



Chapel Hill High School Bands



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Band Handbook

2009- 2010

Welcome to the Chapel Hill 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 Chapel Hill High School (CHHS) Band. There is a wealth of information to give students and parents an idea of 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.

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-

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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. There is no “second string” in band; 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 -Student’s 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

*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 group.

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 here. **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, and class materials are an important part of being a band member. Budget your money wisely.

The Band Curriculum

Ensembles

Symphonic Band

Symphonic Band is open to all instrumentalists who have successfully completed three years of middle school band. In Symphonic Band we focus on:

- Further development of students' technical ability and musicianship.
- Further development of students' knowledge of music theory and history.
- Further development of students' general knowledge of music through varied and challenging ensemble literature.

Honors Symphonic Band

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

- Concert reviews. (in addition to the Performance Forums)
- Preparing program notes and doing background research on the music the band is performing.
- Organizing and performing a recital of solo and ensemble literature in the spring.

*Each honors symphonic band student is highly encouraged to audition for the Central District All-District Band. The auditions are on the first weekend in January, and the clinic is the last weekend in February.

Percussion Ensemble (only percussion students)

(Register for Symphonic Band—Percussion)

Percussion Ensemble is a class for percussionists (except jazz ensemble drummers) in the band program. In this class, we focus on:

- Improving students' knowledge and technique in all the major areas of percussive playing.
- Improving general musical knowledge including music theory and history.
- Establishing and maintaining good practice habits.
- Further development of students' knowledge of percussive music through varied and challenging ensemble literature.

Jazz Ensemble I/II and Honors Jazz III/IV (by audition)

Jazz Ensemble allows students to study jazz in the setting of combos. The instrumentation is limited to 4 "horns", drum set, bass, guitar, piano, vibraphone, and a vocalist. Auditions are held each year to fill vacancies in the ensemble. Because of the demands of this class, it is not usually open to freshmen.

All sections of Jazz (I-IV) rehearse and perform together. Jazz I and II are identical in curricula to each other. Jazz III and IV are the honors component of our jazz offerings, and are open to students with at least one year of experience in the jazz program. Students in this program will participate in a more rigorous curriculum, which includes much more outside work, often taking the form of solo transcriptions, album reviews, jazz history research, and recital preparation.

In Jazz Ensemble, we focus on:

- Improving students' knowledge of the jazz idiom and the various jazz styles.
- Introducing and developing jazz improvisation.
- Introducing and developing ability to do transcriptions of jazz solos.
- Development of students' knowledge of jazz styles, jazz theory, improvisation and history through varied and challenging literature.

Marching Band (all students)

Students in Concert Band, Symphonic band and Percussion Ensemble are expected to participate in the Marching band.

All instrumentalists (winds & percussion) in the Marching Band must be enrolled in a daily curricular ensemble.

The Tiger Marching Band is an award-winning performing group with a long and proud tradition of excellence. The Tiger Marching Band serves as an ambassador of the Chapel Hill-Carrboro schools and the community when performing throughout the state and country.

Marching band is a very different musical experience than students may be used to. Marching involves the physicality of coordinated movement to music while engaged in the expressive playing of instruments to produce an exciting and entertaining performance. The end result of ~100 students working towards a unified expression takes a lot of work, but the results are usually stirring.

Marching band is an 8th period class and rehearsals are held after the regular school day, 2-3 days a week. Students also attend weekly sectionals. There are clinics during the spring and summer where the skills needed to successfully march and play are learned and refined. Marching Band Camp in late summer is mandatory; it is essential in order to learn and perform a competitive field show for the fall season. The marching band season is from the start of school to the beginning of November.

Marching band is an intensive undertaking, but the benefits far outweigh the amount of time and work that is put into it.

Non-Curricular Ensembles

Small Ensembles—Students may choose to participate in small ensembles in their free time or as part of the Honors class. This is a great chance for students to experience musical growth on their own or with their peers. The CDBA hosts a Solo and Ensemble Festival which is held in the Spring at various locations and provides the opportunity for an adjudicated performance of these groups. There are other opportunities for such groups to perform throughout the year. All honors students (symphonic and jazz) will participate in a recital in May.

