



# *Millbrook High School Bands*

*2201 Spring Forest Road Raleigh, NC 27615*

*www.mhsbands.org*

# **Band Handbook**

## **2011-12**

Welcome to the Millbrook High School Band. Your choice to continue your music education is a wise one. You are fortunate to have an opportunity to enrich your lives forever if you approach the study of music with a committed plan and a healthy level of passion. This handbook was developed to outline procedures and guidelines for the Millbrook High School (MHS) Band. There is a wealth of information to give students and parents an idea how we operate. Students must understand their responsibilities as they relate to the expectations of the band ensemble. The purpose of this handbook is to help everyone understand their responsibilities as well as make students and parents aware of the procedures followed in our organization. We would like to request that you spend time with this handbook to make certain that you are aware of how our group works.

*Since music has so much to do with the development of character, it is necessary that we teach it to our children*

*-Aristotle-*

*Music is your own experience, your thoughts, your wisdom.*

*If you don't live it, it won't come out of your horn.*

*They try to teach you there's a boundary line to music.*

*But, man, there's no boundary line to art.*

*-Charlie Parker-*

*Art can warm even a chilled and sunless soul to an exalted spiritual experience. Through art, we occasionally receive—indistinctly, briefly—revelations the likes of which can not be achieved by rational thought. It is like the small mirror of legend: you*

*look into it but instead of yourself, you glimpse for a moment the inaccessible, a realm forever beyond reach. And your soul begins to ache...*

*Alexandr Solzhenitsyn*

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# Philosophy and Principles

## Why Band?

**Band is intrinsic.** As with all art, it is about expressing oneself via a different and unique language. Much of academia is impressionistic, which requires a definitive skill of following instructions. Band adds to that requirement the option of self-expression.

**Band is group effort.** Members are required to shift from an I/Me reasoning to a We/Us concept. This means extending oneself beyond the normal considerations of much of our day-to-day living. Instead of the logic being, “What’s in it for me?” it becomes, “What’s in it for us?” The values of cooperation, communication, concentration, correlation, and completion come into play at each rehearsal and performance.

**Band builds positive self-worth.** Although we share many similarities with our athletic counterparts, BAND is a place for everyone. Rarely is a person serving as an alternate or substitute. Everyone in the band plays a starting role.

**Band is preparation for life.** Through the discipline of MUSIC, we are developing a consistent understanding between the intellectual (cognitive) and emotional (affective) thought processes. Band allows the person to create formulas that are directly transferable to other facets of life. Although these four points may seem lofty in character, they make up the fundamental framework of a band program.

- *Dr. Tim Lautzenheiser*

## Goals of the Band Program

- To provide each student with a music education by teaching the skills and attitudes necessary to succeed as a young musician and as a young adult.
- To provide performances of quality music for the school and community.
- To help develop and promote a good work ethic, a commitment to excellence, personal integrity, and a respect for self and others.
- To provide each student with a positive emotional outlet, a good social experience, and a positive group activity in which to spend their time.

**FYI...** SAT scores report -Students who participate in music performance on average scored a total of 96 points higher:

- 57 points higher on the Verbal portion    41 points higher on the mathematics portion  
and

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

- Colleges and universities are aware of what is involved in band classes. This tends to make involvement in band one of the most attractive items that a student can have on his/her transcript for college acceptance.

## Student Expectations

Band students are typically some of the finest young people in our school community. I have high expectations for students in band and expect each student to exceed these expectations. Every band student should be:

- **PREPARED-** Bring all materials to each class, rehearsal, and performance.
- **COMMITTED** - Think of the band first. Fulfill all of your obligations to the band.
- **PUNCTUAL-** Always be on time for class, rehearsals, and performances.
- **DISCIPLINED-** Understand the need for practice and make time for it on a daily basis. Strive for excellence in all of your classes.
- **PATIENT-** Understand that becoming a good musician is a process. It takes time. Work to improve on a daily basis.
- **HONEST-** Take full responsibility for your actions. Do not lie, cheat, or steal.
- **POSITIVE-** Attitudes are contagious. Be sure yours is worth catching. Offer solutions, not problems.
- **POLITE-** Treat everyone you encounter with kindness, courtesy, and respect.
- **RESPONSIBLE-** You are young adults. Do not wait to be told the obvious. Do your part.
- **MATURE-** Think before you act. Follow instructions the first time they are given. Be attentive and in control of yourself.
- **PROUD** - Take pride in yourself, your band, your school, and your community. They all share in our success.

## What to Expect from your Director

Above is what I expect from you as band students. Here is what you can and should expect from your director:

- **Consistency-** My expectations for each student and for the band will be the same. I will expect your best effort and behavior at all times.
- **Fairness-** I will be as fair as possible in dealing with students and in enforcing policies and procedures.
- **Honesty-** I will be honest when talking with you about your performance and behavior.
- **Commitment-** I will work to help each student grow and become his or her personal best. I will continually strive to become a better teacher by listening to and learning from any source I can.
- **Trust-** I will always take you at your word... unless you give me a reason to doubt you.
- **Hardworking-** I will give everything I can for your ensemble.

