



**Texas Bandmasters Association
Convention/Clinic July 25-27, 2019**

**Great Middle School Band Teams:
How Successful Staffs Work Together
on Campuses and Across Campuses**

CLINICIANS:

**Michelle Hanegan, Luzviminda Pascasio,
Russell Porter, David Brandon**

Sponsor: Phi Beta Mu

Great Middle School Band Teams: How Successful Staffs Work Together on Campuses and Across Campuses



Michelle Hanegan, Luzviminda Pascasio, Russell Porter, David Brandon
Texas Bandmasters Association Clinic and Conference
July 25th 2019 : 9:00AM : CC 214CD
Sponsored by Phi Beta Mu

Duncanville ISD Head Band Directors

David Brandon

Duncanville High School, Director of Bands for Duncanville ISD
30 years teaching, 23 years in Duncanville ISD

Michelle Hanegan

Reed Middle School and Hardin Intermediate
17 Years teaching, 15 years in Duncanville ISD

Luzviminda Pascasio

Kennemer Middle School and STEAM Academy, Daniel Intermediate
19 years teaching, 6 years in Duncanville ISD

Russell Porter

Byrd Middle School and Brandenburg Intermediate
13 years teaching, 4 years in Duncanville ISD



MAIN GOAL: Our 7 year plan is to send as many musically literate students to the high school as possible, through participation in outstanding middle school bands with full instrumentation.



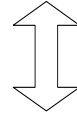
SPAGHETTI MONSTER

- Split Feeder Schools
- Scheduling
- School of Choice
- Balanced Instrumentation
- Socio- Economic Changes
- Mobility Rating (19.3%)

Duncanville ISD Band Horizontal and Vertical Alignment

Duncanville Band Music Education

Unified philosophies, goals, and practices throughout every grade level of the Duncanville Band
6th-12th grade (7 years)



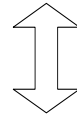
Unified Assessments

Objective Pass Offs
Scale Tests
Theory Tests
Chair Tests
Auditions



Unified Content Standards

A great (characteristic) sound
Correct posture
Correct hand position
Use of foot tap, tempo
Correct notes and rhythm
Correct breath support
Correct tongue placement
Correct style and articulation

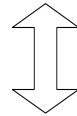


Curriculum Instruction Alignment

Same method books used at each level
Objective Sheets
Duncanville Band Counting System
Duncanville Minimum Skills Chart

Non-Curriculum Alignment

Class Schedules
Materials and Supplies
Doctrine, Vocabulary, and Execution



Student Achievement:

as a musician (skill set)
as a person (character)



We ❤️ Middle School Band.....

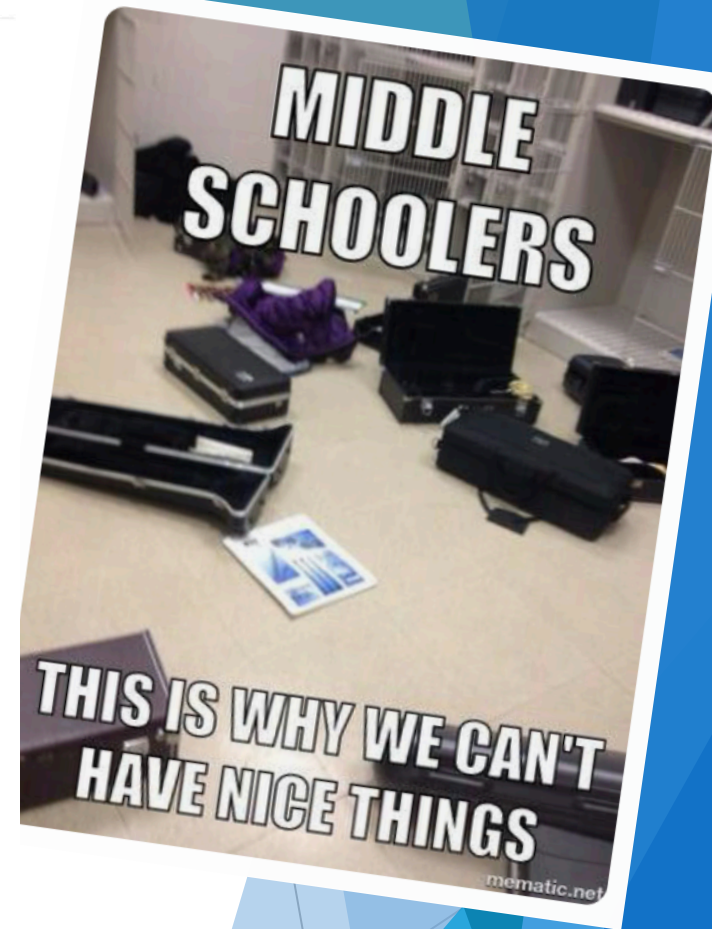


The Different Types of Playing Postures



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www.ToneDeafComics.com



mematic.net

Byrd Middle School Campus Structure

The Health Science Program at Byrd Middle School

Russell Porter - Byrd, Daniel	Lorna Qunitanar - Byrd, Hardin	Michelle Casso - Byrd, Daniel, Brandenburg
<p> Money All-Region (Byrd Stuff) Transportation Reed Drawer Supplies/Purchase Google Calendar Parent/Principal Meetings Ensemble Contest (Host) CHARMS </p>	<p> Inventory Uniforms CHARMS Lesson Teacher Emails Form Check List Handbook Forms Road Reps Website Cubbies </p>	<p> Solo Contest Ensemble Contest Cubbies Printing Concert Logistics Instrument Repair CHARMS Library Inventory </p>



