

Lutheran Elementary School Band Program Guide

Luther High School

Onalaska, WI



Praise him with the sounding of the trumpet, praise him with the harp and lyre, praise him with tambourine and dancing, praise him with the strings and flute, praise him with the clash of cymbals, praise him with the resounding cymbals.

Psalm 150:3-5

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**It is good to praise the Lord and make music to your name, O Most High
Psalm 92:1**

Mission and Objectives

The purpose of this guide is to inform students and parents of the musical opportunities and obligations associated with the Luther High School Association Instrumental Music Program. It is a guide that should be handy as a reference throughout the year and should be saved at home for referral. Parents and students should read this guide in full.

Each student and parent is to read the guide and sign the last sheet enclosed in this booklet. Please return the enclosed last page to the director by the third week of lessons. If you have any questions about the guidebook, please call the Lutheran Elementary School (LES) Band Director at Luther High School (608-783-5435, ext. 445).

Musical talent is a gift from God which all are to develop and use in His service. Music education from Luther High School to the Association Elementary Schools is an effective method for the growth and expression of faith and a useful tool for spreading the Gospel. The department is dedicated to the concept that each student receives a full and rewarding musical experience. This includes gaining musical knowledge, refining playing and singing skills, and attaining excellence in the performance of a wide variety of music. In addition, the department strives to develop the spirituality, personality, responsibility, character, and sense of teamwork in each music student.

The Luther High School Music Department has five objectives:

1. **Spiritual:** To use our God-given musical abilities and talents to their fullest possible extent to the glory of our Father in heaven.
2. **Educational:** To develop creativity, impart musical knowledge and understanding, refine performance techniques, and develop an appreciation of music through performance.
3. **Cultural:** To develop an understanding that music and the arts are a reflection of our culture, its impact on us, and a legacy that we will leave for future generations.
4. **Social:** To assist in the development of the total person by providing healthy opportunities for social interaction and character development.
5. **Service:** To lend color and atmosphere to certain school and community activities within the framework of an educational experience.

Why be involved in music?

- Music provides an opportunity to use and develop the God-given talents with which students have been blessed.
- Music is one of the most important manifestations of our cultural heritage. Children need to know about Beethoven and Louis Armstrong as well as about Newton and Einstein.
- Music provides an outlet for creativity, self-expression and individual uniqueness. It enables us to express our noblest thoughts and feelings.
- Music provides knowledge. It is one of the most powerful and profound symbol systems that exists.
- Music teaches students about unique aspects of their relationships with other human beings and with the world around them, in their own and other cultures.
- Music opens avenues of success for students who may have problems in other areas of the curriculum and opens approaches to learning that can be applied to other contexts as well.
- Music contributes to a balanced educational program which deals with the objective, subjective, symbolic, and concrete aspects of experience. Students learn that not all aspects of life are quantifiable.
- Studying music increases the satisfaction students derive from music by sharpening sensitivity, raising their level of appreciation, and expanding their musical horizons.
- Studying music can develop the student and enhance his or her life in many ways including self-discipline, social interaction, academic achievement, critical thinking skills, responsibility, literacy, and psychomotor skills.
- Music enhances the school, the Association, and the community by making them a more pleasant place to learn, work and live.
- The social climate of music instruction is marked by cooperation, whereas in most other subjects cooperation is totally lacking or replaced by competition. Only by working together can students play a musical performance. They learn that cooperation is a means to an end which can be applied to other goals.
- Studying music has shown that the sequential, skill-building instruction given in music, integrated with the rest of the curriculum can greatly improve children's performance in reading and math.

Musical Opportunities, Groups and Provisions

Instruments offered in the LES Band Program include: Flute, Oboe, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Bassoon, Trumpet, French Horn, Trombone, Baritone, Tuba and Percussion (bell set and practice pad). Students interested in percussion are asked to have previous piano experience or take another band instrument for one year before taking percussion.

Each student will receive a fifteen minute lesson once each week at his or her own school. Arrangements are made with the student's classroom teacher and/or principal to release the student from class for the lesson. Each school sets up its own lesson schedule, so if you have a concern about your child's lesson time please contact your elementary school principal. The goal is to provide thirty lessons to each student during the course of the school year, which should be possible aside from excessive weather problems, field trips, etc. The cost for the program is \$110 per semester.