I do want to know more about you, your family and friends, your interests. I hope you will find some time to share this with me. Also, please know that my door is always open to you should you need advice or to talk about anything.

## Attitude

Many students do not realize the messages they communicate with their body language. Slouching in chairs, rolling eyes, and failure to make eye contact are all considered to be rude and disrespectful. In band, these actions cannot exist. Such behavior is inappropriate. BE NICE!

## The Importance of Procedure

The policies and procedures outlined in this handbook are there to ensure that the band program runs smoothly. These same policies and procedures ensure that every student has a safe, positive, and successful experience. **Please do not ask for exceptions to rules.** Occasionally, circumstances may justify an accommodation. These accommodations will be made on a case-by-case basis at the discretion of the band director.

## Discipline

Because of the nature of band, discipline must be in place. The band has a highly visible profile both at school and in the community. A poor performance or poor behavior can damage the reputation of the entire band. Students will be held responsible for their actions, attitudes and performances. Remember that membership in the band is a privilege and not a right.

## Commitment

*Commitment usually means giving up convenience, going the extra mile, inviting personal discomfort, embracing confrontation, and sacrificing instant gratification for the mission at hand. There are no miracle solutions! Excellence is achieved through commitment.*

*-Dr. Tim Lautzenhiser*

Being in the band requires this type of commitment from students and their families. Students need to understand the necessity of time management. A planner or calendar is essential. You should get one and write all band dates down as soon as you receive them. Students should be careful when becoming involved in multiple organizations and activities. **It is wrong and unfair to expect any group to lower its standards because you have over-committed yourself.** Making wise choices based on your time, talents, and interests is a vital part of becoming an adult. Budget your time wisely. Realize that you have made a commitment to the band and that failing to honor that commitment shows a lack of character and integrity in the student and is unfair to the group.

## Financial Considerations

Band at times can be an expensive activity. Students need the right equipment to have successful learning experiences. Faulty or inadequate equipment hinders the progress of the individual and lowers the performance quality of the band. Students must understand again that making wise choices is part of becoming an adult. Movies, cool clothes, and going out with friends are an important part of being a teenager. Mouthpieces, mallets, sticks, and class materials are an important part of being a band member. Please budget your money wisely.

# The Band Curriculum

## Ensembles

### Marching Band

Marching Band is a 4<sup>th</sup> block class offered during the fall semester to students by audition or one successful year of high school band. Please refer to the separate Marching Band Policy Manual for details on Marching Band policies in addition to the ones in this handbook. All marching band students are expected to follow the policies established in this handbook as well as the Marching Band Policy Manual.

### Concert Band

Concert Band is offered in the fall, 3<sup>rd</sup> block. This class is offered to any student not participating in the Marching Band. In Concert Band, we:

- Focus on the fundamentals of music, tone production, balance, intonation, and ensemble playing through the study of simple band literature
  - Improving students' technical ability and musicianship
  - Establishing and maintaining good practice habits
  - Improving general musical knowledge including basic music theory and history.
  - Producing musicians who will be well-prepared for their remaining years in band.

### Symphonic Band I

This band class is offered in the spring, 3<sup>rd</sup> block, for any student who is not involved in marching band. Symphonic Band I serves as a transition into the high school band program. In Symphonic Band I we focus on:

- Further focus on the fundamentals of music, tone production, balance, intonation, and ensemble playing through the study of simple band literature
  - Improving students' technical ability and musicianship
  - Establishing and maintaining good practice habits
  - Improving general musical knowledge including basic music theory and history.
  - Producing musicians who will be well-prepared for their remaining years in band.

## **Symphonic Band II**

Symphonic Band is offered during the spring semester, 4<sup>th</sup> block, and is open to students who have successfully completed one year of high school band (Symphonic Band I) or by audition. In Symphonic Band II, we:

- Continue to focus on fundamentals of music while performing more advanced literature
- Further improvement of students' technical ability and musicianship, as well as aesthetic awareness
- Further development of students' general knowledge of music through theory and history

## **Wind Ensemble**

Students are eligible for Wind Ensemble by successful audition with the director.

In Wind Ensemble we focus on:

- Focus is on development of exceptional tone production, range extension, advanced technical skills and vocabulary development, ensemble sensitivity, self-expression, advanced independent musical decision-making, student leadership and character development through music literature and public performance.

## **Jazz Band**

Jazz Band meets as an extracurricular audition-only ensemble during the spring semester.

- Students are expected to have 3 years of ensemble experience and fundamental skills in instrumental performance and music-reading. Exceptions may be made for members of the rhythm section (drums, bass, guitar, piano), though basic music-reading and/or chord symbol skills are necessary for these players.
- Performs in one concert per year and several small school events in the spring.
- Members are drawn from the concert ensemble program.