Kennemer Middle School Campus Structure

S.T.E.A.M. @ Kennemer Middle School

Luzviminda Pascasio - Kennemer/STEAM, Daniel

S1, high brass beginners, team teach S2 & S3
Manager of Team Kennemer: mentor, main advocate for program needs
Finances/Fundraising
CHARMS
Transportation
Scheduling/Planning
Primary communicator with administration, teachers & staff
Recruitment

Ethan Henshaw - Kennemer/STEAM, Daniel

S2, low brass beginners, team teach S1 & S3
Instrument Inventory
Repairs
Practice Reports
Reservations
Concert Programs
Recruitment

Cesar Montelongo - Kennemer/STEAM, Daniel

S3, woodwind beginners, team teach S1 & S2
Private Lesson Program
Music Library
Cubby Lists/Name Tags
Music Library
Hire Accompanists



Reed Middle School Campus Structure

The Business & Technology Program at Reed Middle School

Michelle Hanegan- Reed, Hardin

Primary Role- Symphonic I, assist Symphonic 2, assist Woodwind and Brass Classes

Objective pass offs/ rehearsal splits/ sectionals

Grades/ Planning- Symphonic I

Charms

Remind

Calendar

Transportation

Finances

Purchase of supplies

District middle school band night planning

Band Contests- entries, scheduling itineraries, accompanists

Lesson Staff, Clinician communication and scheduling

Student Scheduling

Parent/ Teacher/ Admin/ Counselor Meetings

Beginner recruitment

Finale

Additional Leadership/ Mentor Responsibilities:

Region 20 Middle School Organizer

Campus Department Fine Arts Chair

Duncanville ISD Mentor Program

Duncanville ISD Professional Council

Joshua Weisbrod-Torres - Reed, Brandenburg

Primary Role- Symphonic 2, assist Symphonic I, Woodwind Class

Objective pass offs/ rehearsal splits/ sectionals

Grades/ Planning- Symphonic II, Woodwinds

Inventory, including updating Access (Woodwind)

Instrument repair and return (Woodwind)

Reed Drawer

Road Reps

Organization and copying of all- region, ensembles, solo materials

Finale

Beginner recruitment

Communication and publicity website info, forms, etc

Concert Programs

Maintenance Requests

Paula Tagalos - Reed, Hardin

Primary Role- Symphonic 2, assist Symphonic I, Brass Class

Objective pass offs/ rehearsal splits/ sectionals

Grades/ Planning- Symphonic II, Brass Class

Inventory, including updating Access (Brass)

Instrument repair and return (Brass)

Cubbies

Uniforms

Finale

Beginner recruitment

District Solo Contest (Host)