Indoor Percussion—This group is an extension of the percussion from marching band as well as an outlet for the students in daily ensembles. The students in this group will work together to perform various drum line/percussion ensemble pieces and is open to any student who has an interest and is willing to work. The personnel of this group will be determined by interest, dedication, work ethic, and skills (in that order). Indoor percussion may have several performance opportunities during the latter half of the school year. **This ensemble is run as a club separate from the band program. It is funded through the funding of students and families. The cost of participation is around \$200 and can be paid out of fair share account money or fundraising. Payments are due before participation can take place.**

Winter Guard—Winter Guard is a competitive indoor version of color guard that takes place from January through April. The main difference with winter guard is that the guard performs solo without the marching band. The competitions generally take place on a basketball court. The winter guard competes against other winter guard units from various other schools in the area. The equipment used for winter guard is very similar to what is used for color guard. In winter guard however, there is much more dance incorporated into the routine that is performed. **This ensemble is run as a club separate from the band program. It is funded through the funding of students and families. The cost of participation is around \$200 and can be paid out of fair share account money or fundraising. Payments are due before participation can take place.**

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 follows:

- 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.

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.

Private Lesson Teachers for Alamance, Durham, Orange, and Wake Counties

WOODWIND			
NAME	INSTRUMENT(S)	PHONE	EMAIL
Linda Cykert	Flute	(336) 570-1989	
Gale Scott	Flute	(919) 402-9270	
Heather Meredith	Flute	(919) 402-9270	
Prof. Brooks Smith	Flue	(919) 962-1039	brooks@email.unc.edu
Grace Wortham	Flute	(919) 563-3222	grace_wortham@abss.k12.nc.us
Annie Rasmussen	Flute	(919) 914-7525	RasFlutes@gmail.com
Kelly Longmire	Oboe	(919) 418-0315	kdl0424@ecu.edu
Prof. Michael Schultz	Oboe	(919) 490-6761	ross.gull@verizon.net
Stephen Rouse	Oboe	(404) 374-5700	scrouse@email.unc.edu
Wendy Spitzer	Oboe	(919) 672-2410	spitzer@fastmail.fm
Prof. John Pederson	Bassoon	(919) 661-1211	-
Aaron Harmon	Bassoon	(301) 221-8533	aaronharman@hotmail.com
Patrick Mitchell	Bassoon	(919) 732-9326	
Daniel Ponder	Bassoon	(919) 720-3751	uncbsn@gmail.com
Todd Shahan	Bassoon	(919) 469-5287	tes910@hotmail.com
Prof. Don Oehler	Clarinet	(919) 962-1042	dloehler@email.unc.edu
Jennifer Cox Bell	Clarinet	(919) 405-1337	jennifercoxbell@yahoo.com
Ron Cozzolino	Clarinet	(919) 469-5198	
Rebecca Grovenstein	Clarinet	(919) 806-1692	rgrovenstein@gmail.com
Jinny Whittaker	Clarinet/Saxophone	(336) 282-5870	whittakergroup@aol.com
Jennifer Strickland	Clarinet/Saxophone	(919) 942-7112	jstrickland4@nc.rr.com
Scott Moore	Clarinet/Saxophone	(919) 544-0164	woodwindscott@yahoo.com
Dave Finucane	Jazz Saxophone	(919) 660-3300	dave.finucane@gmail.com
Brannon Bollinger	Saxophone	(919) 593-5434	
Ross Kane	Saxophone	(919) 402-9270	
BRASS			
Prof. Andrew McAfee	French Horn	(919) 962-1039	amcafeem@nc.rr.com
Sandy Svoboda	French Horn	(919) 942-5482	ssvoboda@ci.carrboro.nc.us
Mary Boudreault	French Horn	(828) 773-2099	mary@triadbrass.com
Prof. Pam Halverson	French Horn	(919) 760-8536	pamweasel@prodigy.net
Michael Capps	Trumpet	(336) 213-7490	michael.capps@orange.k12.nc.us
Michael Peters	Trumpet	(919) 225-1714	stephen@smpeters.com
Prof. Jim Ketch	Trumpet	(919) 962-7560	jketch@email.unc.edu
Dennis DeJong	Trumpet	(919) 363-9255	trumpetsong@att.net
Don Eagle	Trumpet	(919) 783-4296	deagle@intrex.net
Tyler Brown	Trumpet/Euphonium	(919) 732-6597	
Eric Chaiken	Trumpet/Euphonium	(336) 524-0473	
Matt Townsend	Trombone/Euphonium	(919) 563-4634	Matt_townsend@abss.k12.nc.us
Tony Powell	Trombone	(919) 518-0056	tpowell@wcpss.net
Matt Parunak	Trombone	(919) 962-1039	mparunak@email.unc.edu
Caren Enloe	Trombone	(919) 552-0993	-
Kitty Matkins	Trombone	(336) 512-9690	
David Krossschell	Trombone/Euphonium/Tuba	404-374-5700	dkrossschell@hotmail.com
Chris Peffley	Tuba/Euphonium	(919) 468-1893	peffley@hotmail.com
Tony Granados	Tuba	(919) 621-3504	tonytuba@earthlink.net
PERCUSSION			
Jason Higgins	Percussion	(336) 228-1709	
Jeremy Thomas	Percussion	(336) 214-3746	
Prof. Lynn Glasscock	Percussion	(919) 962-1039	lynng@email.unc.edu
Mark Simonsen	Percussion	(919) 929-0405	fracas66@yahoo.com
Amy Davis	Percussion	(919) 451-6977	infinitetuffles@yahoo.com
Jim Roberts	Percussion	(919) 259-1956	Thebeat111@hotmail.com

