

# **Sneed Middle School**

# **Band**

# **Handbook**



**Director of Bands**

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<https://www.fls.org/Domain/1034>



# Sneed Middle School Bands

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Dear Band Students and Parents,

WELCOME to the Sneed Middle School band program! I am very excited for the opportunity to serve as your director of bands at Sneed, and I look forward to a great school year! I have many fun events planned for you this year and I hope you take advantage of all the opportunities the band program has to offer. Parents, I invite you to attend scheduled performances and encourage you to support your child in their music making experiences.

The Sneed Middle School bands is a wonderful organization that allows our students to explore music making with their peers. Please encourage your musician to practice at home and participate in as many events as possible. The South Carolina Band Directors Association sponsors events for students to individually compete at the regional and state levels. The honor band will be the premier performing ensemble that will be in the public's eye at the local, state, and regional levels. This band will be comprised of the top performing 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade band students. Again, please take advantage of the many opportunities this band program has to offer you.

As you read this handbook, you will see much of what is required to have a fine-tuned organization. Just like any family, there must be rules, consequences, communication, organization, money, etc. Parents: I invite you to be active in the Sneed Middle School Band Booster Club. This 501c3 organization is a great opportunity for you to get involved with band functions and supporting the needs of our band students. Most communication will be through the "Band App," the band web page, and google classroom. The "Band App" sign up information can be found on the homepage of the band webpage. The link to the band web site is <https://www.f1s.org/Domain/1034>.

This band handbook will give you some sense of my goals and curriculum, my philosophy of grading, and my expectations of each band member. **Parents and students are requested to read this entire handbook, discuss it, and keep it for reference for the entire school year.** The ultimate goal of following policies, guidelines, and rules are to help create a successful young musician, and a great band program. Therefore, the Sneed Middle School Bands Contract Agreement is found at the back of this handbook for you to sign. By signing this Contract Agreement, you are stating that you have read and understand all of the Sneed Middle School Band Handbook. This agreement serves as a contract between the band director, the student, and the parent(s) / guardian(s) regarding the expectations and requirements of the Sneed Middle School Band Program.

Again, welcome to your band program! You are embarking on a lifetime of musical enjoyment. The more you invest of yourself, the greater your reward will be. Together, we can make this the best year ever. I appreciate all of your support and look forward to an exciting school year.

Musically Yours,

Matthew L. Carl  
Director of Bands  
Sneed Middle School

## **SNEED MIDDLE SCHOOL BANDS**

The bands at Sneed Middle School offer 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Beginning Band 1 classes, and a 7<sup>th</sup> & 8<sup>th</sup> Grade Band 2 class. Selected students from these classes will make up the honor band, and the jazz band. These ensembles meet after school and are the premiere ensembles at Sneed.

Advancement to the next grade level relies on comprehensive knowledge and performance ability from the previous grade level. Theory components of beginning band will be the students' foundation for musical growth within the program. Demonstration of proper participation skills along with self-discipline and motivation will drive students in learning scales and producing characteristic sounds on their instruments. Fundamentals and instrumental pedagogy will be the main objective of the program.

SMS Bands are performance-based classes. This requires students to perform on grade level together to be successful as an individual within each ensemble. Improvisation will be taught in Jazz Band and is offered as an after school extracurricular activity, by auditions only. Our band program not only teaches music but prepares students to be responsible, organized, well-disciplined citizens.

## **A STATEMENT OF POLICY**

In order to assist band members and parents in understanding areas of responsibilities, a statement of policy is established. Becoming familiar with this policy will enable each individual to make the most of this great opportunity while, becoming a better person and better musician.

The successful student is one who improves through regular practice and daily progress. The student knows right from wrong and is able to stand for his / her principles. The student develops a sense of purpose toward the work he / she is doing. **RESPONSIBILITY** is required for any level of positive achievement in this program. The school intends for the Sneed Middle School Band Program to operate with rules and requirements so that all students will learn and better themselves through a musical education. We intend to conduct ourselves in a manner that will facilitate all students in learning and bettering themselves.