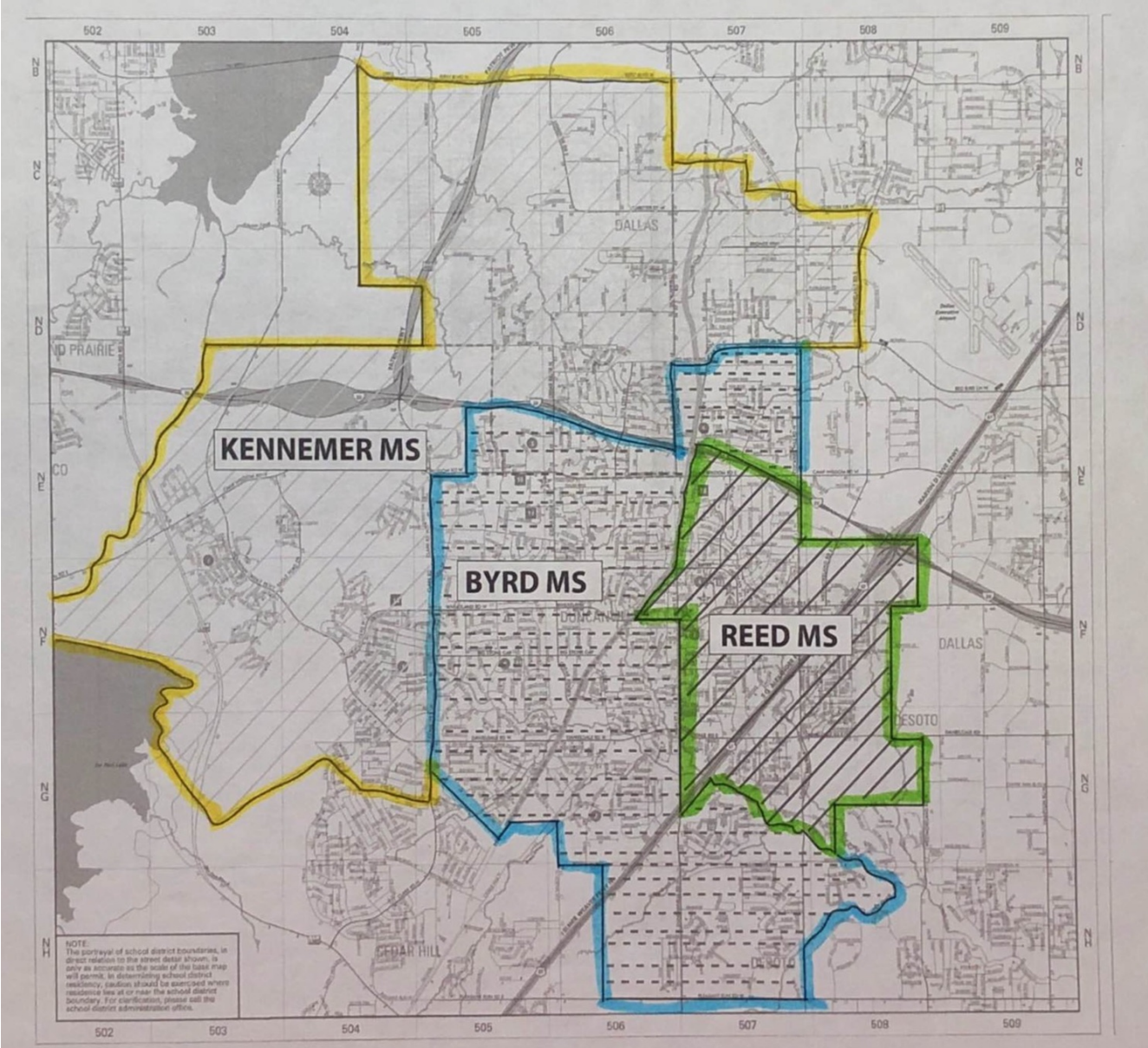
Library

Communication and publicity website info, forms, etc

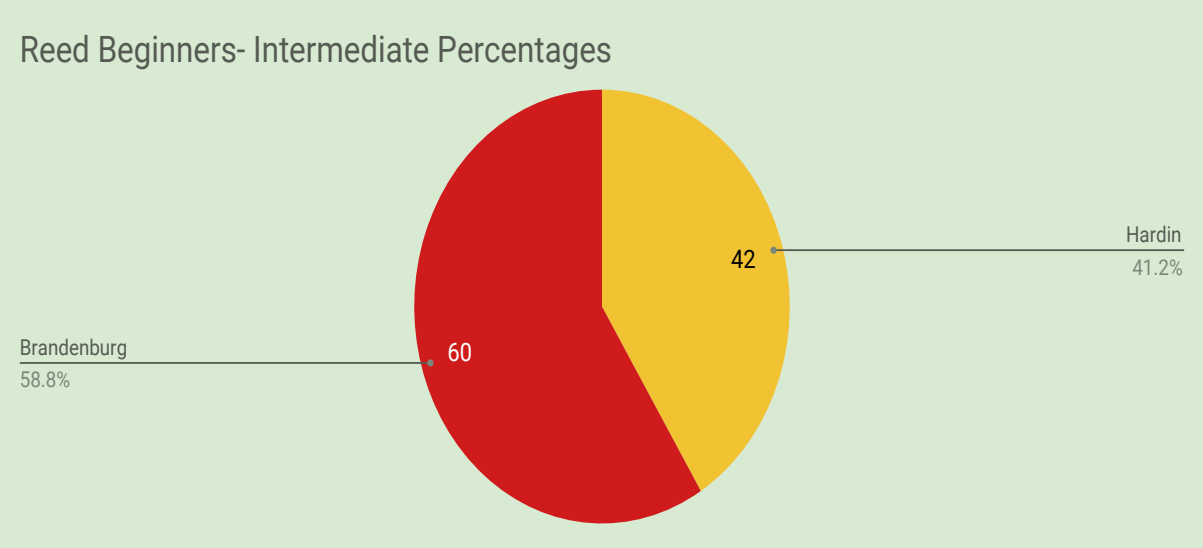
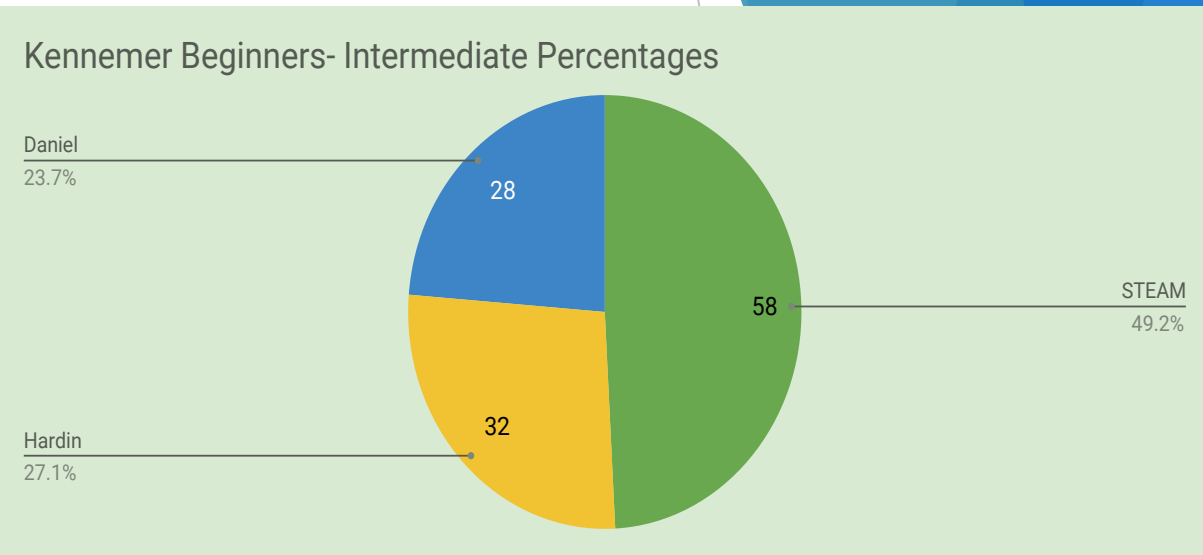
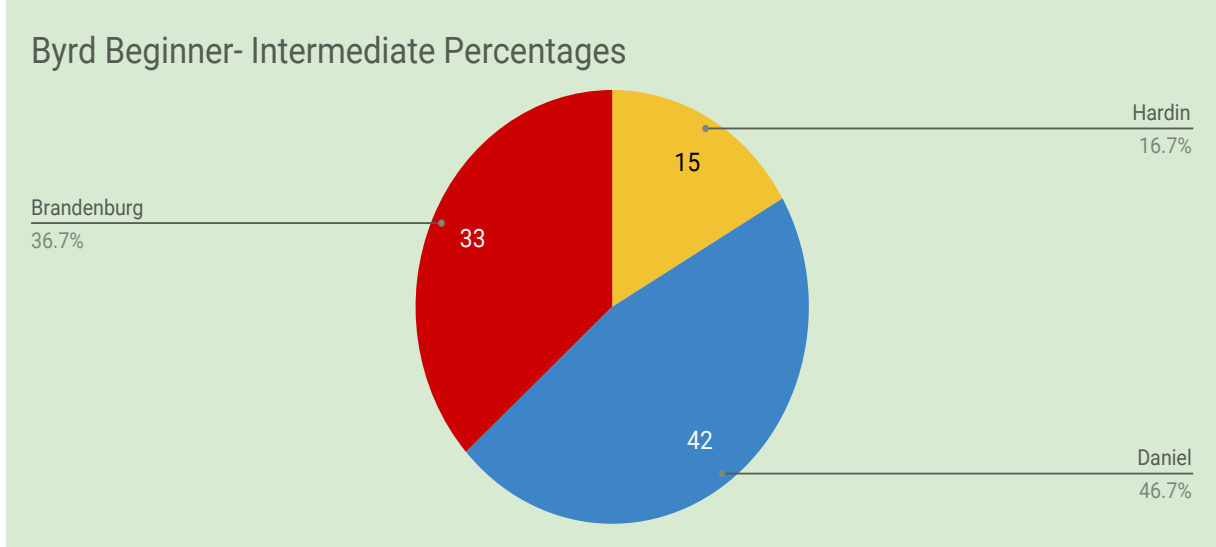
Fundraisers