## **Honors Band (Juniors and Seniors only who have completed Band I and II during freshmen and sophomore years)**

Students enrolled in the Honors option must complete an additional set of Honors criteria in addition to the regular curriculum. The honors curriculum includes:

- Announcing, publicizing, and promoting concerts.
- Preparation (fall semester) and performance (in early January) of the scales and literature used for CDBA All-District Band Auditions. This includes rehearsal time after school during November and December.
- Organizing and performing a recital of solo and ensemble literature in the fall (seniors) or spring (juniors). This includes several rehearsal times after school during the months before the performance.
- Research, written report, as stated by NC Honors curriculum.

## **Curricular Goals**

Music has always been part of our lives. It is deeply embedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in

important ways to our quality of life. Music is one of the primary ways we learn about ourselves, others, actions and consequences, and traditions and beliefs. Music is one of the fundamental ways human beings create and communicate meanings.

*-from NCSCS, 2001*

The curriculum of the band program is designed to provide students a quality music education through performance. The goals of the band curriculum are as following:

- To provide each student with the skills necessary to succeed as a young performer.
- To provide opportunities for students to perform a variety of quality literature.
- To broaden each student's theoretical, historical, and cultural understanding of music
- To provide each student with the skills and opportunity to create their own music or musical interpretation.

### National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improving melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Students should visit the *MHS Student Services Blackboard site for specific Graduation Requirements for NC and WCPSS.*

## Private Instruction

It is recommended that all students seek private lessons. A good private teacher is perhaps one of the most valuable investments a parent can make for a child. Band directors are trained in the general instruction of every band instrument, but that general knowledge cannot compare to that of a professional musician who makes a living playing one instrument. Private teachers are excellent for the serious music student who wishes to grow faster, or for the average student who is having isolated problems which would benefit from the knowledge of a specialist. **A private teacher list is available in the band room.**

# Policies & Procedures

## Attendance

The attendance policy for band is based on the premise that it is never acceptable to miss a rehearsal or performance. When one person is missing in an ensemble rehearsal or performance, it affects the entire ensemble. It is also impossible to truly recover the material missed in a rehearsal or performance without having the entire ensemble attend the make-up. Attendance is a part of the overall band grade and will be addressed in the grading section of this handbook.

## Class Rules

1. This class is a prejudice free zone. We will respect each other.
2. Everyday have your **instrument, pencil, supplies, and your music in a binder/folder** in class.
3. We will respect each other's instruments and property, especially the percussion instruments. **You must have permission from the band director to play percussion instruments.**
4. **NO GUM CHEWING, EATING, OR DRINKING IN CLASS...EVER!**
5. Backpacks and belongings should be left at the sides of the room and instrument cases in lockers—these items should not be in the rehearsal area. Please help to keep this room organized and clean.
6. You must ask to use the phone. (*This is a courtesy, not a right*).
7. Be early! To be on time is to be late!

## Daily Rehearsals

All students are expected to play in band class each day. Rehearsal preparation/technique is an important part of your quarter grade. Below are a few of the main excuses I hear for not playing in band class. Each excuse is followed by the policy on the subject.

- **“Braces.”** Many students have braces and I realize that these can sometimes be painful, especially when the orthodontist tightens your appliances. I will work with you on this as long as I do not feel that you are taking the situation for granted. Usually one day is all that will be allowed for braces pain.
- **“I Forgot My Instrument.”** In general, if a student forgets their instrument, they will lose the rehearsal points for that rehearsal. Students who do not have an instrument on the day of a playing test risk receiving a zero for the assignment. Students who do not have an instrument on the day of a chair test risk being moved to last chair.
- **“My Instrument Is Broken/ In The Shop.”** If your instrument is in for repair, you must bring a note from the shop with the date taken, the work requested, the estimated pick-up date, and a shop phone number. Students will be allowed two days without penalty for shop repairs. Three days or more will require the student to perform some make-up work. This will be arranged on an individual basis. If the repair runs close to a performance, the student may be removed from the concert due to a lack of rehearsal time with the band. In this event, the student will be expected to attend the concert and play a make-up jury. The jury must be performed within 5 days of the missed performance.

- **“I Don’t Feel Well.”** In general, if you are well enough to be at school, you are well enough to play. However, I realize that occasionally this is not the case. All incidents of this nature will be handled on an individual basis.

## Homework

Homework in band class is for students to practice. The only way to improve as a musician is through consistent and diligent practice. Occasionally, there will be a different kind of homework assignment. For marching band members, maintaining and studying their dot book is also a part of their homework.

## Practice

In order to successfully improve, you must practice on a daily basis.

