

# Granite Falls Middle School Bands



90 North Main Street  
Granite Falls, North Carolina 28630  
(828) 396-2341



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Dear Parents/Guardians,

Rising sixth grade students are eligible to enroll for band at Granite Falls Middle School. The band program at Granite Falls is a very exciting and successful program with a long and storied history! If your child is interested in learning to play a musical instrument and being a part of this program, this letter contains "Frequently Asked Questions" that you might find helpful.

## SHOULD MY CHILD ALREADY KNOW HOW TO READ MUSIC OR BE ABLE TO PLAY AN INSTRUMENT?

*No. We start with the very basics of music. The first couple of weeks of school will be spent learning to read notes and rhythms. After that, I will teach students how to properly assemble their instruments and then the sky is the limit!*

## IS BAND A REGULAR CLASS?

*Yes. Band classes meet every day during school and students receive a grade just as they would in a math or science class.*

## ARE THERE AFTER SCHOOL PRACTICES?

*No. The only required band activities that happen outside of the school day are concerts. We have 2 - 3 concert per year; the two biggest are in December and in May. I do have after school tutoring, but this is not required. **Students CAN play school sports and still be in band**, in fact, I am the head Track & Field coach at GFMS!*

## HOW MUCH NIGHTLY PRACTICE IS REQUIRED?

*All band students are required to practice at least 15 minutes per night (100 minutes a week). This is essential for reinforcing concepts that are taught in the classroom. Also, students who practice at home get better at playing their instrument, which makes them enjoy band more, which makes practice more... As you can see, it's a viscous cycle :)*

## WHAT INSTRUMENTS ARE AVAILABLE TO PLAY?

*Students will have a choice of the following instruments: **flute, clarinet, alto saxophone, trumpet, trombone, percussion**. Student will get to choose their first, second, and third choices. An instrument will be assigned based on when a student registers for band, how they are evaluated on their fitting, and on "proper instrumentation." There isn't a band in this world that sounds good with 45 flutes, 3 clarinets, 1 trumpet, and 2 trombones. Later in the sixth grade year brass students my audition for French horn. Tuba and euphonium will make the switch going into seventh grade.*

## HOW DOES MY CHILD CHOOSE AN INSTRUMENT TO PLAY?

*Choosing an instrument is not something to take lightly. As crazy as it sounds, it could shape their lives - it did mine! I think every student should have a chance to try out all the instruments before making a choice. As part of the Rising 6th Grade Band Registration I am requiring all student to either attend **Mouthpieces Night on May 14** from 5:00-7:00 at GFMS or make an individual "fitting" appointment with me before June 7. I need to personally meet with every student before they are registered for band.*

## HOW DO I REGISTER MY CHILD FOR BAND?

*It's easy! Just visit the Granite Falls Middle School homepage at <https://www.caldwellschools.com/Domain/1173> and scroll down until you see the Google form entitled "Granite Falls Middle School Rising 6th Grade Band Registration." Fill out the form and submit. It's that simple! If you don't have access to a computer, you can always call GFMS at (828) 396-2341 and ask for Mr. Haymore. I can walk you through the registration over the phone. **Registration ends May 17 so don't delay!***

## SHOULD I GET AN INSTRUMENT NOW?

***NO!** Students should only sign-up for band at this time. The assigning and renting of instruments will happen in early summer. Parents will be contacted by email with their child's instrument assignment and rental information.*

## WILL GRANITE FALLS MIDDLE SCHOOL PROVIDE MY CHILD WITH AN INSTRUMENT?

*Unfortunately, no. Most students will have to rent or purchase an instrument through a local music store. Granite Falls Middle does own a **limited** number of instruments that can be rented if the need arises. Rental information from music stores will be provided when instrument assignments are emailed in the summer.*

I look forward to working with your son/daughter when school starts! If you have questions about your child signing up for band, please do not hesitate to contact me.

Sincerely,

Patrick S. Haymore  
Director of Bands  
Granite Falls Middle School  
phaymore@caldwellschools.com

## What can music do for your child?

- Secondary students who participated in band or orchestra reported the lowest lifetime and current use of all substances (alcohol, tobacco, drug abuse).

*Texas Commission on Drug and Alcohol Abuse Report. Reported in Houston Chronicle, January 1998*

- In an analysis of U.S. Department of Education data on more than 25,000 secondary school students, researchers found that students who report consistent high levels of involvement in instrumental music over the middle and high school years show "significantly higher levels of mathematics proficiency by grade 12." This observation holds true regardless of students' socio-economic status, and differences in those who are involved with instrumental music vs. those who are not is more significant over time.

*Catterall, James S., Richard Chappleau, and John Iwanaga. "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts." Los Angeles, CA: The Imagination Project at UCLA Graduate School of Education and Information Studies, 1999.*

- Students with coursework/experience in music performance and music appreciation scored higher on the SAT: students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did students with no arts participation.

*College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001.*

- The Pittsburgh, Pennsylvania School District analyzed its 1997 dropout rate in terms of students' musical experience. Students with no ensemble performance experience had a dropout rate of 7.4 percent. Students with one to two years of ensemble experience had a dropout rate of 1 percent, and those with three or more years of performance experience had a dropout rate of 0.0 percent.

*Eleanor Chute, "Music and Art Lessons Do More Than Complement Three R's," Pittsburgh Post-Gazette, April 1998.*

- Students with band and orchestra experience attend college at a rate twice the national average.

*Bands Across the USA.*

- Music students out-perform non-music students on achievement tests in reading and math. Skills such as reading, anticipating, memory, listening, forecasting, recall, and concentration are developed in musical performance, and these skills are valuable to students in math, reading, and science.

*B. Friedman, "An Evaluation of the Achievement in Reading and Arithmetic of Pupils in Elementary School Instrumental Music Classes," Dissertation Abstracts International.*

- One in three of today's school-aged children will hold an arts-related job at some time in his or her career.

*Education Commission on the States.*

- The College Board, in a publication about college admissions, states, "Preparation in the arts will be valuable to college entrants whatever their intended field of study."

*Academic Preparation for College: What Students Need To Know and Be Able To Do, The College Board*

- A 1997 Gallup Survey on Americans' attitudes toward music revealed that 89% of respondents believe music helps a child's overall development, and 93% believe that music is part of a well-rounded education.

*Americans' Attitudes Toward Music, The Gallup Organization, 1997.*

- Research made between music and intelligence concluded that music training is far greater than computer instruction in improving children's abstract reasoning skills.

*Shaw, Rauscher, Levine, Wright, Dennis and Newcomb, "Music training causes long-term enhancement of preschool children's spatial-temporal reasoning," Neurological Research, vol. 19, February 1997*