## **OBJECTIVE OF THE PROGRAM**

- To teach music by its actual performance
- To develop performance skills of the various wind and percussion instruments
- To provide for the musical needs of the school and community
- To develop an appreciation for the arts
- To acquaint the students with Music Theory / History and how history and musical composition relate to students' current life and musical experience
- To provide all students with the opportunity for worthy use of their time, a means for self expression, and a healthy social experience
- To foster leadership skills within each student

## **NATIONAL STANDARDS FOR MUSIC EDUCATION**

1. I can compose and arrange music.
2. I can improvise music.
3. I can produce a characteristic tone.
4. I can perform with technical accuracy and expression.
5. I can perform using musical notation.
6. I can analyze music.
7. I can evaluate music.
8. I can relate musical ideas to personal experiences, culture, and history.
9. I can relate music to other arts disciplines, other content area, and career path choices.

**CLASSROOM EXPECTATIONS:** A successful band program requires preparation and hard work by each student. Class behavior, participation and the ability to play one's assigned parts are the most important criteria for success. High expectations are established and maintained throughout the school year. The following classroom criteria are explained to each student upon entering the Sneed Middle School Band Program:

- ♪ Talk and play only when asked.
- ♪ Stay in one's own seat.
- ♪ Be on time and be prepared daily.
- ♪ Play only your instrument. **LEAVE ALL OTHER INSTRUMENTS ALONE!**
- ♪ Practice 30 - 45 minutes each night.
- ♪ Enjoy working efficiently in class.
- ♪ Enjoy performing in concerts.
- ♪ Exercise your ability to listen musically to other instruments and to instruction.
- ♪ **ABSOLUTELY NO PHONES**

## **DISCIPLINE AND PRIDE**

- ❖ I agree to obey all rules and regulations set out by Sneed Middle School and Florence 1 Schools.
- ❖ I agree not to use alcohol, tobacco, drugs and / or any illegal substances while with the Band. Use of these away from the band may negatively affect my band membership and privileges.
- ❖ I understand that mandatory attendance is required by me at all rehearsals and to stay until dismissed. The Director is to be notified of an absence before the rehearsal unless emergency conditions arise. An Absence Form (Appendix I) **MUST** be turned in no later than one week before an anticipated absence.
- ❖ I understand that classes / rehearsals will begin on time and I am expected to be in my seat and ready to begin with needed equipment and supplies.
- ❖ For an after-school rehearsal I am to be ready to start five minutes before the scheduled time, and to stay at the rehearsal until dismissed.
- ❖ I agree to obey the following rules of the Band Director at all band rehearsals or performances:
  1. Avoid talking and distraction from teaching and learning in all class / rehearsal times.
  2. No chewing gum, food or drink in the band room.
  3. Have equipment and supplies ready for class / rehearsal.
  4. Be courteous and respectful to others.
  5. Take proper care of equipment and delegated responsibilities.

## **ATTENDANCE**

Good attendance is both expected and necessary for the success of our band program. Remember *all performances, rehearsals, and scheduled private lessons are mandatory.* However, I know that some conflicts are unavoidable, and I am willing to work with students, **but it is the student's responsibility to communicate their conflicts and complete any make up assignments.**

The only excusable absences are pre-arranged school conflicts and those that would be excused by the school for regular attendance records, i.e. illness, death in the family, religious holidays.

## **CONFLICTS WITH BAND**

Conflicts between band and other activities or events are again the responsibility of the student. Rehearsal and performance schedules are given out a year in advance so that arrangements can be made. Flexibility with after school practice involving sports or other extra curricular activities will be made between the band director and coach. Too many unexcused absences will drastically hurt a student's grade and may result in the student being removed from band.

## **PERFORMANCE MAKE-UPS:**

Ideally, the student attends all performances and after school rehearsals, but there are occasions where the musician must miss a performance (sickness, a death in the family or other unavoidable circumstances). If the absence is an excused absence (see the section on attendance), the student may do the concert or after school make-up assignment, and receive full credit for the concert. If it is an unexcused absence (he had to go shopping or she forgot, etc.), the student should expect to receive an "F." Not attending a performance or after school rehearsal is like not reporting to a final exam.

