

**FILLMORE MIDDLE SCHOOL**  
**MUSIC**

BULLDOG BANDS AND STRINGS

**Information Manual**  
**2023-2024**

**Mission Statement**

The members of the Fillmore Middle School Music family have dedicated themselves to excellence in performance, community relations, and achievement in academics and musicianship alike through their passion and respect for the arts and each other.

We work together to thrive together.

[www.FillmoreBulldogBands.org](http://www.FillmoreBulldogBands.org)

# Contents

Director Letter.....	2
Course Information (About Bulldog Bands and Strings).....	3
Classroom Expectations.....	4
Student Expectations.....	5
○ Required Materials	
○ Homework	
○ Performances	
○ Discipline	
Rehearsal Procedures.....	8
Grading.....	9
California State Music Standards.....	11
Parent Involvement.....	12
○ Boosters	
○ Fundraising	
Purchase / Rental Guide.....	13
○ Local Music Stores	
Important Dates.....	14

To our FMS students and parents:

Welcome to the Bulldog Bands and Strings family! Here you will take part in the fine music tradition this school has been building since its founding many years ago.

In recent years, we have been able to achieve our goals of engaging the community through our regular performances on campus as well as being invited to play the Fillmore Christmas Parade, Fillmore May Festival and the Inaugural Fillmore Arts Festival, playing side-by-side with the USC Trojan Band and CSUN Symphonic Winds, and travelling to festival performances in our surrounding towns and counties. As we return to the classroom this year, I look forward to continuing to push our program beyond even these standards so that we can connect with the skills and bright future that learning and performing music can achieve. A visible, active music program takes a lot of effort and hard work from all of us – instructors, students, and parents – to keep creating, entertaining, and educating others through our performance. Our students and our Music Booster parents have been up to the task of making this a reality.

The different courses we offer from introductory-level through to our highest-level groups give students a full year of experience to draw upon for their continuing music education. Each group will not only perform for the enjoyment of themselves and the surrounding community, but they will also have opportunities to compete for awards and accolades based on their own hard work, like Solo and Ensemble performances as well as auditioning for Ventura County, All-Region, and All-State Honor Bands. These high standards are only achieved through support from instructors, parents, administration, and the surrounding community, without whom these opportunities would be impossible. Their support is immeasurable.

The quality of our program really shines with the quality of our students as they further integrate themselves into the community around us and become adults. The Bulldog Bands and Strings family looks forward to taking part in the development of each student that joins and hopes to impart them with skills that will stick with them for the rest of their lives.

For Music: Band on!

Mr. White  
Music Director

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Music Office in Rm F2

# Course Information

All music courses are designed to help build self-esteem (achievement), cooperation (playing in an ensemble), and life skills (practice, study, commitment) through the discipline of learning to play an instrument!

## Beginning Band

Here all students in their first or second year of band will either learn their instrument or refine what they know to prepare them for the Concert Band, to audition for the Symphonic Band, or to enter the High School band at the end of the year. The Beginning Band will perform at the Winter and Spring concerts. Students at any level are welcome.

## Beginning Percussion

This course will introduce students to percussion: drums, keyboards, tympani, hand drums, and drum kit. Students will need a Bell & Practice Pad Kit for this class. This class will prepare them for Concert Band, the Symphonic Band, or entry into the High School band at the end of the year. The Percussion Ensemble will perform at the Winter and Spring concerts, as well as any Drumline competitions. Students at any level are welcome.

## Concert Band

This intermediate-level group is comprised of students in at least their second year of playing their instrument. The concert band performs at the Winter and Spring concerts, as well as a Festival performance.

## String Orchestra

This course is open to any students who desire to learn to play an orchestral string instrument: Violin, Viola, Cello, or Double Bass. Students will be instructed in techniques for producing proper tone, pitch, rhythm, posture, dynamics, and performance at different levels. The String Orchestra will perform at the Winter and Spring concerts, available Festival performances, and various other opportunities around Fillmore. Students at any level are welcome.

## Symphonic Band

This elite auditioned group is the premier wind band of the music department. This group performs the Winter and Spring concerts, two Festival performances, and various special performance opportunities around the community. They will be the group representing the Bulldog Bands in any opportunity to travel out of the area!

