



# **FQMS Band Handbook**

**Andrew B. Spang, Director of Bands**

Folly Quarter Middle School  
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## **2017 – 2018**

### **Folly Quarter Middle School**

Mr. Scott Conroy, Principal

Ms. Lori Willoughby, Assistant Principal

### **Howard County Public School System**

Mr. Terry Eberhardt, Instructional Facilitator for Music

Mrs. Megan Hartten, Resource Teacher

[www.follyquarterband.org](http://www.follyquarterband.org)

# Introduction

The mission of the **Folly Quarter Middle School Band Program** is to present a comprehensive musical program that performs at the highest level possible and prepares students to become knowledgeable and appreciative musicians and positive members of society. In music, as in many aspects of life, we can always improve. Improvement requires **change**: no matter how good you are, you can always get better. Change, therefore, should not be viewed as a stressful crisis, but rather as a necessary step towards a higher level of ability or performance. Change, although not always accompanied by the comforting feeling of familiarity, is an exciting opportunity and pathway for growth. Our primary objective is to awake and nurture within each and every student an appreciation of music and musicality both as a performer and as a listener.

To achieve this goal, music will be taught via instrumental performance in order to develop:

- The ability to perform on a musical instrument.
- An understanding of the fundamental building blocks of music and musical performance key to achieving comprehension of a pleasing and expressive musical performance.
- The ability to perform self-assessments in order to foster growth in both musical ability and performance.
- An appreciation of aesthetic expectation and satisfaction -- a sensitivity to beauty that will result in an inherent emotional responsiveness to the arts.
- An appreciation and understanding of quality in all types of music and its performance.
- The desire and ability to help perpetuate the cultural assets of society.
- An interest in the creative and expressive possibilities found in music which, in turn, will encourage and enable future exploration and understanding of new musical styles.
- A sensitivity to and understanding of the basic elements of music: tone, melody, rhythm, harmony, expectation and gratification, and musical form.
- A lasting interest in music which will develop during the period of formal education, but continue beyond, so that music will become a firmly established facet of daily living.

## Program Overview

Instrumental music can be a wonderful recreational and intellectual pursuit that brings years of enjoyment and enlightenment. It is, quite possibly, the best gateway to understanding one of mankind's greatest art forms: music. Band is an ensemble made up of many individual musicians. The **Folly Quarter Middle School Band Program** is an academic course in which students learn and acquire concrete, intellectual knowledge, physical skills and disciplines necessary to performing on an instrument, as well as an appreciation for music, musicianship, and beauty. Unlike other academic courses, in the Band Program the quality of the end product and other students' educational experiences depend on the group's combined efforts. That is, if an individual student has a particular weakness or lack of understanding, then the entire group suffers.

In any class, proper placement by ability is crucial to the success of the student. If the student is placed in a class beyond their ability level, they may become frustrated, give up, and/or act out inappropriately. Conversely, if students are not challenged the result may be the same. Auditions will be used to place students in ensembles, and then into sections and chairs. The

same auditions may be used to place students into smaller chamber ensembles, as well as selecting a few players for participation in the Folly Quarter Chamber Symphony Orchestra.

**Concert Band.** The Concert Band is comprised of students in sixth, seventh and eighth grade who elect to do band. The class meets every day during the 50-minute **Period 1**, and has a full period pull-out sectional once a week. Students are pulled up to two times per quarter per class from their other classes on a rotating basis. The sectional rehearsal will be used to assess individual student performance levels, deliver instrument-specific content knowledge, complete performance quizzes, and to track individual improvement. Students are responsible for all work and material presented in their academic class while at Sectionals.

**Symphonic Wind Ensemble.** The Symphonic Wind Ensemble is comprised of students from sixth, seventh and eighth grade selected by audition. The class meets every day during the 50-minute **Period 3**, and has a full period pull-out sectional once a week. Students are pulled up to two times per quarter per class from their other classes on a rotating basis. The sectional rehearsal will be used to assess individual student performance levels, deliver instrument-specific content knowledge, complete performance quizzes, and to track individual improvement. Students are responsible for all work and material presented in their academic class while at Sectionals. Selected members of the Symphonic Wind Ensemble might be asked to participate in the Folly Quarter Chamber Symphony. The Chamber Symphony is an exciting extended enrichment opportunity where we combine Winds, Brass, Percussion and the full String sections to play symphonic orchestra music. Chamber Symphony will meet during Period 3, the regular Symphonic Wind Ensemble rehearsal time.

Each of the Bands will perform in at least two concerts annually, with the Symphonic Wind Ensemble also appearing at the Howard County Band Assessments, and the Concert Band also appearing at the Howard County Middle School Band Adjudications. Both Bands might appear at other adjudications and/or showcases as well. In addition, other opportunities to perform at the invitation of the community will be considered.