**BAND CURRICULUM:** The curriculum for each class outlines requirements needed for successful completion of each grade level. Being a performance-based class; advancement relies on completion of the previous grade level requirements.

### **Band 1 Curriculum: Theory Component / Beginning Band – Students must demonstrate the ability to...**

- ♪ Pass the master theory exam with an 80% or better to continue in band.
- ♪ Demonstrate proper participation skills and interaction within a large group / ensemble setting.
- ♪ Demonstrate knowledge of 7 major scales and key signatures.
- ♪ Perform with characteristic tone.
- ♪ Complete Standards of Excellence Book I

### **Band 2 Curriculum: Students must demonstrate the ability to...**

- ♪ Perform the 9 major scales and chromatic scale from memory as assigned by the state standards.
- ♪ Play with characteristic tone.
- ♪ Interact and participate as directors specify with the ensemble. This includes correct rhythm, notes, key signatures, style, balance and blend, intonation.
- ♪ Show grade appropriate rhythm reading skills (Sight Reading)
- ♪ Use leadership and time management skills
- ♪ Successfully complete Standards of Excellence Book II.
- ♪ Successfully perform the required Region / All-State Solo.

**GRADING:** Band students' grades will be based on Florence 1 Schools curriculum guidelines and content. Components of each student's grade are as follows:

#### ♪ **Performance**

Formal Assessments such as Playing Tests, Scale Tests, Concert Music Tests, After School Rehearsals, Concerts, Concert Etiquette.

Informal Assessments such as in-class teacher observations of students demonstrating proper fingerings, instrumental pedagogy, rhythmic and music reading skills, etc.

#### ♪ **Class Participation**

As a musician one must be responsible for their equipment and accessories needed to make music. Class rules are expected to be followed at all rehearsals. Students are taught proper rehearsal etiquette and are graded weekly on their participation within the class. Each student begins with 100 points for the week. Deductions will be given for the following reasons:

<u>10 Points</u> (each)	Talking	Playing	No Participation
<u>20 Points</u> (each)	No Instrument	No Mouthpiece	No Materials

#### ♪ **Homework**

Practice Record: "SUSTAINED CONTACT WITH THE SUBJECT MATTER IS ESSENTIAL FOR LEARNING A MUSICAL INSTRUMENT." The importance of practicing at home is to reinforce skills that have been taught in class as well as to improve skills that help with dexterity and instrumental pedagogy. Practicing at home correctly is just as important as practicing the use of an algebraic equation or practicing STEM words in literature and learning how to use the writing process correctly. Students are to record daily the amount of time they practice as well as the material they have practiced on. Students are to turn in practice records with a parent / guardian signature **every three weeks**. Failure to return these completed practice logs with a parent / guardian signature will result in a zero for that assignment.

Assigned Written Work: As part of *Writing across the Curriculum*, students will be required to write a paper on a given subject. Other forms of written work include written theory exercises or student musical compositions.

**Parents, a key element to your child's success on his / her instrument will be your support.** Very rarely will a child practice without having to be told. Practicing, to the student, becomes a chore, but it's a cycle; practice makes you better, which leads to fun and makes you want to play your instrument more. With the proper guidance and support from you, both you and your child will quickly see the benefits of good practice habits.

**INTERIMS:** Students receive interim reports according to the schedule set by the school calendar. (*Approximately every three weeks*) Each interim report shows the student's progress in class as well as their performance progress. Helpful notes and information are included for parents and students to read. Future performance events are also included in the student's interim to keep families informed of upcoming events. All students are required to share their interims with their parents / guardians. It is the student's responsibility to return their interim signed by their parent / guardian as part of their homework grade.

**9 WEEKS GRADE:** Students will receive a quarter grade every nine weeks. This grade is cumulative of all work that has been completed by the student throughout the quarter.

