



# **Warren G. Harding Middle School Band Handbook/Syllabus**

William R. Beyer, Director of Bands  
2017-2018

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This handbook is meant as a resource for students and families. It contains my classroom expectations, grading details, and concert expectations (including dates and concert dress code).

## **A Note from Mr. Beyer:**

It is that time again: a new school year is upon us! I am very excited and very fortunate to be leading your Warren G. Harding Middle School Timberwolf Bands! We're going to have a lot of fun!

### **Why Concerts Matter**

Band is a performance-based class and as such throughout the school year, students will be participating in multiple concerts, both as a member of a large ensemble and as a soloist. Nothing can replicate these performances, and there are numerous reasons as to why students and their families should attend:

- When families attend concerts together, families grow stronger. Students feel proud of displaying their musical accomplishments in front of their friends and loved ones, who might then also be inspired to make music, too!
- Nothing truly replicates performing in front of a live audience.
- Just like many sports, band is a team in which every member has a specific job and is vital to the overall success of the ensemble.
- Students by attending concerts take pride and ownership in displaying their hard work and dedication!
- Concerts at WGHMS are graded and curricular. Missing a concert for any reason requires a make-up assignment (see page eight of the band handbook) to fulfill the missing grade. If possible, it is usually easier to attend during the concert than to make up the missing performance.
- Students only have a limited number of performance opportunities in school. Each concert is a chance to see the musical growth achieved.

**Please place the 2017-2018 school year concert dates (see page nine of the band handbook) on your family calendar today!**

### **Instrument Requirements**

In order to participate in band, every student must have an instrument. If you do not currently own your own instrument, you may want to consider first renting an instrument from a local music store (see page 10 for more details). If you cannot rent an instrument from a local music store, you may be assigned a school instrument. There are a limited number of school instruments available. Because of this, students may not get their first choice of instrument.

To use a school instrument at any time throughout the year:

- Students must be enrolled and regularly attending classes at Harding;
- Students must take care of the instrument, accessories, and case;
- Students must have purchased the adequate materials to utilize the instrument (including but not limited to: reeds, oil, drum sticks/mallets, etc.);
- Students must have this handbook contract signed and returned to Mr. Beyer.

**STUDENTS MAY NOT USE INSTRUMENTS THAT HAS NOT ASSIGNED TO THEM UNLESS GIVEN SPECIFIC PERMISSION BY THE TEACHER.** Students are encouraged to take their designated instrument home for practice purposes.

Students and families are financially responsible for any damage or loss while they are using a school instrument. If severe damage or loss of an instrument occurs, families may no longer be able to use a school instrument. Normal "wear and tear" repair expenses are covered by the district.

## **Band Information**

Students signed up for band will be required to remain in band for the entire semester. Students will automatically be reenrolled for following semesters of band. Should special circumstances arise, a meeting with a School Improvement Leader and/or Vice-Principal and Mr. Beyer will be required before any changes in schedule will be considered. This prevents an ever varying and therefore detrimental roster of students within band.

## **Turnaround: Arts**

As a designated Turnaround: Arts School, Harding Middle School believes that our fine arts programs are not merely an extension of our core curricular subjects, but the harmony in which students' knowledge and understandings, skills and passions are applied. With the addition of the Turnaround: Arts program in the district, Harding Middle School Fine Arts Programs are growing to meet the needs of our wildly talented students. WGHMS is proud to offer students high quality experiences in orchestra, band, music, chorus, and applied visual arts. Through meeting high arts standards, curricular connections, resident artist visits, community outreach, performances and more, student artists at Harding Middle School are practicing the skills they will one day use as the future creative leaders in our community.

## **Sincere Thanks**

**Thank you to both students and families for your dedication and support of the WGHMS Band program.** Music is such an important and beneficial part of a student's education and I am grateful for all you have done and all you will do to help the Harding Middle School Timberwolf Bands continue to succeed. Together, this will be a fantastic year for band!

## **Social Media/Contact Information**

If you have any questions or concerns please do not hesitate to contact me via email ([William.Beyer@dmschools.org](mailto:William.Beyer@dmschools.org)) or phone. And don't forget to follow us on Twitter ([@NorthsideBands](https://twitter.com/NorthsideBands)), like us on Facebook ([/NorthsideBands](https://www.facebook.com/NorthsideBands)), and follow us on Instagram ([@NorthsideBands](https://www.instagram.com/NorthsideBands)).

