

Band Department Philosophy Statement

The Waukeee Band Program provides all students with opportunities to develop lifelong appreciation of music, take ownership over their own accomplishments, and contribute to something larger than themselves.

6th-7th Grade Band Basics Description

This course is designed to help students become successful with the basic skills needed to perform in a large-group ensemble. The objective of Band Basics is to help students gain enough skills to confidently perform in an ensemble with their grade-level peers. This course works well for students who are switching to a new instrument from the one they played in a previous year, who are just starting an instrument for the first time, or who need a little more time to process these new skills.

This class is open to any 6th or 7th grade student who desires to learn to play one of the following band instruments: flute, clarinet, saxophone, trumpet, trombone or euphonium. Students will engage in guided practice in the following areas: instrument position and posture, embouchure (mouth formation), breath support, music notation, rhythmic notation and steady beat, and note-reading in correlation with fingering/slide position recall.

Students will be able to demonstrate...

- Perform expressive qualities of music
- Perform music with technical accuracy
- Evaluate musical performances
- Write using standard notation

6th-7th Grade Band Basics Course Components

- Self-paced learning with the Essential Elements lesson book
- Once a student demonstrates mastery of the required skills, they may be transferred into a regular grade-level band class at any time.
- Mastery of required skills may include:
 - a. Range of at least one octave
 - b. Ability to read and perform rhythms up to dotted quarters and eighth notes
 - c. Appropriate embouchure and posture
- This class is not performance-based, so performing at concerts is not part of the Band Basics curriculum.

Waukeee CSD 6-7 Guiding Principles

- Differentiation of instruction is necessary in order for students to grow and progress
- Behavior:
 - Is not considered part of academics and is not to be considered part of the proficiency level assessment
 - Is to be reported in a separate progress report
- Extra credit will not be given
 - High-level work should be used to differentiate for students who show secure proficiency
 - This should not simply be more work, but work at a level beyond the secure expectation
 - This can be used as evidence that the student meets the "exceeds" level for a specific proficiency indicator
- Ongoing assessment (retakes, revisions, alternative assessments, etc...)
 - Students will be given multiple opportunities to demonstrate proficiency following additional instruction
 - Ongoing assessments may be given in a format different from the original
 - The time frame of on-going assessments will be determined by the team and individual teachers based on student progress
- Determining proficiency:
 - Teachers will consider multiple data points based on assessments

6th-7th Grade Band Basics Overview



- o Teachers will provide evidence to support the proficiency indicator
 - o Teachers will consider the most recent data to determine indicator of student progress
- Independent practice:
 - o Independent practice must be meaningful, purposeful, of high quality and aligned to specific benchmarks and objectives
 - o Multiple opportunities to practice should be provided prior to reporting a Proficiency Indicator.
- Incomplete work:
 - o Students are expected to complete all required work
 - o Work that is not submitted will be recorded as insufficient data (ID)
 - o Teachers must give students an opportunity to complete the work.