**Schedules.** Students will have a 50-minute ensemble rehearsal everyday, and will be pulled once a week for an additional sectional.

Period 1	7:40 – 8:34 am	<b>Concert Band</b>
Period 2	8:37 – 9:27 am	<i>possible sectional</i>
Period 3	9:30 – 10:20 am	<b>Symphonic Wind Ensemble</b>
Period 4	10:23 – 11:13 am	<i>possible sectional</i>
Period 5	11:49 – 12:39 pm	<i>possible sectional</i>
Period 6	12:42 – 1:32 pm	<i>possible sectional</i>
Period 7	1:35 – 2:25 pm	<i>possible sectional</i>

**Jazz Band.** A Jazz Band will be offered as an extra-curricular activity that will meet once a week after school on **Tuesdays** for 90-minute rehearsals (from 2:30 - 4:00 pm). Members of the Jazz Band will be selected by audition. All members of the [Gold] Jazz Band (with the exception of some rhythm instruments such as drums/percussion, guitar, bass, and/or piano) must be members of either the Symphonic Wind Ensemble or the Concert Band. If there is enough interest in Jazz Band, a second jazz ensemble, Blue Jazz Band, may be offered on another afternoon of the week (Wednesdays). We have had a Blue Jazz Band with full instrumentation each and every year since the school opened.

**Chamber Music.** Chamber Music refers to small ensembles such as trios, quartets and quintets that will be formed for some selected members of the bands. Some of these groups will rehearse during the day in place of the 50-minute pull-out sectional, while others might rehearse in 60-minute rehearsals after school. Ensembles that rehearse during the school day will be seen as an extension of the band class and rehearsals will be used for weekly individual performance assessments. These ensembles will be expected to perform in the County and State Solo & Ensemble Festivals, and at school concerts throughout the year.

## Rehearsal Procedures for Band

Because the success of an ensemble depends on the work and dedication of each and every member, we will establish the following principles in order to maintain discipline and achieve a level of quality that will reflect positively on every member of the band, the music program as a whole, as well as the Folly Quarter school community.

- Arrive at rehearsals on time with everything you will need. This includes, but is not limited to, your instrument and all Band music, a sharpened pencil, **an electronic tuner**, and all necessary accessories (such as mutes, reeds, oils, and so on).
- Take responsibility to get your instrument out and ready to play, adjust your chair and stand so that you can see the director, and put your music in order as soon as possible after entering the band room.
- Do not eat, drink, or chew gum while you are in rehearsal.
- No cell phone / iPod use during rehearsals at all. In accordance with HCPSS's BYOD policy, it is permissible to utilize a Tuner App on your device in place a stand-alone tuner.
- Sit or stand as appropriate with good playing position at all times.
- Do not talk or play while the conductor is on the podium. At all.
- Stop immediately after a cut off and listen attentively for directions.
- Play at your absolute best at all times.
- Do not touch any instrument other than your own unless instructed to do so.
- Have a lesson book and/or fingering chart at every rehearsal. Students are expected to purchase and have *Foundations for Superior Performance* for their instrument by Williams and King (Kjos Publishing).
- Make sure that your name is on your instrument case and music at all times. Students will be required to have a name tag on their instrument (or the school instrument that they are using). Percussionists must have a name tag on their Stick Bag at all times.
- Have a pencil (not a pen!) at every rehearsal.
- Prepare for each rehearsal. Make sure that your instrument is in working order and that you have your music -- and have it prepared!
- At the end of rehearsal, pick up your area so that it is cleaner and neater than before you arrived, pack up your instrument and music, and arrive at your next class on time.
- Your instrument and music must go home every day so that you may practice.

# Band Requirements

Because of the performance nature of music and the team effort required to perform with an instrumental ensemble, it is imperative that students and their families realize that band is a commitment of time, money, effort, and emotion. Each and every member of the ensemble is crucial to the success of the overall ensemble.

**Students involved in band are making a primary commitment for the entire school year.**

We recognize the importance in students' lives of extracurricular events such as sports, dance, scouts, drama, etc., but **a student's curricular commitments must be primary.** There are not many evening requirements for band and therefore they must be considered over sporting events, scout meetings, and the like. **Students who have an unexcused absence during a concert or night rehearsal can no longer be considered performing members of the ensemble.** The Howard County Public School System recognizes the following as excused absences: 1.) Serious Illness, 2.) Death in the Family, 3.) Required Court Appearance, 4.) School visitation, or 5.) Religious observance as excused absence.

