

**PERU**  
**Jr./Sr. High School**  
**BAND**



**HANDBOOK**

# Peru Central School District Instrumental Music Program

Dear Peru Students and Families,

Welcome to and congratulations on becoming a part of Peru Central School's Band Program! Learning and playing instruments not only improves coordination, self-discipline, and creativity, but it also increases brain function and development which helps us to become highly-functional and well-rounded human beings. By expressing an interest in a band instrument, you are becoming a part of a long line of talented Peru musicians.

Information about our Band Program is included on the following pages. You may also visit the band webpage on the school website for detailed information about all aspects of the program. I hope you find this information useful in your participation and development in the program.

Good luck, work hard, and I look forward to seeing you in the Band!

Todd Pray

Grades 6-12 Music Teacher (Band), Peru Central School

[tpray@perucsd.org](mailto:tpray@perucsd.org)

643-6499 x5179

## **Communication/Web Page**

Most Band-related information, including syllabi, handbooks, lesson schedules, concert info, etc. is communicated by e-mail and can be found on the band teacher webpage on the school website ([www.perucsd.org](http://www.perucsd.org)).

- Under the 'Schools' menu, select either school
- Under the 'Teachers' menu, select 'Pray, Todd'
- A menu of band classes is listed on the left side; click on the desired class for information and details

If you are not already receiving Band information through e-mail and would like to, please send an e-mail to [tpray@perucsd.org](mailto:tpray@perucsd.org) indicating what e-mail addresses you would like added to the list. If you do not have e-mail, please send a note indicating so and I will do my best to keep you informed using alternative methods.

## **Instrument Rentals and Loans**

While it is usually best for students to own the instrument they use, renting an instrument from a music store is the next best option. The quality of a store rental instrument will in most cases be higher than a school-owned instrument, and will be easier to play.

Below are two music companies that can assist you on your quest for store rental instruments. Most companies will deliver to PCS, and some have rent-to-own programs. Please inquire about instrument age, repair services/costs, and quality before renting in order to find the best deal.

### **INSTRUMENT RENTALS (through music stores):**

Advance Music, Burlington, VT  
(802) 863-8652  
[www.advancemusicvt.com](http://www.advancemusicvt.com)

Brick and Mortar Music, Potsdam, NY  
(315) 274-9311  
[www.bandmm.com](http://www.bandmm.com)

Peru Central does have a limited number of instruments available for student use (at no cost). Some students may have to share. If a student is interested in borrowing a school-owned instrument, they should see me as soon as possible to check on availability.

## **Accessory Equipment**

When purchasing or renting an instrument, several accessories are often included. Peru Central does its best to provide these accessories when loaning instruments from school, but is limited in supplies. Proper use of accessories will be demonstrated in lessons. Here is what you should have with your instrument:

**Flute:** *polishing cloth, cleaning rod*

**Clarinet and Saxophone:** *cork grease, reeds (rotating about 5-10 #3 or 3.5 “Rico” or “Vandoren” reeds is recommended for intermediate level playing), flat multi-reed storage case (not what the reed comes in), swab (without wire bristles is recommended)*

**Trumpet and Baritone/Euphonium:** *valve oil, cleaning snake, slide grease or Vaseline, mouthpiece brush*

**French Horn:** *rotary valve oil, cleaning snake, small screwdriver set, valve string, slide grease or Vaseline, mouthpiece brush*

**Trombone:** *slide grease or oil, cleaning snake, mouthpiece brush*

**Percussion:** *all percussion students should either rent or buy a percussion kit (often more economical to buy), which usually includes a practice pad, bell set, drum sticks, mallets, and a canvas case*

## **In-School Instrument Lessons**

Lessons and individual practice are the keys to success and the backbone of a strong music program. Each participating student will be scheduled for in-school lessons that occur during rotating periods of the day (see ‘Band Lesson Information’ sheet and ‘Band Lesson Schedule’ on the band webpage). Lesson times rotate as much as possible so students do not miss the same class frequently. Lesson schedules are sent home and to all teachers via email (and hard-copy if needed) at the beginning of each quarter, are posted on the school website, and are posted outside each music classroom.

During lessons, students will study solo repertoire, music theory, etudes, fundamental exercises, techniques specific to their instrument, band music, and more.

Lesson participation and progress makes up 30% of each student’s grade for each quarter.

