



Preparing Middle School Students for High School Success

Clinicians:

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Texas Bandmasters Association

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CC Room 214

PREPARING MIDDLE SCHOOL STUDENTS FOR HIGH SCHOOL SUCCESS

David Brandon, Duncanville High School, Duncanville ISD

Rory Davis, Cinco Ranch Junior High, Katy ISD

- I. Middle School/High School Director Relationship
 - A. *Two-Way Street*
 - B. *Is it perceived as positive to the students?*
 - C. *Are duties and expectations clearly defined?*
 - D. *Trust and Respect*
- II. Things Middle School Directors can do to promote the High School Program
 - A. *Be enthusiastic when talking about high school performances*
 - B. *Be seen at high school rehearsals and/or performances*
 - C. *Maintain a band bulletin board—news clippings, pictures, programs, etc*
 - D. *Be a part of the over-all program*
- III. Things High School Directors can do to promote the High School Program
 - A. *BE SEEN at middle school rehearsals and performances*
 - B. *Be positive when working with middle school kids*
 - C. *Promote middle school performances*
 - D. *Be a part of the overall program*
- IV. Establish a Unified Curriculum from Beginner—12th Grade
 - A. *Identify the skill sets necessary for success at each level of band.*
 - B. *Develop a procedure for testing skills*
 - C. *Develop a plan for new graduation requirements (4 X 4)*

V. Establish a Unified Approach or Philosophy of Teaching

- A. *How will rhythm be taught?*
- B. *How will ensemble skills be taught?*
- C. *What equipment will be used?*

VI. Activities to Promote Retention

- A. *“Middle School Night” at a HS Football Game*
- B. *“Fall Rally” with the high school band*
- C. *Spring Clinic on contest music—8th graders mixed with high school kids for rehearsal/informal performance of middle school contest music*
- D. *High School students tutoring Middle School Students*
 - 1. tutoring individuals
 - 2. coaching small ensembles
 - 3. running middle school section rehearsals
 - 4. participating in middle school section rehearsals
 - 5. Work/Study Program

VII. Path to Independence

- A. *Performance independence*
- B. *Organizational independence*

BAND AND THE RECOMMENDED GRADUATION PROGRAM

PRACTICAL THOUGHTS ON HIGH SCHOOL COURSE SELECTION

WHY DO WE LEARN MUSIC?

"Perhaps we've all misunderstood the reason we learn music, and all the arts, in the first place. It is not only so a student can learn the clarinet, or another student can take an acting lesson. It is that for hundreds of years it has been known that teaching the arts, along with history and math and biology, helps to create the "well-rounded mind" that western civilization and America have been grounded upon. We need that "well-rounded mind" now, for it is from creativity and imagination that the solutions to our political and social problems will come."

Richard Dreyfuss, Star of Mr. Holland's Opus, in a speech to the 1996 American Federation of Teachers Convention

MUSIC IS PREPARATION FOR LIFE

We all want our children to experience a healthy, happy and prosperous life and to enjoy themselves in the process. There are certain mental tools which aid in this goal, and music is crucial in honing these tools:

Creativity. Music opens horizons of the mind and supports wonderment, imagination, appreciation, and sensitivity. Creativity is the source of possibility and is a mental muscle that must be trained and exercised often.

Communication. Music is a language beyond words. Music can only be explained with music because of its various styles, textures, tempos, and dynamics. Music truly stirs the soul of people. No words or visual display can come close to the emotional impact of music.

Critical Assessment. Music is one of the key areas where an individual can develop a consistency between intellectual and emotional understanding. Here is the chance to bridge the cognitive and affective data of life, which many feel is the recipe of genius. We can create formulas instead of just solutions, and we can be pro-active rather than re-active. We can open the mind and avoid tunnel vision - and in doing so, come up with discerning opinions which develop quality character.

Commitment. It is almost impossible to be "partially committed" to music. One may quit on a test, refuse to turn in an assignment, or just not be aware of what is going on in a lecture class, but the participation level in music requires a focus of attention unlike most subjects in school. Music causes one to learn persistence and the value of "not giving up," even when

there is the temptation to throw in the towel. Many have pointed to "stay power" as one of the greatest personal attributes in our society. Welcome to one of the key benefits of the study of music.

THE U.S. DEPARTMENT OF EDUCATION . . .

. . . recommends the arts to college-bound junior high and high school students asserting, "Many colleges view participation in arts and music as valuable experience that broadens students' understanding and appreciation of the world around them."

FOR MORE INFORMATION

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RECOMMENDED HIGH SCHOOL PROGRAM

The Recommended High School Program (RHSP) is the required program for all freshmen entering high school in 2007 and beyond. This 26 credit plan incorporates the additional required math and science courses mandated by the State Board of Education.

Because of the additional math and science study, the State Board of Education increased

the total number of credits required for graduation under the Recommended High School Program to 26 in order to preserve time for elective courses.