Students will also be a part of one of the bands that rehearse at Luther on selected Friday afternoons throughout the school year. This is an integral part of the program. Students who do not participate often lose interest in their music education. Students who participate in the bands learn more about playing their instruments, meet new people and have other opportunities not available to them as a solo player. Any music loaned to the students for these groups must be returned in satisfactory condition or the music will need to be replaced at the student's expense. Band music is used more than once and needs to be readable by future band members. These groups are explained below.

Sabre Band

The Sabre Band is intended to serve the needs of all beginners in grades 5-8. Students have the opportunity to learn basic music theory, ensemble and performance skills. Students perform with the band for three concerts and one parade.

Lancer Band

The Lancer Band is intended to serve second, third and fourth year band students. At the beginning of the school year the students audition for chair placement in the band. During the year they have the opportunity to learn and review music theory, ensemble balance, and intonation, rhythmic and scale development. The students perform with the band for three concerts, one parade, and the Heidelberg Fall Festival.

Jazz Band

The Jazz Band is a supplemental band that is generally available to saxophones, trumpets, trombones and percussion. Band students who are piano players may also participate in the Jazz Band. Various jazz styles are learned and performed at our Spring Concert and the Spring Spotlight.

Other encouraged opportunities

All students will have the opportunity to perform a solo or small ensemble for the Spring Science and Fine Arts Fair held at Luther High School. Students in grades 7 and 8 also have the opportunity to perform a solo or small ensemble at the WSMA Solo and Ensemble Festival which is held each Spring. There are other opportunities for students to perform in other settings, including church and other local groups. Contact the director for more information.

Good Habits for Effective Practicing and Rehearsing

- Make time to practice. If you wait for the opportunity to present itself, it probably won't. Treat practicing like your band "homework".
- Practice daily. If you are short on time, try to at least review previous material. Your goal is to practice at least 20 minutes each day.
- Practice in a quiet part of the house where you have enough room and good lighting.
- Do not chew gum, eat food or drink anything while playing your instrument.
- Sit on a chair or stool while practicing and sit with good posture. This promotes better development of breath support, tuning and playing technique.
- Have a music stand adjusted to eye level.
- Have a pencil to mark things in your music or write down questions to ask your teacher during lessons or rehearsals.
- Warm up on scales or other exercises given to you by your teacher. Continue on to the assigned pieces and end with something you like or do well with.
- Look at all aspects of the music you are playing. Don't play just notes, look at tempo, dynamics, style and any other musical notation.
- Use a metronome often if you have one. It helps develop a sense of timing and aids in counting exercises. There is a metronome included on the CDrom in your lesson book.
- Practice with the accompaniment and assessment CDs often.
- Practice difficult passages slowly at first. Once you are comfortable with a slower tempo, speed the passage up to the assigned tempo.
- Always try to do your best.
- Wipe off your instrument and/or clean it out and put it away after practicing to avoid damaging it.
- Fill out your practice log after practicing and have a parent sign it before your lesson.

Maintenance

A clean instrument will sound better and help you achieve your goals more easily. Never leave an instrument in a frozen or enclosed environment (like the car) for a long period of time. Do not let other people play your instrument – people who are not properly trained can easily damage instruments. Do not chew gum, eat food or drink anything (other than water) while playing your instrument – food particles and chemicals get into your instrument and can cause problems.

All students should have an instrument to use, a music stand and any other supplies they will need to keep their instruments in working order.

Brass Instruments

Daily – check the valves (trombones check slides) – if they are sticky apply a few drops of valve oil (trombones add slide grease or cream). After you have finished practicing wipe off the fingerprints with a cleaning cloth.

Weekly – clean the mouthpiece with a mouthpiece brush. Check the tuning slide and grease it if necessary.

Every few months – carefully disassemble your instrument and give it a bath in warm water. Use a large enough container or a bathtub (with a towel to protect it from scratches). Let the instrument soak for at least an hour and then clean out the slides with a snake brush. When reassembling the instrument, oil the valves and grease the slides. Do not soak the parts of the instrument that have water keys attached (with corks) or the valves (with the felt parts). You may wipe the valves off with a lint free cloth after rinsing the metal parts. **CAUTION: USING HOT WATER MAY RUIN YOUR INSTRUMENT'S FINISH!!**

Once a year – you may wish to get your instrument chemically flushed and cleaned. The service department at the music store can do this and take care of any other repairs that need to be done. If you are renting an instrument, this is often included in the rental program. Early summer is a great time to do this.

