5th Grade Instrument Selection – WMS Beginning Band 2013-2014

Parent email: ____________________________ Parent phone #: ________________ School: Hardeman

1) Physical Characteristics:
Lips (fullness, tear drop) ________________
Teeth/Bite ____________________________
Braces (now or anticipated) ________________

2) Musical Characteristics:
Rhythm ________________ Tonal ________________
Prior piano training? ________________

3) R__________________ M__________________

Preliminary Student Instrument Preferences: 1 ____________ , 2 ____________ , 3

Mouthpiece Sounds: (A score of four (4) or five (5) indicate a strong chance of success on that instrument; Percussion: A score of five (5) is required for percussion class. We will only take 7-9 in this class)

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Percussion _______ (physical and rhythmical coordination, piano background, high academic grades as well as class behavior are determining factors for this class. You must have a second instrument choice upon checkout.)

*****************************************
Band Director Approved Final Selection: ____________________________________________
In order to ensure successful recruiting of current 5th graders, the band staff should come to an agreement on a number of important topics. Consensus in these areas, through discussion and compromise, will ensure that all directors have a thorough understanding of the process and that a detailed plan of attack can be implemented.

Important areas of consideration are
- Aptitude testing
- Promotional materials for students and parents
- Recruitment concert(s)
- Instrument fittings/Drive

### Aptitude Testing

- All 5th grade students should be given the Selmer Music Listening Test
  - Administered during 5th grade music rotation to ensure test is given accurately
  - All students should be Selmer tested before elective sign up forms are mailed home.
  - Main use of Selmer testing - Any students scoring in the top 10% on the test who does not sign up for band should be personally recruited through parent contact and discussion of excellent score.
  - Scores should be evaluated for high end melodic and high end rhythmic abilities. Steer these students towards appropriate instruments at the instrument drive.
  - Will require us to meet with 5th grade music teachers to show them how to administer the test. Dan had the test on CD, and can make copies. We can use scantron (not as clear) to make the scoring easier, or use the original answer sheets and get HS kids to score them.
• GT Student recruitment
  o A list of all GT students should be received before elective sign up forms are mailed. Any student not signing up for band should be personally recruited through parent contact.

• Other considerations
  o We have gotten personal information on students in the past from teachers. Can do this again as an option. Also can investigate into getting Skyward access to all 5th graders. We want to see their grades and conduct. High achievers with good conduct should be steered to color instruments. Low achievers should not all be placed in one class.

**Promotional Materials for Students and Parents**

• Recruiting Video
  o Develop a 3-5 minutes video (similar in style to a music video; fast paced and geared towards the younger student) that 5th graders will watch before concert demonstration. This video could also be posted on the web.
  o Video should include still shots, actual footage, interviews, and graphics that relate to what we do and why students would want to be a part of it. Make sure we include – trophies, trips, marching band in action, students bonding and having fun, 6th graders giving quotes, etc.
  o Can this be created by students?

• Parent Brochure
  o Should be mailed out to all parents before elective forms are mailed out.
  o Should present academic and social reasons for why child should be in band.
  o Include lots of color photographs, list of recent awards, parent quotes, etc.
  o We have a sample ready – will need some updating.

• Other considerations
  o Would be ideal to have a JH Band Website that would include recruitment information. Our parent packet could be posted, the recruitment brochure and video could be posted, a FAQ section, etc.
**Recruitment Concert(s)**

- General structure
  - Would take place **immediately** preceding the mailing of the elective choice forms.
  - Band and choir directors should meet to determine boundaries (nothing negative against the other group). Epting should make a general advocacy statement representing both groups.
  - Ideally, this would be in a location where the students could see the instruments up close.
    - My suggestion: have multiple concerts (one or two schools at a time to limit the number of students at each one (gives them a better view and allows performing students a chance to mingle/interact with kids).
    - Have the concert at the High School Band Hall (Assuming we use the Wind Ensemble). Plenty of room for kids, don’t have to transport equipment, 5th graders excited about the “trip” to the high school and gets them to see where the “big kids” have band. “You too could be a member of the band and perform in this room!”
  - Have each instrument do a demonstration of how the instrument works, what it sounds like, and play a short example. Could be individual or small group. Students in audience will have a handout which includes a picture of each instrument and some information about it (something that they can remember the instruments) including the music they will hear. “Color” instruments and instruments with lower numbers should demonstrate with more popular tunes.
  - When giving instrument demos, show both genders on instruments, and make it a point to have students explain extra activities that they are involved in (athletics!).
  - The full band should open and close the concert with up-tempo/energetic music.
o Band hall should be decorated with posters, awards etc. We want to impress upon the students that:
  ▪ You can be in band and in any other activity you want
  ▪ You do not have to own an instrument. You will rent one.
  ▪ Band is about making great music together, great friends, working together as a team, being a part of the success etc.

• Other considerations
  o If concert is a tough sell to administration, push the fact that it is more than just a recruiting concert, it is an educational concert. The students are going to learn about the acoustics of various instruments.
  o High School Jazz Band will still be doing elementary tours to promote early!

Instrument Fittings/Drive

• Instrument Fittings
  o Key to this will be timing of elective choice forms. One concern is kids who do not return the form. What will be the campus’ process for those kids? We want to avoid an automatic signup into band because of the costs associated.
  o Shortly after the return of the elective forms, we will schedule an instrument fitting for all kids who are going to get band in their schedule (1st or 2nd choice, and some third choice).
  o We will cold call every parent and try to schedule 15-20 kids in 30 minute blocks (we had WAY too many at one time last year.). We may need to do this over two nights (WJH and SJH night?). We will likely need to make a list of Spanish only and have a helper call those families.
o When parents arrive, they are greeted by a parent helper. Here, they sign in (and provide basic contact information) and are instructed as to how the process will work. At this table, we need a poster of all of the instruments for kids/parents to see what things look like. Kids will list their top three instrument choices and then will proceed to 1st choice area.

o Students go to WW area, brass area, and percussion area (if interested). Directors stay close to specialty and make good notes on checklist. A director works the “checkout” table. At that table, the director makes final recommendations based on scores, preference, aptitude testing, grades, and other information available. Director will talk to the kids/parents about the recommendations (feel the kids/parents out) and should also be clear that they can receive any of their recommendations (not just what is put down first). Most parents are receptive to instrument choice when given data/reasoning. But if they are not, we at least know up front. At this table, have a pricing guide for all instruments (hidden) to pull out if needed. Show them what they will receive in the mail (letter example and instrument flyer example). Also, it would be good to have an instrument drive date set and to give them a flyer (explain what the instrument drive is for). Then we can also mail it out so they get it twice.

o We must have a parent helper (Mrs. Garret or Mrs. Montalvo?) who speaks Spanish and can interpret for us sitting near the checkout table.

o Have four laptops at the checkout table so that the parents can fill out their charms information. 2 laptops/campus.

o Have a rep form music company there to show off instruments, answer questions, start the relationship with parents.

o After the fitting, we will compile a list of students that did not come to the drive. Two possibilities – since this is likely going to be in April (after JH UIL), call those parents and try and get them to come after school with their kids. Sectionals can/will be limited at that point and that can avoid the mess of finding the kids on the elementary campuses. The other option is to track them down at the elementary campus and pull them. We really need to work to get EVERY kid tested. We had too many that we never got to. If necessary, call in the summer and set up a time.
• Instrument selection
  o After most kids have been tested and we have compiled into Excel, begin process of assigning kids to instruments. Work to balance classes with talent and follow percentage break down for correct class sizes (I have an excel sheet to help us) based on total projected numbers.
  o Strive to place students on instruments where they have most natural aptitude.
  o Mail information to parents: letter assigning instrument, instrument flyer, packet of information on rental and class info, and flyer on the drive.