Students enrolled in the Band program are not only expected to remember when their assigned lesson time is and attend lessons regularly, but are also required to remember to practice their assigned lesson homework regularly and make up any missed lessons. Parents and teachers can help by encouraging students to fulfill their obligations. In-School lessons continue as long as the student is enrolled in the band program at Peru Central School.

All students are also encouraged to take private lessons outside of school with a specialist on their instrument. Please contact me for a list of private teachers.

## **Individual Practice**

The more you practice, the better you get – and the faster it happens! If you aren't seeing any progress, the instrument seems too difficult, or you're not enjoying playing, you probably aren't practicing enough.

Every student will be assigned practice "homework" each lesson. Band homework is different than most other classes. For example: in Math, you do each problem/exercise once, then turn it in for a grade. In Band, you should play each exercise several times EACH practice session throughout the day (starting slowly, gradually getting faster), then repeat that process every day until the next lesson/assignment. This builds muscle memory, understanding, and skill. Making practice part of your everyday homework routine is best.

It is recommended that students practice their homework almost every day (a day off here and there is ok). 20 minutes to 1/2 hour of practice time per day is acceptable for most students, but advanced students, students in All-State and All-County, and students wishing to pursue careers in music should practice 2-3 hours, 5 days a week. If practicing more than that, great!

Be careful! It is wise to stagger practice time throughout the day to avoid injury, and it is not productive to practice a large amount only 1 day per week right before lessons. Practice should be slow and methodical and spread out throughout each week, with attention to what was gone over in lessons – practicing properly creates good playing habits; practicing mistakes makes you good at making mistakes.

Using a practice chart can be greatly beneficial in helping you establish a routine and keep track of how much and how often you practice, what you practice, and at what speed. See me for pre-made practice charts and how to use them. Don't forget - USE A METRONOME!

Teachers can tell when you have practiced and when you haven't. If you are practicing regularly, you will have very little trouble becoming an excellent young musician.

## **Rehearsals (Ensemble Classes)**

While most individual instruction takes place during instrument lesson periods, ensemble rehearsals take the form of a "Lab" time, where students learn group skills and practice the content learned during lesson times in an ensemble setting. Rehearsals are a mandatory part of band participation.

- Grade 6 Band: 2nd Period, Odd days
- Grades 7-8 Band: 7th Period, Odd days
- Grades 9-12 Band: 6th and/or 9th period every day

Required materials at each rehearsal

- Instrument with all necessary equipment
- Music Folder containing lesson book and concert band music (provided by school)
- Pencil
- A Positive Attitude!

ALL students are expected to follow all class rules. Cell phones may be used for appropriate band-related purposes only (tuner, metronome, fingering charts, etc.). Texting, taking pictures of classmates, snap-chatting, etc. are NOT permitted.

### **Concert Schedule**

All concerts are a mandatory part of band participation and count as 30 percent of the quarterly average, unless notified otherwise. The concert schedule is listed on the District calendar. E-mail reminders will be sent. If any changes are made, students and parents will be notified in as timely a manner as possible.

### **Additional Opportunities**

Besides concert band, students may also wish to join the “Indians” Marching Band or Peru Jazz Ensemble, participate in the annual NYYSMA Solo Festival, or audition for the All-County and/or All-State music festivals. See me for more information!

## **~ PARTICIPATION EXPECTATIONS ~**

### **Student Responsibilities**

- Show Respect to the Teacher and Other Members of the Class
- Observe all Class Rules
- Practice Regularly (Work Hard!)
- Attend Lessons Regularly
- Keep a Written Record of Assignments
- Be on Time to Rehearsals
- Demonstrate Proper Instrument Care and Maintenance
- Remember Your Instrument for Lessons and Rehearsals
- Participate in all Elementary Band Concerts
- Make up any Missed Work (When Possible)
- Have A Positive Attitude!