William R. Beyer,  
Director of Bands  
Warren G. Harding Middle School

203 East Euclid Avenue  
Des Moines, IA 50313  
E: [William.Beyer@dmschools.org](mailto:William.Beyer@dmschools.org)

# Grading:

This section will explain how students in the WGHMS Band are graded. The purpose of this explanation is to hopefully alleviate any questions and concerns as to how a grade is earned and/or what that grade means.

Band, as well as every class at Harding has moved to Standards Reference Grading. This means that students will no longer receive more traditional grades such as A, B, C, D, or F but rather a number (0-4). These numbers correlate to the individual knowledge and proficiency.

SCALE SCORE	ACADEMIC DESCRIPTOR	STUDENT-FRIENDLY DESCRIPTOR
4	Exceeding Standard	I have demonstrated deep understanding that goes beyond the learning goal.
3	Meeting Standard	I have met the learning goal.
2	Developing Toward Standard	I have the foundational skills and knowledge for the learning goal and I am almost there.
1	Insufficient Progress	The evidence I have submitted shows I have a long way to go to reach the learning goal.
0/M	No evidence of student understanding in submitted work OR Missing – student has not submitted evidence	I have not submitted evidence of learning for the learning goal.

Each of the three standards and corresponding six topics will have Bodies of Evidence (assignments) and a Standards Reference Grade (0-4) associated with it throughout the year. Through home practice, students will be able to show improvement and increase their proficiency. If a student would like help on any of their music, they can see Mr. Beyer before/after school for extra practice.

The overall standards grade is an acumination of work done throughout the entire term (all Bodies of Evidence). Until the final report card per semester, grades are **NOT STATIC** and represent progress towards a goal; **students are allowed and to complete any assessment and make up any assignment for full credit to demonstrate proficiency. If a student misses an assessment or body of evidence, it is their responsibility to finish and turn in a make-up assignment.**

## Learning Topics/Learning Goals/Phases (and a brief explanation):

Learning goals are organized by overarching concepts called **LEARNING TOPICS**. Within each **TOPIC** are **LEARNING GOALS**. All learning goals for the performing arts are guided by the 2014 National Music Standards and assessed on the provided reporting scales.

NOTES	RHYTHM	SOUND	ARTICULATION	LITERACY	ENGAGEMENT
Students are able to play their instrument in tune and in multiple keys as appropriate to their phase.	Students are able to recognize and accurately perform rhythms appropriate to their phase.	Students are able to create and demonstrate appropriate sound on their instrument using techniques that are appropriate for their phase.	Students describe and demonstrate different tonguing and slurring on their instrument as appropriate to their phase.	Students identify, understand, and demonstrate different key signatures, time signatures, dynamics, tempi, and notions as appropriate to their phase.	Students engage in the process of creating music in both the classroom and community as is appropriate to their phase.

Students will be graded on these learning topics based on their **PHASE** of learning. A **PHASE** is the proficiency level of a student in any given topic. Students may be in different phases determinant on their ability to meet the tasks within each phase. Phase levels help the student track their progress in the standard and allow each student to have an individualized learning experience within the music classroom.

Students in 6th grade and first semester of 7th grade will be in PHASE 1. Students in second semester of 7th grade and 8th grade will be in PHASE 2 (barring extraordinary circumstances).

	PHASE ONE	PHASE TWO
NOTES	<ul style="list-style-type: none"> <li>• Student demonstrates a range of at least one octave.</li> <li>• Student demonstrates music with the notes: Concert A and Ab.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates Concert F, Bb, and Eb scales within one minute (octave shifts allowed).</li> <li>• Student demonstrates music that utilizes the key of one of the identified Phase Two Major Scales and incorporates some chromatic pitches.</li> <li>• Student identifies the Phase Two key signatures and the usage of the chromatic pitches in appropriate literature.</li> </ul>
RHYTHM	Student demonstrates counting and playing: <ul style="list-style-type: none"> <li>• Whole, Half, and Quarter Notes/Rests</li> <li>• Eighth Notes in pairs</li> <li>• Dotted Half Notes</li> </ul>	Student demonstrates counting and playing: <ul style="list-style-type: none"> <li>• Phase One Rhythms</li> <li>• Dotted Quarter Notes</li> <li>• Eighth Notes and Rests</li> <li>• Eighth-Quarter-Eighth syncopation with note and rest combinations</li> </ul>
SOUND	<ul style="list-style-type: none"> <li>• Student demonstrates a consistent, idiomatic tone throughout a stepwise melodic line.</li> <li>• Student demonstrates Piano and Forte.</li> </ul>	In addition to Phase One: <ul style="list-style-type: none"> <li>• Student demonstrates a consistent sound within appropriate grade-level music.</li> <li>• Student demonstrates Pianissimo through Fortissimo as well as crescendos and diminuendos.</li> <li>• Students adjust pitch using their instrument's tuning mechanism with a tuner.</li> </ul>
ARTICULATION	Student demonstrates correct articulation including: <ul style="list-style-type: none"> <li>• Correct "T" sound for the front of the note.</li> <li>• Slurs are appropriately executed for the instrument.</li> </ul>	In addition to Phase One, Student understands and demonstrates: <ul style="list-style-type: none"> <li>• Accent</li> <li>• Staccato</li> </ul>