## **SCHOOL OWNED INSTRUMENTS**

Some instruments are very expensive to purchase and, therefore, are available by a check out procedure from the school. These instruments include flute, oboe, bassoon, clarinet, bass clarinet, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, euphonium, and tuba. There are only a limited number of these instruments, however, there are usually enough to accommodate all of the students that need them. The school provides percussion instruments for the Sneed Middle School Bands; however, the student will need a "percussion kit" and various sticks.

In order to be issued a school instrument, the parent and student must sign an instrument check out form acknowledging that they take full responsibility for the instrument if lost, or stolen. The student is responsible for normal maintenance of his / her instrument and any damage to the instrument during the year. **The student must provide reeds, oils, and other accessories.** The instrument rental fee is \$75 for the year.

A student who owns or is leasing his / her instrument should assume the same responsibility and precaution as one with a school owned instrument. **No student should use anyone else's school owned 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 finish of your instrument because this information is necessary if it should be lost or stolen.

## **Band Instruments vs. Bus Transportation**

*Band instruments, or other items, carried on a school bus must be of such size that they can be transported in the student's lap. This is necessary to ensure that all items are kept under the control of the student at all times in case of an accident or an emergency.*

By law only small instruments are allowed on South Carolina school buses. Florence 1 Schools allow all instruments except French horn, Euphonium, Tuba, and Percussion Kits. "Due to the safety of all students, the allowed instruments and book bags cannot block the aisles or exits. The instruments or book bag cannot occupy a seat. Students must keep the instrument in their lap to and from school to ensure the safety and space for other riders on board the bus." Please note it is the student's / parent's RESPONSIBILITY to get instruments to any band related event. The band director will provide a trailer (for larger instruments) to move the instruments to our performance venues, but the student must be responsible for putting their instrument on the trailer.

**SCBDA BAND EVENTS AND FEES:** The South Carolina Band Directors Association is an organization that functions as the Band Division of the South Carolina Music Educators Association. The purposes of this organization are to provide support for music education standards for bands in South Carolina schools, and to establish and conduct activities that will serve to enhance and enrich the growth in music education of individual students and of band programs in South Carolina schools. As part of band enrichment activities, students may participate in South Carolina Band Director's Association events. Once a student has signed up for an event, they **MUST** pay the required registration fee regardless as to whether they will participate or not. **FEES ARE NONREFUNDABLE FOR ANY REASON.** Due to SCBDA guidelines and postmark dates for registration, we are required to submit student names and money well in advance of the performance event. **IT IS THE STUDENT'S RESPONSIBILITY TO SIGN UP AND PAY THE REQUIRED FEE** for these activities **PRIOR** to the required deadline that has been set by the South Carolina Band

Directors Association. Once a student has signed up for an event, he / she must follow through with their commitment by participating on the assigned date and time as set by the South Carolina Band Directors Association. Listed are events that SMS Bands participate in and their registration fees:

♪ **Region and All-State Bands:** SCBDA provides an opportunity for students to compete with other students throughout the region of the state for placement in the Region Five Honor Band and throughout the entire state for All-State Bands. 7<sup>th</sup> and 8<sup>th</sup> grade students perform an audition that requires them to sight-read, play 7 Major scales, play the chromatic scale, and perform a required etude. Students who meet these requirements and earn a seat in either Region or All-State Band will go to a designated school for a weekend clinic where they will work together with a designated clinician to perform a band concert. It is a very rewarding and educational experience for students who participate. *The required registration fee is \$10. \*See Band Calendar for Deadlines.*

♪ **State Concert Performance Assessment:** Our Honor Band performs in the spring throughout the state for assessment. Bands that participate receive constructive criticism that can result in improving future performances. Bands are assessed on their abilities to demonstrate good intonation, tone production, balance and blend, good instrumental characteristic sounds and musicality. A rating is given to each band by each adjudicator. *Ratings are: Superior – I / Excellent - II / Good - III / Fair - IV / Poor - V. Participation in this event is required of all Honor Band members.*

