PRIDE.  
School.Community.Self.

Big Goal

**Quantitative**

* Every Class and Individual will average a 3 on the ASBOA Rubric
* Growth of 2.5 rows on ASBOA Rubric
* Every Class will have an 80% or higher mastery on Music Summative
* Band will have Academic Performances each semester, along with School Performances, and Outside of School Competitions
* Vocal Music will have at least one formal performance a semester
* Students will score no lower than a 3 at solo/ensemble performances
* 1 student in high school and junior high band will attend Region Band

**Qualitative**

* See success and pride in their musical performances by performing popular music and classical western music
* Students will sight-read/sight-sing a piece of music successfully without teacher assistance
* Use musical vocabulary in conversation (“This **forte** section is easy, but when we play **piano** I begin to have trouble”)
* Analyze music to understand composer’s point of view (“The composer wants the audience to envision a battlefield. I know this because he is using trumpets, drums, and trombones to play forte every other beat overtop of the forte string section playing a long chord”)
* Student set goals in each rehearsal, by utilizing section tracker (“This 9 weeks trumpets will make sure every rehearsal is superior or excellent” “Why did we get a fair?” “You know why you got a fair”)
* Students are PROUD to perform for their school and community (“When is our next concert?” “We need to play this song for the school” “Can we sing this for the Christmas tree lighting”)
* Students are pro-active in their education (“The trumpets are having trouble with this section, we rehearsed in sectionals and I think you need to hear us today.” “This song doesn’t work with the clarinets.” “Why?” “Because our part is too high and when you listen to the recording the background music is lower, maybe it should all be arranged lower or without clarinets”)
* Music can lead to opportunities outside of the classroom (“Last year a student got $8,000 for performing in a college band, I want to get a scholarship for band too!”)
* Students evaluate themselves using ASBOA rubric and assign grade
* Community members “flock” to concerts and ask when the next concert will be
* Students are able to rehearse effectively when I am not in the room and contain the same pride and expectation if I were to leave for a day, week, or year.
* There will be a day when people are surprised to NOT see Earle on a festival, solo/ensemble, or competition list.

|  |  |
| --- | --- |
| Academic Achievements   * Perform a variety of repertoire within various genres * Perfect skills for rehearsal, music reading, and instrument maintenance/vocal health * Solo/Ensemble average score of 1 or 2 on ASBOA Rubric * Accepted into Region Band or placed in top 30% of those who auditioned * Individual playing tests average at a 3 on ASBOA Rubric * Students can sight read a piece of music with 80% accuracy after 8 minutes of looking over music without playing * Compose music and improvise music based on form and musical characteristics of music rehearsed | Long Term Traits & Mindsets  **Pride for School**: Students show respect to teachers by showing up to classes on time. Students encourage other students to look at school as a place of opportunity. Students will realize that through hard work they can achieve academically, propelling them into honors/AP courses and higher level opportunities (ex: Honor Bands). Students complete assignments on time and with full effort.  **Respect for Community:** Students prepare for every concert or event as if it is the first time every person in the audience is hearing them. Students show respect to participating schools and venues when away from home. Students perform at an average level of 3 on ASBOA rubric at events bringing PRIDE to the town of Earle. Students come up with service projects or fundraisers to benefit community. Students perform for students to spark interest in musical learning. Students demonstrate what success looks like to younger students by speaking appropriately and showing where hard work can take you.  **Pride for Self:** Students set individual goals that will meet the classrooms big goal as well as their own long-term goals. Graduation from high school will be an expectation and not an endpoint. High School graduation will be seen as necessary to participate in society, whether that is job force, technical college, or 4-year university. Students believe in themselves and know that they no matter what the outcome is, they can feel better about themselves if they gave 100% and did everything possible up until those final moments before the test or performance. |

|  |
| --- |
| Pathways to Opportunity   * Performances throughout the community during holiday season and special events * Participation in ASBOA Sanctioned Events, Assessments and Festivals * Earle School District will partner with other Music Programs to hold clinics or special performances * Students will attend concerts in Memphis, Arkansas, and Mississippi in order to observe and critique performances * Students will be respected by school leaders community members and their peers as they show the impact of their music through performance results * Students will attend colleges in order to participate in honor band festivals, while there students will have the opportunity to audition for colleges to receive scholarship money * Students will be awarded awards throughout the community, such as AMRO Student Musician Award * Every year 1 senior will receive Governors Award for Musical Excellence * College Readiness: College Board stated that an arts filled music education can lead to improved SAT scores by 41 points and a verbal score increase of 57 points from students who benefited from a music education. * Students may participate in band for scholarship and not major in music, but for students who want to major in music they need a high quality music education in order to be ready for music conservatory training. * The College Board has also researched the job listings that their AP Arts classes make more accessible to students. They list over 100 career paths ranging from Aerospace Engineering to Composers to Editors to Fine Artists. Whether or not a student takes these specific courses of study, an Arts education will make these careers more real. |

**Earle High School Band   
Mission Statement**

The "Pride of Earle" Band represents Earle throughout the Mid South as musical ambassadors. The Earle High School and 7/8 Grade Band perform at all Senior High and Junior Football Games and Basketball games and performed in the Earle Homecoming Parade. As Musical Ambassadors for the Earle school district the band spends the year traveling around the state promoting the success of their town through musical excellence. The Earle Bands seek to receive high musical ratings and in the past students have received Superior, Excellent, and Good scores. The Earle High School Band Department seeks to maintain an average of a 3 at all festivals. The Earle Band Program has instilled pride to the town of Earle through Music and hopes to do so for years to come! 