### HOW TO PRACTICE

- Practice in the same place each day. Be sure there are no distractions.
- Begin with long tones. Concentrate on producing a pleasing sound. Think about your breathing. Produce a steady and controlled air stream. Use a mirror to check your embouchure, hand position, and posture.
- Spend time on scales. Play them slowly at first and then work for speed.
- Work out of your technique/method book each day. Work for accuracy and be sure to play everything assigned. Challenge yourself! Don’t work on exercises you can play.
- Practice your music. Work on the parts that you cannot play. Practice them slowly at first and then increase the speed. Work one measure at a time. Once you are able to play a measure five times without mistakes then you can increase the tempo.
- Pay careful attention to details: correct notes and fingerings, rhythms, key signatures and accidentals, signs and symbols, dynamics, and articulations.
- If you can play your band music correctly, find some other challenging music to work on.
- Finally--play something just for fun.
- Swab woodwinds thoroughly, empty water from brasses and return instrument safely to case.

<b>Practice Timeline</b>
<ul style="list-style-type: none"> <li>• 5 Min.- Long Tones</li> <li>• 5 Min.- Scales</li> <li>• 7 Min.- Method Book</li> <li>• 10 Min.- Music</li> <li>• 3 Min.- For Fun</li> <li>• Pack Up</li> </ul>

## Grading

The grading for band classes is based on the idea that everything we do in class contributes to the student's success. Therefore, all parts of the curriculum are important.

There are 4 basic areas of grading:

- **Rehearsal Technique**
- **Assessment**
- **Performance**
- **Projects**

A "grading point" system has been established to assess each student's progress throughout the curriculum. The final grades for the class will be based on the total of the accumulated grading points in each class.

### Rehearsal Technique

Rehearsals- (5 pts. each)

Rehearsal is our class time. Students are expected to fully participate in rehearsals. They must have the proper materials, their parts prepared, any assignments completed, and should pay attention. Students who forget their instruments (or other materials that prevent them from participating in rehearsal) will receive a zero for the rehearsal grade and will not be allowed to make it up. In addition, students who are not prepared musically for class or are not actively engaged in class activities will also lose daily rehearsal points.

Tardies:

Students who are tardy seriously disrupt the flow and progress of a rehearsal. Students will be considered late if they are not in their seat ready to start by the time the late bell rings. Any student who is tardy will lose three (3) points per tardy. On the 2<sup>nd</sup> tardy, parents will be notified and a teacher provided detention will be the consequence. The 3<sup>rd</sup> tardy will result in ASD, and any tardies after this will result in an administrative referral.

Absences:

If a student misses any rehearsal for an unexcused reason, s/he will gain zero points for that rehearsal.

### Performances

Performances- (200 pts. each= two 100 point test grades)

Performances are the culmination of a unit of study, an exam of sorts. Successful performances demand that students perform well and exhibit a degree of "professionalism." The student's performance grade will be an average of their professionalism (punctuality and preparedness), their performance, and the self-evaluation exercises (post concert).

**All performances are mandatory. Excused absences from performances will only be allowed in the most extreme cases. Work or lack of transportation are not excused absences.** On the rare occasion that an absence from a performance is excused, the student will perform a performance jury as a make up. Performance juries must be scheduled within one week (5 school days) of the performance date.

Students who are late for their concert call times will have points deducted from the performance grade as follows:

- 5 minutes late- 20 points deducted
- 10 minutes late- 40 points deducted from the concert grade.
- 15 minutes late- 60 points deducted (or more)—and exclusion from the performance. You must however, stay for the concert and help backstage.

Students who arrive at the concert without their instrument/music or without appropriate concert dress will not be allowed to perform with the group, but must stay for the concert. A performance jury will be required to make up the grade. For this jury, a student can earn a grade worth 70% of the original grade. This policy also applies to unexcused absences. **All students are expected to stay for the entire concert.**

### **Make-up Work**

Students who have excused absences from rehearsals may make up the lost rehearsal points by completing any of the extra credit activities listed below.

Performance jury: students who have an excused absence from a performance or who were excluded from a performance for any of the reasons listed above must take the performance jury within five (5) school days of the concert. The jury will be composed of music from the concert, scales, and/or sight-reading. They should schedule this immediately with the director.

### **Assessments**

Assessments are how student progress is measured. The grading points assigned reflect the typical test grade for that assessment. The following are the assessments (or tests) that students will encounter throughout the year.

- Playing tests—(100 pts. each)—assess a student’s proficiency of a specific aspect of performing on their instrument. Playing tests are given sporadically during the year and may be unannounced, and usually do not determine seating.
- Auditions—(100 pts. each)—assess a student’s complete proficiency on a set of performance standards. Auditions will occur at least once a semester in advanced ensembles and always determine seating. Audition information will usually be given out a several weeks before the audition date.
- Written evaluations—(100 pts. each)—Worksheets or written tests that assess student knowledge. Worksheets will be used periodically. Written tests will be given as needed during the year.
- Practice Records—(10 pts. each)  
These records will be turned in weekly and will be averaged into the total grade. For 10 points, students must practice 150 minutes per week. Less or more minutes will affect the grade accordingly.