## Marching Band

Continuing 7<sup>th</sup> and 8<sup>th</sup> grade students (2<sup>nd</sup> year players and beyond) may have the opportunity to march with the FHS Flashes Regiment! Information available near the end of each school year.

## Special Trips

Students who wish to participate in non-curricular trips must be in good standing. This means the student has had no major discipline infractions at Fillmore Middle School (e.g. school suspension), has maintained at B or higher in all music classes, and has adhered to the spirit of the classroom expectations (below) during the current school year. Non-participation in these trips will not affect a students' Musicianship grade, as they are a unique offering for students that have excelled and dedicated themselves to the program. Students must use provided transportation to and from these events.

# Classroom Expectations

Every student has a right to high quality education during any given class period. It is expected that each student adhere to the principles of **RESPECT**, as listed below, every day in school and in representing Fillmore MS at off-campus events:

## 1. **Respect Regardless**

We will define respect as showing courtesy or politeness in one's attitude and behavior toward others, including one's self. This definition is the foundation of our program.

## 2. **Respect Equipment (property)**

Both privately and school-owned instruments are the financial responsibility of the students and parent. It is encouraged that insurance be purchased as part of the parents' homeowners or renters policy. Students using school-owned equipment are required to sign the rental agreement and maintain the instrument/case according to procedure found below. Any damage to a school instrument or case will be the financial responsibility of the student and parent. Borrowed instruments must be returned to the band room when requested by the band director.

## 3. **Respect School environment**

Both the school and Fillmore Unified provide a set of guidelines for the students' general behavior and appearance (i.e. dress code). Each student is responsible for following the school regulations. At each performance, students are representing Fillmore Middle School, so these guidelines still apply.

## 4. **Respect the Program**

The Bulldog Band program depends on every student's commitment, effort, attendance, and punctuality at all functions. Each student must arrange their schedule to fulfill these obligations. The band website calendar (found at [FillmoreBulldogBands.org](http://FillmoreBulldogBands.org)) is kept up-to-date with all pertinent information about the time and dates of required events to help students and parents avoid conflicts.

## 5. **Respect Each Other (classmates)**

Everyone deserves a right to be heard, and a right to their education. Simply, treat others even better than you would wish to be treated yourself. This may even influence others to do the same.

## 6. **Respect Class Time**

Attendance is imperative to improving a music ensemble. Each group is conducted in the same manner as a team, and any team is only as cohesive as the sum of its parts. That said, rehearsal time cannot ever be made up and missing performances is right out.

## 7. **Respect Teachers**

Every teacher you encounter is a teacher because they have found their subject to be an effective way to make society a better one, regardless of their style. Their choice to take their time and effort to impart their knowledge and passion should be respected.

# Student Expectations

## The Basics...

- ❖ Participate everyday – be involved in class and bring all required materials for the day
- ❖ Attend ALL required concerts and performances
- ❖ One solo performance (Ventura County, SCSBOA, or All State Honor Band audition will satisfy this requirement)
- ❖ Complete all in-class assessments
- ❖ Turn in homework/paperwork; PRACTICE EVERY DAY
- ❖ Attend and review 2 outside performances (one each semester, in writing)
- ❖ Volunteer hours
- ❖ Support the band program (non-graded) through donation, fundraising, and parent volunteers

## Required Materials

Students will need to come to class prepared with the following items for every class period, unless the Director states otherwise:

- A **pencil** – never a pen. It's used to mark music; a musician's best friend.
- A **½" or 1" three-ring binder** just for this class. Any paper assignments and notes will be maintained in this binder.
- An **Instrument** – needed in class everyday, this will need to be in excellent playing condition every class day (*instrument maintenance detailed below*).

## Wind and String Instrument information

There are three ways to get an instrument:

1. **Purchase** – not recommended for first-year students, but something to consider for returning students. ***Please refer to Mr. White's list of preferred brands and stores and ask plenty of questions before exercising this option! There are some very poorly made instruments out there!***
2. **Rent** – **Best option** for starters! You establish security and pay a monthly fee to a music store to use the instrument, and return it at the end of the year. Most stores give you the option of rent-to-purchase when that time comes! *Again, please refer to the preferred list.*
3. **School-owned** – If parents cannot afford to rent an instrument, or to get instruments that are often not available for rental, such as French Horn, Baritone/Euphonium, Tuba, or Double Bass (*we will make sure you get one of these!*), this is the process:
  - i. Parents fill out form requesting a school instrument and return it to school by the deadline.
  - ii. The Band Director will assign an instrument. Whenever possible, you will be assigned your first choice of instruments, however, you will be asked to list a second choice in case you first choice is not available.
  - iii. If needed, purchase required accessories (see **Accessories** below) for the instrument. (*If you choose Horn, Trombone, Baritone/Euphonium, Tuba, Cello, or Double Bass, the school will provide all accessories free of charge.*)
  - iv. The instrument is yours to use and maintain for the entire school year!