## CONCERTS

Band is a performance class and, as such, students will be required to perform in concerts at the appropriate times. All evening activities of the bands will be announced well in advance and in writing. Attendance at all concerts and rehearsals of the ensemble is required of each and every member. A musical ensemble is a team and a team is only as strong as its weakest member. Attendance is required not only to prepare each individual member of the ensemble, but to blend the individual sounds into a cohesive whole. **In short, even if you feel you do not need the rehearsal, the ensemble needs you there.**

## CONCERT DRESS

In an effort to create a unified image, students will be required to wear a band uniform at all concert performances. The **Folly Quarter Concert Uniform** will be as follows:

- A White Folly Quarter Music Polo Shirt. \*
- Black pants.
- Black shoes.

\* These shirts will be ordered using the Band Uniform Order Form. All students will perform wearing the Folly Quarter White Music Polo Shirt. Shirts may be borrowed (*with adequate notice*) for an individual performance as available if families elect not to purchase a shirt.

**Students will be required to wear concert dress at all public appearances of the Folly Quarter Middle School Band.**

Please allow plenty of time when attending concerts. Students will be required to arrive well before the concert begins to set up and tune. Typically, students should expect to arrive 75 minutes prior to the beginning of a concert. The audience will usually not be allowed in until 20 minutes prior to the performance. Please plan to stay for the entire concert.

Concert etiquette requires that no one enter or leave a concert hall while a performance is in progress. If we appear on a concert with another ensemble, whether from our school or another, it is expected that each and every member of the Folly Quarter Middle School Band will be a respectful and courteous audience member for that ensemble, just as we would expect of any other audience member for our own performance. Please put concert dates on your family calendar and plan to block out the entire evening to enjoy the entire concert.

Flash cameras will distract the performers. Please do not use flashes while students are playing.

So that all may enjoy a concert, there should be no talking, eating, drinking, smoking, or excessive movement while a performance is taking place. Cell phones should be turned **off**.

## **REHEARSALS**

Students must be prepared for all rehearsals. Please take a moment to review the Rehearsal Procedures for Band as found earlier in this document. We will have occasional after-school or night rehearsals before concerts and/or assessments/adjudications. Each and every rehearsal will be announced far in advance in writing. After-school or night rehearsals will usually run from 5:45 pm to 8:00 pm. In order for the ensemble to be fully prepared and to perform at a high level, attendance is required at all after-school and night rehearsals. Students must be picked up within 15 minutes from the scheduled end of a rehearsal.

## **Grades & Grading**

As Band is an academic course, grades are carefully computed based on the following criteria:

### **★ Demonstrated Performance / Homework / “Ladders to Success” - 25%**

*Students are not required to complete a Practice Log.* Instead, homework will be assessed on a student’s progress on a list of skills and/or tasks called **“Ladders to Success.”** Each quarter, students will be given a new “Ladder” (progression of approximately 8 skills) that they will be required to master. These could include scales, technical exercises from “Foundations for Superior Performance,” rhythm exercises to be clapped and counted, rudiments, or musical examples or etudes. The skill assignments will be arranged progressively. Each skill will begin with a score of “0,” and then changed to “100” once completed. A new “Ladder” will be supplied each quarter, with each quarter building on the skill sets from previous quarters. Students will pass off mastered skills during weekly sectionals, or other times by appointment. **It will be the student’s responsibility to get each mastered skill assessed and checked off.** All skill assessments must be completed *before the final week* of the quarter.

### **★ Preparedness - 25%**

Students receive a 100% in Preparedness at the beginning of each quarter. Points are then deducted whenever a student comes unprepared to a Band performance, rehearsal or class. Examples would include, but are not limited to, forgetting one’s instrument, not having a good reed, misplacing or forgetting one's music, not having a pencil or tuner in class.

## ★ Written Assignments - 25%

Students will be graded on content, form, quality of construction, and creativity in quarterly written assignments. Written assignments will vary from quarter to quarter, but will always be given out in writing and posted during regular band rehearsals. This category also includes vocabulary quizzes and theory tests, as well.

## ★ Playing Tests – “Performance Quizzes” - 25%

Students will be graded on a performance of assigned material at least once per semester. Letter grades will be given based on the following criteria:

- A – The best conceivable performance of the material. Careful attention was given to the unique style of the piece, well-constructed musical phrasing, steady tempo, accuracy of tone, pitch, dynamics, and articulation, and good intonation.
- B – A good performance of the assigned material. All rhythms and notes were correct, but the performance was found lacking on additional musical devices as described above.
- C – A fair performance of the material, with occasional mistakes in time, notes, and/or rhythm. Student may have had to stop and restart once.
- D – A poor performance of the material, with frequent errors in time, notes, and/or rhythm. Students may have stopped two to several times during the performance.
- E – An unacceptable performance. The student exhibited little evidence of effort or preparation. Must be brought up to a level consistent with the rest of the ensemble.