### **Projects**

The performing arts department will offer opportunities throughout the year for projects that use interdisciplinary learning between our disciplines. Band students will also be given projects relating to composition, small group performance, etc. These projects can be individual projects as well as collaborative group projects. Projects usually count the same as a test, 100 points. Project information will be given out and explained during class.

### Extra Credit

Students may engage in extra credit band projects as a way to further their musical knowledge. These projects can be used for making up grading points lost or for extra credit (*limited to two (2) per quarter*). Students may choose from the following.

- Research reports- (10 points) about a specific subject in music. Reports will not be research papers, but will be of a more creative format. See Mrs. Kerr for details.
- Concert Critiques- (10 points) shorter versions of the concert review. A form will be available. Students must complete the Concert Review for the semester before a critique will be accepted.
- Album Reviews- (10 points) write a review after listening to a recording of a classical or jazz nature. Forms will be available.
- Solo or Group Performances- (20 points) that are not part of the band performances can be used for this project. Students must submit information about the performance before it happens and write a reflection about the performance.

## Chairs & Challenges

Chairs (placement within the section) will be determined by auditions and playing tests. There will be an initial audition each semester to determine chairs. Students will have opportunities to advance through the section through assessments (playing tests). There will not be any formal challenges.

## Field Trips

Each ensemble may be involved in a field trip throughout the year. Some examples are Band Camp, State Band Festival, Marching Band Competitions, and Spring Trip. These field trips offer additional opportunities for music education, performance, musical and cultural enrichment, and interaction with other band students from different schools. The general rules and expectations of behavior for band students are expected on all field trips. Information outlining rules, details, expectations and schedules for extended trips will be distributed as those trips approach. A special parent meeting will be held prior to any extended trips.

**All rules of MHS and the WCPSS are in effect and will be enforced on all field trips.**

## Building Rules

There are several areas that the band inhabits within this building. Here are some rules regarding these areas.

## Band Room

1. We will respect each other's instruments and property in this room, especially the percussion instruments. **You must have permission from the director to play any percussion instruments.**
2. Backpacks and belongings should be left at the sides of the room and cases in lockers during rehearsals and should not be in the rehearsal area.
3. Students are expected to take care of the equipment in this room. Any abuse of the chairs, stands, boards, or other equipment will result in detention and possibly a disciplinary referral.
4. Please help to keep this room organized and clean.
5. You must have permission before using any electronic equipment.

## Drum Room (Percussion Storage)

1. Percussionists only are allowed in this room.
2. **NO FOOD OR DRINK IS ALLOWED IN THIS ROOM.**
3. Do not play or disturb the marching drums without permission from the band director.
4. Learn where instruments belong in this room.
5. Do not leave any personal items in this room.
6. Loose drum sticks/ mallets left in this room will be removed. Stick bags may be stored in the drum room or cabinet.

## Music Office

1. The music office is where the band and orchestra directors do the business end of our jobs. This is not a student area, although students are welcome to come into the office for various reasons. This office is not a social area for students.
2. The phone in the music office is not available for student use during school hours. After school, students **MUST ASK BEFORE** using the phone. Permission will be granted at the discretion of the directors.
3. No students should ever use either computer in the music office. These are teacher computers and are not for student use. Specific exceptions to this can be made by the directors.

## Instrument Lockers

Students playing wind instruments will be assigned a locker to store their instrument during normal school hours. Instruments are to be kept in lockers!

1. **NO FOOD OR DRINK ALLOWED IN THIS ROOM AT ANY TIME! ESPECIALLY IN THE LOCKERS!**
2. **THE BAND LOCKERS ARE FOR INSTRUMENTS ONLY.**  
Everything else should be kept in your hall lockers.

3. **Students will be responsible for providing a combination lock for their band locker. The combination code must be kept on file with the band director at all times.**
4. **Only Color Guard members may touch the flags and weapons stored in the guard room.**
5. **Only orchestra members may touch the string instruments stored in the room.**
6. Please help to keep lockers and storage rooms clean.

The Band Director as well as other school officials will not be responsible for lost or stolen instruments. **PLEASE RECORD YOUR INSTRUMENT SERIAL NUMBER WITH YOUR HOMEOWNERS OR RENTERS INSURANCE.**

### Music Library/Uniform Room

This is where the band music is stored. Only the band librarians are allowed in the music library without permission. All other students must obtain permission from the band director or go through the band librarian.

This room also houses the marching band uniforms as well as some of the marching band rehearsal equipment. Students must obtain permission from the band director to access this room unless being fitted or picking up a uniform for a performance.