Duncanville ISD District Alignment



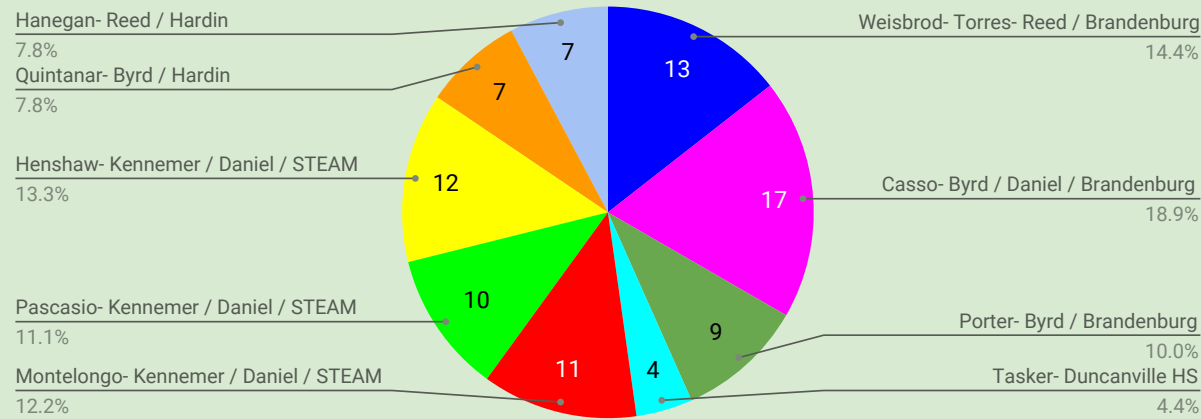
5th Grade Recruiting - Intermediate Feeders to Middle Schools



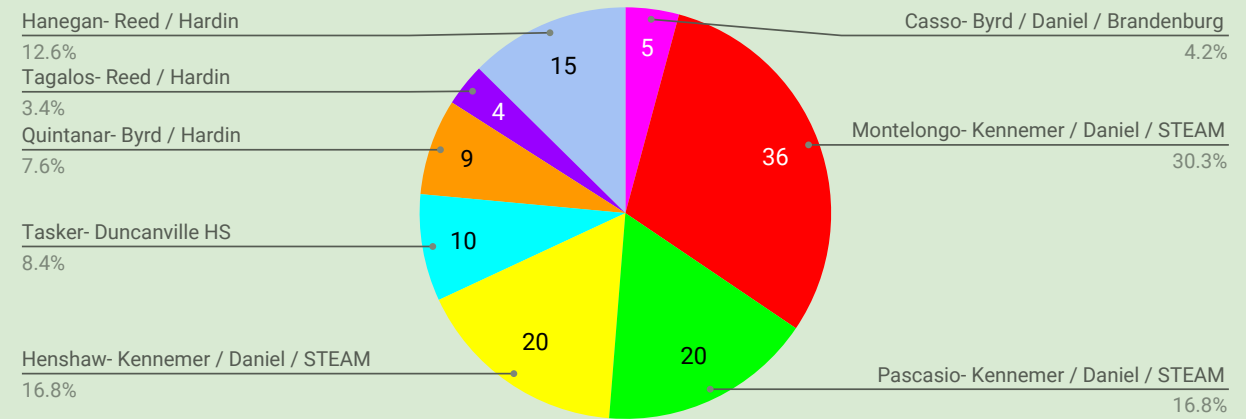
Band Director Intermediate Assignments

- Who teaches where?