The following courses are required under the RHSP:

English - 4 credits
Math - 4 credits
Science - 4 credits
Social Studies - 3 ½ credits

Economics - ½ credit
PE - 1 ½ credits
Health - ½ credit
Foreign Language - 2 credits
Fine Arts - 1 credit
Speech - ½ credit
Tech App - 1 credit
Electives - 3 ½ credits

School counselors will provide specific information regarding which classes will satisfy course requirements.

BAND AND THE RECOMMENDED GRADUATION PROGRAM

Parents often ask how their students can complete the recommended high school graduation requirements and still participate in band throughout high school. Below are suggested samples of 4-year high school graduation plans.

Many courses must be taken in order (English, Math, Science and Social Studies), however, electives and foreign language classes, among others, can be taken in any year.

Although these sample plans involve minimal or no high school credit in junior high, taking high school credit courses in junior high will certainly help.

KISD HIGH SCHOOL RECOMMENDED PROGRAM WITH BAND

Sample schedule taking band for 4 years— no credits from junior high and no summer school

	9th grade	10th grade	11th grade	12th grade
1	English I	English II	English III	English IV
2	Algebra I	Geometry	Algebra II	PreCalculus
3	IPC	Biology	Chemistry	Physics
4	World Geography	World History	U.S. History	Gov/Eco
5	Band (PE .5/FA .5)	Band (PE .5/FA .5)	Band (PE .5/FA .5)	Band (Elec)
6	Other Lang I	Other Lang II	Elective	Tech App
7	Study Hall (NC)*	Speech/Health	Elective	Elective

*(NC) - Not taken for credit

KISD HIGH SCHOOL RECOMMENDED PROGRAM WITH BAND AND ATHLETICS

Sample schedule taking band for 4 years— **one credit from junior high** and no summer school

	9th grade	10th grade	11th grade	12th grade
1	English I	English II	English III	English IV
2	Algebra I	Geometry	Algebra II	PreCalculus
3	IPC	Biology	Chemistry	Physics
4	World Geography	World History	U.S. History	Gov/Eco
5	Athletics	Athletics PE (.5 Elec)	Athletics (NC)*	Athletics (NC)*
6	Band (PE .5/FA .5)	Band (PE .5/FA .5)	Band (PE .5/FA .5)	Band (Elec)
7	Study Hall (NC)*	Speech/Health	Other Lang I	Other Lang II

Student should take Tech App in 8th grade (according to this sample); (NC) - Not taken for

Sources: "KISD Graduation Plan"
 "The Value of Music" by Dr. Tim Lautzenheiser - Attitude Concepts for Today
 "How the Arts Develop the Young Brain" by Dr. David A. Sousa
 "Music training improves verbal memory" by A.S. Chan, Y.C. Ho, and M.C. Cheung

INCREASED ACADEMIC ACHIEVEMENT

More than 10 million high school students responded to a questionnaire indicating the number of years of fine arts classes they took. Students who took fine arts classes had higher mathematics, verbal and composite SAT scores than students who did not take fine arts classes. Furthermore, the SAT scores increases linearly with the addition of more years of fine arts classes.

SOMETHING TO REMEMBER

Researchers suggest that the process of making music can lead to improved listening and memory skills.

A study tested sixty college students for verbal memory. Of the students, those who had music training before the age of twelve recalled more information than did those who did not have early musical instruction.

The Duncanville Instrumental Music Program

Minimum Skills Chart For Band

Level 1	Beginner Level at the 6th Grade
	There are no minimum skills for students at the beginner level.
Level 2	Middle School Instrumental Techniques and High School Instrumental Ensemble
	Students are to play four assigned scales with no mistakes in three as well as a one-octave chromatic scale. Students must be able to sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes. Acceptable tone is required in all exercises.
Level 3	Middle School Symphonic I and II Bands
	Students are to play the Concert Bb, F, C, G, Db, Ab, Eb scales with no mistakes in four of them as well as a one octave chromatic scale. Students must be able to sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes. Acceptable tone is required in all exercises.
Level 4	High School Freshmen Band and Symphonic Band
	Students are to play the Concert Bb, F, C, G, D, A, E, B, Gb, Db, Ab, Eb scales with no mistakes in six of them. Students must be able to sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes, triplets and sixteenth-notes. Acceptable tone is required in all exercises.
Level 5	High School Honors Band
	Students are to play the Concert Bb, F, C, G, D, A, E, B, Gb, Db, Ab, Eb scales with no mistakes in eight of them as well as sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes, triplets, sixteenth-notes and syncopations. Articulate 16th notes at MM=116. Acceptable tone is required on all exercises.
Level 6	High School Wind Ensemble
	Students are to play the Concert Bb, F, C, G, D, A, E, B, Gb, Db, Ab, Eb scales in all possible octaves with no mistakes in eight of them as well as sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes, triplets, sixteenth-notes, syncopations and multi-meters. Articulate 16th notes at MM=124. Acceptable tone is required on all exercises.