# Equipment

## Class Materials

Materials necessary for class include:

- Instrument in working order
- **A PENCIL ...everyday!**
- Reeds for all woodwind players. You should always have 3 working reeds.
- Valve oil or slide oil/cream for all brass players (mutes for trumpets and trombones).
- Sticks and mallets (in a stick bag) for all percussionists.
- **A music binder/folder (for ensemble music/books only)**

## School Instruments

The school provides larger and more expensive instruments to students and has a limited selection of smaller instruments available for students. These instruments may be checked out/loaned for a semester or for a year. There is no fee for renting the instruments, but students and families are responsible for all repairs and maintenance. An instrument check-out sheet is required.

**Percussionists MUST purchase their own drumsticks. The band will provide most of the percussion instruments and drumheads. Percussionists must also complete a loan agreement in order to use school-provided instruments.**

## Switching Instruments

Some students will be allowed to change instruments so that our band can have a full instrumentation. This is a perfect opportunity for students to learn to play a new instrument. Typically woodwind players switch to woodwinds, and brasses switch to brass. If you are interested in switching, come and talk to me to see what we need. Students may not switch instruments without the permission of the band director.

## Required/Recommended Equipment

The following is a list of equipment and accessories that band students should be using in high school. An upgrade of instrument is ideal, but a step-up mouthpiece is a less expensive and very effective way of making a student line instrument sound much better.

### Required Equipment

#### Woodwinds

- All woodwind players should have a small screwdriver and a spring hook in their case.
- All reed players should always have at least 3 working reeds and cork grease in their case.
- Reeds should be 3 – 3 ½ in strength.
- Vandoren, Rico Royale, Mitchell Lurie, Hemke are good brands of reeds.
- **Not Recommended**– La Voz, Rico Orange Box, flavoreeds, plastic or plastic covered reeds

#### Oboe & Bassoon

Reed quality is the key issue for double reeds. Custom made reeds are best, but you can get decent commercial reeds. *The Woodwind & Brasswind* catalogue is a good starting place.

#### Brass

- All valved brass players should have valve oil in their cases. Clear oil is best.
- French horns, trombones with the F attachment, and rotary valve tubas should use rotary oil.
- Trombone players should have slide oil/cream and a spray bottle in their cases.

**All Trumpet and Trombone players should own a straight mute. Trumpets should also own a cup mute. Good brands are: Tom Crown, Yamaha, Humes & Berg, Dennis Wick.** It is not a good idea to purchase Stone-Lined (brand) mutes or two-piece straight/ cup mute combinations.

## Percussion

Each percussionist is required to purchase his/ her own sticks and mallets. Please see the list below for some brands and approximate prices. They should be brought to class daily.

- Vic Firth SD1 (concert snare)^ \$8.00
  - Vic Firth T1- general (timpani) ^ \$25.00
  - Mike Balter - #14 (red yarn) mallets- rattan handles (keyboards/ aux.) ^ \$25.00
  - Stick Bag – any brand- be sure to have your name on it. ^ \$20-40
- *Marching* - percussionists in marching band will need to purchase the appropriate stick or mallet for their instrument.
- *Jazz*- drummers in jazz band will need to purchase the appropriate drum set sticks and a pair of brushes

## Recommended Equipment

Students that have been playing wind instruments for a few years will begin develop as instrumentalists and often begin to “outgrow” their beginning instruments. An upgrade of instrument is to an intermediate (step-up) or professional quality instrument would be ideal, but is often expensive. Step-up mouthpieces are a less expensive way of making a student line instrument sound much better. I would strongly urge every student in band to consider moving to one of the step-up mouthpieces listed below.

### Step- Up Mouthpieces examples

- **Clarinet**- Vandoren B-45 (\*with a Rovner ligature) ^\$80.00
- **Bass Clarinet**-Vandoren CM 344 (\* with a Rovner ligature) ^\$173.00
- **Alto Saxophone**- Selmer S402 C STAR (\*with a Rovner ligature) ^\$135.00
- **Tenor Saxophone**- - Selmer S404 C STAR (\*with a Rovner ligature) ^\$160.00
- **Baritone Saxophone**- - Selmer S405 C STAR (\*with a Rovner ligature) ^\$250.00
- **Trumpet**- Bach 1 ½ C or Benge 3C ^\$45.00
- **French Horn**- Holton Farkas MDC- ^\$43.00
- **Trombone/ Baritone/ Euphonium**- Bach 6 ½ AL (check shank size) ^\$58.00
- **Tuba**- Bach 18 ^\$73.00

\* Rovner ligatures range in price from \$23.00- \$27.00 \*

*^Note: All prices listed are approximate quotes. Parents are encouraged to check with several stores to find the best prices on mouthpiece purchases.*

*Note: Students should not accept substitutions from music retailers without first checking with your band director. Be safe; buy the mouthpiece listed for your horn.*

## New Instrument Purchase

I have not recommended any instruments because that is a matter of personal preference. If you are considering stepping up to an intermediate or professional quality instrument, please talk to me or your private teacher to find out which models to look for and which to avoid.