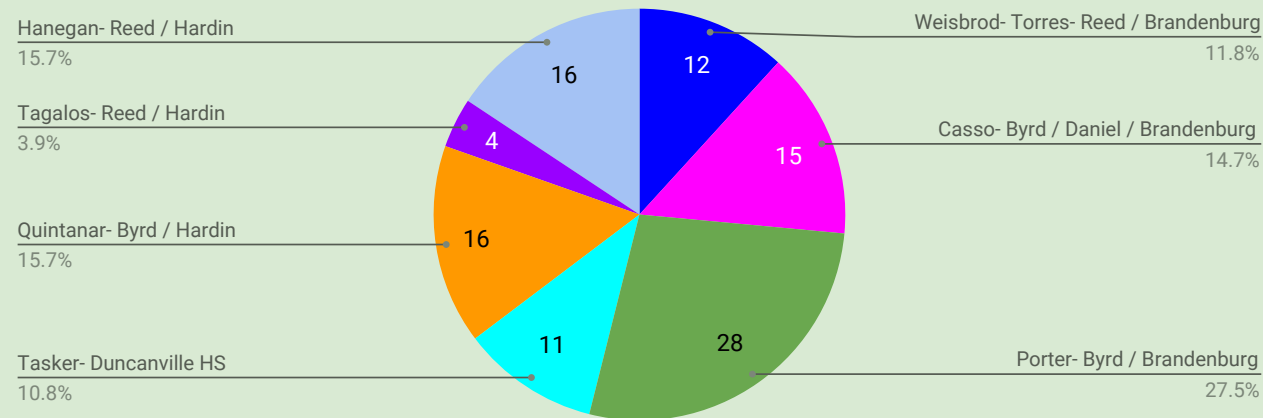
Directors Teaching Byrd Beginners



Directors Teaching Kennemer Beginners



Directors Teaching Reed Beginners



Duncanville ISD Band District Schedule

1	TIME	Duncanville HS	Byrd MS	REED MS	KENNER MS	TIME	HARDIN INT	B'BURG INT	DANIEL INT	TIME
2	7:00					7:00	Byrd - 15	Byrd - 34	Byrd - 42	7:00
3	7:15					7:15	Reed - 42	Reed - 60	Reed - 0	7:15
4	7:30	Symphonic Band	Sectionals	Sectionals	Sectionals	7:30	Ken - 32	Ken - 0	Ken - 28	7:30
5	8:00	Zellar/Band Staff	Porter	Hanegan	Pascasio	8:00				8:00
6	8:15	1st Block	Quintanar	Weisbrod-Torres	Henshaw	8:15				8:15
7	8:30	7:30-8:28	Casso	Tagalos	Montelongo	8:30			Casso	8:30
8	8:40	Honors Band				8:40			Montelongo	8:40
9	8:50	Teal/Band Staff	Porter Closes	Weisbrod Closes	Henshaw Closes	8:50	Quintanar		Tasker	8:50
10	9:00	2nd & 5th Blocks				9:00	Hanegan			9:00
11	9:10	8:35-10:11				9:10	Tagalos			9:10
12	9:20	Tasker travels to Int Schls)				9:20				9:20
13	9:30					9:30		Porter	Henshaw	9:30
14	9:40					9:40		Weisbrod	Montelongo	9:40
15	9:50					9:50	Quintanar	Casso	Pascasio	9:50
16	10:00					10:00	Hanegan			10:00
17	10:10					10:10	Tagalos			10:10
18	10:20	Wind Ensemble/Percussion				10:20	Tasker			10:20
19	10:30	Brandon/Band Staff				10:30		Casso		10:30
20	10:40	3rd & 6th Blocks				10:40		Porter		10:40
21	10:50	10:18-11:48				10:50		Weisbrod		10:50
22	11:00	Tasker: (Perc 10:50-12:18)				11:00				11:00
23	11:10			Brass		11:10				11:10
24	11:20			10:56-11:51	STEAM	11:20				11:20
25	11:30				11:07-11:50	11:30				11:30
26	11:40				Ken Staff	11:40				11:40
27	11:50	Lunch 11:48-12:18				11:50				11:50
28	12:00		Symphonic I	Symphonic I	Symphonic I	12:00				12:00
29	12:10		11:54-1:06	11:54-1:06	11:57-1:05	12:10				12:10
30	12:20		Porter	Hanegan	Pascasio	12:20				12:20
31	12:30	Varsity Band	Byrd Staff	Reed Staff	Ken Staff	12:30				12:30
32	12:40	Townsend/Band Staff				12:40				12:40
33	12:50	7th Block (B Days)				12:50				12:50
34	1:00	12:25-1:55				1:00				1:00
35	1:10		Lunch	Lunch	Lunch	1:10				1:10
36	1:20		1:06-1:36	1:06-1:36	1:05-1:39	1:20				1:20
37	1:30					1:30				1:30
38	1:40		Symphonic III	Symphonic II	Symphonic II	1:40				1:40
39	1:50		1:40-2:34	1:39-2:34	1:39-2:33	1:50				1:50
40	2:00	Concert Band	Casso	Weisbrod-Torres	Henshaw	2:00				2:00
41	2:10	Townsend/Band Staff	Byrd Staff	Reed Staff	Ken Staff	2:10				2:10
42	2:20	8th Block				2:20				2:20
43	2:30	2:02-3:00				2:30				2:30
44	2:40		Symphonic II	Woodwinds	Symphonic III	2:40				2:40
45	2:50		2:38-3:32	3:35-4:30	2:37-3:31	2:50				2:50
46	3:00	Sectionals	Quintanar		Montelongo	3:00				3:00
47	3:10	Band Staff	Byrd Staff		Ken Staff	3:10				3:10
48	3:20	3:15-5:45				3:20				3:20
49	3:30		Conference	Conference	Conference	3:30				3:30
50	3:40		3:35-4:30	3:35-4:30	3:43-4:30	3:40				3:40
51	3:50					3:50				3:50
52	4:00					4:00				4:00
53	4:10					4:10				4:10
54	4:20	Marching Band				4:20				4:20
55	4:30	M/T 6:00-8:45	Sectionals	Sectionals	Sectionals	4:30				4:30
56	4:40	Thur- 3:15-5:00	Porter	4:35-5:35	Pascasio	4:40				4:40
57	4:50	Fri-3:15-? Football Games	Quintanar	Reed Staff	Henshaw	4:50				4:50
58	5:00		Casso		Montelongo	5:00				5:00
59	5:10					5:10				5:10
60						5:20				
61						5:30				