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. 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.
3. **NO GUM CHEWING, EATING, OR DRINKS IN CLASS...EVER!**
4. Backpacks, belongings, and cases should be left at the back or sides of the room and should not be in the rehearsal area.
5. Please ask before you go into the sound room to use the stereo or sound equipment.
6. You must ask to use the phone. (*This is a courtesy, not a right*)
7. Please help to keep this room clean.
8. At lunch, only supervised activities are allowed to occur in the band room, and food should never be eaten in the practice rooms or hallways.

Class Participation

All students are expected to play in band class each day. Class participation 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 brace pain. Students should always have their instrument and music in order to “finger along” and engage in classroom activities.
- **“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 repairs, 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. **If and when your instrument needs fixing, please see Mr. Carter prior to sending it off to the shop.**
- **“I Don’t Feel Well.”** In general, if you are well enough to be at school, you are well enough to play. 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.

Practice

In order to successfully improve, you must practice 30 minutes each day.

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.

Practice Timeline
• 5 Min.—Long Tones
• 5 Min.—Scales
• 7 Min.—Method Book
• 10 Min.—Music
• 3 Min.—For Fun
• Pack Up

Grading Policies for all Ensembles

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:

- **Participation (200 points per 9 weeks)**
 - **Performance (150 points per 9 weeks)**
 - **Assessments (100 points per 9 weeks)**
 - **Projects (50 points per 9 weeks, non-honors; 150 points per 9 weeks, honors)**
- Total possible points per 9 weeks (minus extra-credit) = 500**

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.

Grade Calculations, Non-Honors:

450 points and above = A

400-449 points = B

350-399 points = C

300-349 points = D

Below 300 points = F

Grade Calculations, Honors:

550 points and above = A

500-549 points = B

450-499 points = C

400-449 points = D

Below 400 points = F

Should there not be a performance for a particular ensemble during a nine weeks, the overall grade scale will be lowered by 150 points.

Participation (200 points per 9 weeks)

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.

Students will lose their rehearsal points for a given day for the following reasons:

- 1) Forgetting instrument, music, or supplies.
- 2) Being tardy to a rehearsal.
- 3) Disruptive or disrespectful behavior during a rehearsal. This includes playing or talking out of turn, insubordination, not following directions, etc.
- 4) Causing damage to school property or the property of others.
- 5) Breaking any of the other class rules as listed above, or school rules as listed in the school handbook.

Performances (150 points each)

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. On the rare occasion that an absence from a performance is excused, the student will perform a performance jury as a make up.

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

- 10 minutes late—50 points deducted
- 20 minutes late—75 points deducted from the concert grade.
- 30 minutes late—100 points deducted
- 40 minutes late—125 points deducted

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.

All students are expected to stay for the entire concert.