Woodwinds

Daily – swab out your instrument when you are done playing it. Always wipe the fingerprints off your instrument after playing. Apply cork grease as needed.

Once a year – have your instrument checked out at a music store. They will do minor repairs and replace worn pads. You may ask for an estimate for cleaning and repairs before having the work done. If you are renting an instrument, this work will be covered in the rental program. Early summer is a great time to do this.

Percussion

Drum heads may need to be tightened occasionally. The snare head (the bottom head) should be tuned slightly higher than the batter head (the top head).

Luther High School allows you the opportunity to use its instruments at the Friday practices. Please follow the guidelines below in dealing with these instruments:

- Immediately report any damage of LHS percussion equipment to the band director
- Students that do not play percussion are not allowed in the percussion section or allowed to play these instruments
- Play the instruments as they are intended to be played. If you are unsure of what to do, always ask the band director
- Take pride in your section – the instruments in the percussion section cost thousands of dollars and greatly enhance the musical aspects of the band

Supplies and Accessories

Flute – handkerchief swab, cleaning rod, cleaning cloth

Oboe and Bassoon – at least 2 good reeds, cleaning swab, cork grease

Clarinet and Saxophone – four good reeds, La Voz reed guard, handkerchief or silk swab,
cork grease, mouthpiece brush

Trumpet – slide grease, mouthpiece brush, snake brush, valve oil, cleaning cloth

Horn – slide grease, mouthpiece brush, snake brush, rotary valve oil, cleaning cloth

Trombone – tuning slide grease, mouthpiece brush, snake brush, slide grease
or cream, cleaning cloth

Baritone – slide grease, mouthpiece brush, snake brush, valve oil, cleaning cloth

Tuba – slide grease, mouthpiece brush, valve oil, cleaning cloth

Percussion – Stick bag, Vic Firth SD1 sticks, Mike Balter #13 Medium Yarn Mallets (first year)

All students – music stand and a pencil

Many of these supplies can be purchased through the band director. The director has reeds and lubrication materials with him daily. Other supplies can be ordered as well. Checks should be written out to Luther High School.

Other optional equipment may be purchased. A metronome and tuner will be very helpful. Other items include mutes, mouthpieces, ligatures, etc. Parents may wish to inquire from the band teacher in the second or third year of lessons if their child could benefit from these other pieces of equipment.

Rehearsal and Performance Guidelines

Students find the Friday rehearsal experience at Luther to be enjoyable and a very rewarding part of performing on an instrument. Students have different reasons for playing in band, many of which are not educational in nature. Some reasons given by students include an appreciation of all the different sounds of the instruments and the teamwork and fellowship enjoyed with students from other schools.

Students practice as individuals during the week and receive their lesson at their elementary school. Many skills are learned over the first year of instruction and are expanded in the following years. At Friday rehearsal students apply skills that were learned during the week. These skills are broadened with the ensemble setting. Students receive encouragement on Fridays, develop attitudes about band and realize the relevance of their practice at home. As the student progresses, new concepts are introduced in the band setting that are very difficult to reproduce in an individual lesson.

Skills and attitudes taught in a band setting include:

- **Creating a desire to excel at an instrument** – The sound and success of the band is dependent on each of its participants. By each student participating to the best of his or her ability the band will be successful.
- **Encouragement to succeed and progress on an instrument** – Students are not alone in facing the difficulties of learning a new instrument. Through participation in the Friday rehearsals students realize that it takes time and patience to learn a new instrument.
- **Music reading and understanding basic music theory** – Learning notes on the instrument and note names, clefs, sharps, flats, time signatures, melody, harmony, note values, counting, the beat/pulse of the music, and intervals are but a few examples of what is reinforced on Fridays.
- **Cultivating a life-long aesthetic awareness of the arts** – At each level of a child's musical education they are given the opportunity to perform. To perform well includes the use of motor skills, listening skills, and many musical judgments by the performer carried out nearly perfectly. Through performing different styles of music, performing music well and going to performances outside of band our students will develop an awareness, understanding and appreciation of the arts.
- **Dedication** – To achieve success students will be encouraged to practice regularly and attend band regularly. It is important that the students realize it takes hard work and effort on their part to become proficient on their instruments. Positive encouragement is a part of band on an individual level, in sections and as a band as a whole. Each student's individual effort is put together to achieve an ensemble unity. The student's presence at band is important to achieving the entire group's goals.
- **Musical language** – Dynamics, tempos, articulation markings, phrasing and rhythms all make music come to life. The individual and ensemble usage of our musical language is taught and practiced at Friday rehearsals.