(Continued on next page...)

	PHASE ONE	PHASE TWO
LITERACY	<p>Student understands:</p> <ul style="list-style-type: none"> <li>• Repeat signs</li> <li>• First and second endings</li> <li>• One measure repeat</li> <li>• Time signatures: 4/4 and Common Time</li> <li>• Pickup notes</li> </ul> <p>Student identifies:</p> <ul style="list-style-type: none"> <li>• All learned note names</li> </ul>	<ul style="list-style-type: none"> <li>• Student reviews a concert or recording (written).</li> </ul> <p>In addition to Phase One, Student understands:</p> <ul style="list-style-type: none"> <li>• Accidentals</li> <li>• Piano and Forte</li> <li>• Tempo Marks <ul style="list-style-type: none"> <li>○ Allegro</li> <li>○ Moderato</li> <li>○ Andante</li> <li>○ Ritardando (rit.)</li> </ul> </li> <li>• D.C. al Fine</li> <li>• D.S. al Coda</li> <li>• Time Signatures: 3/4 and 2/4</li> </ul> <p>Student identifies:</p> <ul style="list-style-type: none"> <li>• All learned note names</li> </ul>
ENGAGEMENT	<ul style="list-style-type: none"> <li>• Student demonstrates engagement by being prepared with an instrument, music, pencil, and other required material at the appropriate time for rehearsals and performances.</li> <li>• Student maintains instrument appropriately.</li> <li>• Student demonstrates proper posture and concert etiquette.</li> <li>• Student attends required performances.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to Phase One, Student takes notes in music and responds to marks appropriately.</li> <li>• Student demonstrates the ability to focus through rehearsals and performances.</li> </ul>

# Daily Classroom Expectations:

Students are expected to follow Harding's CPR Expectations (**C**ollaborative, **P**rofessional, and **R**espectful)

✓ **COLLABORATIVE**

- *Students will work in large and small groups every day of class.*
- *Students will need to interact positively with each other and work together to keep our classroom safe, clean, and productive.*

✓ **PROFESSIONAL**

- *Students must be on time for class and are expected to bring their instrument, music, and a pencil to class every day.*
- *Students are expected to quickly unpack their instrument and warm up at their seat until the teacher signals the start of class.*
- *Students need to be responsible for communicating important performance dates and times home to their families.*

✓ **RESPECTFUL**

- *Students will show respect by listening to their fellow students and supporting each other as they learn and grow as musicians.*
- *Our classroom is a safe space to take risks and be creative, and no put-downs or bullying will be allowed.*
- *Students will show respect to our classroom and band program by only touching their own instrument (unless instructed otherwise by a teacher) and helping to keep all instruments and equipment safe.*
- *Students will show respect to their teacher by keeping electronics put away, following directions, and staying at the appropriate voice level.*

# Concert Expectations:

## Student Expectations:

1. Arrive **no later than 30 minutes prior to the start of the concert.**
2. Arrive prepared to perform with personal music, instrument, and supplies.
3. Uniform:
  - a. **Black and/or white shirt:**
    - i. Either buttoned dress shirt;
    - ii. An applicable polo;
    - iii. Or may include WGHMS uniform polo.
    - iv. No sweatshirts or t-shirts, please.
  - b. **Black and/or white dress pants/skirt (or full length dress):**
    - i. Dresses/Skirts must be knee length or longer.
    - ii. May include WGHMS uniform khaki pants.
    - iii. No shorts, joggers, or sweat pants, please.
  - c. **Belt (if applicable)**
4. Perform to the best of their abilities.
5. Support their friends and other band members.