## Band Awards

There are many activities and factors which are highly encouraged and that contribute to the success and quality of the individual's and ensemble's musical growth and performance which cannot be directly reflected in a student's grade.

In recognition of students' efforts in these areas and as a positive motivational tool, band awards will be given out at the end of the year at the Band Awards Night. The awards night will be a relaxed, social affair with all band members, families, prospective students and alumni, administrators, guest performers and/or speakers, and will take place in the Folly Quarter Cafeteria. We will have award certificates, pins, plaques, and trophies. As any sort of participation in band requires extra discipline, energy and effort, all students who successfully complete the year will receive an award. The awards will be graduated in size and importance and awarded based on a point system that students earn during the school year.

Examples of **Positive Points** include:

- Participation with an average grade of: “A”=20 points, “B”=15 pts., “C”=10 pts., “D”
- Participation in a chamber ensemble outside of school.
- Participation in Jazz Band.

- Attended Summer Music Camp during the previous summer.
- Participation in County Solo & Ensemble. Additional points for receiving a “I” rating.
- Participation in State Solo & Ensemble. Additional points for receiving a “I” rating.
- Being a Section Leader.
- Auditioning for All State Band.
- Performing with All State Band.
- Regular Private Lessons on Band Instrument.
- Regular Private Lessons on Second Instrument.
- Attending a concert as a listener.
- Performing outside of school, such as in church, community band, etc.

Examples of **Negative Points** include:

- Leaving instrument or music out of place.
- Carelessness with instrument.
- Forgetting instrument/borrowing a school instrument or sit-out during a rehearsal.
- Failure to keep up on regular instrument maintenance.
- Lost Music.
- Negative, non-constructive, comments about another band member.
- Conduct unbecoming of a Folly Quarter Middle School Band member.
- Handling an instrument other than your own.
- Lateness to a concert or night rehearsal.

## Parental Help

To be successful in any endeavor, your child will need parental support. In Band this is especially true. Here are some suggestions on how you can help your child succeed.

**Be patient** when repeatedly reminding your child to complete their daily practice. Remember: *everyday means every day*. A student’s progress and practice effectiveness will be measured by the number of skills passed off on their quarterly “Ladder of Success.”

**Encourage your child** when they get frustrated. The very nature of practice is that your child will spend concentrated time and effort doing something that they do not do well yet. This can be very frustrating. Be supportive and positive when your child seems overwhelmed or overly frustrated.

**Expose** your child to as many cultural events as possible and don’t just limit yourself to music! Try taking a family outing to the museum, be inventive with what you watch on TV, or visit family or friends that might be musicians. Keep interesting music and programs on your radio and stereo. In essence, make your home a haven for the arts.

**Foster Common Sense** when helping your child balance his/her schedule. Making practice a regular and natural part of their daily routine will pay off big dividends in other classes besides band and music.

**Praise Good Work** – when you hear something that sounds good, let your child know. Although it often just feels good to do something well, hearing it from someone else never hurt, either.



**Be Careful with Sarcasm and Put-Downs.** Remember that practicing, when done correctly, is concentrated effort on something that you don't do very well. Although you may be joking when you say it sounded like a dying cat, that negative reinforcement will make an already aware and sensitive child reluctant to return to the work they so desperately need.

**Never use practicing as a punishment. *Never ever.***

**Plan activities ahead** knowing that your child's attendance is not only required, but imperative for the overall success of the ensemble. Almost all concert dates should be available as the school year begins. **Please make a point of including these in your long-term family calendar planning.**

## Practicing & Practice Conditions

Students will be expected to practice everyday. During the course of Band class and in individual sectionals, students will learn proper and effective practice techniques. Regular and structured application of these techniques is instrumental to success.

Students and their parents can take certain steps towards increasing the effectiveness of a student's practice routine. Those steps include, but are not limited to, the following:

- Schedule a **regular time** or set of times to practice each day.
- A **Practice Area** should be in a quiet location, free from distractions. Good lighting and adequate ventilation is a must.
- Students will need some sort of **music stand** to ensure proper playing posture.
- Students should sit up straight on a hard chair while practicing.
- The instrument must be in first rate, working condition. The higher the quality of the instrument and mouthpiece, the higher the possibility of sound, and the easier it is for the student to play!
- Help **motivate** your child towards practicing. Remind the student that practicing must be done even when they don't want to. You make them brush their teeth when they may not want to; proper practice should be viewed in a similar way.
- **Praise work well done.** A congratulatory remark can be made while the student is practicing, or later, such as during meals.
- **Avoid non-constructive criticism.** Practicing, in its very essence, is repeatedly playing something that you may not do well yet. Many students will feel uncomfortable playing "poorly" in front of parents or siblings, especially if they are musicians as well. But this is a necessary step towards improvement.
- **Plan activities ahead.** Remember that a student's participation in rehearsals and performances is not only required, but a very necessary part of the success of the ensemble. A band is a team, and as such, each individual's contribution towards the success of the whole ensemble is vital, necessary, and important.
- **Never use practicing as a punishment.**

