musical organization.
4. To produce a characteristic sound on an instrument through the use of correct embouchure, posture, and breath support.
5. To identify and interpret the note and rest values, meter signatures, and common rhythmic patterns.
6. To recognize the note names and produce the appropriate pitches for the practical range of an instrument.
7. To recognize and play scales and literature in certain concert keys.
8. To identify and interpret basic music terminology, tempo markings, and styles.
9. To develop an awareness and understanding of proper intonation.
10. To develop correct playing techniques for individual instruments.
11. To become aware of career opportunities in music.

Intermediate/Advanced / High School Band

This course is designed for students who have developed skills beyond those outlined and described in the Beginning Band expectations. It includes guidance related to playing instruments. The importance of sustained effort and practice is stressed for technical proficiency. Emphasis will be placed on providing each student with a variety of performing exercises. This course may be repeated.

1. To review and improve embouchure, posture, and breath support.
2. To develop and demonstrate a proper concept of articulation.
3. To develop technical facility.
4. To develop and demonstrate a proper concept of tone quality.
5. To play rhythm patterns accurately.
6. To further develop the awareness and understanding of proper unison, chordal intonation, and the use of polytonal effects as dictated by the literature.
7. To identify and respond appropriately to musical terms, tempo markings, dynamics, and expression.
8. Percussionists shall demonstrate skill and proper technique in the playing of all percussion instruments.
9. To recognize and play major scales.
10. Utilize musical skills in public performances.
11. Develop and demonstrate basic marching techniques.
12. To recognize the possibility of continued involvement in music throughout life.

REQUIRED MATERIALS

Music

The JQUS library contains a great deal of high quality music that represents a large amount of funding over many years. In some cases, one lost part may make the selection unplayable by future students. It is imperative that we take care when handling music.

- Every student will receive her own band folder. You will be responsible for its safe return.
- Do not fold, tear, or otherwise destroy music. If any music is damaged or lost, you will be expected to replace it.
- Notes and changes in music must be made with a pencil.
- Music must be kept in the music folder provided by the school to minimize wear or damage.

Instruments

Owning/Leasing

Parents are encouraged to purchase or lease a student's instrument. By leasing, students are allowed to rent instruments on a trial basis before purchasing. If the student continues to grow musically, the instrument may then be purchased and the lease money, in many cases, can be applied to the full costs. Please do not hesitate to contact the band director with questions regarding instrument purchasing or leasing. Though instruments in approved music dealers may be more expensive, the higher quality usually results in fewer repairs and more durable instruments. **AVOID PURCHASING INSTRUMENTS AT PLACES WHERE FOOD, CLOTHING, OR YARD MACHINES ARE SOLD!** These instruments appear to be an excellent value, but are generally constructed of poor craftsmanship, quality, and create difficulties when being repaired.

School Instruments

JQUS is also fortunate to have school owned instruments available for student use. Students and their parents will be responsible for the care and general maintenance of school-owned instruments that they are using. An instrument user agreement form must be completed and kept on file to protect the rights of the student and the JQUS Band Program. Once the instrument is issued to the student, he assumes responsibility for damage, theft, or destruction of that instrument. The student is expected to return the instrument with wear and tear that occurs from normal usage. The student and parent(s) will sign an agreement for the school instrument.

Accessories

Students are expected to have the following general maintenance accessories with their instruments. Many instruments come with these and will not require an additional purchase.

- Flute: cleaning rod, handkerchief
- Clarinet: swab, cork grease, reeds
- Saxophone: swab, cork grease, reeds, neckstrap
- Oboe: swab, cork grease, reeds
- Bassoon: swab, cork grease, reeds
- Trumpet: valve oil, tuning slide grease, cleaning snake, mouthpiece brush
- Trombone: slide grease, spray bottle, tuning slide grease, cleaning snake, mouthpiece brush
- Horn: rotary oil, tuning slide grease, cleaning snake, mouthpiece brush
- Tuba: valve oil, tuning slide grease, cleaning snake, mouthpiece brush
- Percussion: bell kit, hard bell mallets, snare drum sticks, practice pad
- Recorder: cleaning rod, swab

Optional Accessories:

These items will become more beneficial as the student progresses musically:
Metronome, wire music stand, tuner.