## Parent/Guardian Expectations:

1. Bring student(s) to concerts.
2. Attend and enjoy concert.
3. Support budding musicians.
4. Have FUN!

As a performance art, musical growth and grades depend on concert attendance. **There is nothing that can truly replicate or replace performing with a group in front of a live audience.** This is why it is so imperative for students to attend every concert.

## Concert Make-Up

Should a student miss a concert for any reason, a make-up performance will be assigned. In order to fulfill the missing grade, the student is to perform all concert music within a grade level ensemble (two or more students), in front of an audience of four or more people. This concert make-up can be completed either at school, with Mr. Beyer present, or elsewhere with a video recording documenting the performance.

Students who have missed a concert will not be eligible for the semester rewards. Semester rewards include, but are not limited to the WGHMS Band Tour and the DMPS All-City Music and Art Festival. Should a student be sick or a family emergency arise, the school and Mr. Beyer must be notified immediately for the absence to be excused. A make-up performance will still be required in the event of an excused absence and reward eligibility will not be restored until such make-up assignment is completed.

## Concert Information

There is **NEVER A COST** to attend any WGHMS concert, so it is highly encouraged for you and your student(s) to invite friends, family, and neighbors to attend what will be a series of great performances!

# 2017 – 2018 WGHMS BAND DATES:

DATE	EVENT
September 16 <sup>th</sup> , 2017	Beaverdale Fall Festival Parade (10:30am, Meet at Harding, 8 <sup>th</sup> GRADE STUDENTS ONLY)
October 20 <sup>th</sup> , 2017	Middle School Marching Band Night (5:30pm, NHS, 8 <sup>th</sup> GRADE STUDENTS ONLY)
<b>December 12<sup>th</sup>, 2017</b>	<b>WGHMS Winter Band Concert (7:00pm, Harding, ALL STUDENTS)</b>
December 14 <sup>th</sup> , 2017	WGHMS Winter Band Tour (TBD, Harding, 7 <sup>th</sup> /8 <sup>th</sup> GRADE STUDENTS ONLY)
February (TBD)	February Thaw (5:30pm, NHS, 8 <sup>th</sup> GRADE STUDENTS ONLY)
February 20 <sup>th</sup> , 2018	DMPS Middle School All-City Jazz Festival (TBD, Callanan Middle School, JAZZ BAND ONLY)
<b>February 27<sup>th</sup>, 2018</b>	<b>WGHMS Solo/Ensemble Festival (Varied Individual Times, Harding, ALL STUDENTS)</b>
March 3 <sup>rd</sup> , 2018	Hoover Jazz Festival (TBD, Hoover High School, JAZZ BAND ONLY)
March 6 <sup>th</sup> , 2018	Northside All-City Workshop (7:40am, NHS, SELECTED 7 <sup>th</sup> /8 <sup>th</sup> GRADE STUDENTS ONLY)
March 22 <sup>nd</sup> , 2018	DMPS Middle School All-City Music and Art Festival (7:00pm, Iowa State Fairgrounds, SELECTED 7 <sup>th</sup> /8 <sup>th</sup> GRADE STUDENTS ONLY)
<b>May 9<sup>th</sup>, 2018</b>	<b>Northside Bands Night (7:00pm, NHS, ALL STUDENTS)</b>
May 18 <sup>th</sup> , 2018	Northside Jazz Night (7:00pm, NHS, JAZZ BAND ONLY)

**Concerts are GRADED and MANDATORY!**

**Please put these dates in your planner and on your calendar today!**

**Concerts listed in bold font involve ALL grade levels**

# Instrument Purchasing Information:

As you already know, music education is a wonderful gift you have bestowed upon your student; it is an activity that can flourish throughout an entire lifetime. Instruments can be cherished and performed upon, and then handed down to future students to continue family musical traditions.

Listed below is the pricing for Des Moines' three local music stores: Uptempo Music, Rieman's Music, and Becker Fine Stringed Instruments. These prices are "rent-to-own" in which the payments to go towards eventually owning the instrument. Instruments can be returned with no future obligation. Payments made towards these instruments can also be used to upgrade to an intermediate or professional model, should your student/Mr. Beyer ever discuss that option.