Make-up Work

Students who have missed an inordinate amount of rehearsal time, whether for an excused reason or an unexcused reason and have, in the director's estimation, fallen far behind in class material will be subject to completing a make-up performance jury. This jury will consist of the student playing the classroom music (concert music, scales, exercises, etc.) that they have missed within 3 days or their return from absence for the director.

Assessments (up to 100 points per 9 weeks)

Assessment (a.k.a. testing) is 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/Auditions—(50 pts. each)—These 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. Auditions will occur at least once a semester. Audition packets will usually be given out a month before the audition date.
- Written evaluations—(50 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.

Should either of these not be given in a particular nine weeks, the other will count for all 100 points of the assessment grade.

Projects (Non-Honors: 50 points; Honors: 150 points)

Performance Forum—(50 pts. each: 2nd-4th Nine Weeks Only)

Students will be required to attend one (1) concert per quarter. Students will fill out a Performance Forum form for each performance and attach programs (or ticket stub). Criteria for the assignment are included on the website, along with the actual forms themselves.

Returning of the Band Handbook on Time—(50 points: 1st Nine Weeks Only)

Students will lose 10 points per day that the band handbook is returned late.

Honors Requirements—(100 pts each)

Students in the Honors curriculum will have additional honors projects to complete. Detailed information about these assignments will be provided for the students in these classes.

Practice Records—(10 pts. each)

Students who demonstrate a need to develop better practice habits will be required to keep practice records. These records will be turned in weekly and will be averaged into the total grade. Once students demonstrate that they have established good practice habits, practice records may be discontinued.

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- (20 points) about a specific subject in music. Reports will not be research papers, but will be of a more creative format. See Mr. Carter for details.
- Concert Critiques- (20 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- (20 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.
- Notation Projects- (20 points). Students will be given music to enter into an electronic notation program. This will usually be done at school unless the student owns a copy of the software being used.

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 is 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 CHHS and the CHCCS 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, belongings, and cases should be left at the back or sides of the room 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, or other equipment will result in detention and possibly a disciplinary referral.
4. Please help to keep this room clean.

Sound Lab (studio)

1. You must have permission from the director to use the sound or computer equipment in the sound room.
2. **NO FOOD OR DRINK IS ALLOWED IN THIS ROOM.**
3. The computers in this room are intended for music study and use. Other computer use (internet, word processing, etc.) should be done in one of the other computer labs on campus.
4. Please help keep this room clean.

Drum Room (Percussion Storage)

1. Percussionists only 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 with a combination.

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. **EVERY LOCKER MUST HAVE A LOCK ON IT!** Students must bring their own lock.
4. **Only Color Guard members may touch the flags and weapons stored in this room.**
5. **Only orchestra members may touch the string instruments stored in this room.**
6. Please help to keep this room 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 HOME OWNERS OR RENTERS INSURANCE.**

Practice Rooms

1. Practice rooms are available anytime a student has a desire to practice. See your director if they are locked.

2. The priority in these rooms is practicing music. All other activities should yield the room.
3. Food and drink should not be consumed in these rooms under any circumstances.
4. Do not abuse the pianos in these rooms. Any student found doing so will be subject to disciplinary referral.

Music Library

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

Uniform Room

This room houses the marching band uniforms as well as some of the marching band rehearsal equipment. Only the band treasurer is allowed in the uniform room without permission. All other students must obtain permission from the band director to enter this room.

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.
- Sticks and mallets (in a stick bag) for all percussionists. See percussion ensemble syllabus for details.
- A music folder (for ensemble music/books only)
- A 3-ringed notebook for class handouts

*Each instrumentalist in the band should bring a combination lock on the 1st or 2nd day of school in order to be assigned a school locker for storage of their instrument. No student will be issued a locker without providing their own lock.

**Each instrumentalist in the band should also have their instrument labeled with a name tag. These can be purchased at any local music store.

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 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 and marching mallets. The band will provide most of the percussion instruments and drumheads.