## Area Music Stores

Burrage Music Co., Raleigh----872-0211	Tuba Exchange, Durham-----493-5196
Mars Music, Raleigh-----954-9059	2112 Percussion, Raleigh-----833-0046
Marsh Woodwinds, Raleigh ----839-1154	Music & Arts, Cary-----854-0024
The Music Loft, Carrboro-----968-4411	Raleigh Music Center (Brassworks)- -872-8777
Music Explorium, Carrboro-----969-8400	The Woodwind and Brasswind- <a href="http://www.wbw.com">www.wbw.com</a>
	Music & Arts, Durham-----402-9270

## Instrument Repair

As high school musicians, you should familiarize yourself with basic repair and maintenance of your instrument. For instance, woodwind players should be able to reapply tenon cork; brass should be able to clean their valves and slides, and drummers should be able to replace drumheads. In the case that your own personal instrument should become damaged beyond a repair that you can make, please DO NOT send it to the music store without first letting the band director know. There is a good chance that he can repair it on the spot or with a little time, and this can save you money and, more importantly, time in class that you would be without an instrument.

## Music

Each student will be issued a folder and music/technique books for their ensemble. It is the student's responsibility to take care of their music. All music (whether originals or copies) should be cared for as if it is irreplaceable. Here are some guidelines for the care of your music:

- All music/ technique books should be kept in the student's folders and a 1" binder with sheet protectors.
- Music folders and binders should be kept in the music cabinet.
- Music folders and binders should NEVER be kept in cases. This will damage both the instrument and the music.
- Students will be charged for damaged/lost music or books.

### Replacement cost for music/ books:

Original music parts- \$5-\$15

Technique books- \$7-\$25

Copied music- I will not replace copied music...that will be the student's responsibility.

## Concert Attire

The presentation of our students in any performance is important. This organization stands for excellence and the appearance of our young people is essential to the presentation of the music we perform. Therefore, these specific uniform policies and procedures are in place for all members of this organization. When students dress alike it creates an atmosphere of class and dignity; it communicates a unified sense of purpose. Standard attire also prevents the occasional embarrassment caused when students have "unique" tastes in clothing.

The following concert attire is required for all students unless otherwise indicated:

### Wind Ensemble

**We will wear "Concert Black" for all formal concerts. It consists of:**

#### Gentlemen

- Black tuxedo pants
- White tuxedo shirt
- Black bow tie
- Clean black socks
- Black dress shoes

#### Ladies

- A plain concert style black dress
- Black dress shoes
- Black/ tan panty hose

**\*\*Students will be fitted for concert attire in the early Spring Semester.**

### Symphonic Band I, II, & Concert Band

We will wear all black, which consists of:

#### Gentlemen

- Black dress pants
- Black dress shirt
- Black tie
- Clean black socks
- Black dress shoes

#### Ladies

- A plain black dress  
(or) black blouse and black skirt  
(or) black blouse and black dress slacks

***All Dresses And Skirts Must Be Floor Length (no slits) and must have sleeves.***

- Black dress shoes
- Black/ tan panty hose (or) black socks are optional

\*\*In the event that we attend a non-traditional performance, or bands are combined for a performance, attire will be discussed by the students involved before a final decision is made.

## District, State & College Events

The North Carolina Bandmaster's Association (NCBA) promotes different activities that high school band students may participate in. The NCBA recognizes these students in several different ways including a statewide publication. The events we encourage students to pursue are:

**All District-Band** - Auditions are held in early January, and the clinic is held two weeks later. Students who are selected for one of the three ensembles will have a band experience of the highest quality. Nationally known clinicians and composers are brought in to rehearse these bands and share knowledge of the music. Students will get to meet the best musicians from different high schools in the Central part of North Carolina. For more information, please contact the band director.

**All-State Band** - Similar to All-District band but more advanced. This is a very prestigious honor for a high school band student. Only the top students from their respective All District bands are allowed to audition. Nationally and internationally known clinicians and composers are brought in to rehearse these ensembles, and students get to meet the best high school band students in the state.

**Governor's School** - The band director may nominate any sophomore or junior that has the qualifications of the North Carolina Governor's School music program. This is a lengthy process and involves testing and auditions. Once the student is accepted into the program, he/she must commit to six weeks of study at the East or West location. This program is for the "talented and academically gifted" students of North Carolina and is free to those who qualify. For more information on this program, please contact the band director or the school guidance office.

**Solo & Ensemble Festival** - Students may play solos or form groups of different sizes. Performances are judged by area directors or clinicians and festival ratings are given. The feedback gives valuable information to help students progress as musicians. For more information, please contact the band director.

**College Clinics/ Camps**- Many of the local colleges offer clinics throughout the year. These experiences are similar to the all- district or all- state clinics. Entrance requirements vary, so be sure to check the bulletin boards for information.