Insurance

It is highly recommended that a student's instrument is insured. Parents may wish to check with their insurance agent about coverage under a homeowners/renters policy or about a musical instrument policy. The school's insurance DOES NOT cover theft/destruction of an instrument. If you have any questions regarding this, please contact Mr. Babecka.

REPAIRS

Should an instrument need repairing, please see the band director as soon as possible. Some repairs may be minor and can be fixed in a matter of minutes, while some will need to be sent to the repair shop. **DO NOT ATTEMPT TO FIX AN INSTRUMENT YOURSELF!!!!** This could turn a relatively easy repair into a costly mistake.

No student should use anyone else's instrument except when given permission by the director (this includes non-percussionists using percussion instruments)! Be sure to have a written record at home of the make, serial number, and model of your instrument, because this information is necessary if it should be lost or stolen. Please contact the

band director if you need help locating the information. It would also behoove you to keep a copy of your instruments information on file in the band office.

CLASSROOM CONDUCT

The purpose of discipline is to create an environment that allows learning and performance. Every student has a right to participate in the learning process without interference. Responsibility for behavior lies directly with the individual student. Our band will have responsibilities that other classes do not have. We perform for the public and, therefore, cannot be lenient with our conduct rules. **Any individual who chooses not to observe the behavioral expectations outlined below will be choosing to accept the consequences that follow.**

Behavioral expectations:

1. Follow all school and classroom rules.
2. Treat your classmates, me, guests, and our facilities with respect.
3. Be on time!
4. Come to class each day well prepared! This means practice at home is a must.
5. No gum, food, or beverages in the band room.
6. Play/touch/handle only the instrument that belongs or has been issued to you!

Consequences for Inappropriate Choices:

1. Verbal warning
2. Stay after class for conference, classroom detail, and loss of daily points.
3. Detention.
4. Communication with parent about behavior.
5. Referral to counselor/Dean.

MEDIA

Mr. Babecka may use media items that are beneficial to the curriculum and help enhance the learning experience. All media items used will follow school guidelines.

GRADING POLICY

It is important to remember that **Band is, in fact, a “real class” and a full year commitment.** Students will have to earn grades, and the grades count toward the honor roll. The following is a breakdown of how each student will be graded in Band:

Written/Oral Assignments 10%
Performances/Projects/Playing Exam 60%
Rehearsal/Classroom Skills 30%

Please read the following carefully to understand the criteria of a student’s grade:

WRITTEN/ORAL ASSIGNMENTS (10%): Brief written or oral presentation that covers a topic covered in class.

Criterion D: Responding Maximum: 8 Students should be receptive to art practices from various cultures including their own.		
Achievement Level	Descriptor	Comment
0	The student does not reach the standard described by any of the descriptors below - student refuses to participate in written/oral assignment activities	
1-2	The student demonstrates limited curiosity, self-motivation, initiative and willingness to take informed risks. The student is rarely receptive to art practices from various cultures including his or her own. - little or no participation in written/oral assignment activities	
3-4	The student demonstrates satisfactory curiosity, self-motivation, initiative and willingness to take informed risks. The student is occasionally receptive to art practices from various cultures including his or her own. - adds a few ideas to reflection written/oral assignment activities	
5-6	The student generally demonstrates curiosity, self-motivation, initiative and willingness to take informed risks. The student is generally receptive to art practices from various cultures including his or her own. - active participation in reflection written/oral assignment activities	
7-8	The student actively demonstrates curiosity, self-motivation, initiative and willingness to take informed risks. The student is actively receptive to art practices from various cultures including his or her own. - insightful and positive participant in reflection written/oral assignment activities	

