

Band 8 Behavior Expectations

On Time:

Students need to arrive in the first two minutes of class and be ready to play within the next 3 minutes. Students signal readiness by standing when the teacher stands on the podium for the first time.

Ready Looks Like: A chair (in the correct location), music stand, music, fully assembled instrument.

Ready Sounds Like: Student has already played a few notes, tested the responsiveness of the reed and warmed the instrument by playing some longer notes.

Ready Feels Like: Knowing the rehearsal order, knowing that the team is ready to start and you are part of the team.

On Task:

Students participate in the warm up skills at the level of their current skills. Students will be given modifications but will still be expected to play and participate. Students listen to instruction and apply suggestions to their own execution of the music. Students listen carefully and enter and exit the music with the conductor.

Looks Like: Eyes on conductor or music. Music stand set so it is simple to switch the focus from the conductor to the music. Instrument in hands and ready to play. Good posture to support breath. I am in music room for duration of class.

Sounds Like: Warm tone, supported air, Mistakes are recognized and corrected by student and or teacher. Slow to fast. Small to large. Silence when teacher is talking. I ask appropriate questions about new concepts or technical problems.

Feels Like: I know what is being rehearsed. I know my role in what is being rehearsed. I know what I need to ask in order to learn the concept or improve my performance.

INTENT:

Students come to class with the intent to improve their personal performance skills and understanding and to create musical experiences with those skills and understandings.

Looks Like: I am using class time wisely, taking advantage of time to repeat skills and try new skills. I am listening to others and working to blend, balance or support as I play. My pencil is on my stand, and I make notes on my music as I go.

Sounds Like: I play in unison or in parts with my group. I synchronize my sound with the group. I stop and create silence when it is time for instruction or when the music has silence for my part. I ask questions that will further my learning.

Feels Like: I have a job and a role in what goes on in class. My part is important to me and to others. I have a responsibility to myself and to my ensemble. My improvement supports the work of my classmates.

	On Time	On Task	Intent
Friday Dec. 11			
Monday Dec. 14			
Wednesday Dec. 16			
Monday Jan. 4			
Wednesday Jan 6			
Friday Jan 8			
Monday Jan. 11			