In Band class we will cover the essential basics of proper practicing and give the students real-life, concrete skills that they can use to help themselves improve. These skills will be demonstrated in daily classwork, reinforced with written handouts, and assessed during weekly

sectionals. *Often the hardest part of practicing is opening the case!* When you or your child does not want to practice, I recommend “making a deal” that they “only practice for five minutes.” Often once the instrument is in hand and they are making music, the student will continue on for a longer period of time. If they stop after the agreed five minutes, at least they did five more minutes than no practicing at all!

## **Recommended Instruments and Accessories**

### **Flute**

Recommended Brand: Yamaha - open hole, low b foot, solid silver head joint (also, solid silver body and foot, whenever possible)

Required Accessories: Cleaning Rod and Cloth. An electronic tuner.

Optional Recommended Accessories: Pad Savers

### **Oboe**

Recommended Brand: Yamaha / Fox Renard

Recommended Reeds: Must be hand made; see me.

Required Accessories: Cork Grease, Swab, Reed Case, and Water Case. An electronic tuner.

Optional Recommended Accessories: Reed tools (if studying privately)

### **Clarinet**

Recommended Brand: Buffet R-13 or E-11, Yamaha YCL-64 or YCL-52

Recommended Mouthpiece: Vandoren B-45 with step-up ligature (Rovner H ligature)

Recommended Reeds: Student must have *at least four* Vandoren #2-1/2 to 4 strength reeds

Required Accessories: Cork Grease, Swab, Reed Saver, and Mouthpiece Cap. An electronic tuner.

Optional Recommended Accessories: Pad Savers and Mouthpiece Pouch/Mouse

### **Bass Clarinet**

Recommended Brand: Yamaha, Vito, Buffet

Recommended Mouthpiece: Stock Yamaha mouthpiece or Vandoren B-45 with step-up ligature (Rovner H ligature)

Recommended Reeds: Student must have *at least four* Vandoren #2-1/2 to 4 strength reeds

Required Accessories: Mouthpiece Cap. An electronic tuner.

Optional Recommended Accessories: Mouthpiece Pouch/Mouse

### **Bassoon**

Recommended Brand: Fox Renard, Heckle

Recommended Reed: Must be hand made; see me.

Required Accessories: Seat Strap, Crutch, Swab Paraffin or Cork Grease. An electronic tuner.

### **Sax**

Recommended Brand: Selmer Mark VI, Yamaha

Recommended Mouthpiece: Selmer CHH with Rovner H. Ligature

Required Accessories: Student must have *at least four* Hemke #2-1/2 to 4 strength reeds

(Vandoren or LaVoz for Bari Sax); Cork Grease; Swab; Mouthpiece Cap; and Cloth Mute for Bell. An electronic tuner.

Recommended Accessories: Pad Savers and Mouthpiece Pouch/Mouse.

## **French Horn**

Recommended Brand: Holton Farkas H179 or H180, Yamaha YHR-567D, or YHR-667D

Recommended Mouthpiece: Holton MDC

Required Accessories: Hetman ROTOR Oil, Hetman Bearing/Spindle Oil, Hetman Heavy-Bodied Slide Oil. An electronic tuner.

Recommended Accessories: Non-transposing Mute; Pencil Clip

## **Trumpet**

Recommended Brand: Bach Stradivarius LR180S-37, many other Bach Stradivarius models, Yamaha (Xeno)

Recommended Mouthpiece: Bach 3C

Required Accessories: Al Cass FAST Valve Oil, Hetman Slide Oil (for 1st & 3rd valve slides), Hetman Heavy-Bodied Slide Oil. An electronic tuner.

Recommended Accessories: Metal Straight Mute (Stomvi, Jo-Ral; copper or brass bottom\*);

Hand Guard for Silver Trumpets (Leather Specialties)

Additional Accessories: Cup Mute (Dennis Wick\*)

\* If you are buying just one mute, I would strongly recommend the Denis Wick Adjustable Cup Mute. This adjustable cup mute can actually be used as a very good straight mute by sliding the cup completely off. Though it is more expensive than other mutes, it's actually like getting two mutes for the price of one!

## **Euphonium**

Recommended Brand: Willson 2900DS, Yamaha YEP-642 or YEP-642S, Willson 2900DS, Yamaha YEP-312 (see me about this!), JZ 4-valve compensating (see me about this!)