### **Parent Responsibilities**

- Be encouraging and complimentary, not discouraging, to students – a little praise often goes a long way!
- Provide a dependable instrument, if possible (see instrument rental & loan section)
- Provide a practice space at home with good lighting, a chair, some sort of music stand
- Review all assigned reading/lesson material with the student
- Supervise practices, especially at the beginning; have the student explain what he/she is doing
- Communicate with the Band Director if the need arises

### **Teacher Responsibilities**

- Teach the fundamentals of instrument performance
- Establish clear goals and expectations for students
- Organize quarterly lesson and rehearsal schedules and distribute to parents, students, and teachers
- Maintain records of lesson and rehearsal attendance and achievement
- Select concert dates and programs

### **Contract**

After you have read all of the information on the previous pages, please take a few moments to fill out and sign the Instrumental Music Contract on the final page of this packet. The contract is an understanding and agreement between the parent, teacher, and student that all expectations and requirements will be followed. When complete, please return the form to a music teacher at your earliest convenience. Please keep the rest of the handbook packet for future reference. Thank you!

## Grading

An example of a quarterly band student evaluation sheet is attached. Please review it to see what you need to do in order to be successful in band (percussionists see me for differences).

# QUARTERLY EVALUATION (Woodwinds/Brass)

Name: \_\_\_\_\_ Grade: 7 8 9 10 11 12

Instrument: \_\_\_\_\_ Quarter: 1 2 3 4

## INDIVIDUAL/GROUP LESSON ATTENDANCE 30 pts.

(+ = commendable / - = needs improvement)

		Attendance					Daily Practice					Preparation					Attitude					Effort				
		29 28 27 26 25					24 23 22 21 20					19 15 10 5 0														
30																										
Artistry Level	Highly Competent	Competent					Not Yet Competent																			
*Preparation and growth are at a superior level *Always attends lessons	*Attends on a regular basis *Consistent preparation and growth evident	*Attends on a regular basis *Minimal preparation or growth evident					*Does not attend lessons on a regular basis *Little to no preparation or growth evident																			

## MAJOR SCALES: 10 pts.

(C F G Bb D Eb A Ab E Db B Gb F# Cb C#)

		10			9			8			7		
Grade	Artistry Level	Highly Competent			Competent			Not Yet Competent					
7	5 of 15	3 of 15			3 of 15			Less than 3					
8	7 of 15 +chromatic	5 of 15			3 of 15			Less than 3					
9	9 of 15 +chromatic	7 of 15 +chromatic			5 of 15			Less than 5					
10	All 15 +chromatic, full range	9 of 15 +chromatic			7 of 15 +chromatic			Less than 7					
11	All 15 +chromatic, full range	All 15, min. problems +chromatic, full range			9 of 15, some problems +chromatic			Less than 9					
12	All 15, full range +chromatic, full range	All 15 +chromatic, full range			All 15, min. problems +chromatic			Less than 15					

## PERFORMANCE SKILLS: 50 pts. (10 pts. each)

(Evaluated from weekly lessons, rehearsals, and playing exams)

- Based on average grade level ability)

TONE: \_\_\_Quality \_\_\_Control/Focus \_\_\_Breath Support \_\_\_Projection \_\_\_Vibrato \_\_\_Embouchure \_\_\_Posture

		10			9			8			7			6			5			4			3			2			1			0		
Artistry Level	Highly Competent	Competent									Not Yet Competent																							
*Exemplary tone	*Well-controlled and focused sound *Good breath support *Excellent embouchure	*Acceptable basic sound *Basic breath support *Good Embouchure									*Uncontrolled/unfocused sound *poorly formed embouchure *poor breath support																							

**INTONATION:**    \_\_\_ Tuning            \_\_\_ Tonality  
                          10                    9                    8                    7                    6                    5                    4                    3                    2                    1                    0

Artistry Level	Highly Competent	Competent	Not Yet Competent
*Minimal intonation problems through entire range of instrument	*Plays in tune with one's self and makes accurate adjustments when needed	*Understands problems of instrument and attempts to make adjustments	*Pitch intonation is widely inconsistent

**TECHNIQUE:**    \_\_\_ Tonguing            \_\_\_ Facility            \_\_\_ Flexibility  
                          10                    9                    8                    7                    6                    5                    4                    3                    2                    1                    0

Artistry Level	Highly Competent	Competent	Not Yet Competent
*Sophisticated use of various articulation styles and patterns *Fluid finger facility *Demonstrates use of alternate fingerings when appropriate	*Consistent use of correct articulation styles *Limited problems with facility and fingering knowledge	*Consistent basic articulation, facility, and flexibility	*Many articulation flaws *Limited facility Limited knowledge of basic fingerings