• Instrument drive
  o Have two drives scheduled – one near the end of school, one in early summer right after school ends. At first drive, keep records of what kids came. Cross reference and make phone calls to any parents that didn’t make it. Tell them that you are having a second drive so that anyone who didn’t make the first can still secure an instrument.
  o After second drive, create a list of people who still haven’t come. Call and confirm that they are going to be in band. Explain importance of securing instrument now. Give them store information so that they can do it on their own. Have music store update us with new list every so often. Continue to call and bug parents.
  o Only schedule an instrument drive as school is starting if absolutely necessary.
Final Notes

We must try and pin down when the elective sign up forms will be sent home. This is key – we need to dictate it to the campuses! I believe our timeline is completely dependent on this date.

Please feel free to email me with questions or comments. Obviously, we should sit down in the near future and discuss these recommendations. You guys may have other suggestions or disagree with some of what is listed. No problem! Let’s just get on the same page and make it happen.
Why Join The Watauga Band?
The Watauga Band is one of the most successful and popular organizations in our school. Not only will the students learn to play an instrument they will learn teamwork, self-motivation, self-discipline and many other skills needed in every-day life. Most of all, they will have the time of their life. To be successful and fun the Watauga Band will have field trips such as:

- NRH2O
- Sandy Lake Amusement Park
- Main Event USA

What can you play in the Watauga Band?
We offer classes and private lessons on many different instruments. You can choose from:

- Flute
- Oboe
- Bassoon
- Clarinet
- Bass Clarinet
- Saxophone
- Trumpet / Cornet
- French Horn
- Trombone
- Baritone
- Tuba
- Percussion

Can you play sports or other activities and still be in band?
Absolutely!!! In fact almost all band students are involved in other activities.

How much does band cost?
Not as much as you might think. It will cost some money, but we are able to work out special discounts with local music stores. Your parents may also set up a monthly rental plan in place of purchasing an instrument. There are also school-owned instruments that are available. Basically, if you want to be in band, we will find a way.
Watauga Middle School Band

Greg McCutcheon and Laurie Engelby
817-547-4841
Welcome to the Watauga Middle School Band Program!!

Important Considerations

We want to help match your child with an instrument that he/she will enjoy playing and will be successful playing. In order to do this, we consider many factors. We also encourage you to consider these factors so you can be an informed participant in this important process. Below is a partial list of considerations.

- We want to consider your child’s interest in certain instruments after seeing, hearing, and reading about all the available instrument choices. We encourage each child to come to the interview with the idea of trying three or four instruments rather than having his/her heart set on just one.
- Your child’s unique physical characteristics should be considered. Teeth, lips, jaw, facial muscles, fingers, hands, and coordination are often good indicators in helping us match children with particular instruments.
- Your child’s personality is a consideration. Certain personalities often match well with certain instruments. Others do not.
- We want to avoid making decisions based on factors that do not have the child’s best interest in mind. For example, a family member’s experience with a certain instrument often has no bearing on a child’s unique abilities or interests. Likewise, Uncle Joe’s antique musical instrument (recently found in the attic) may be convenient but not the best choice for the physical characteristics of your child. Many older family instruments end up requiring expensive reconditioning and still prove far more challenging for young players to play than one of the recommended models. We recommend models and brands of instruments, mouthpieces, and equipment that beginners are likely to have the most success on.

The Watauga Middle School Band in a Nutshell

- Beginner Band meets as a regular 45 minute class every day. It is graded as an academic class with quizzes and homework.
- NO musical background is necessary for playing in band. We teach the fundamentals of music, musical notation, and the techniques unique to the individual instruments.
- There is NO conflict between sports and band scheduling. Most band students are concurrently involved in sports. (Your kids can do football & band together)
- Beginner band classes are set up in groups of like instruments- all flutes meet together, all trombones meet together, etc...
- After-school rehearsals with beginners are kept to a minimum: one in January in preparation for the Winter Concert, one in April in preparation for the Sandy Lake Contest and one in May in preparation for the Spring Concert.
- For normal progress, a minimum of 15 minutes home practice is required each day.
- We take field trips, perform in concerts, go to Sandy Lake Amusement Park.
WOODWIND INSTRUMENTS IN THE BAND

The FLUTE is the soprano (high voice) instrument of the woodwind family. Because flutes were once made of wood, they are still classified as woodwinds. Most modern flutes are made of silver, nickel, or a combination of both.

WHAT IT TAKES TO PLAY THE FLUTE:
MOUTH: Must be able to form and hold a very small, round aperture (hole) with the lips. Tongue must not be attached too close to the tip. “Teardrop” top lips make flute more challenging.
HANDS AND FINGERS: Must be able to control and coordinate fingers very well. The flute uses nine fingers including one thumb. Students with double-jointed fingers may have a harder time playing flute.
PERSONALITY: Good students with self-assured personalities tend to do well on flute. Students who are not comfortable with competition may need to choose another instrument. This class usually contains a large number of “over-achievers.”

The OBOE is a double reed instrument. The oboe has a high voice that soars over and through the other instruments. It usually plays melody lines and is often featured as a solo instrument. The oboe is a school-owned instrument.

WHAT IT TAKES TO PLAY THE OBOE:
MOUTH: Lips must be able to cover the teeth and grip the reed.
HANDS AND FINGERS: Must be able to control and coordinate fingers very well. The flute uses nine fingers including one thumb. Students with double-jointed fingers are short pinkies are discouraged from choosing the oboe.
PERSONALITY: Students who do well on oboe tend to be reliable and creative individuals. Oboe students are generally independent people who enjoy working with puzzles and working with their hands. Many oboe players are straight “A” students.