Recommended Mouthpiece: Schilke 51D

Required Accessories: Pillow-Pad as necessary; Al Cass FAST Valve Oil, Hetman Heavy-Bodied Slide Oil. An electronic tuner.

Recommended Accessories: Cleaning Snake

## **Trombone**

Please note: *I recommend getting a large bore professional trombone if you are considering a step-up instrument. Over time, Intermediate trombones can be an expensive investment: they cost nearly the same as professional instruments and the student will have to consider upgrading again to a large-bore model in ninth or tenth grade anyway.*

Recommended Brand: Bach 42A ("Hagman" valve), Bach 42T(G) ("Thayer-valve" with gold brass bell), Bach 42B(G) (standard rotor with gold brass bell), Conn 88-H, Yamaha YSL-682B

Recommended Mouthpiece: Bach 6-1/2 AL, Bach 5

Required Accessories: Trombontine or Slide-O-Mix, [Hetman ROTOR Oil & Hetman Bearing/Spindle Oil – trombones with triggers, only!] Hetman Heavy-Bodied Slide Oil, Cleaning Rod, 4"x4" cotton t-shirt rag, access to WD-40 (do not bring to school!), and Cleaning Snake. An electronic tuner.

Recommended Accessories: Straight Mute (Jo-Ral aluminum)

## **Tuba**

Recommended Brand: Getzen CB-50, Canadian Brass CB-50, Yamaha YBB-621, King 2341

Recommended Mouthpiece: Conn Hellenberg, Perantucci, Schilke Hellenberg

Required Accessories: Al Cass FAST Valve Oil, Hetman Heavy-bodied Slide Oil. An electronic tuner.

Recommended Accessories: Pencil clip; Cleaning Snake (you will probably have to get a large bore trombone snake)

## **Percussion**

Recommended Brands: Ludwig, Pearl, Remo

Required Accessories: Percussionists are expected and required to have a number of various items. The minimum list is given below:

Students are expected to have:

- A Stick Bag with their name on it. (Approximate cost: \$15-30.)
- One pair of SD-1 or 5B Drum Sticks with Round Beads. (Approximate cost: \$6-10.)
- *Optional, but recommended:* One pair of Light Snare Drum Sticks with Round Beads such as ProMark “Tom Freer OLW Light Orchestral.” (Approximate cost: \$10.)
- One pair of Soft Yarn Mallets such as the Musser or Vic Firth “yellow” mallets, or Vic Firth “blue.” “Rattan” handles preferred, such as Mike Balter “Rattan” 13R (Blue-Medium). (Approximate cost: \$25.)
- One pair of general Timpani Mallets such as the Payson “white” mallets. (Approximate cost: \$30.)
- One pair of Glockenspiel Mallets like Malletech ‘Rattan’ OR45R Plastic mallets (approximate cost: \$25).

This is much less expensive than most instruments that other students have to purchase. All of the above equipment is expected to be with the student at every rehearsal, sectional, and performance. I also recommend beginning “stick bag sets” from Steve Weiss Music.

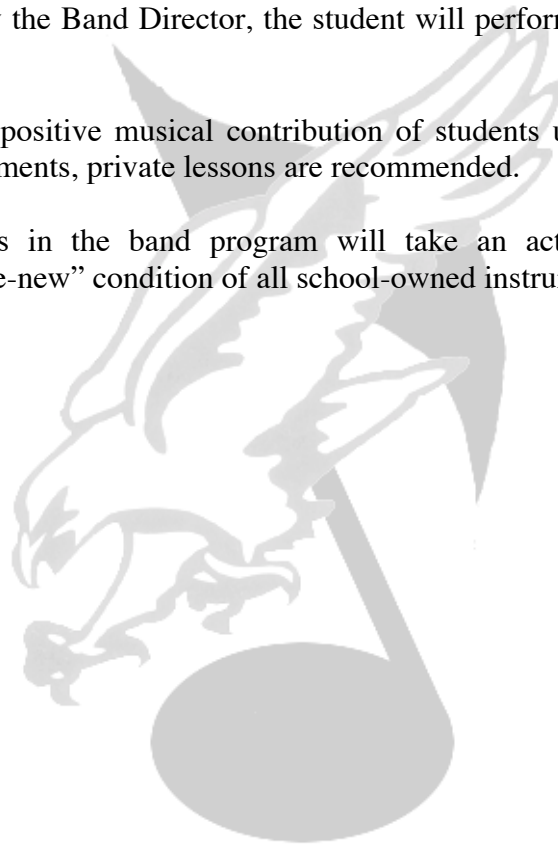
## **Guidelines for School-Owned Instruments**

At Folly Quarter Middle School we are very lucky to have a large number of professional-quality and near-professional-quality instruments. Although it is expected that most students will rent or own their own instruments, some instruments (due to size, extremely high cost, and rarity) will be available for student use during the school year. These instruments include, but are not limited to, french horns, trombones, euphoniums, tubas, oboes, bassoons, tenor and bari saxes, and percussion equipment.