PERFORMANCES/PROJECTS /EXAMS (60%): *Please note that all performances (including graduation) are mandatory!* If you must miss a performance, please let the band director know as soon as possible and a make-up assignment will be given. If the case for an emergency should arise, please let the band director know upon your arrival back to school. If no performance is scheduled for the given grading period, an exam will take its place. Exams may include: written tests and/or playing tests for tone, melodic and/or rhythmic accuracy, intonation, tempo, interpretation, scales, and sight-reading. Requirements vary depending on the instrument being played, student's level, and time of year.

Criterion A: Knowledge and Understanding Maximum: 8 • <i>Students should be able to demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts.</i> • <i>Students demonstrate knowledge and understanding of the art form studied, including specialized language, techniques and processes.</i>		
Achievement Level	Descriptor	Comment
0	<i>The student does not reach the standard described by any of the descriptors below</i> - Did not participate in final performance or submit reflection	
1-2	<i>The student shows limited knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</i> <i>The student is able to demonstrate limited knowledge and understanding of the elements of the art form studied.</i> - Missed or performed incorrect notes on the final performance - Performance reflection is unfinished and/or contains many inaccuracies	
3-4	<i>The student is able to demonstrate satisfactory knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</i> <i>The student is able to demonstrate satisfactory knowledge and understanding of the elements of the art form studied.</i> - Most notes performed are accurate, but missing nuances to make it musical - Performance reflection is mostly complete but contains some inaccuracies	
5-6	<i>The student is able to demonstrate good knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</i> <i>The student is able to demonstrate good knowledge and understanding of the elements of the art form studied</i> - Correct notes and some nuances are performed to make it a good, but not great performance - Performance reflection is complete with one or two inaccuracies	
7-8	<i>The student is able to demonstrate excellent knowledge and understanding of the art form studied in relation to societal or cultural or historical or personal contexts.</i>	

	<i>The student is able to demonstrate excellent knowledge and understanding of the elements of the art form studied</i> - Correct notes and majority of nuances are performed to make it an outstanding performance - Performance reflection is complete with no inaccuracies	
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REHEARSAL/CLASSROOM SKILLS (10%): The portion of this grade will be based upon participation and obeying rules and procedures.

I.B. Criterion B: Developing Skills

Playing Test

Students should be able to apply skills, techniques and processes to create, perform, and/or present art.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	Skills and techniques are applied at a limited level of proficiency. ● TONE (Quality, Air Flow, Embouchure): Inadequate instrument control, Tone quality needs improvement, even at moderate dynamics. ● INTONATION (In tune or not): Little awareness of intonation. Lack of pitch center throughout quiz. ● TECHNIQUE (Fingerings, Attacks, Releases): Little or no technical facility. ● POSTURE (Sitting and hand position): Posture is not straight, Instrument hold is tense/not accurate incorrect fingerings. ● RHYTHMIC PRECISION (steady pulse, correctness of meter): Inconsistent pulse, tempi unsteady. Inaccurate rhythms throughout quiz.
3-4	Skills and techniques are applied at a satisfactory level of proficiency. ● TONE (Quality, Air Flow, Embouchure): Tone lacks some consistency. tone control inconsistent. Tone quality lapses at dynamic extremes. ● INTONATION (In tune or not): Inconsistent adjustments in intonation. Listening skills developing. ● TECHNIQUE (Fingerings, Attacks, Releases): Occasional lapses in technical facility. Inaccurate fingerings and/or placement at times. ● POSTURE (Sitting and hand positions): Posture is straight but student is not sitting at edge of seat. instrument hold is adequate but not accurate or relaxed. Fingering is intermittently correct. ● RHYTHMIC PRECISION (steady pulse, correctness of meter): Inconsistent control of pulse and tempi during transitions. Rhythms are performed inaccurately at times.
5-6	Skills and techniques are applied at a good level of proficiency. ● TONE (Quality, Vibrato, Resonance, Embouchure): Developed concept of tone. Instrument control maintained most of the time. Good tone quality throughout the dynamic ranges. ● INTONATION (In tune or not): Adjustments in intonation made most of the time. Players listen and respond effectively. Pitch generally accurate. ● TECHNIQUE (Fingering, Attacks, Releases): Technical facility is accurate. Fingerings and placements accurate.