## Accessories

Like any tool or machine that requires fuel, oil, and maintenance, musical instruments require things to make them work and continue working at their best for a long time to come. The Band Director

will show students how and when to use these items. Regardless of where you get your instrument, you will need to provide accessories for it. The accessories for each instrument are:

- **Flute** – cleaning rod (should come with instrument) and handkerchief, silver cloth
- **Clarinets** – *at least* 3 reeds of recommended size, cork grease, cloth swab, lacquer cloth
- **Saxophones** – *at least* 3 reeds of recommended size, cork grease, cloth swab, neck strap, lacquer cloth
- **Trumpet, Horn, Baritone/Euphonium, Tuba** – tuning slide grease, mouthpiece brush, polish cloth, rag, cleaning snake
- **Trombone** – slide cream, spray bottle, tuning slide grease, mouthpiece brush, polish cloth, rag, cleaning snake
- **Violin, Viola, Cello, Double Bass** – rosin, lacquer cloth

These accessories can be purchased on your own from a music store, or you may purchase them from the Band Office. They may be purchased either before or after school at the Band Office as to avoid disrupting rehearsal. Again, accessories will not be sold during school hours. IF YOU DO NOT HAVE THE PROPER ACCESSORIES FOR YOUR INSTRUMENT, YOU MAY NOT PLAY IT.

### Percussion Instruments

While the school owns most of the percussion instruments that will be used over the course of the year, each student must provide the following:

- **Beginning Percussion class:** percussion kit (or bell kit) that includes Bells, Practice Pad, Mallets, Sticks, and Stand. This kit may be rented or purchased, but it is recommended that sticks and pads be eventually purchased due to wear.
- **Concert and Symphonic Band Percussion:** sticks, keyboard mallets, and a practice pad. Paired sticks sized “2B” or “General” are recommended, along with one pair of hard rubber or plastic mallets. Practice pads should have a head on it and those with stands are preferred. *Always put your name or initials on sticks, pads, and mallets.*

### Instrument Maintenance

You will be given instruction on proper daily maintenance for your instrument. You will be responsible for maintaining it and keeping it safe. Basic rules for instrument care:

1. Never trade or use someone else’s instrument.
2. Always have enough accessories (reeds, grease, oil, sticks, etc.) when you need them.
3. Always keep your instrument in the case when not in use.
4. You **MUST** have your name clearly marked on the outside of your case at all times.
5. Notify the Music Director immediately if your instrument is damaged or missing.
6. Only a qualified repairman should repair your instrument. Students *and parents* should never attempt to fix an instrument. School instruments are to only be taken to repair by the Music Director.

### Cabinet Storage

Students will be assigned cabinet or practice room space (determined by instrument type) to store their instrument during the school day. Students are to use only their assigned cabinet area. Cabinets may be accessed before and after school, and during class.

### Binders

Each student will need to have a ½” or 1” binder. This must be a separate binder meant for this class only. It will be used for any pages of music method, warm ups, practice calendar, or handouts, as well as being a vessel for bringing copies of music home to practice. Binders are to be neatly kept in order. Plastic sheet protectors (provided by the student) can be helpful to this end. Instruments and binders are to be kept in the band room during the school day and taken home for practice regularly.

### Homework

The majority of the homework for these classes will be to practice your instrument. Regular, structured practice, just like with sports or exercise, is the only way to improve. Although you will not turn in practice records for a grade, you are responsible for keeping track of **what you should be**

**practicing on your music practice calendar or in your Agenda.** With “Who” and “Why” we practice now noted, here’s the rest of the “5Ws, 1H” of Practicing:

**What to practice?** Always warm up for about 3-5 minutes, then do some exercises/lines from your book to improve technique. Then review the music from class that day and move into any music that was assigned for the next day (on the practice calendar). After that, *play whatever you like*. Always take care in practice to slowly go over problem sections in your music – this will save rehearsal time.