Students may complete a **MUSIC EQUIPMENT STUDENT LOAN AGREEMENT** and utilize a particular school owned instrument while at school or at home. All students (not just those using the instrument) must comply with the following guidelines:

- You are responsible for proper care and protection of the instrument at all times.
- You are responsible for any repair and/or replacement from damage, accidental or due to negligence or abuse.

- The instrument must be returned immediately at any time requested by the Band Director or School Administrative Staff.
- Instruments will be checked on a regular basis by the Band Director to ensure proper care and protective measures are being taken by the student.
- Because we only have a limited number of school-owned instruments, a student's use of a particular instrument may preclude another instrumentalist from using it. **Therefore, it is imperative that the student agree to be a positive contributor to the band by practicing, being present at all rehearsals and performances, maintaining a proper demeanor, and playing at his or her highest level possible.**
- Unless instructed by the Band Director, the student will perform on this instrument **for the entire school year.**
- To help ensure the positive musical contribution of students using the limited number of school owned instruments, private lessons are recommended.
- Finally, all students in the band program will take an active role in protecting and maintaining the "like-new" condition of all school-owned instruments and facilities.





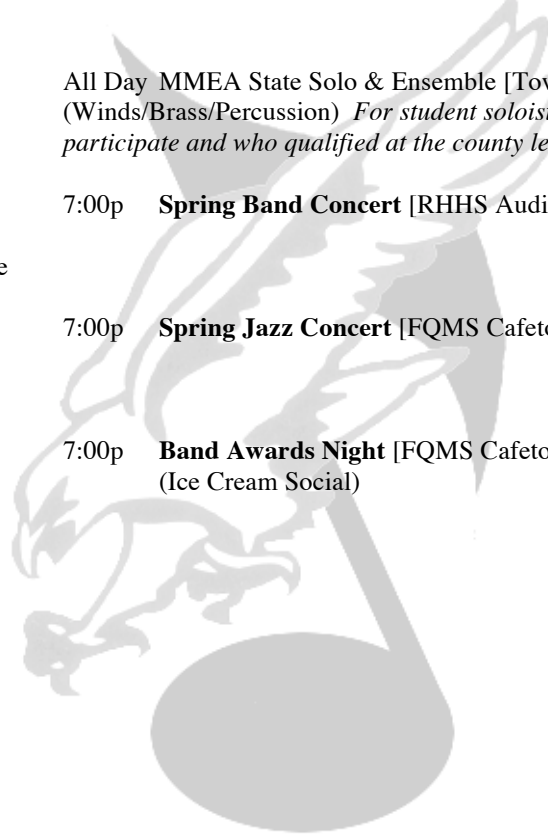
# Folly Quarter Band Program

## 2017-2018 Calendar of Known Dates (Rev.: Sept. 6, 2017)

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Thursday, September 14, 2017	5:00pm	Back-To-Band Night [FQMS Band Room]	
Thursday, September 14, 2017	6:00pm	Back-To-School Night [FQMS]	
Wednesday, September 20, 2017		<u>DEADLINE</u> : All State Band Registration Forms Due	
Tuesday, September 26, 2017		Jazz Help Session (2:30 – 4:00pm) [FQMS]	
Tuesday, October 3, 2017		Jazz Auditions (2:30 – 4:00pm) [FQMS]	
Friday, October 6, 2017		<u>DEADLINE</u> : Howard County GT / Honors Band Registration Forms Due	
Wednesday, November 1, 2017		Auditions for Ho. Co. GT / Honors Band (3:00-8:00pm) [MWMS]	
Friday, November 10, 2017	7:00pm	<b>Fall Band Concert</b> [RHHS Auditorium] <i>*REQUIRED</i>	
		Trombone Choir	
		Concert Band	
		Symphonic Wind Ensemble	
Saturday, November 11, 2017		MMEA All State Band Auditions (All Day)	
		[Edgewood High School, 2415 Willoughby Beach Road, Edgewood, MD 21040-3496]	
Friday, December 15, 2017		<u>DEADLINE</u> : HoCo Solo & Ensemble Registration Forms to Mr. Spang	
<b>Tuesday, January 9, 2018</b>	7:00pm	<b>Winter Band Concert</b> [MRHS Auditorium] <i>*REQUIRED</i>	
		Trombone Choir	
		Concert Band	
		Symphonic Wind Ensemble	
Friday, January 12, 2018	7:00pm	Winter Band Concert SNOW DATE [MRHS Auditorium] <i>*REQUIRED</i>	
Fri., January 18-19, 2018		All Day <b>Towson University Jazz Festival</b> [Towson University]	
		<i>We will be <b>unable</b> to participate in the TUJF this year due to conflicts with the Howard County MS GT and Honors Band schedule.</i>	
Saturday, January 27, 2018		All Day <b>Howard Co. Solo &amp; Ensemble</b> [Mt. Hebron HS]	
		<i>For student soloists and chamber ensembles wishing to participate. Optional.</i>	
Saturday, February 3, 2018		All Day Solo & Ens. SNOW DATE [Mt. Hebron HS]	
<b>Wednesday, February 21, 2018</b>	5:45-8:00p	<b>Sym. Wind Ens. Night Reh. #1</b>	FQMS Band Room <i>*REQUIRED</i>
		Sym. Wind Ensemble	
<b>Tuesday, February 27, 2018</b>	5:45-8:00p	<b>Concert Band Night Rehearsal (#1)</b>	FQMS Band Room <i>*REQUIRED</i>
		Concert Band	
<b>Monday, March 5, 2018</b>	5:45-8:00p	<b>Sym. Band Night Rehearsal #2</b>	FQMS Band Room <i>*REQUIRED</i>
		Sym. Wind Ensemble	
<b>Mon.-Tues., March 19-20, 2018</b>	TBA	<b>Ho. Co. MS Band Assessments</b>	Atholton HS <i>*REQUIRED</i>
		Sym. Wind Ensemble	