- **Responsibility and cooperation** – The students are taught to be responsible for learning their music, taking care of their music, having the supplies they need to perform well, and making sure they take care of their instruments properly. Their cooperation is needed to achieve the band's goals. Students are expected to listen attentively to the director, participating to their fullest – giving 100%, and learning to perform as a unified ensemble.
- **Performance techniques** – How do we perform as individuals and as an ensemble? What things should be considered when performing? How do we handle the stress of performing? These questions are discussed and answers and examples for these questions are provided at Friday rehearsals.
- **Musical stylistic awareness** – How do we make different types of music sound different? Contemporary music, swing, marches, hymns, rock or pep band music are all performed by the same students and instruments. Teaching these styles of music takes place at Friday rehearsals.
- **Having fun with music** – By coming to Friday rehearsals students extend their friend and social network to include other students from the LHS Association. This gives students in band the opportunity to meet other students who share their faith and values. Not everything the band does is serious. Sometimes band members have the opportunity to select music, direct, and perform music according to their wishes.
- **Personal enjoyment from the skill acquired by performing on an instrument** - After a student has progressed enough to achieve success, you may find that the student wants to play or practice. Students often enjoy practicing their band music more often than their lesson materials because they want to re-experience the fun that they had at band in their home. Performing something you have mastered is usually more enjoyable than learning new material.
- **Encouragement and assistance in performing for worship services** – When opportunities present themselves for a student to perform, the director encourages the student to take this opportunity. Help and guidance are provided for students wanting to perform in church.
- **Learning creativity through band and solo performing** – Not everything the band performs is written down. The students are taught to make judgments about the music, take liberties with the music, and interpret the music for themselves. By listening to their classmates they can gain new ideas about the music, and become more aware of the musical setting of a piece of music. Experimentation with creativity through a band or solo experience may lead to confident playing, the experience of the thrill of putting everything on the line, and a feeling of giving of one's self to the overall performance.

Classroom time in band is a combination of learning new things and reviewing the old. Since music is an art form that is heard, it is important to have a quiet and attentive room. It is expected that all students will respect each other's right to learn in a positive and effective atmosphere. Your attention should be given to the director when he or she is on the podium.

LUTHERAN ELEMENTARY SCHOOL BAND

Rehearsal and Performance Schedule

(subject to change)

FALL 2010

- October 1 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00)
- October 8 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00)
- October 15 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00)
- October 22 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00)
- October 24 – Heidelberg Fall Festival Concert (11:00 – Lancer Band only)
- November 5 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00)
- November 6 – Science and Fine Arts Fair Concert (10:30 – both bands)

SPRING 2011

- February 25 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00, JB 5:00-5:45)
- March 4 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00, JB 5:00-5:45)
- March 11 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00, JB 5:00-5:45)
- March 18 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00, JB 5:00-5:45)
- March 25 – Rehearsal (SB 3:00-4:00, LB 4:00-5:00, JB 5:00-5:45)
- March 31 (THURSDAY) – WSMA Clinic (1:00-2:45 – Lancer Band only)**
- March 31 (THURSDAY) – Rehearsal (SB 3:00-4:00, LB 4:00-5:00, JB 5:00-5:45)**
- April 3 – Spring Concert (2:00 – all three bands)

- May 6 – Rehearsal (MB 3:00-4:30, JB 4:30-5:00)
- May 13 – Rehearsal (MB 3:00-4:30, JB 4:30-5:00)
- May 15 – Spring Spotlight Concert (2:00 – Marching Band and Jazz Band)
- May 20 – Rehearsal (MB 3:00-4:30)
- May 27 – Rehearsal (MB 3:00-4:30)
- May 30 – La Crosse Memorial Day Parade (9:00 – Marching Band)

Sabre Band (SB) will involve our beginning students, Lancer Band (LB) will involve students with more than one year of experience, Jazz Band (JB) will involve select Lancer Band students, and Marching Band (MB) will involve all Elementary School Band students. Students are expected to be at rehearsals and performances as these are a vital part of their music education. If your child will not be able to attend a rehearsal or a performance, please notify the director in advance. Mr. Amundson can be reached at (608) 783-5435, ext. 445 or amunnate@luther.k12.wi.us.