Special note for students and parents considering oboe.
Due to the unique skills required to play the oboe and to adjust the hand-made reeds, oboe students are strongly encouraged to participate in our private lesson program. If your child is considering oboe, please make sure you have a clear understanding of the private lesson program before you leave the interview.
The **BASSOON** is also a double reed instrument, but a deeper voice. Bassoons sometimes help with the harmonic foundation of the music but are often featured with melody parts and solos. Although they appear fairly large, for ease of transportation, bassoons come apart and fit in briefcase-size cases. The bassoon is a school-owned instrument.

**WHAT IT TAKES TO PLAY THE BASSOON:**

MOUTH: Lips must be able to cover the teeth and grip the reed.

HANDS AND FINGERS: Hand size is extremely important. Bassoon players need large hands for support and control. Thumbs must be agile (they control 14 keys). Students must have long, agile fingers that can be precisely controlled.

PERSONALITY: Students who do well on bassoon tend to be reliable and creative individuals. Bassoon students are generally independent people who enjoy working with puzzles and working with their hands. Many bassoon players are straight “A” students.

*Special note for students and parents considering bassoon.*

Due to the unique skills required to play the bassoon and to adjust the hand-made reeds, bassoon students are **strongly encouraged** to participate in our private lesson program. If your child is considering bassoon, please make sure you have a clear understanding of the private lesson program before you leave the interview.

**CLARINETS** and **BASS CLARINET**S have a single-reed mouthpiece and keys that open and close holes in the body of the instruments to make different sounds. Because clarinets can play a very wide range of notes, they serve many roles in the band. They can play melody, counter melody, or harmonic parts.

**WHAT IT TAKES TO PLAY CLARINET AND BASS CLARINET:**

MOUTH: Must be able to make and hold a flat chin (as when you say the word “vee”).

HAND AND FINGERS: Clarinet players need fingers that can span the distance between the keys of the instrument.

PERSONALITY: Students who choose clarinet feel comfortable working independently and with others. Clarinet players are creative individuals but also like to approach things with a serious, “get down to business” attitude.

The bass clarinet is a school-owned instrument.
The **SAXOPHONE** is completely made of brass and is the newest member of the woodwind family.

**WHAT IT TAKES TO PLAY THE SAXOPHONE:**
- **MOUTH:** Must be able to form and hold a flat chin. Also, students must be able to control lip pressure on all sides of the mouthpiece.
- **HANDS AND FINGERS:** Must have fairly strong pinkie fingers. Hands must be large enough to reach around the instrument and work the keys without touching any side keys.
- **PERSONALITY:** This instrument is a popular first choice among students. This means there is a lot of competition among students. Students who do not enjoy the rigors of competition should choose another instrument. All saxophone beginners learn to play alto saxophone. After their beginner year, some students are asked to “double” on tenor and baritone saxophone.

The Alto Saxophone is not a school-owned instrument.
Brass Instruments of the Band

The **TRUMPET** and the **CORNET** are shaped slightly differently (the trumpet is more slender and appears longer than the cornet), but are played exactly the same way. We encourage beginning band students to start on cornets because cornets are a little easier to hold and blow. Many students move to the trumpet after their beginner year. Cornets and trumpets are the soprano (high range) voice of the brass family and are used extensively in band, orchestra, jazz band, and marching band.

**WHAT IT TAKES TO PLAY THE CORNET OR TRUMPET:**

**MOUTH:** Must be able to form and hold in the correct position (embouchure) while blowing. Must be able to make a relaxed buzzing sound in the cornet mouthpiece.

**HANDS AND FINGERS:** Cornet and trumpet use three fingers of the right hand to play the instrument. The left hand supports the weight of the instrument and works small tuning slides.

**PERSONALITY:** Successful trumpet players are generally self-assured. Children with a confident, showy, temperament tend to do well on trumpet.

The **FRENCH HORN** is a beautiful, mellow-sounding instrument. Due to its wide range and tonal variety, the French horn is one of the most important instruments in the concert band. French horns are often featured on soaring melodies, counter-melodies and harmonic accompaniments. The French horn is a school-owned instrument.

**WHAT IT TAKES TO PLAY THE FRENCH HORN:**

**MOUTH:** Must be able to form and hold in the correct position (embouchure) while blowing. Must be able to make a relaxed buzzing sound in the mouthpiece.

**HANDS AND FINGERS:** The horn is played with the left hand. The right hand is used for minor tuning and for muffling the sound.

**PERSONALITY:** French horn players are determined individuals and bright students. Successful horn players have a very fine ear for small changes in the highness or lowness of a musical pitch. The ability to match a pitch by singing or humming is a must.
The **TROMBONE** is the only brass instrument that uses a slide instead of valves to control the pitch of the horn. The trombone has a tenor (medium range) voice. Trombones are popular in marching, concert, and jazz bands.

**WHAT IT TAKES TO PLAY THE TROMBONE:**
- **MOUTH:** Must be able to form and hold in the correct position (embouchure) while blowing. Must be able to make a relaxed buzzing sound in the mouthpiece. Trombone is more forgiving for students with braces.
- **HANDS AND FINGERS:** Arms should be long enough to reach the longest slide positions. Must have good hand-eye coordination.
- **PERSONALITY:** Trombone players tend to be outgoing individuals.

The **BARITONE** or **EUPHONIUM** has a tenor (medium range) voice. The baritone is played like the trumpet, but has a deeper tone. Baritones are often featured with melody lines and counter melodies on marches. To make transportation easy, many students use fold-up luggage carts to roll their instruments around. The baritone is a school-owned instrument.

**WHAT IT TAKES TO PLAY THE BARITONE/EUPHONIUM:**
- **MOUTH:** Must be able to form and hold in the correct position (embouchure) while blowing. Must be able to make a relaxed buzzing sound in the mouthpiece. Baritone is more forgiving for students with braces.
- **HANDS AND FINGERS:** Fingers of the right hand are used to play the instrument.
- **PERSONALITY:** Students who choose baritone tend to be outgoing, responsible, and open to new ideas.
The TUBA is the largest instrument of the band and has the lowest voice. It is the foundation to the sound of the group. Tubas are made of brass, and played from a sitting position with the instrument resting in the players lap or on a stand on the floor. The tuba is a school-owned instrument.

WHAT IT TAKES TO PLAY THE TUBA:

MOUTH: Must be able to form and hold in the correct position (embouchure) while blowing. Must be able to make a relaxed buzzing sound in the mouthpiece. This instrument is an especially good choice for students with braces.

HANDS AND FINGERS: Fingers of the right hand are used to play the instrument.

PERSONALITY: A good sense of rhythm is a must since tubists play an important role in the time-keeping responsibilities for the band. Responsible, good-natured children do best on tuba.
THE PERCUSSION INSTRUMENTS OF THE BAND

Instruments in the PERCUSSION section include the snare drum, bass drum, timpani, bells, and other mallet instruments, and various smaller instruments including the triangle and tambourine. Students begin their study by playing on a practice pad and keyboard instruments.