**When to practice?** Like with other homework (or exercises), set a regular time for yourself each day – maybe even as a break from other homework!

**Where to practice?** The music room after school (usually available for about 30 minutes), your bedroom, a quiet spot outside, your garage – basically anywhere you can set up your instrument and music without distractions.

**How to practice?** Daily practice is best as consistency is a key factor to improving on any skill, so *practicing three times a week is the minimum* – more time for higher-level players. Each session should last at least 30 minutes, however, it is more important to think about practicing toward reaching set goals (that you have written down) for each session, rather than completing the time.

### Digital Assignments

Students will be able to make use of their assigned laptops for certain assignments. Often, they will need an Internet connection to complete the assignment (e.g. SmartMusic or Flipgrid), but those details will be available when they are assigned. Most assignments can be completed in the music room before or after school or at lunch time if desired rather than as Homework.

Other assigned homework will be getting parent signature on forms sent home, and several worksheets. **Turning in these items on time is very important!**

### Performances

Performances and concerts are a great evaluation of what level of success each ensemble has achieved, individually and as a group. All music members are required to attend all scheduled performances. Missing a required performance will severely affect a student’s musicianship grade (**Illness, accidents, or “acts of God” are the only valid excuses**).

### Schedule

There are two evening concerts that will include every instrumental group on campus. They will be held on campus on **Wednesday, 13 December** and **Wednesday, 22 May**. They are open to the public and although they are free, donations are accepted.

The Concert Band, Symphonic Band, and String Orchestra will have other performances to be listed on the band calendar and are required performances as well. Other small ensemble performances may not be graded, but commitment to all performances is required if you choose to participate.

### Attire

Band members are required to wear their uniform for performances. Congruency in how we look is a start to congruency in how we sound! Uniform requirements for each band are as follows:

- ❖ *Beginning Band / Percussion* – blue band shirt, blue jeans, tennis shoes
- ❖ *Concert Band / String Orchestra* – blue band shirt, black pants (**no denim**), black shoes preferred
- ❖ *Symphonic Band* – white button up shirt with collar, tie (straight or bow), black pants (**no denim**), black socks, black dress shoes (**no tennis shoes**)
- ❖ *Shirt orders* will be taken early in the school year. A shirt will be ordered for all music members who need one, regardless of their ability to afford one.
- ❖ *Marching Band* – For students participating with the Flashes Regiment, fittings for uniforms will occur at the FHS Band Room outside of school hours. More information directly from Mr. Godfrey.



## Behavior expectation

We are representatives of the Fillmore community and of the music community alike so OUTSTANDING BEHAVIOR IS FIRST PRIORITY!!

Students are expected to be on their best behavior at all times, including when being an audience member, as well as when performing, at concerts, and when working with any guest conductors/teachers. Students (*as well their relations*) are expected to sit respectfully while other groups are performing and to remain seated through all performances. Parents are expected to keep small children from running around, for their safety and as a courtesy to others.

All performers are required to help put away our chairs, stands, and equipment at the end of each concert (and parents are welcome to help out as well! 'Many hands make the work light!')

## Discipline

Because band and strings are elective classes, it is expected that all students will behave in a manner that shows their desire to be in class and to learn. Our students are expected to be examples of outstanding behavior for our entire campus. We will observe the discipline policies in effect for the entire campus. Consequences in addition to the reflection on their grade will be assigned for the following:

- Event tardiness/Absence, Class disruption, Unprepared for class (no pencil, instrument, or binder)

# Rehearsal Procedures

All students are to be inside the band room by the tardy bell, preparing their instrument and other materials pertaining to the goals listed daily on the whiteboard. Students should be at their seat and prepared to warm up with the class by 5 minutes past the tardy bell. Any paperwork that needs to be collected or handed out will be done at this time and any class announcements will be taken care of at this point as well.

Any warming up done before the director asks should not be audible so that the ensemble can warm up together and that collecting paperwork and announcements can go as smoothly and as quickly as possible. This is a time of physical and mental preparation for the rigors of rehearsal and demands student focus. Wonton distraction is unacceptable.

**Brass** players should have proper lubrication for moving parts (valve oil or slide grease, and tuning slide grease) and all parts in working condition. Any accessories needed for repertoire being rehearsed (e.g. mutes) should be on hand as well.