♪ **Solo & Ensemble:** This provides an opportunity for all students to perform a solo and / or participate with an ensemble before a qualified adjudicator for constructive criticism and a rating. Students receive a rating according to their demonstration of the following components: tone, balance and blend, intonation, characteristic instrument sound, musicality. Students are responsible for selecting music, choosing and rehearsing with their partner(s) or accompanist. Students may register to participate in two different events if they so choose. *The required registration fees are as follows: \$3 per person in each ensemble / \$6 per solo. \*See Band Calendar for Deadlines.*



**TEXTBOOKS:** Listed below are required textbooks for each grade.

- **Beginning Band:** Master Theory Book I by: Paul Yoder.  
The students will work in the Master Theory Book 1 and mouthpiece test for the first 4 weeks. At the conclusion of mouthpiece testing, a recommendation is sent home as to the instrument your child would be successful in playing. Brand names and instrument models are included. The Standard of Excellence Book I by: Bruce Pearson and the instrument are to be purchased after you have received this recommendation letter.
- **Band 2:** Standard of Excellence Book II / III by: Bruce Pearson

## **BAND SUPPLIES**

- Ⓢ Black 1/2” three ring binder
- Ⓢ 10-20 plastic sleeves
- Ⓢ Pencils in every case
- Ⓢ Boss TU-80 Tuner / Metronome ~\$20 (*Highly Recommended*) [www.metronomeonline.com](http://www.metronomeonline.com) or TE Tuner app

## **FLORENCE MUSIC STORE**

This music store is here for your convenience. Additional online sites are listed below as well.

### ***Musical Depot***

1307 2<sup>nd</sup> Loop Road STE C

Florence, SC 29505

**843.407.0226**

[www.musicaldepot.net](http://www.musicaldepot.net)

### ***Old World Music – Jim Gleason (Instrument Repair)***

3201 Pamplico Hwy

Florence, SC 29505

**843.665.6115**

## **Additional Online Dealers**

### ***Muncy Winds***

**800.333.6415**

[www.muncywinds.com](http://www.muncywinds.com)

### ***Music & Arts Centers***

[www.musicarts.com](http://www.musicarts.com)

### ***Musician's Friends***

[www.musiciansfriends.com](http://www.musiciansfriends.com)

### ***Woodwind Brasswind***

800.348.5003

[www.wwbw.com](http://www.wwbw.com)

### ***Musical Innovations***

864.286.8742

<https://www.musicalinnovations.biz/>



## CONCERT ETIQUETTE

Throughout the year, members of the SMS Bands will be presenting their school concerts. We are very excited about the results of our rehearsals and look forward to the upcoming performances. We are sure you will also be proud of our accomplishments.

The musicians work hard at developing their musical skills. There is, however, another aspect of the students' education that always must be addressed: proper concert manners as an audience member. This applies to all of the school students, musical performers and non-performers. Therefore, I will continue to teach and stress to all our students the importance of good concert etiquette. I ask your support in this matter by reviewing the following points with your child. I would also like to ask our audience members to be good examples to our students by following correct concert etiquette procedures.

1. Be seated prior to the start of the program. If entering or leaving the concert hall after the program has begun, do so only during applause or when the performers are changing position.
2. Remain quiet during the musical performance. Talking, whispering, and other noises made with your program, handbags, candy wrappers, etc. can distract others. When bringing young children to the concert, they should be under the constant supervision of those responsible for their presence.
3. Remain seated until the intermission or the end of the program. Drinks of water and restroom breaks, during the performance, should be done only if absolutely necessary or in an emergency.
4. Applaud only at the end of each program selection. There should be no applause between sections of a piece of music. You will know when to applaud by watching the director.
5. Stay and enjoy the entire program. All the performers have devoted a lot of time and effort in preparation for their concert, don't leave just because your child has finished.