All students will participate in the Spring Science and Fine Arts Fair with a solo or a small ensemble. Students in 7th and 8th grade also have the opportunity to play a solo or small ensemble at the WSMA Solo and Ensemble Festival, which also takes place in the Spring. One non-performance date to include on your calendar is the Music Awards Night at Luther High School on Wednesday, May 18 at 6:00 pm. This will highlight the events and accomplishments of the high school and elementary school students.

In the event of any cancellations of rehearsals or performances, a message will be left on the cancellation line at Luther High School. You can access this information by dialing (608) 783-5435 and pressing 1.

Music Awards

There are various awards handed out in the spring of each school year. Our five major awards include: The Director's Award, Lancer of the Year, Most Improved Lancer, Sabre of the Year, and Most Improved Sabre. There are several other awards which give the opportunity for every student in the program to receive an award. These include: Golden, Silver and Bronze Lancers, Golden, Silver and Bronze Sabres and Members of the 4,000 Minute Club. Listed below are various ways to obtain points toward these awards. Lancer Band members with 100 or more points will receive a Bronze Lancer Award, those with 150 or more a Silver Lancer Award and those with 200 or more a Golden Lancer Award. Sabre Band members with 80 or more points will receive a Bronze Sabre Award, those with 120 or more a Silver Sabre Award and those with 160 or more a Golden Sabre Award. Any students with a total of 4,000 or more individual practice minutes (which only count if they are signed by a parent/guardian) over the course of the school year will become a member of the 4,000 Minute Club. All awards will be handed out at the Music Awards Banquet at Luther High School on Wednesday, May 18, 2010 at 6:00 pm.

Point System

140 or more weekly practice minutes – 2 points
(Requires that the practice log is filled out and signed by a parent)

Standard of Excellence Medal Exercises – 1 point
(Requires that all three categories are passed)

Standard of Excellence Assessment Exercises – 1 or 2 points
(Requires that an exercise receiving a score of 90-99 for 1 point, 100 for 2 points is turned in)

Scale Proficiency Exams – 5 points per scale
(Requires that a scale be played up and down from memory without errors)

Attendance at other concerts – 3 points
(Requires a parent's signature on a concert program or note which must be turned in)

Playing in church – 10 points
(Requires a parent's signature on a note which must be turned in)

Member of the 4,000 minute club – 20 points
(Requires a total of 4,000 individual practice minutes during the course of the school year)

Science and Fine Arts Fair and/or WSMA Participation (1* is a top rating in each category on the judge's form):

	<u>SOLOS</u>				<u>ENSEMBLES</u>		
	A	B	C		A	B	C
1*	24	20	16	1*	18	14	12
1	20	16	12	1	16	12	8
2	14	10	6	2	10	6	4
3	8	4	2	3	4	2	1

Other miscellaneous things – Various points

Luther High School Association Lutheran Elementary Schools

Buffalo Lutheran – Cochrane, WI

Christ/St. John's – West Salem, WI

English Lutheran – Viroqua, WI

First Lutheran – La Crosse, WI

Immanuel Lutheran – La Crosse, WI

Mt. Calvary/Grace – La Crosse, WI

St. John's – Caledonia, MN

St. John's – Lewiston, MN

St. John's – Nodine, MN

St. John's – Sparta, WI

St. Matthew's – Stoddard, WI

St. Matthew's – Winona, MN

St. Paul's – Bangor, WI

St. Paul's – Onalaska, WI

St. Paul's – Tomah, WI

Each school will have a contact parent that will help the band director disseminate information throughout the school year. These contact parents will coordinate supervising duties, carpooling and other activities as needed.