ALL PERCUSSIONISTS MUST BE AWARE THAT THE BAND WILL PROVIDE ONE, AND ONLY ONE, REPLACEMENT DRUM HEAD FOR EACH DRUM PER YEAR. THIS MEANS TWO PER BASS DRUM, TWO PER SNARE, 5 PER SET OF TENORS, ALL ON AN AS NEEDED BASIS. IF ANY PERCUSSIONIST BREAKS A DRUM HEAD BEYOND THIS IN ONE SCHOOL YEAR, IT IS HIS OR HER RESPONSIBILITY TO PURCHASE A REPLACEMENT HEAD AS SOON AS POSSIBLE.

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 Mr. Carter 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, 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 valve brass players should have valve oil in their cases. Al Cass and Blue Juice are good choices.
- 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, and Dennis Wick. Jazz band brass players will also be called upon to own and bring plunger mutes and Harmon mutes. Do not 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. The list below 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.~\$10.00-20.00

*Percussionists can also use a wind instrument locker for storage, provided that they supply their own combination lock.

- *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

- **Clarinet**—Vandoren B-45 (*with a Rovner ligature) ~\$80.00
- **Bass Clarinet**—Vandoren CM 344 (* with a Rovner ligature) ~\$175.00
- **Alto Saxophone**—Selmer S402 C STAR (*with a Rovner ligature) ~\$140.00
- **Tenor Saxophone**—Selmer S404 C STAR (*with a Rovner ligature) ~\$165.00
- **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 ~\$45.00
- **Trombone/Baritone/Euphonium**—Bach 6 ½ AL (check shank size)~\$60.00
- **Tuba**—Bach 18 ~\$75.00

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 and/or private teacher. 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 an which to avoid.

Area Music Stores and Resources

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, Durham (15-501)----402-9270
The Music Loft, Carrboro-----968-4411	Music & Arts, Cary-----854-0024

Music Explorium, Carrboro-----969-8400
 Sam Ash Music, Raleigh-----855-9581

Raleigh Music Center (Brassworks)- 872-8777
 The Woodwind and Brasswind- www.wbw.com

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.
- Music folders should be kept in the music cabinet or in the instrument lockers.
- Music folders 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—\$10-\$20

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:

Symphonic Band/Percussion 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 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

**Percussion Ensemble may be asked to wear solid black for concerts rather than the attire listed above.*

Jazz Ensemble

Gentlemen

- Dress pants
- Button-down, solid-colored dress shirt
- Neck tie
- Clean dark socks
- Solid colored, dark dress shoes

Ladies

- A solid-colored dark dress (or) blouse and dark, skirt (or) blouse and dark dress slacks
- All Dresses And Skirts Must Come Down Below the Knee and Must Have Sleeves.***
- Dark dress shoes
 - Dark/tan panty hose (or) dark socks are optional

Marching Band

Marching band is a unique performing group. On the marching field, we combine dynamic music, motion, dance, visual art, theater, athleticism and unity into an entertaining and moving show. The experience of performing in marching band is demanding, but very rewarding. The feeling as we exit the field after an excellent show cannot be duplicated in any other art form. We are a competitive band, but competitions are simply viewed as another performance with a different audience. Our focus remains the same for any audience...excellence in performance.

It is expected that all students in symphonic band and percussion ensemble will join the marching band. Exceptions will be worked out at the discretion of band director with the student and family.

During marching season (August-November), the band performs at all home football games, competes in competitions, and may perform in parades or at other community events. Students are required to attend Summer Band Camp, which is usually held during last week of July through the first week of August. Students must also attend after-school rehearsals. These are usually scheduled Mondays, Tuesdays and Thursdays from 4:00 to 6:30PM in September and Tuesdays and Thursdays in October. One after school rehearsal will also be held prior to each parade.

Attendance at Summer Band Camp, all rehearsals, ball games, contests, parades and other required events are mandatory.

Band Camp

Band camp is the foundation of the marching season. You must prepare yourself physically and mentally for band camp. Everyone needs to be able to perform at his or her maximum level. Prepare yourself by exercising, getting plenty of rest, eating well and drinking plenty of water before and during band camp. You are athletes in training, so you need to treat your body to proper nutrition, sleep, and hydration, especially during the intense training at band camp. If your body is starved of these important things, your performance will suffer and you may experience problems such as heat exhaustion, fainting, decreased concentration and weakness. A separate packet of detailed information about band camp will be available towards the end of the school year

Performance Procedures

The Marching Band performs at numerous public and school-related events and represents CHHS and the Chapel Hill-Carrboro community. The highest levels of discipline, commitment, and conduct will be expected of all members. The following performance procedures have been established to help maintain the proper impression of our school, band program, and community. These guidelines are in place for football games, competitions, parades, and as needed.