Objective Sheets for Beginner Band

Name: _____ Level 1
Instrument: _____

DUNCANVILLE BEGINNER BAND OBJECTIVES (Wind Instruments)

Level 1 Objectives: August 16 to December 20

Articulation and Technical Skills:

- _____ 1. Demonstrate/describe proper playing for your instrument.
- _____ 2. Demonstrate/describe the proper embouchure set for your instrument. (written quizzes)
- _____ 3. Demonstrate attack-sustain-release by holding a note for eight counts.
- _____ 4. Line 14 - demonstrates ability to play whole notes, whole rests, half notes, and half rests.
- _____ 5. Line 22 - demonstrates ability to play half notes, and quarter notes.
- _____ 6. Line 29 - demonstrates ability to play whole, half, quarter notes/rests and a fermata.
- _____ 7. Line 35 - demonstrates technical ability over a five note range.
- _____ 8. Line 43 - demonstrates technical ability in intervals over a six note range.
- _____ 9. Line 49 - demonstrates ability to play mixed quarter and eighth note rhythms.

Vocabulary and Theory Skills

- _____ 10. Note Reading Test 1
- _____ 11. Rhythm Test 1 (covers rhythm charts 1 - 5).
- _____ 12. General Skills Test 1

Name: _____ Level 2
Instrument: _____

DUNCANVILLE BEGINNER BAND OBJECTIVES (Wind Instruments)

Level 2 Objectives: January 8 through March 30
Mini Scales and Scales: play as written at quarter note = 90.

<p>Flute:</p> <ol style="list-style-type: none"> 1. ___ Concert Bb 2. ___ Concert F 3. ___ Concert Eb 4. ___ Concert C 5. ___ Chromatic Bb - Bb 	<p>Clarinet:</p> <ol style="list-style-type: none"> 1. ___ Concert F 2. ___ Concert Eb 3. ___ Concert Ab 4. ___ Concert G 5. ___ Chromatic G - G 	<p>Saxophone:</p> <ol style="list-style-type: none"> 1. ___ Concert Bb 2. ___ Concert Eb 3. ___ Concert Ab 4. ___ Concert F 5. ___ Chromatic G - G
<p>Trumpet:</p> <ol style="list-style-type: none"> 1. ___ Concert Bb 2. ___ Concert Ab 3. ___ Concert F 4. ___ Concert G 5. ___ Chromatic C - C 	<p>French Horn:</p> <ol style="list-style-type: none"> 1. ___ Concert Bb 2. ___ Concert C 3. ___ Concert Db 4. ___ Concert Eb 5. ___ Chromatic F - F 	<p>Low Brass:</p> <ol style="list-style-type: none"> 1. ___ Concert Bb 2. ___ Concert Ab 3. ___ Concert F 4. ___ Concert G 5. ___ Chromatic Bb - Bb

<p>Articulation and Technical Skills</p> <ol style="list-style-type: none"> _____ 6. Line 73 - demonstrates 3/4 time and dynamic contrast. _____ 7. Line 83 - demonstrates 2/4 time and mixed articulations. 	<p>Vocabulary and Theory Skills</p> <ol style="list-style-type: none"> _____ 8. Note Reading Test 2 _____ 9. Rhythm Test 2 (covers rhythm charts 1-7). _____ 10. General Skills Test 2
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Sandy Lake Band Contest Requirements:

1. Pass ALL objectives for Levels 1 & 2 by March 30th.	4. No U's in citizenship in any subject grading period prior to the contest.
2. Pass ALL subjects the grading period prior to the contest.	5. Attend ALL after school rehearsals.
3. Maintain a Band citizenship grade of E or S.	