**ACCURACY:**    \_\_\_ Articulation    \_\_\_ Notes            \_\_\_ Rhythms            \_\_\_ Pulse  
                          10                    9                    8                    7                    6                    5                    4                    3                    2                    1                    0

Artistry Level	Highly Competent	Competent	Not Yet Competent
*Outstanding performance of all notes, rhythms, and articulations *Outstanding control of pulse	*Minimal note, rhythm, and articulation errors *Steady, controlled pulse	*Minimal variation in pulse *Largely accurate with notes, rhythms, and articulations	*Many note, rhythm, and articulation errors *Pulse is inconsistent

**INTERPRETATION:**    \_\_\_ Dynamics    \_\_\_ Style    \_\_\_ Tempo    \_\_\_ Phrasing    \_\_\_ Expression    \_\_\_ Artistry  
                          10                    9                    8                    7                    6                    5                    4                    3                    2                    1                    0

Artistry Level	Highly Competent	Competent	Not Yet Competent
*Personal expression added to music *Highly personalized performance using above techniques	*Expanded use of above techniques *Historical and common practices used to enhance performance	*Basic use of dynamics, phrasing, and expression	*Performance is void of expression

**PARTICIPATION: 10 pts.**

                 \_\_\_ Attitude    \_\_\_ Effort    \_\_\_ Responsibility    \_\_\_ Equipment Maintenance    \_\_\_ Daily Practice  
                  \_\_\_ Rehearsal/Performance procedures    \_\_\_ Following Directions    \_\_\_ Listening Skills  
                  10                    9                    8                    7                    6                    5                    4                    3                    2                    1                    0

Artistry Level	Highly Competent	Competent	Not Yet Competent
*Highly Attentive *Rehearses and performs in a professional manner	*Applies effort in rehearsal and performs at an above average level	*Minimal effort applied *Average performance level	*Participation is not at an acceptable level *Student needs work in the areas noted

**ADDITIONS & DEDUCTIONS:**

- \_\_\_ Marching Band Participation +10
- \_\_\_ Area All-State Participation +2
- \_\_\_ Conference All-State Participation +5
- \_\_\_ All-County Participation +2
- \_\_\_ Usher for Concerts (not yours) +2
- \_\_\_ Other: \_\_\_\_\_
- \_\_\_ Pit Orchestra in Musical +2
- \_\_\_ NYSSMA Solo Festival Participation +5
- \_\_\_ Chamber Concert Performance +2
- \_\_\_ Live Concert Attendance +2 ea
- \_\_\_ Music Booster Participation +2
- \_\_\_ performance missed, unexcused (-30 pts. each)

**BREAKDOWN**

- Lessons (30): \_\_\_\_\_
- Scales (10): \_\_\_\_\_
- Performance Skills (50): \_\_\_\_\_
- .Participation (10): \_\_\_\_\_
- Additions/Deductions: (+/-) \_\_\_\_\_
- QUARTER GRADE: \_\_\_\_\_



# INSTRUMENTAL MUSIC CONTRACT

***By signing this form, you are making a commitment to the Peru Band Program. You will be obligated and expected to participate by following the expectations outlined in the handbook. If the expectations are not met, you may be asked to discontinue participation in the Band program. Please fill out this form neatly and completely.***

**STUDENT:**

“I have read, understand, and will follow the expectations and requirements for Instrumental Music Participation.”

Student's Name \_\_\_\_\_ Signature \_\_\_\_\_

**PARENT/GUARDIAN: (place a check to those that apply)**

\_\_\_\_\_ My child will participate in the Instrumental Music Program. We have read, understand, and will follow the expectations and requirements for Instrumental Music Participation.

\_\_\_\_\_ Please add my e-mail to the Peru Music Booster (PMB) e-mail distribution list so I may stay informed about PMB activities.

\_\_\_\_\_ I am interested in helping with the Indians Marching Band.

Parent/Guardian's Name \_\_\_\_\_ Signature \_\_\_\_\_

\*E-mail (to be added to distribution list) \_\_\_\_\_

\*Check here if you do not use e-mail \_\_\_\_\_

Phone Number \_\_\_\_\_

*Most band-related activities and information will be communicated via e-mail.  
If you use e-mail, please be sure to list it CLEARLY on this slip  
(even if I already have you on my distribution list).*

*If you do not use e-mail, please indicate so in the space reserved for e-mail.  
THANK YOU!*