WHAT IT TAKES TO PLAY PERCUSSION INSTRUMENTS:
HANDS AND FINGERS: Wrists and fingers must allow the stick to bounce naturally off the drum head.
OTHER SKILLS: Percussion students should be gifted with a natural sense of rhythm. A previous experience playing piano helps students understand the mallet instruments.

SPECIAL PERCUSSION NOTES: Percussion is a popular first choice among beginners. This leads to a very high level of competition—students who are not comfortable with intense competition may need to choose another instrument. Just because your child beats on things around the house does not mean he or she will be a good “drummer.” A keen sense of rhythm and excellent hand-eye coordination are much more important. A/B students with good organizational skills tend to do well in percussion class.
Watauga Middle School Band
Flute

Yamaha 261, 265S or 361 Flute
Small “make-up” sized mirror
1 inch three-ring BLACK binder with 5 dividers

**Recommended Music Stores and Internet Sites**
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511
http://www.musicarts.com/Musical-Instrument-Rentals

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

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

**Cool Websites:**

- [www.dsokids.com/rooms/musicroom.asp](http://www.dsokids.com/rooms/musicroom.asp)
- [www.playmusic.org](http://www.playmusic.org)
Watauga Middle School Band
Oboe

Oboe is a school-owned instrument-$10.00 per month

3 Medium Soft Singing Dog Oboe Reeds
Small container with a lid such as an orange medicine bottle (used to store water for the reeds)
Small “make-up” sized mirror
1 inch three-ring BLACK binder with 5 dividers

**Recommended Music Stores and Internet Sites**
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511
http://www.musicarts.com/Musical-Instrument-Rentals

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

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

**Cool Websites:**

[www.playmusic.org](http://www.playmusic.org)
Bassoon is a school-owned instrument-$10.00 per month

3 Medium Soft Eastman Oboe Reeds
Small container with a lid such as an orange medicine bottle (used to store water for the reeds)
Small “make-up” sized mirror
1 inch three-ring BLACK binder with 5 dividers

**Recommended Music Stores and Internet Sites**
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

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

**Cool Websites:**
[www.playmusic.org](http://www.playmusic.org)
Watauga Middle School Band
Clarinet

Buffet E-11, B12, E-11 France or R13
Vandoren 5RV Lyre Mouthpiece (This is REQUIRED)
Small “make-up” sized mirror
1 inch three-ring BLACK binder with 5 dividers

Recommended Music Stores and Internet Sites
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511
http://www.musicarts.com/Musical-Instrument-Rentals

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

www.muncywinds.com
www.woodwindbrasswind.com

Cool Websites:
www.dsokids.com/rooms/musicroom.asp
www.playmusic.org
Bass Clarinet is a school owned instrument-$10.00 per month

Small “make-up” sized mirror
1 inch three-ring BLACK binder with 5 dividers

**Recommended Music Stores**
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

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

**Cool Websites:**
[www.playmusic.org](http://www.playmusic.org)
Buffet 100 with a Vandoren Optimum AL3 Mouthpiece (**This is REQUIRED**)  
Neo-Tech Neck Strap  
Small “make-up” sized mirror  
1 inch three-ring **BLACK** binder with 5 dividers

* We do not recommend “shove-it” type body swabs for the saxophone; they trap moisture instead of removing moisture.

**Recommended Music Stores and Internet Sites**

Music and Arts Centers  
NorthEast Mall  
1428 West Pipeline Road  
Hurst, TX 76053-4629  
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817-595-1511  

Mr. E’s Super Center  
1320G Airport Freeway  
Bedford, TX 76022  
817-545-1103  
Zach Brinson

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

**Cool Websites:**  
[www.playmusic.org](http://www.playmusic.org)
Watauga Middle School Band
Cornet/Trumpet

Yamaha 2335
Bach 5B mouthpiece
Small “make-up” sized mirror
1 inch three-ring BLACK binder with 5 dividers

**Recommended Music Stores and Internet Sites**
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

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

**Cool Websites:**
[www.playmusic.org](http://www.playmusic.org)
French Horn is a school-owned instrument-$10.00 per month

Holton MDC Mouthpiece
Small “make-up” sized mirror
1 inch three-ring **BLACK** binder with 5 dividers

**Recommended Music Stores and Internet Sites**
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511
http://www.musicarts.com/Musical-Instrument-Rentals

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

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

**Cool Websites:**
[www.playmusic.org](http://www.playmusic.org)
Blessing B-88-0 (F Attachment/Trigger)
Bach 6 ½ AL Large Shank Mouthpiece
Small “make-up” sized mirror
1 inch three-ring BLACK binder with 5 dividers

**Recommended Music Stores and Internet Sites**
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

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

**Cool Websites:**
[www.playmusic.org](http://www.playmusic.org)
Euphonium is a school-owned instrument-$10.00 per month

Bach 6 ½ AL Small Shank Mouthpiece
Small “make-up” sized mirror
1 inch three-ring BLACK binder with 5 dividers

**Recommended Music Stores and Internet Sites**

Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

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

Cool Websites:

[www.playmusic.org](http://www.playmusic.org)
Watauga Middle School Band
Tuba

Tuba is a school-owned instrument-$10.00 per month

Conn Hellenberg S Mouthpiece
Small “make-up” sized mirror
1 inch three-ring BLACK binder with 5 dividers

Recommended Music Stores and Internet Sites
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511
http://www.musicarts.com/Musical-Instrument-Rentals

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

www.muncywinds.com
www.woodwindbrasswind.com

Cool Websites:
www.dsokids.com/rooms/musicroom.asp
www.playmusic.org
Watauga Middle School Band
Percussion

The supplies for this class are not optional. You will have to purchase the required supplies or you will need to choose a different instrument.

Los suministros para esta clase no son opcionales. Tendrá que comprar los suministros necesarios o deberá escoger un instrumento diferente.

Pearl Bell Kit Model PK900C [no substitutions for other kits]
Vic Firth SATK Drum Sticks
Innovative Percussion WU-3 Marimba Mallets
Korg MA-1 Metronome
1 inch three-ring BLACK binder with 5 dividers
Percussion Stick Bag [Economy Stick Bag]

Recommended Music Stores and Internet Sites
Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
David Jones
817-595-1511
http://www.musicarts.com/Musical-Instrument-Rentals

Mr. E’s Super Center
1320G. Airport Freeway
Bedford, TX 76022
817-545-1103
Zach Brinson

www.lonestarpercussion.com
www.steveweissmusic.com
www.interstatemusic.com

Cool Websites:
www.dsokids.com/rooms/musicroom.asp
www.playmusic.org

WMS Band hall  817.547.4841
Dear Parents,

Welcome to the Watauga Band Program! You will find that you and your child are about to begin a fun and rewarding experience. The Watauga Middle School Band is one of the largest organizations at WMS, and your child will immediately be part of an award winning team.