<b>Wednesday, March 21, 2018</b> Concert Band	TBA	<b>Ho.Co. MS Band Adjudication</b> Atholton HS <i>*REQUIRED</i>
Sat.-Sun., April 14-15, 2018 Blue Jazz Band Gold Jazz Band	7:00p	Howard Community College Jazz Festival [HCC]
Mon.-Wed., May 7-11, 2018 Symphonic Wind Ensemble; <i>this is a possibility, should we qualify and decide to go. Specific day and time TBD.</i>	TBD	MMEA State Band Festival ( <i>*REQUIRED</i> )
<b>Friday, May 11, 2018</b> Concert Band Sym. Wind Ensemble	All Day	<b>Hershey Park Festival</b> [HersheyPark, PA] ( <i>*REQUIRED</i> )
Saturday, May 12, 2018 Gold Jazz Band	TBD	Westminster Flower & Jazz Festival [Westminster, MD]
Saturday, May 19, 2018	All Day	MMEA State Solo & Ensemble [Towson University] (Winds/Brass/Percussion) <i>For student soloists and ensembles wishing to participate and who qualified at the county level. Optional.</i>
<b>Wednesday, May 23, 2018</b> Concert Band Sym. Wind Ensemble	7:00p	<b>Spring Band Concert</b> [RHHS Auditorium] <i>*REQUIRED</i>
<b>Tuesday, May 29, 2018</b> Blue Jazz Band Gold Jazz Band	7:00p	<b>Spring Jazz Concert</b> [FQMS Cafetorium]
<b>Monday, June 4, 2018</b> Jazz Combo	7:00p	<b>Band Awards Night</b> [FQMS Cafetorium] (Ice Cream Social)



# Permission Slip

I have read and understand the Folly Quarter Middle School Band Manual, whether online or in print form. I agree to comply with the directives set forth within to the best of my ability at all times.

X \_\_\_\_\_  
Parent / Guardian Signature

X \_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## BAND INFORMATION SHEET 2017-2018

*Please print clearly. After completing, turn this sheet into Mr. Spang.*

Student's name as it should appear in concert programs:

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
Student Email

\_\_\_\_\_  
Home ☎

\_\_\_\_\_  
Work ☎

\_\_\_\_\_  
Emergency ☎

\_\_\_\_\_  
Instrument(s):

\_\_\_\_\_  
Parent Email

\_\_\_\_\_  
Make /Manufacturer

\_\_\_\_\_  
Model Number

\_\_\_\_\_  
Serial Number

\_\_\_\_\_  
Private Teacher

\_\_\_\_\_  
Private Teacher ☎

Please list any medical concerns for rehearsals, concerts, field trips, etc.:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please note: at times, rehearsals and concerts will be **recorded** and/or **videotaped** and used as an educational tool to help the students, director, and/or student teachers/interns and their professors. Additionally, we may seek to have concerts and/or rehearsals broadcast on radio, television and/or the **internet** as a public service or promotional tool. At other times, we will endeavor to have student interviews as part of our FQMS Band Podcast, and publish pictures of our students on our own FQMS Band Website. *If you have a concern regarding this issue, please contact the Director of Bands.* Your signatures below grant us permission to do the above.

X \_\_\_\_\_  
Parent / Guardian Signature

X \_\_\_\_\_  
Student Signature