**Purchased/Rented instruments are owned by your family and your student, not the school. These instruments are often of higher quality than those owned by the school. Your instrument is NEVER used by anyone but your student.**

**PLEASE DO NOT BUY AN INSTRUMENT ONLINE WITHOUT FIRST CONSULTING A PROFESSIONAL.**

Uptempo Music - 2714 Beaver Ave Des Moines, IA		
Instrument	New	Used
Flute, Clarinet, Trumpet, Trombone	\$33.92/month	\$29.68/month
A. Saxophone	\$56.18/month	\$49.82/month
Bell/Drum Combo Kit	\$24.38/month	\$21.20/month

- 30% early pay off discount
- No interest or finance charge
- Auto payment through debit card
- For more information visit: <http://www.uptempomusicstore.com/rental-2.html>

Rieman's Music - 6501 Douglas Ave Urbandale, IA or 4420 E Broadway Ave Des Moines, IA		
Instrument	New	Used
Flute, Clarinet, Trumpet, Trombone	\$42.10/month	\$36.80/month
A. Saxophone	\$69.60/month	\$64.30/month
Bell/Drum Combo Kit	\$42.10/month	\$36.80/month
T. Saxophone, F. Horn, Baritone	\$73.60/month	N/A

- 10% discount on remaining balance when paid off early; 20% discount when purchased outright
- Online rental with auto payment through debit card (with school drop off)
- In person rental with cash/check/card with valid driver's license
- For more information visit: <http://www.riemanmusic.com/t-rentown.aspx>

Becker Fine Stringed Instruments - 6567 University Ave Windsor Heights, IA		
Instrument	New	Used
Flute, Clarinet, Trumpet, Trombone	\$95.40/three months	N/A
A. Saxophone	\$162.18/three months	N/A

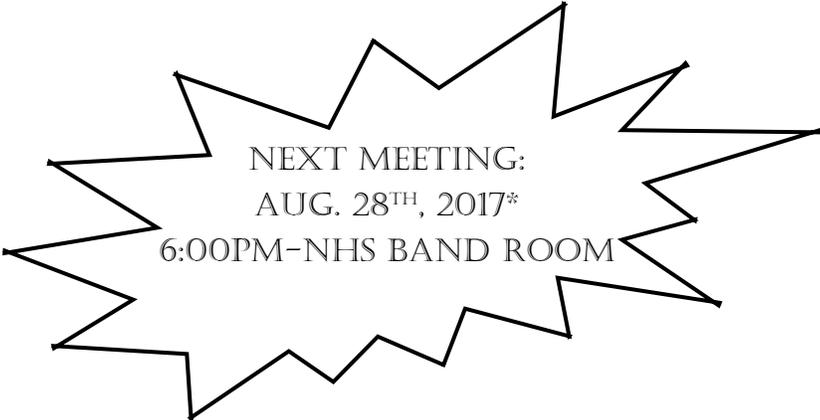
- 100% of payments during the first year are applied to the principal remaining balance; 50% of payment after first year are applied towards principal remaining balance; pay off at anytime
- Debit/Credit card on file or cash deposit (\$150/\$300)
- For more information visit: <http://beckerfineinstruments.com/pages/instrument-rental-form>

# Do you have a student involved in Band?

## Join the Northside Band Boosters!

Be in the know about upcoming Northside Band events including:

- **Band Trips**
- **Concerts**
- **Competitions**
- **Fundraising Opportunities**
- **New Uniforms**
- **And More!**



NEXT MEETING:  
AUG. 28<sup>TH</sup>, 2017\*  
6:00PM-NHS BAND ROOM

**Thank you for supporting the Northside Bands and the fine arts!**

\*Regular meetings occur on the first Monday of each month.

After reading the handbook, please detach and return the following

Due: September 8<sup>th</sup>, 2017

I have read, acknowledge, and agree to the information in this handbook/syllabus, including, but not limited to: Instrument Expectations, Band Information, Grading, Classroom Expectations, and Concert Dates. I understand that Band is a yearlong commitment and that any and all add/drop requests during the year require a conversation with Mr. Beyer. Should I, or my student have any questions, I will direct them to William R. Beyer, Director of Bands.

**Do you need a school instrument? (All families must choose one option.)**

\_\_\_\_\_ **NO.** *We will provide our own instrument for our student.*

\_\_\_\_\_ **YES.** *We do not have an instrument for our student. We understand that school instruments are limited and that our student may not get their first choice of instrument.*

Student(s) Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

William R. Beyer,  
Director of Bands  
Warren G. Harding Middle School;

203 East Euclid Avenue  
Des Moines, IA 50313  
E: William.Beyer@DMSchools.org



Facebook: /NorthsideBands



Instagram: @NorthsideBands



Twitter: @NorthsideBands