Hopefully at this point in the summer, you have made arrangements for an instrument and supplies for the upcoming school year. The first day of school we will begin learning about our instruments and we don’t want any children to fall behind. If you haven’t rented an instrument or bought the book and supplies, then you need to contact one of the area music stores. If you have already rented an instrument from one of the music stores, it will be delivered to the school before the first day of school and will be waiting for your child. Students who are playing a school-owned instrument (oboe, bassoon, bass clarinet, French horn, baritone, or tuba) only need to purchase the required supplies.

Music and Arts Centers
NorthEast Mall
1428 West Pipeline Road
Hurst, TX 76053-4629
817-595-1511
Contact’s name is David Jones
http://www.musicarts.com/Musical-Instrument-Rentals

Mr. E’s Super Center
1320G Airport Freeway
Bedford, TX 76022
817-545-1103

Contact’s name is Zach Brinson

Our list of recommended instruments and supplies is included with this letter.

Students will also need:

- **Black** 1 inch three ring binder with 5 tab-dividers
- Pencils
- Pencil pouch (a Ziplock baggy is a nice alternative)
- Small mirror (locker mirror, compact mirror, etc. excluding percussion)

If you have any questions, please contact us by e-mail:

Gregory.McCutcheon@birdvilleschools.net or Laurie.Engelby@birdvilleschools.net

We look forward to seeing your child on the first day!

Greg McCutcheon and Laurie Engelby
You have been selected for
_________________________ class!!!

Dear Parents,

We will notify the counselor to set up your child’s class schedule.

It was determined that your child will be most successful in this class!

Please read the enclosed supply list for band. You will need to acquire the recommended brand of instrument **before the first day of school in August**. The brand name(s) listed for the instruments are strongly recommended by our school district. There are numerous instrument brands out there, and after years of experience, we have seen that the recommended brands are easier for your child to play. Many of our families rent an instrument the first year. You can rent a new instrument or a used instrument from the music stores. The supply list also notates other supplies needed for beginning band.

If you find an instrument from an alternate source, please feel free to bring it by the band hall or please contact the band hall **BEFORE** purchasing and we will look at the instrument to make sure it is of high quality. There are many places that say the instrument is high quality when in fact, it is VERY POOR!

Please bring your band supplies/instrument the first day of school. You can also arrange for the music stores to deliver your instrument/supplies to Watauga Middle School.

Please contact us if we can be of any assistance.

Congratulations and welcome to the Warrior Band!!!
You have been selected for

____________________ class!!!

Dear Parents,

We will notify the counselor to set up your child’s class schedule.

Please read the enclosed supply list for band. You will be renting an instrument from the school, [$10 per month] There are supplies that you must purchase from a music store and they are listed on the enclosed supply list.

The brand name(s) listed for the instrument mouthpieces/reeds/oil/grease, etc. are strongly recommended by our school district. After years of experience, we have seen these brands help kids be the most successful in their first few years in band. Please only purchase the specific brands and models listed.

Please bring your band supplies the first day of school.

Please call us if we can be of any assistance.

Congratulations and welcome to the Warrior Band!!!
Congratulations! Your child has been selected for the Percussion Class.

We will notify the counselor to set up your child’s class schedule.

By choosing percussion as your first choice in band, your family is committing to purchasing percussion equipment. **All equipment is necessary and required** for band the beginning year. It is our goal that your child uses much of this equipment from 6th grade through high school.

The high school percussion director specifically chooses brand and model names for the mallets, sticks, and practice pad. Please follow the guidelines from the attached supply list.

Your family may choose to purchase all of the equipment at once or you have the freedom to just purchase the first items needed in August. Regardless, the items selected for August must be brought the first day of school. All equipment will need to eventually be purchased. Instruction will begin right away and we do not want anyone to be left out of instruction time because they do not have the correct and necessary equipment. Bring equipment to the band hall before 1st period on the first day of school.

You may use the area stores listed on the supply form to make your purchases or you may choose to use other resources.

If you have any questions about band next year, please give us a call.

Congratulations and welcome to the Warrior Band!!!
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 12/6</td>
<td>Selmer test materials out to all elementary music teachers. Test to be administered during this week.</td>
</tr>
<tr>
<td>Friday, 12/10</td>
<td>Pick up of all Selmer tests.</td>
</tr>
<tr>
<td>Before 1/7</td>
<td>Selmer tests scored and recorded into Excel document.</td>
</tr>
<tr>
<td>Monday, 1/3</td>
<td>Parent flyers copied, folded, and prepared for mailing.</td>
</tr>
<tr>
<td>Tuesday, 1/4</td>
<td>Parent flyers mailed home.</td>
</tr>
<tr>
<td>Friday 1/7 / Monday, 1/10 / Tuesday 1/11</td>
<td>Suggested dates for recruiting concert at HS.</td>
</tr>
<tr>
<td>Wednesday, 1/12</td>
<td>“Fine Arts Concerts” at the JH’s in correlation with the parent night.</td>
</tr>
<tr>
<td>Friday, 1/14</td>
<td>Course selection sheets are due back to the schools.</td>
</tr>
<tr>
<td>Before TMEA</td>
<td>Review of student enrollment and calls placed to top 10% of Selmer scores not enrolled.</td>
</tr>
<tr>
<td>1st week in April</td>
<td>Calls home to schedule instrument fittings. Make use of parent helpers.</td>
</tr>
<tr>
<td>April 13-21</td>
<td>Possible days to schedule instrument fittings/drives.</td>
</tr>
<tr>
<td>Before April 29</td>
<td>All students tested and placed on an instrument. Confirmation of instrument securing.</td>
</tr>
<tr>
<td>Friday, 4/29</td>
<td>Initial class rosters to counselors.</td>
</tr>
<tr>
<td>Monday 5/9</td>
<td>Staff discussion of 2011-2012 master schedule for band at the staff meeting.</td>
</tr>
<tr>
<td>Monday 5/16</td>
<td>Recommendations for band master scheduling presented to administration.</td>
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</table>
### Beginning Band - Projected Class Enrollment Breakdown