Semester Evaluation for Beginner Band

Student _____ Date _____
Instrument _____ Period _____

SEMESTER EVALUATION: BEGINNING BAND

Third Six Weeks Band Grade: _____ Conduct _____

- ___ A. The student is doing very well in all areas of performance, theory, and rehearsal skills.
- ___ B. At this time, the student needs to concentrate on the following to reach his/her potential:
- ___ 1. More home practice (30 minutes per day is required 4 days per week) is recommended.
 - ___ 2. A signed practice report is due every week on Monday.
 - ___ 3. Note names and fingerings need to be drilled. Flash cards are excellent.
 - ___ 4. Rhythms need to be counted aloud and clapped before new assignments are played. The foot tap is very important.
 - ___ 5. Tone quality needs to be improved by working on a good embouchure (mouth position), good breath support, and good wind speed (fast air).
 - ___ 6. Correct hand position and posture need to be practiced daily.
 - ___ 7. Supplies need to be brought to class daily: good reeds/ pencil/ music books/ instrument/ cleaning supplies.
 - ___ 8. Daily class assignments need to be prepared at home before the next class.
 - ___ 9. Student needs to put in more effort in listening and following directions in class.
 - ___ 10. Other: _____
- ___ C. Private lessons are highly recommended to challenge the student and individualize instruction.

PARENT REPLY: Please return this portion of the evaluation by Friday.

PARENT SIGNATURE _____
*Please discuss the above report with your child. We would like for every student to reach his/her maximum potential!



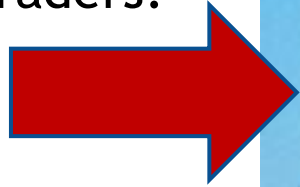
Overall Instrumentation for Duncanville ISD Band

							12	11	10	9	8	7	6	
Count of Student			Class Of											
Sort	Part 1	Sch Yr	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
B	Flute	2013	9	9	15	21	33	48	71					
		2014		8	11	18	26	35	51	53				
		2015			8	15	16	15	37	36	45			
		2016				11	14	13	25	31	29	42		
		2017					10	12	18	22	27	29	40	
C	Oboe	2013	4		2	1	3	6	6					
		2014			2	1	3	5	3	6				
		2015			2	1	3	4	2	4	5			
		2016				1	2	2	2	4	5	4		
		2017					2	1	2	4	5	4	7	
D	Bassoon	2013	2	1	3		5	4	8					
		2014		1	2		4	3	5	4				
		2015			1		3	1	5	4	3			
		2016					3	1	3	3	2	5		
		2017					3	1	3	2	3	4	6	
F	Bb Clarinet	2013	9	10	10	18	43	52	79					
		2014		9	10	16	26	35	44	67				
		2015			8	11	22	23	31	42	42			
		2016				10	17	19	10	34	41	58		
		2017					16	19	9	22	33	34	53	
J	Saxophone	2013	6	5	2	8	15	17	26					
		2014		4	1	5	9	16	15	25				
		2015			1	5	8	11	14	21	26			
		2016				2	7	9	9	17	27	28		
		2017					5	6	7	10	18	23	25	
M	Trumpet	2013	11	6	8	11	33	42	57					
		2014		4	9	9	21	23	34	56				
		2015			9	8	16	19	29	41	44			
		2016				5	14	18	18	29	31	52		
		2017					12	14	11	20	22	34	47	
N	French Horn	2013	8	6	8	12	15	17	33					
		2014		5	8	11	8	15	23	24				
		2015			7	11	7	10	22	20	27			
		2016				7	6	9	12	16	18	24		
		2017					6	7	8	11	17	17	26	

Closing the Gap

- Getting 6th grade on track with 7th and 8th grade

Definitely
8th graders!

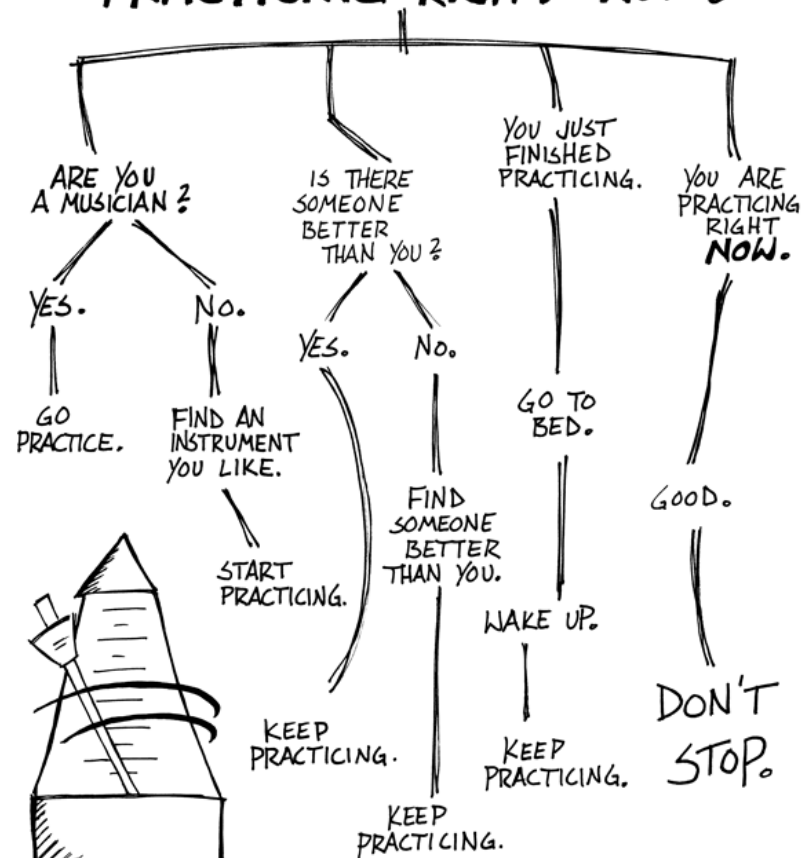


The Duncanville Instrumental Music Program

Minimum Skills Chart For Band

Level I	Beginner Level at the 6th Grade
	There are no minimum skills for students at the beginner level.
Level II	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 on all exercises.
Level III	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 on all exercises.
Level IV	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 on all exercises.
Level V	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 VI	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.