Many colleges also offer summer camps. These camps are excellent opportunities for students to challenge themselves musically as well as a chance to work with a

variety of directors and clinicians. Be sure to check the bulletin boards in the Spring for information on summer camps.

## Awards

The students in the band program work very hard to achieve their goals each year. At the end of the year, the band holds an awards banquet to celebrate our successes. All band students and their families are invited and should plan to attend. There are a number of awards that students can earn throughout the year. These awards are presented at the banquet where EVERY student in the program is recognized for their contribution.

## Band Letters

Letters are awarded to students who exhibit a high level of motivation and personal commitment to the Band Program. Each student will have the opportunity to earn this letter for participation and achievement in the band program.

# How Parents Can Help

## At Home

Regardless of your musical background, a parent's support and encouragement will have a tremendous impact on your child's progress in band.

### What To Do...

- Require practicing at home on a daily basis.
- Provide a regular time and a quiet place where your child can practice every day.
- Ask your child to play for family and friends. Encourage performance.
- Listen to your child practice and acknowledge improvement
- Expose your child to a wide variety of music
- Encourage your child to play many types of music
- Help keep your child's instrument in good repair.
- **Enthusiastically attend all concerts and band functions to show your support.**
- Teach your child to be punctual by helping them to be early for practice, class, or performances.
- Help your child manage their schedule to avoid conflicts with rehearsals and performances.
- Read and respond to emails and messages that affect you or your child.
- Support the goals, policies, and procedures of the director. Your child succeeds when the program succeeds.

## What Not To Do...

- Don't use practice as a punishment.
- Don't force your child to perform for others when they don't want to.
- Don't ridicule or make fun of mistakes or less-than-perfect playing.
- Don't allow your child to play on an instrument in poor condition.

## At School

Parents can have a positive impact by getting involved at school. There are many ways that you can show your support for your child's musical endeavors. The easiest is to attend all performances, but there are many other ways to get involved.

## Band Boosters

The MHS Band Booster organization is the parent volunteer group that supports the band program. It would be impossible to run a program that offers so many opportunities for students without the help of the many parents who graciously volunteer their time and energy in support of all the children in band. The boosters provide support in many different ways and at many different levels of involvement. If you want to support your child's music education, there is a way you can help. The Boosters meetings are held on the 3rd Thursday (sometimes Wednesdays) of every month at 6:30 pm in the Band Room—an official schedule is posted at [www.mhsbands.org](http://www.mhsbands.org). I urge all parents to come and find out more about what the boosters do. Here are just a few ways the boosters help support the bands:

- Helping at Band camp
- Provide a pit crew at games and competitions
- Drive the trucks/ trailers
- Plan the fundraisers
- Provide refreshments
- Plan the trips
- Organize email/phone trees
- Plan the awards banquet
- Chaperoning any number of field trips
- and the list goes on....

# Contact Information

For more information, check the band website – [www.mhsbands.org](http://www.mhsbands.org)

Natalie L. Kerr – Band Director

You can reach me in the following ways:

Email: [nkerr@wcpss.net](mailto:nkerr@wcpss.net) or [mhsband@wcpss.net](mailto:mhsband@wcpss.net)

Phone: (919) 850-8822 (band office)

By appointment during my planning time.

Band Booster President:  
Donna Nienstedt  
[donnaniens@yahoo.com](mailto:donnaniens@yahoo.com)

Band Booster Vice President:  
open

Band Booster Secretary:  
Bernetta Williams  
[bernettathornewilliams@yahoo.com](mailto:bernettathornewilliams@yahoo.com)

Band Booster Co-Treasurers:  
Christy Claypoole & Linda Butler  
[christyclaypoole@att.net](mailto:christyclaypoole@att.net) &  
[signoralinda@gmail.com](mailto:signoralinda@gmail.com)

Student: \_\_\_\_\_

*(please print)*

## 2011-12 MHS Band Handbook



STUDENT NAME \_\_\_\_\_ INSTRUMENT \_\_\_\_\_

ADDRESS \_\_\_\_\_

HOMEPHONE \_\_\_\_\_ STUDENT EMAIL \_\_\_\_\_

**PREFERRED PARENT E-MAIL** \_\_\_\_\_

FATHER'S NAME \_\_\_\_\_ PHONE \_\_\_\_\_

CELL PHONE OR ALTERNATE NUMBER \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_ PHONE \_\_\_\_\_

CELL PHONE OR ALTERNATE NUMBER  
\_\_\_\_\_

I have received an electronic copy, read, and understand and agree to uphold the rules and information contained in this Handbook. I have attached my child's supply/music fee for classroom band of \$10 to this form.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/ Guardian

\_\_\_\_\_  
Date

*After filling out this information, please return to Mrs. Kerr **no later than Wednesday, August 31.***