<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>% out of 60</th>
<th># out of 60</th>
<th>% out of 75</th>
<th># out of 75</th>
<th>% out of 85</th>
<th># out of 85</th>
<th>% out of 100</th>
<th># out of 100</th>
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<tbody>
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<td>6</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>OBOE</td>
<td>4</td>
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<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BASSOON</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CLARINET</td>
<td>15</td>
<td>9</td>
<td>15</td>
<td>11</td>
<td>16</td>
<td>14</td>
<td>16</td>
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<tr>
<td>SAX</td>
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<td>5</td>
<td>9</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>TRUMPET</td>
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<td>9</td>
<td>15</td>
<td>11</td>
<td>16</td>
<td>14</td>
<td>16</td>
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<td>6</td>
<td>8</td>
<td>7</td>
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<td>8</td>
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<tr>
<td>TROMBONE</td>
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<td>10</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>EUPH</td>
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<td>3</td>
<td>5</td>
<td>4</td>
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<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>TUBA</td>
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<td>3</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>PERC</td>
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<td>8</td>
<td>15</td>
<td>11</td>
<td>10</td>
<td>9</td>
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<table>
<thead>
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<th>% out of 125</th>
<th># out of 125</th>
<th>% out of 150</th>
<th># out of 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLUTE</td>
<td>11</td>
<td>14</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>OBOE</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>BASSOON</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>CLARINET</td>
<td>16</td>
<td>20</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>SAX</td>
<td>9</td>
<td>11</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>TRUMPET</td>
<td>16</td>
<td>20</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>HORN</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>TROMBONE</td>
<td>12</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>EUPH</td>
<td>6</td>
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<td>TUBA</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>PERC</td>
<td>10</td>
<td>13</td>
<td>12</td>
<td>18</td>
</tr>
</tbody>
</table>
5th grade instrument fitting directions

1. Have your setup ready. You should have…
   • Student Mouthpieces
   • Your personal mouthpieces to demonstrate (if you are able)
   • Have sanitary spray or equivalent setup for mouthpiece/reed cleaning
   • Have paper towels
   • Have a tuner or another source of pitch

2. If you are the first wind person, have students sing back and match pitch to you. Use approximately concert A with falsetto (sol). If they can match, then continue with Sol-Me, then Sol-Me-Do, then Do-Me-Sol. If successful, then try Do-Me-Sol-Ti-Re-Do. Circle student achievement on check sheet at bottom of page. If they are not at least excellent, do not test on double reed, horn or trombone. If pitch matching is very poor, test only on Clarinet, Sax, Trumpet, Euphonium (Eliminate Flute and Tuba).

3. Begin brass mouthpiece testing
   • Show them what to do, then allow them to do it on own
   • “Sim, Poo” Look for air out of center of mouth. If they cannot do this, they should not be placed on brass.
   • Tell student to wet lips, and do “air-vibration” using “Sim, Poo” (demonstrate for them so they see how lips vibrate)
   • Demonstrate on Mouthpiece if possible
   • Allow student to perform.
   • Looking for around concert F on Tpt and concert C on Horn. If pitch very low, they will likely be more successful on low brass.
   • For low brass, looking for around concert F. If buzz is very high, they will likely be more successful on upper brass.
   • Check for ability to move pitch up and down – if they really struggle, WW may be better.
   • Mark performances on check sheet.
4. Begin Clarinet testing – mouthpiece and barrel
   • Place mouthpiece on center of bottom lip so lip tucks over teeth but does not disappear.
   • Have them place their top teeth on the mouthpiece and seal lips around.
   • Look for relaxed and chins that are flat/do not bunch.
   • Want pitch to be concert F#
   • Have students try on their own to see if they can get the same sound.
   • Notate performance on check sheet.

5. Begin Sax testing – mouthpiece and neck
   • Same process as clarinet
   • Make sure angle into mouth is correct (only slight angle down)
   • Want pitch to be around concert G#
   • Notate performance on check sheet

6. Begin Flute testing
   • Have them do “Sim-Poo” to ensure that air blows out of center of lips. If not, should not be placed on flute.
   • Make sure you hold the head joint for the student
   • Edge of aperture hole must touch where lip edge is (pink and skin come together).
   • Bottom lip should cover approximately 1/3 on tone hole
   • Have student say “poo” with air
   • Look for condensation in middle of tone hold – if split – then not a good candidate for flute.
   • Notate performance on check sheet

7. If you believe double reeds could be a consideration
   • Set edge of reed on middle of bottom lip
   • Have student roll both lips so they just cover teeth
   • Have student seal lips around making sure teeth are not touching reed.
   • Make sure reed is in far enough (oboe – about ¾ way to wire and bassoon all the way to wire (with bocal)).
   • Pitch should be a C for both.
   • Notate performance on check sheet
Physical Characteristics Check Sheet

Student name_____________________

Instrument preference: 1.__________ 2. __________ 3. __________

Flute
+ - does not have a split air stream (teardrop)
+ - has a small bottom lip
+ - has a full top lip
+ - large upper lip tissue (nose to top of lip)
+ - will not need braces in future
+ - has good finger coordination

Oboe
+ - has good finger coordination
+ - has a good ear
+ - has good grades
+ - large upper lip tissue (nose to top of lip)
+ - has a flat chin and corners forward

Bassoon
+ - has good finger coordination
+ - has a good ear
+ - has long arms and a large hand span
+ - large upper lip tissue (nose to top of lip)
+ - has good grades
+ - has a flat chin and corners forward

Clarinet
+ - has a flat chin (no ‘Jay Leno’ chin)
+ - fingers thick enough to cover holes
+ - must have strong front teeth
+ - has good finger coordination

Saxophone
+ - has a flat chin (no ‘Jay Leno’ chin)
+ - no underbite
+ - has good finger coordination
+ - has a large hand span

Bass Clarinet
+ - has a flat chin (no ‘Jay Leno’ chin)
+ - has full lips
+ - has good finger coordination

Horn
+ - has a full bottom lip
+ - can match pitch (essential)
+ - no braces
+ - has good grades
+ - teeth not sensitive

Trumpet
+ - chin not bunched up on buzz
+ - no braces (straight teeth preferred)
+ - does not have a teardrop shape to lip
+ - teeth not sensitive

Euphonium
+ - has full lips
+ - braces are ok

Trombone
+ - has full lips
+ - can match pitch (essential)
+ - has long enough arm

Percussion
+ - has coordination skills
+ - piano lessons preferred
+ - can tap beat and clap rhythms

Tuba
+ - full lips essential
+ - must be large enough to handle instrument (arm length and hand size)

Pitch Matching with Voice (Circle) Superior Excellent Good Fair Poor

Director Recommendations 1.__________________ 2. ________________ 3. __________________

Final Student Instrument Choice__________________________
FLUTE

The flute is a woodwind instrument that produces a sound when air is moved over the tone hole. Different pitches are created by pressing the various keys on the instrument.

Preferred Instruments (all flutes must be “open hole” with offset G):
Yamaha 261
Yamaha 461 (an intermediate option for the musician who plans on playing in high school or beyond)
Rental Cost = $39/month

Additional Required Supplies: These items are a one time purchase.
Tuning rod (should be included with the instrument)
Korg TM-50 or TM-40 Metronome - $35
Silk swab - $7
“Luggage” tag on case with student name
Total cost of one time purchase items = $49

All flute students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. The book will cost $15. Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. The t-shirt will cost $10.