SHOULD YOU BE PRACTICING RIGHT NOW?



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Acknowledgements

Thank you for your support, guidance, and passion for music education.

**Texas Bandmasters Association and Phi Beta Mu
Duncanville ISD School Board Members
Duncanville ISD Band Boosters**

District Leadership

Dr. Marc Smith, Superintendent
Joe Copeland, Assistant Superintendent for Campus Support
Steven Moss, Fine Arts Director
Denise Hernandez, Fine Arts Secretary

Principals

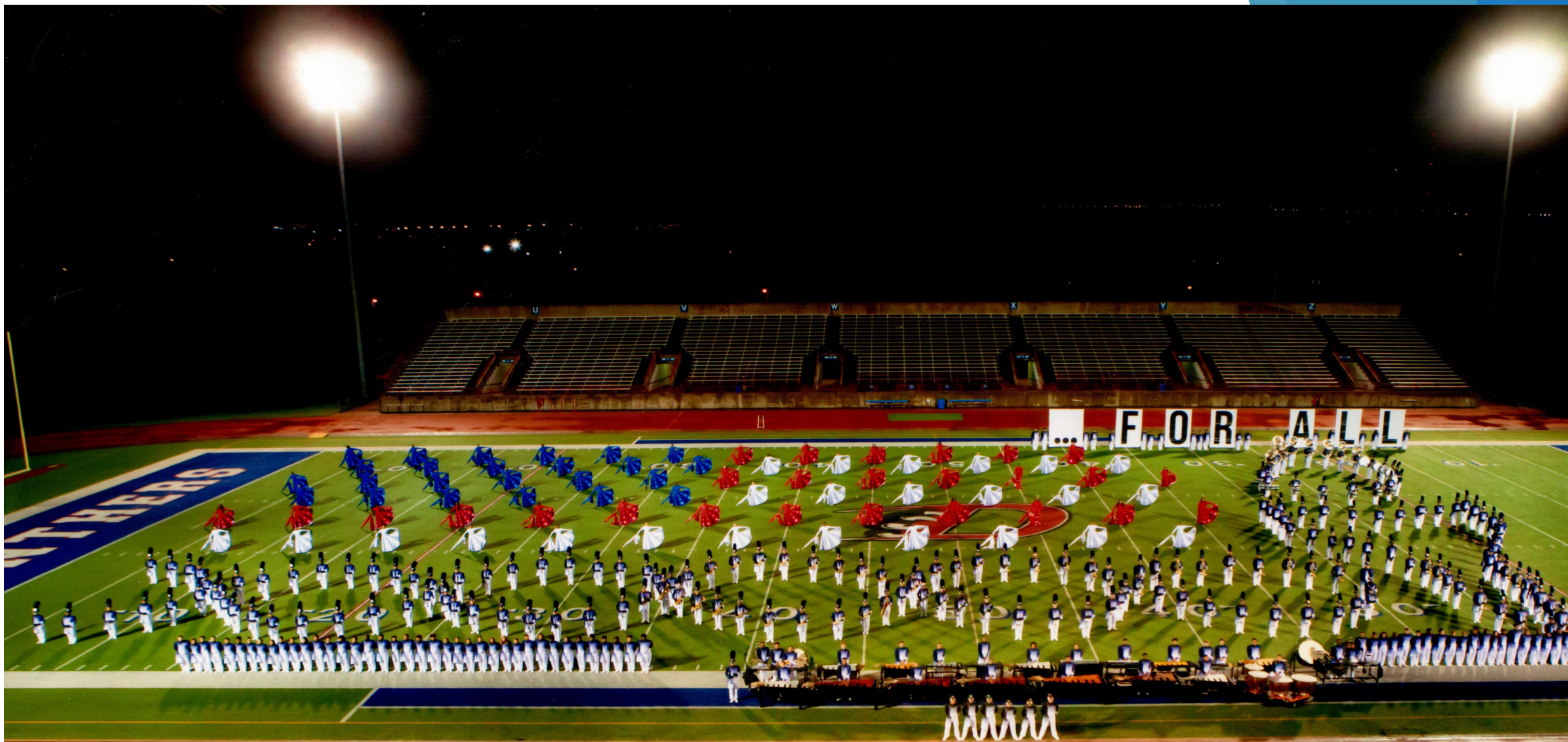
Michael McDonald, Duncanville High School
Kendria Davis-Martin, Byrd Middle School
Monica Smith, Kennemer Middle School
Bryan Byrd, Reed Middle School
Tamra Thompson, Brandenburg Intermediate
Kim Edmondson, Daniel Intermediate
Melanie Lewis, Hardin Intermediate

Band Directors

Lorna Quintanar, Byrd Middle School
Michelle Casso, Byrd Middle School
Ethan Henshaw, Kennemer Middle School
Cesar Montelongo, Kennemer Middle School
Joshua Weisbrod-Torres, Reed Middle School
Paula Tagalos, Reed Middle School
Mark Teal, Duncanville High School
George Townsend, Duncanville High School
Jack Zellar, Duncanville High School
Mitch Tasker, Duncanville High School

DUNCANVILLE ISD
Writing success stories, one student at a time.





TEXAS BANDMASTERS ASSOCIATION'S "EXEMPLARY HIGH SCHOOL BAND PROGRAM"
Duncanville High School Marching Band
"...FOR ALL"
2018 - 2019