**Woodwinds** should have *at least* one spare reed at their seat during rehearsal. A good practice is to have *at least* 3-4 reeds that are in daily rotation so that they will last longer and you will get better play out of them. Cork grease, swabs, and other accessories should be on hand as well.

**Strings** are expected to start class by tuning their instrument, having their bows appropriately rosined and music ready for warm up. Lacquer cloth will be needed to wipe excess rosin from the soundboard after each rehearsal.

**Percussionists** should each have a pair of concert snare drums sticks and a practice pad. The majority of the instruments that will be used are school-owned and, although they are meant to be struck, percussion students have the charge of maintaining each instrument. Any equipment taken out for rehearsal is to be put away at the conclusion. If there is a cover or a case for the instrument, use it. This will help keep non-percussionists from "playing around" and will keep the equipment in better working order for longer.

Talking during rehearsals should be kept at a minimum, should always be about the music we are currently studying, and should never be disruptive to the class in any way. Although best to avoid if possible, getting up to sharpen a pencil, throw away rubbish, or the like is all right to do, but please do so without being disruptive to the lesson.

There is a class sign out sheet to be used when needed restroom and other needs. It is advised that passing periods be used for restroom breaks and that signing out be for emergency use only.

Problems of an individual nature should not take up class time. The director is usually available in the music office between classes as well as 30 minutes before school and 30 minutes after school (unless otherwise noted). Lunchtime is available by appointment only.

## Grading

A music course is unique in that it is an elective that students may choose to take. However, we, like other courses, have curricular requirements and standards that need to be met. These standards are separated into three categories: Musicianship, Presence, and Documentation. Everything done in this class will fall into one of these categories and be graded on using the rubric below. Each category will be averaged, and an overall grade will be taken from the combined average of all three categories.

The rubric below is similar to the rubric used for performance tests. Each of the three class components will be taken from an average of grading the five marks (4-0) that similarly translate to the traditional A-F scale will be denoted as follows:

<b>Points</b>	<b>Musicianship (Tests/Concerts)</b>	<b>Presence (Attendance/Participation)</b>	<b>Documentation (Homework/Paperwork)</b>
<b>4</b>	Performed concert; or achieved a score of 4 on test	Perfect attendance, excused absences made up, always prepared for class, superior behavior	No missing paperwork (in-class, homework, parent signature) all turned in by deadline
<b>3</b>	< 5 mins late for call time, disruptive, or other missed expectation at concert performance; or achieved a score of 3 on test	Excused absences made up, tardy, occasionally unprepared for class, excellent behavior	Paperwork turned in <1 week late
<b>2</b>	5-10 mins late for call time or achieved a score of 2 on tests	Unexcused absence made up, 5-10 mins tardy, sometimes forgotten instrument or music for class, good behavior	Paperwork turned in more than 1 week late
<b>1</b>	Late for call time, wrong uniform/outfit for performance; or achieved a score of 1 on test	Excused absence not made up, often forgotten instrument for class, fair behavior	Paperwork turned in beyond relevant time
<b>0</b>	Missed performance; or achieved a score of 0 on tests	Missed performance, frequently unprepared (forgotten instrument, music) for class, poor behavior	No paperwork turned in to instructor

## Musicianship

- Every performance is the equivalent to a test in any other content area and we will do small performances in class regularly to emulate the public performances scattered throughout the year. Everyday is an opportunity to be assessed, but these scheduled performance tests will average into the musicianship grade, along with the larger performances. These tests *may be made up for full credit* if a student wishes to improve their score. Their first test performance must be in front of the class, however, a make up performance must be scheduled with the Director.
- Absence from performances are only excused in the event of extreme emergency such as serious illness or hospitalization of a student, a death in the family, a religious holiday, or other reasons deemed excusable at the Director's discretion. In order for an absence to be excused, the Director must be made aware of a students' conflict and approve the absence at least **two weeks in advance** of the performance. The form for an excused absence request is found on our website ([www.FillmoreBulldogBands.org](http://www.FillmoreBulldogBands.org)) under forms, along with the procedure for making up the absence.

## Presence

- Attendance grades will be tallied on a weekly basis
- Rehearsals are one of the key components to student learning in a music classroom and, therefore, cannot ever truly be made up. Students need to be in class (and at any other scheduled rehearsal) unless it is absolutely unavoidable.