Highly Recommended Supplies:
Small mirror to place on music stand while practicing
Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
OBOE

The oboe looks like a clarinet, but sounds very different. To make a sound on the oboe, the student blows air through two thin pieces of wood, called the reed. Hence, the oboe is a member of the double reed family of instruments.

**Instrument is provided by the School**
Rental cost is a fee of $50/year, paid to RRISD once school begins.

**Additional Required Supplies: These items are a one time purchase.**
- 3 Singin’ Dog Reeds medium - $16/reed (will need to be replenished)
- Silk swab - $7
- Reed case - $13
- Cork grease $2
- Korg TM-50 or TM-40 Metronome - $35
- Film or prescription canister for water

**Total cost of one time purchase items = $102**

All oboe students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. **The book will cost $15.** Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. **The t-shirt will cost $10.**

**Highly Recommended Supplies:**
- Small mirror to place on music stand while practicing
- Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
The bassoon is the larger of the two instruments in the double reed family. To make a sound on the bassoon, the student blows air through two thin pieces of wood, called the reed.

**Instrument is provided by the school**

Rental cost is a fee of $50/year, paid to RRISD once school begins.

**Additional Required Supplies: These items are a one time purchase.**

- 3 Singin’ Dog Reeds medium - $12/reed (will need to be replenished)
- TWO silk swabs (one for the boot and one for the wing joint) - $8 each
- Reed case - $13
- Cork grease - $2
- Korg TM-50 or TM-40 Metronome - $35
- Film or prescription canister for water

**Total cost of one time purchase items = $97**

All bassoon students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. **The book will cost $15.** Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. **The t-shirt will cost $10.**

**Highly Recommended Supplies:**

- Small mirror to place on music stand while practicing
- Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
The clarinet uses a thin piece of wood, called the reed, and the mouthpiece to produce its sound. Different pitches are created by pressing the various keys on the instrument.

**Preferred Instruments:**
Buffet E-11 (ONLY acceptable model)
*Rental Cost = $40/month*

**Additional Required Supplies: These items are a one time purchase.**
- Vandoren 5RV Lyre Mouthpiece
- Bonade ligature, inverted
- Cork grease
- Rico reed guard - $5
- 1 Box of Vandoren #3 reeds - $22 (will need to be replenished)
- Silk Swab - $10
- Mouthpiece cushions - $3
- Thum-Eez Thumb Rest - $2
- Korg TM-50 or TM-40 Metronome - $35
- “Luggage” tag on case with student name

**Total cost of one time purchase items = $77**

All clarinet students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. **The book will cost $15.** Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. **The t-shirt will cost $10.**

**Highly Recommended Supplies:**
- Small mirror to place on music stand while practicing
- Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
ALTO SAXOPHONE

The alto saxophone uses a thin piece of wood, called the reed, and the mouthpiece to produce its sound. Different pitches are created by pressing the various keys on the instrument.

Preferred Instruments:
Yamaha YAS26
Yamaha YAS23

Rental Cost = $50/month

Additional Required Supplies: These items are a one time purchase.
Vandoren Optimum AL3 Mouthpiece
Bonade ligature, inverted
Cork grease
Neck strap – cotton padded (avoid the spongy/stretchy kinds)
Silk swab - $11
Mouthpiece cushions $3
Rico reed guard - $5
1 Box of Vandoren #2 ½ reeds - $32 (will need to be replenished)
Korg TM-50 or TM-40 Metronome - $35
“Luggage” tag on case with student name

Total cost of one time purchase items = $86

All saxophone students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. The book will cost $15. Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. The t-shirt will cost $10.

Highly Recommended Supplies:
Small mirror to place on music stand while practicing
Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
The trumpet is the smallest member of the brass family. Sound is created by blowing into a mouthpiece and three valves help to change the pitch.

**Preferred Instruments:**
Yamaha YTR 2335 or YTR 2330
Yamaha YTR 8335 Xeno (an intermediate option for the musician who plans on playing in high school or beyond)
**We do not accept Cornets at RMS!**

**Rental Cost = $30/month**

**Additional Required Supplies:** These items are a one time purchase.
- Bach 5C mouthpiece
- Al Cass Valve Oil - $5
- Selmer tuning slide grease - $4
- BERP Buzzing Aid - $16
- Korg TM-50 or TM-40 Metronome - $35
- “Luggage” tag on case with student name

**Total cost of one time purchase items = $60**

All trumpet students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. **The book will cost $15.** Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. **The t-shirt will cost $10.**

**Highly Recommended Supplies:**
- Small mirror to place on music stand while practicing
- Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
Often called the French Horn, this instrument is a member of the brass family. Sound is created by blowing into a mouthpiece and three valves help to change the pitch.

**Instrument is provided by the school**
Rental cost is a fee of $50/year, paid to RRISD once school begins.

**Additional Required Supplies: These items are a one time purchase at the instrument drive.**
- Farkas MDC Mouthpiece - $36
- Al Cass valve oil - $5
- Yamaha rotor spindle oil - $4
- Selmer tuning slide grease - $4
- BERP Buzzing Aid - $16
- Korg TM-50 or TM-40 Metronome - $35

**Total cost of one time purchase items = $100**

All horn students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. **The book will cost $15.** Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. **The t-shirt will cost $10.**

**Highly Recommended Supplies:**
- Small mirror to place on music stand while practicing
- Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
The trombone is a member of the brass family. Sound is created by blowing into a mouthpiece and the pitch is changed by moving the slide.

**Preferred Instruments:**
Yamaha YSL 446G or 448G
Yamaha YSL 354 (The above option or better is the only option that will be accepted at the high school level so any student who may continue should avoid this model.)
*Rental Cost = $40/month*

**Additional Required Supplies: These items are a one time purchase.**
- Mouthpiece - Vincent Bach 6 1/2 AL
- Trombotine Slide Cream - $6
- Selmer slide grease - $4
- BERP Buzzing Aid - $16
- Spray Bottle - $3
- Korg TM-50 or TM-40 Metronome - $35
- “Luggage” tag on case with student name

*Total cost of one time purchase items = $64*

All trombone students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. *The book will cost $15.* Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. *The t-shirt will cost $10.*

**Highly Recommended Supplies:**
- Small mirror to place on music stand while practicing
- Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
EUPHONIUM

The euphonium is a member of the brass family and is like a small tuba. Sound is created by blowing into a mouthpiece and valves help to change the pitch.

**Instrument is provided by the school**
Rental cost is a fee of $50/year, paid to RRISD once school begins.

**Additional Required Supplies: These items are a one time.**
Schilke 51D Mouthpiece - $60
Al Cass Valve Oil - $5
Selmer slide grease - $4
BERP Buzzing Aid -$16
Korg TM-50 or TM-40 Metronome - $35
**Total cost of one time purchase items = $120**

All euphonium students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. **The book will cost $15.** Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. **The t-shirt will cost $10.**

**Highly Recommended Supplies:**
Small mirror to place on music stand while practicing
Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
**TUBA**

The tuba is the largest member of the brass family. Sound is created by blowing into a mouthpiece and valves help to change the pitch.