Thoughts for Parents

Assisting your child's education:

- Supervise practice sessions regularly, help your child set up a reasonable practice schedule
- Help your child by eliminating distractions when he or she practices
- Consult with your child and refer to the Instrument Maintenance section of this guidebook for supplies and care of your child's instrument – make sure it is in good working condition
- The student will have a practice log to fill out that should be signed by a parent each week. Please help your child be honest about practice times. The teacher uses the information for a few reasons:
 - If your child is having trouble, a lack of practice may be the reason
 - If your child practices but still has trouble, the teacher may adapt or may have to change teaching techniques to help your child
 - Your child can see the value of practice time and relate time spent with progress made
- Talk to your child about his or her lessons, rehearsals and concerts
- Encourage your child to play for family and friends (but don't force it)
- Expose your child to a wide variety of music - attend various concerts and purchase recordings of professionals who play the same instrument
- Consult with the teacher whenever necessary – feel free to share joys or concerns at any point

Protecting your investment:

- Write down the make, model and serial number of the instrument. You may want to review your insurance policy if you buy an instrument to see if it covers the loss, damage or theft of the instrument.
- Do not let your child try to put together or play the instrument prior to the first lesson. Instruments can be easily damaged.
- Purchase the products to properly care for the instrument. A few dollars spent when the instrument is new may save hundreds of dollars in major repairs later. You may wish to supervise your child's maintenance of the instrument.
- Maintain the instrument with annual checkups at the music store. Never let other children play the instrument.

Rehearsals and concerts:

- Please inform the band director in advance if your child is unable to attend a rehearsal or a concert. The sound of the band depends on each member preparing and participating.
- Many schools have carpools that are setup to help get students to rehearsal at Luther. If you are unable to take your child to rehearsal, check with your school's contact parent.
- Please be aware of rehearsal times. In the past students have been left sitting at Luther for thirty minutes or more after rehearsal is over. The director is not able to leave until all of the students have been picked up.
- There are some standards of dress or "uniforms" for performances. Sabre Band members are asked to wear church clothes for concerts (no jeans, t-shirts or sneakers). Lancer Band members will wear a Lancer Band shirt with black pants, black shoes and black socks for concerts. All members are to wear the Lancer Band shirt with black pants, shoes and socks for the parade. Appearance makes a difference!

Communication

There are many avenues of communication between the director, the students and the parents. Mr. Amundson can be reached by phone at (608) 783-5435, ext. 445 or by email at amunnate@luther.k12.wi.us. Please feel free to call with any concerns or questions at any time.

We also have a web page set up that has many different things on it including information about the band instruments, links to music sites that may be helpful and any other information that needs to get out to parents and students. Our web page will feature different items throughout the year, including pictures of our groups and performances. If you have any concerns about these pictures, please speak with the director. Our main page can be found at <http://lutherhigh.org/arts/les-band>.

In the event of any cancellations of rehearsals or performances, a message will be left on the cancellation line at Luther High School. You can access this information by dialing (608) 783-5435 and pressing 1.

Notes will be sent out prior to any performances listing all of the information necessary. Other notes will be sent out as other opportunities become available to our students. Notes will be sent home with the students, emailed to parents who have submitted an email address and posted on our web page.

Parents will also receive a quarterly progress report that will give basic information regarding their child's progress. The reports will come from your child's school, usually with the report card. If you do not receive a progress report with or around the same time as your child's report card from school, please contact either your school principal or the band director. The report will include two types of information. The first will detail the length of each lesson, what was covered in each lesson, what was assigned for the next lesson, the amount of practice time logged at home, and whether or not a parent signed the practice log. The second will include a rating system for various areas including attitude and cooperation, technical development and musicianship. If there are any questions or concerns regarding these forms please contact the director.

The information contained in this guide has been designed to give you information about the Lutheran Elementary School Band Program. It is not only for the students, but is also important for parents. Your child's instrumental education depends on cooperation between the director, the student and the parents. This program will not flourish without parental support and involvement. It is for this reason that I ask you to return this sheet filled in with the appropriate information. By signing your name you are indicating that you have read all the material in this guide. Please return this sheet to the Lutheran Elementary School Band Director by the third week of lessons. Sheets may be sent with students to their lessons or mailed to:

Nate Amundson
LES Band Director
Luther High School
1501 Wilson Street
Onalaska, WI 54650-3142

We have read the guide and understand its contents and obligations and the opportunities offered by the Luther High School Association Lutheran Elementary School Band Program.

Parent(s)/Guardian(s) _____

Student(s) _____

Date _____