## Documentation

- Periodically, there will be paperwork sent home with a portion to be returned to class. These will need to be turned in on time for full credit. Any in-class written assignments and notes that are to be turned in will be collected for a grade as well, then returned as a student resource.

## Point Breakdown

**A = 3.01-4, B = 2.01-3, C = 1.01-2, D = 0.01-1, F = 0**

In this class, all students are expected to earn an "A" letter grade (a point average above 3) – anything else indicates a problem may be developing or a significant assignment or test score may be missing. Parents are encouraged to utilize the Q Parent Connection (found on [www.FillmoreUSD.org](http://www.FillmoreUSD.org)) to frequently check their child's progress. Please be aware that grades are not always entered into the system on the assignment or test *due date*, so a little patience is requested.

# California State Music Standards

The central purposes of the California Arts Standards are to foster students' artistic competencies; cultivate their appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to personal, academic, and professional endeavors; and support them to fully engage in lifelong arts learning. The standards are: process-oriented, grade-appropriate indicators of what students need to know and be able to do; student-centered and rooted in backward design, the process of defining intended outcomes prior to designing educational experiences to ensure students attain those outcomes, and; outcomes-based, communicating high and achievable goals. Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

## Creating

*Conceiving and developing new artistic ideas and work*

1. Generate and conceptualize artistic ideas and work
2. Organize and develop artistic ideas and work
3. Refine and complete artistic work

## Performing

*Realizing artistic ideas and work through interpretation and presentation*

4. Analyze, interpret, and select artistic work for presentation
5. Develop and refine artistic work for presentation
6. Convey meaning through the presentation of artistic work

## Responding

*Understanding and evaluating how the arts convey meaning*

7. Perceive and analyze artistic work
8. Interpret intent and meaning in artistic work
9. Apply criteria to evaluate artistic work

## Connecting

*Relating artistic ideas and work with personal meaning and external context*

10. Synthesize and relate knowledge and personal experiences to make art
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

[These] standards are based on the National Core Arts Standards (NCAS) and were tailored for the California context through a collaborative and public state-wide process. These are comprised of arts education teachers and experts from across the state, reviewed the NCAS using guidelines established by the California State Board of Education and came to consensus on recommended revisions or additions. During this process, ensuring inclusivity, accessibility, and cultural relevance for the diverse learners of California was prioritized.

**More detailed information available at the CA Dept. of Education website:**

**<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>**

# Parent Involvement

Parents,

As important as it is to be involved in your child's education, their participation and success in an organization such as band is heavily reliant on the work of their parents. Parent involvement begins with the organization of our FMS Music Boosters.

## Boosters

The Music Boosters, like with any other booster organization, are the backbone of support to all of our instrumental music endeavors. Its primary responsibility is the coordination of the physical and financial support of the music program.

We are lucky to have a very active fund raising group made up of band parents and community supporters. These Music Boosters meet once every month to plan fund raising events, including our bi-annual Bundt Cake sales and Concert dinners.

The nature of the Fillmore Music community allows for us to pool resources to build and maintain our music programs at every level. We are fortunate enough to work with Fillmore High to give all of the music students between our programs the best opportunities to create, experience, and learn from our classes and events offered. As a parent or guardian, you are important to our program by ensuring that your kids have the best chance at success. Organizing volunteers, chaperoning, videoing performances, crafting, making phone calls to other parents, encouraging community involvement, transporting equipment, or even serving food are just some of the ways that you can help our music program! All parents are welcome to join our Music Boosters.

**The first Music Booster meeting is 6pm Tuesday, 13 September in the Music Room.** Check online at [www.fillmorebulldogbands.org](http://www.fillmorebulldogbands.org) under the tab "Boosters" for details and updates.

## Fundraising

Fundraising is the only way that we can continue to supplement the demands of a successful instrumental music program. The Boosters ask that ***each student in the FMS music program participate in all fundraisers*** so that we have the best chance to offset costs of school instrument maintenance, school instrument purchase, supplies, sheet music, uniform cleaning, instrument coaches, and special trips. We will continue to raise money throughout the year and all students are asked to participate.

***Without consistent fundraising, we would not be able to operate our bands as we have in the past.*** Our Music Boosters play a vital role in creating fundraisers and managing student's needs over the school year. More information on fundraising will be provided at a later date.