**Instrument is provided by school**
Rental cost is a fee of $50/year, paid to RRISD once school begins.

**Additional Required Supplies: These items are a one time purchase.**
- Standard Helleberg 7B Mouthpiece - $70
- Al Cass Valve Oil - $5
- Selmer slide grease - $4
- BERP Buzzing Aid - $16
- Korg TM-50 or TM-40 Metronome - $35
**Total cost of one time purchase items = $130**

All tuba students will purchase a music book through the RMS band program. This is a special edition book that is specific to Ridgeview. **The book will cost $15.** Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. **The t-shirt will cost $10.**

**Highly Recommended Supplies:**
- Small mirror to place on music stand while practicing
- Wire music stand - $12

These prices are approximate. Final prices will be determined by the music company you choose.
Percussionists perform on a number of different instruments. As a beginner, you will focus on learning to play the keyboards and the snare drum. As you advance, you will also learn to play the timpani, bass drum, cymbals and various accessory instruments that are members of the percussion family.

**Preferred Instruments:**
Rent-to-own practice marimba from Marimba Warehouse, 3 octaves, with stand.
*Rental Cost = $40/month*

**Required Equipment:** These items are a one time purchase.
- Vic Firth M124 Robert Van Sice Marimba Mallets - $37
- Offworld Percussion Invader V3 Practice Pad - $69
- Gibraltar 5606 EX or Pearl S700L Snare/Pad Stand - $70
- Vic Firth or similar stick bag (large size is better) - $40
- IP-LD Lalo Davila Snare Sticks by Innovative Percussion - $14
- Ralph Hardiman SRH Marching Snare Sticks by Vic Firth - $10
- IP GT-4 Timpani Mallets - $28
- A Fresh Approach to the Snare Drum Book by Mark Wessels - $17
- A Fresh Approach to Mallet Percussion by Mark Wessels - $15
- Korg TM-50 or TM-40 Metronome - $35

**Total cost of one time purchase items = $335**

Students will also purchase a band t-shirt to be worn at concerts and other band events. Shirts will be ordered through RMS in early September. **The t-shirt will cost $10.**

These prices are approximate. Final prices will be determined by the music company you choose.
Which Instruments are YOU interested in?

Trumpet
Horn
Trombone

Euphonium
Tuba
Percussion
# 5th Grade Play Testing Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>E</th>
<th>G</th>
<th>B</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Student makes little to no sound on the mouthpiece. Embouchure has major issues. The student has many physical characteristics which could prevent success. Student has little to no interest in the instrument. Definitely not the instrument choice for this student.</td>
<td>Student makes a weak sound on the mouthpiece. Embouchure has some issues. The student has some physical characteristics which could prevent success. Student has minimal interest in the instrument.</td>
<td>Student makes an ok sound on the mouthpiece. Embouchure has minor issues. A majority of the physical characteristics are met. Student has some interest in the instrument. Student could be successful with work.</td>
<td>Student makes a very good sound on the mouthpiece and has a natural setup. Most physical characteristics are met. Student has a strong interest in the instrument. Student should be strongly considered for this instrument.</td>
<td>Student makes a great sound on the mouthpiece and has a natural setup. All physical characteristics are met. Student has a very strong interest in the instrument. Student should definitely play this instrument.</td>
</tr>
</tbody>
</table>
Which Instruments are YOU interested in?

Flute

Oboe

Bassoon

Clarinet

Saxophone
Congratulations!! ____________________________ has been selected to play ____________________________ in the 2010-2011 Waller Junior High School Band Program. We are excited that your child has chosen to become a member of the highly successful band program in Waller. As a result of your child’s score on a national music aptitude survey, an evaluation from directors, and the desire of the student, we feel that your child has the necessary qualities to become an excellent addition to the program. We believe that your child will find band to be a rewarding experience that will develop skills which last a lifetime!

Your child was recently evaluated on all of the band instruments by our highly qualified directors. It is our professional recommendation that your child select the ____________________________ as his/her instrument choice. This recommendation is based upon a number of factors including the physical features of your child (mouth shape, teeth structure, finger coordination, etc.), the tryout process on all of the instruments, and the need to balance our classes. All students will have more natural ability on some instruments as compared to others. The band directors want your child to have the best chance for success in band, and our evaluation is designed to find the instrument that will be the best fit for your child.

Securing an instrument is the final step in the process of being enrolled in band. The enclosed documents are for you to keep and contain important information on how to go about securing an instrument. All students must have an instrument and the required supplies by the time school begins. Please understand that there is a financial commitment involved with renting an instrument and securing the necessary supplies. Review this information, and should you have any questions, please contact us. Again, congratulations on your acceptance into the band program. We look forward to working with you next year.
Securing an Instrument for Your Child

Why should you secure an instrument with a local music company that supports RRISD.

- You may enter into a rent-to-own program. It’s a smaller investment up-front and we work with the music company to get you the best pricing.
- Your child can have the advantages of a brand new instrument. Students experience pride of ownership, and freedom of error due to inferior or older equipment.
- The students have the instrument, mouthpiece, and supplies that are recommended.
- We have a road representative from the company that visits us every week.
- You may return the instrument with no further obligation.

Considering other options for securing an instrument? You may choose to consider the other options below, but please keep the following in mind.

- Other local or national music store
  - Potential for you to find a competitive price, but be aware of the rental terms. Ridgeview MS will not have a weekly working relationship with these companies.
  - Models should be from our “preferred brands list.” Many stores sell equipment that we feel is not the best for our students.

- Off-Brand Instruments
  - Available through large chain stores.
  - These instruments are frequently inferior in quality and often break.
  - Often difficult to get repaired. Parts are hard to find.
  - Bottom line: You get what you pay for. If you can buy underwear at the same store where you are purchasing an instrument, it probably is not a quality instrument.

- Family Owned Instrument
  - Models should be from our “preferred brands list.”
  - Show the instrument to one of the band directors before school so it can be evaluated for quality and necessary repairs.

- Pawn Shop/eBay Instruments
  - Models should be from our “preferred brands list”
  - All reputable pawn shops should provide you with a “Subject to band director approval” guarantee. If they don’t offer the guarantee, don’t purchase the instrument!
  - Show the instrument or the link to one of the band directors so it can be evaluated for quality and necessary repairs.

We highly recommend you avoid purchasing an instrument that is not on the “preferred brands list.” Your child will have a much better chance of success if he/she has a quality instrument.

Before school begins, all students should have secured an instrument/necessary supplies!