**Parents, please take a few minutes to peruse Dr. Tim's 10 Rules of Concert Etiquette ☺**

1. **Refrain from talking.** This is the first and greatest rule. This rule includes whispering to or disciplining your other children.
2. **Refrain from unwrapping noisy candy wrappers during the performance.** If the composer wanted to include crinkled paper noises to the music, he/she would have written it into the parts.
3. **Turn off pagers, cell phones and watch alarms.** While many phones and pagers have very symphonic-like rings, they don't always fit into the musical score, nor do they provide pleasant sounds for your neighbors.
4. **Do not wave to your child during the concert.** After all, they do know who you already are and they know you are there; you most likely brought them to the concert.
5. **Do not take flash photography.** You don't want your child to walk off the edge of the stage from flash blindness, do you?
6. **Please do not walk down the center aisle with your video camera.** Video cameras work just as well from the back of the auditorium. (Besides, the light is usually not good enough for video taping anyway.)
7. **Do not leave as soon as your child's portion of the concert is over.** All of the students deserve a full audience for their performances. Remember, the next time your child's song could be last!
8. **Applaud at appropriate times.** Some music has several sections. Remember, it's not over until all of the sections of music have been performed.
9. **Do not leave the auditorium during the music.** Wait for the break in the concert to visit the restroom, unless you are carrying a screaming child, in which case you should leave quietly and quickly, PLEASE!
10. **Go to the concert expecting the best!** You just might be surprised how good your student sounds when the other students join in!

Thanks for your help in making these special nights both enjoyable and truly memorable for our students and our audience

## UNIFORMS

**Formal** – *Black Sneed Band button up shirts, black pants, black belt, and black socks and shoes.*

This will be used for our Winter and Spring Concerts, SCBDA Concert Performance Assessment, and any other formal performance venues.

**Inform** – Sneed Band T-Shirt, black or khaki shorts / pants, belt, and tennis shoes. This will be used at school performances, Carowinds, and other informal performance venues.

**ABSENCE FORM**

This form must be completed and turned in not later than ONE week before any anticipated absence from an after-school band rehearsal or any other band related event. (Excluding extreme emergencies)

Student Name \_\_\_\_\_ Today's date \_\_\_\_\_

Date of anticipated Absence \_\_\_\_\_

Reason for absence \_\_\_\_\_

Please be specific! The policy is quite simple – if the school will excuse it, I will excuse it. If the school will not, I will not. “Important matters or “family matters” are not considered excusable by the school. \* See Band Handbook for more details.

Sneed Middle School will excuse for Death in the Family, Religious Holiday, and Illness with a doctor's excuse. The doctor's excuse must be submitted to the school attendance office and a copy placed on file with the band director. Any sports conflict or extracurricular conflict will be discussed prior to the date of the conflict and documented with this form

\_\_\_\_\_  
Parent Signature

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

All forms must be submitted to the Director of Bands and will remain on file in the band office for a period of a year.

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date



## The Audition Process

The South Carolina Band Director's Association requirements for Region and All State Bands may be found at <https://www.bandlink.org/all-state-band/auditions/audition-requirements/>

Students auditioning for All-County, Region, and All-State bands will be evaluated by the following criteria:

- ♪ **Scales:** Students will have 2 minutes to play 7 Major scales. Scales are to be played from memory in any order. You will list the scale order on the audition ticket. A scale evaluation sheet will be used by all judges. If the student misses a scale, he / she will have the opportunity to go back and correct it if time permits. My suggestion is if you make a mistake, do not linger on it. Move on to the next scale. When you have finished all of your scales the judge will announce the scale(s) to replay for credit. You can go back and correct any missed scales, as long as it is within the 2-minute time period.
- ♪ **Terms:** Terms are usually presented on a card and the student must give the correct definition of 5 terms chosen from the list of terms found on *Appendix III*. All students will be assessed on these terms after Winter Break.
- ♪ **Chromatic Scale:** The key to the chromatic scale is playing every note evenly with good sounds. Take your time! Playing it very fast will not gain you extra points.
- ♪ **Etude:** An etude is a study and is the solo that everyone prepares. Judges listen for the following things: tone quality, technical proficiency, typical styling, contrasting styles, tempos, and articulations, different styles of phrasing, and the student's overall talent.
- ♪ **Sight reading:** Sight reading is when the student is given 30 seconds to study a short piece of music and then play to the best of their ability. The music is something that the student has never seen before. Secret to this is if you mess up keep going. Rhythm, correct notes, phrasing are a few components of judging.
- ♪ **Tone:** This is for beauty, control knowledge of characteristic sound, and the ability to use this knowledge to maximum overall musicianship.