## Donations

If you do not wish to participate in a particular fundraiser, please consider making a donation to the music program that is consistent with the average profit of that specific fundraiser. One hundred percent of the money that we raise helps to offset the cost of school instrument maintenance, supplies, sheet music, and more. More information can be found on our website under "Boosters" or during a Music Booster meeting.

# Purchase / Rental Guide

Parents,

Renting or purchasing a musical instrument can be an intimidating experience for the first-time buyer, and there are many poor-quality brands of instruments out there. Most of these cheap imitations *look* great, but will not work, or last, at the same level as a well-made instrument and are often more difficult to repair. Below, I have listed some well-made and trusted brands that are also a good value. Please refer to this guide when making your choice. **THE PURPOSE OF THIS LIST IS TO SAVE YOU MONEY AND TROUBLE!**

**FLUTE:** Artley, Armstrong, Blessing, Bundy, Emerson, Gemeinhardt, Jupiter, Selmer, Yamaha (*Our school currently purchases Yamaha, Armstrong, and Gemeinhardt*)

**OBOE:** Fox, Artley, Armstrong, Bundy, Selmer, Yamaha

**CLARINET:** Artley, Buffet, Bundy, Conn, Jupiter, Leblanc, Selmer, Vito, Yamaha (*Our school currently purchases Yamaha, and Artley*)

**BASS CLARINET:** Bundy, Jupiter, Selmer, Vito, Yamaha (*Our school currently purchases Jupiter and Yamaha*)

**ALTO SAX:** Armstrong, Bundy, Conn, Holton, Jupiter, Keilwerth, Selmer, Vito, Yamaha, Yanigasawa (*Our school currently purchases Yamaha*)

**TENOR SAX:** Armstrong, Bundy, Conn, Holton, Jupiter, Keilwerth, Selmer, Vito, Yamaha, Yanigasawa (*Our school currently purchases Yamaha*)

**BARITONE SAX:** Armstrong, Bundy, Conn, Holton, Jupiter, Keilwerth, Selmer, Vito, Yamaha (*Our school currently purchases Yamaha*)

**TRUMPET:** Bach, Besson, Bundy, Conn, Getzen, Holton, Jupiter, King, Olds, Yamaha (*Our school currently purchases Bach, Getzen, Yamaha, and Holton*)

**FRENCH HORN (Double):** Conn, Holton, Jupiter, King (*Our school currently purchases Conn and Eastman*)

**TROMBONE:** Bach, Blessing, Conn, Getzen, Holton, Jupiter, King, Yamaha (*Our school currently purchases Bach and Yamaha*)

**BARITONE HORN/EUPHONIUM:** Bach, Besson, Blessing, Bundy, Conn, Getzen, Holton, Jupiter, King, Olds, Yamaha (*Our school currently purchases Yamaha, Bach, and King*)

**TUBA:** Bach, Besson, Conn, Eastman, Jupiter, King, Miraphone, Yamaha (*Our school currently purchases Eastman and Yamaha*)

**PERCUSSION:** DW, Groove, Jupiter, Ludwig, Mapex, Pacific, Pearl, Premier, Remo, Tama, Vic Firth, Yamaha

**STRINGS:** (*Our School currently purchases from Southwest Strings, Penrose Strings*)

**If you are not sure about the quality or price of an instrument, please do not hesitate to contact Mr. White. Beware of stores offering “no-name” or off-brand instruments!**

## Local Music Stores

### Central Music, Fillmore

553 W Ventura St.  
Fillmore, CA 93015  
(805) 524-5511

### Nick Rail Music, Valencia and Agoura

25868 McBean Pkwy.  
Valencia, CA 91355  
(661) 288-2345

5023 Kanan Rd.  
Agoura Hills, CA 91301  
(818) 991-3750

### Henson's Music, Oxnard

301 S A St.  
Oxnard, CA 93030  
(805) 486-8742

### Music & Arts, Thousand Oaks

North Ranch Gateway  
30839 E Thousand Oaks Blvd.  
Westlake Village, CA 91362  
(818) 706-3795

### Penrose Strings, Camarillo

2291 E Ventura Blvd.  
Camarillo, CA 93010  
(805) 309-5933

**Private Lessons may be available at these stores.**

**Other Stores listed on our music website!**