	• POSTURE (Sitting and hand positions): Posture, bow hold, and left hand are generally accurate but lapses occur at times. • RHYTHMIC PRECISION (steady pulse, correctness of meter): Control of pulse most of the time. Rhythms performed accurately.
7-8	Skills and techniques are applied at a high level of proficiency. • TONE (Quality, Vibrato, Resonance, Embouchure): Highly developed concept of tone. Instrument control maintained throughout. Excellent tone quality throughout all dynamic ranges. • INTONATION (In tune or not): Adjustments in intonation made instantly during quiz. Player listens and responds effectively and all shifts are accurate and controlled. • TECHNIQUE (Fingering, Attacks, Releases): Technical facility accurate and fluent. Fingerings are accurate and stylistically appropriate. • POSTURE (Sitting and hand position): Sitting on edge of seat with back straight. Instrument hold relaxed and correct. Hands are correctly positioned and relaxed. • RHYTHMIC PRECISION (steady pulse, correctness of meter): Excellent control of pulse at all times. Rhythms are performed accurately and are stylistically correct.

The above grading scale will follow International Baccalaureate guidelines and translate to a percentage basis on the following scale:

8 = 100% (A+)
 7 = 96% (A)
 6 = 93% (A)
 5 = 90% (A-)
 4 = 86% (B)
 3 = 70% (C)
 2 = 65% (D)
 1 = 59% (F+)
 0 = 50% (F)

AFTER-SCHOOL COMMITMENTS

Concerts/Festivals

Concerts and festivals will generally take place outside of school hours. Annual Winter and Spring concerts take place during an evening that is preceded and followed by an academic day according to the Boston Public Schools calendar. Other engagements may include parades, community events, school activities, etc., may occur during days that fall during the week or weekend. Ample notification time will be given for such events, so please plan accordingly.

Rehearsals

In preparation for performances, after school rehearsals are necessary to fine tune the finished product. Any after school rehearsal would be given with sufficient notice and arrangements can be made for conflicts.

Optional Opportunities

Students may also wish to further their musical explorations by attending after school music sessions. Sessions may include group instruction, listening to music, exploring different genres, composing, improvisation, and other topics which fit into the curriculum.

PERFORMANCE ATTIRE

Attire for concert performances will be as follows unless otherwise stated beforehand:

Gentlemen: Black pants, black shoes, black socks, white collared shirt

Ladies: Black pants or long dress, black shoes, white blouse

Attire for parades and special occasions will be announced in advance.

PRACTICE

Practicing is a very important aspect for success. Students will be issued practice logs to be signed by parents to turn in weekly. Required practice time for each week is 60 minutes. Private Lessons are encouraged and, if interested, please contact the band director for more information.

PARENTAL INVOLEMENT

Parental Involvement is highly encouraged and essential to the band program at JQUS. Along with encouraging your student, parents may be called upon to occasionally donate time or services. Examples of this include, but are not limited to the following: Providing refreshments after a concert, transportation to musical events outside the school day, obtaining possible business donations/sponsorships from employer or area businesses, **and concert attendance!!!** Without the parents, the band would not exist and allow it to reach its fullest potential.

DISCLAIMER

The items in this handbook are subject to be amended to conform to the educational curriculum that is presented. Amendments may be made in the form of verbal or written correspondences to students, parents, faculty, or administration. Mr. Babecka also reserves the right to immediately amend the handbook to promote a safe and educational environment for the school, students, and employees. A full copy of the band handbook is available for view in the band office.