### Tips to Be Successful

1. Practice, practice, practice! Nothing comes easy, but practicing makes thing easier!
2. Get to the audition EARLY. You want to make sure that you have enough time to get there, find the judge's room or rooms, warm up, and check in at your judge's room. Sometimes there are no-shows and you can go earlier. I recommend arriving at least an hour before your scheduled audition time.
3. Try to RELAX. This may sound hard to do at an audition, but try. When you relax, you feel more comfortable and you will play better when you are relaxed. Relaxation is the key to success!
4. Get your easy points! YOU are in charge of the scales, the chromatic scale, and your terms. Playing the scales correctly and knowing your terms can give you the maximum amount of points in those categories before you even play your etude or the sight-reading examples.

# Junior All-State Terms

<b>a tempo</b>	in time; generally implies a return to the original rate of speed
<b>accelerando</b>	gradually faster
<b>al fine</b>	to the finish
<b>allegretto</b>	light and moderately quick, but not as fast as allegro
<b>allegro</b>	rapid; lively
<b>andante</b>	moderately slow, but moving
<b>andantino</b>	generally a little quicker than andante
<b>animato</b>	animated; spirited
<b>cantabile</b>	in a singing style
<b>chromatic</b>	by semi-tones
<b>coda</b>	the final added measures of a musical composition
<b>con brio</b>	with spirit; brilliantly
<b>con spirito</b>	with spirit; brilliance
<b>crescendo</b>	gradually louder
<b>da capo</b>	from the beginning
<b>dal segno</b>	from the sign
<b>decrescendo</b>	gradually softer
<b>diminuendo</b>	gradually softer
<b>dolce</b>	sweetly
<b>etude</b>	a study
<b>fermata</b>	a hold or pause
<b>forte</b>	loud
<b>fortissimo</b>	very loud
<b>grazioso</b>	gracefully
<b>largo</b>	very slow
<b>legato</b>	smooth and connected
<b>maestoso</b>	majestically
<b>marcato</b>	marked; with emphasis
<b>marziale</b>	martial
<b>mezzo</b>	medium; half
<b>moderato</b>	moderately
<b>molto</b>	very
<b>pianissimo</b>	very softly
<b>piano</b>	softly
<b>poco a poco</b>	little by little
<b>presto</b>	very fast
<b>rallentando</b>	gradually slower
<b>ritardando</b>	gradually slower
<b>segno</b>	the sign
<b>solì</b>	more than one performer in unison
<b>solo</b>	a composition or passage for one performer
<b>staccato</b>	separated, detached style
<b>tacet</b>	silent
<b>tempo</b>	time; speed
<b>tenuto</b>	sustain full value

# Sneed Middle School Bands CONTRACT AGREEMENT

We have read the handbook and agree to all of the terms contained within. We understand that the student's grade will be severely affected should materials not be brought to class. The grade will also be affected by failing to attend rehearsals, and performances. We also understand that there is a commitment of time to practice the instrument in order to help the Sneed Middle School Band program maintain a high standard of excellence.

STUDENT'S NAME \_\_\_\_\_

STUDENT'S SIGNATURE \_\_\_\_\_

PARENT'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

**Parents,**

**In an effort to better communicate with my students' parents, I am asking that each family provide a parent email address that is checked frequently. Please email [matthew.carl@fsd1.org](mailto:matthew.carl@fsd1.org) to be added to our group email. Once I have created a list for group emails, I will start sending weekly reminders for parents and band students. I will also communicate through the Band App. This is an app that allows me send attachments and weekly reminders to students and parents. If you are interested in receiving these messages, please complete the Florence 1 Schools Parent/Guardian Digital Permission form and then download the Band App and scan below. I hope this form of communication will better serve our band program as it grows to its largest student membership ever.**



**Scan for Band App Login**

**Please legibly print your email address on the line below.**

\_\_\_\_\_