Home Football Procedures

The band is an important part of “Friday Night” football games in most parts of the country, and certainly at CHHS. The Band serves as the musical link to our community and as such, represents the finest things about our school in everything we do as a group. All students must follow our procedures so that our group can do its job in an excellent manner, efficiently and quickly. All home games are played at Culton-Peerman stadium at CHHS. The usual start time is 7:30pm.

- Arrival time is 6:00pm.
- Attendance will be taken at 6:00pm sharp in the band room. Students will then be dismissed by section to change into uniform.
- Students are expected to use the dressing rooms to change. Uniform hangers should be returned to the wardrobes.
- All instruments and equipment must be working, cleaned, polished and ready to go.
- Full inspection will occur for winds, guard and percussion promptly at 6:40pm.
- Following inspection the band will warm up, tune, then line up on the sidewalk next to the band room. During warm-up, plumes will be distributed.
- After the pre-game performance (national anthem) the band will march to our seats in the stands and play the fight song. Each section has an assigned seating area. Students are expected to sit in their sections and must remain seated with the section for the duration of the game.
- Students are to stay in their assigned sections for the entire game.
- No one is allowed in the band seating area except band members, staff, parent chaperones, and guests of the director. Band alumni are always welcome but should not be allowed to play student instruments. Friends are not allowed in the band stands at any time.
- The full uniform will remain on unless the band director specifically instructs otherwise.
- Students will play as a group in the stands. Sections may play cheers if approved by the director. **AT NO TIME WILL INDIVIDUALS BE ALLOWED TO PLAY THEIR INSTRUMENTS WITHOUT PERMISSION. PAY ATTENTION TO THE DRUM MAJOR. PLAY WHEN YOU ARE DIRECTED TO.**
- No profanity or otherwise offensive language or actions will be tolerated.
- No inappropriate cheers are allowed.
- No dark liquids are to be consumed while in uniform.
- Several minutes prior to halftime the band will report to the warm-up area to prepare for the halftime show.
- After halftime the band will return to the seating area in the stands. Instructions will be given once all students are seated.
- After the third quarter break, the students should return to their seats **NO LATER THAN 0:00** on the game clock at the end of the 3rd quarter.
- No one will be dismissed from the stands without prior approval from the band director. A written request from parents will be required. No students will be dismissed before the halftime performance.
- At the conclusion of the game, the band will line up as instructed march back to the band room as a unit. Once inside the band room, students will remain at attention and await instructions.
- After students have changed, the complete uniform must be returned to the wardrobes.
- Students will not be dismissed until all uniforms and equipment have been put away **AND THE BAND ROOM IS CLEAN.** Students will be dismissed by the band treasurer.
- Many students will choose to go out to eat after the game. Although this is not an official band-sanctioned activity, all students should keep in mind that they are representing the band in public and should adhere to the same behavioral standards as for the performance.

Competition Procedures

The Marching Band performs at numerous competitions represents CHHS. The highest levels of discipline, commitment, and conduct will be expected of all students. The following performance

procedures have been established to help maintain the proper impression of our school and our band program in our community. These guidelines are for competitions and parades as needed. A detailed itinerary will be sent home prior to each competition.

- The band T-shirt is to be worn during the entire day except when in uniform.
- Arrival time is will be made available as soon as we know our performance time. Arrive at school on time and prepared for a “run-through” rehearsal.
- After rehearsal, all equipment should be loaded quickly and efficiently.
- If the band changes before we leave school, we will travel in half uniform and jackets will be placed on the trailer.
- Upon arrival at the competition, equipment will be unloaded. Students should change into full uniform before assembling instruments. This should be done as efficiently as possible.
- When changing at the competition, uniforms will be in garment bags. Students will change in the designated changing area if changing into full uniform. Garment bags and hangers will be returned to the trailer.
- All instruments should be assembled and cases placed next to the trailer in sections. Winds and drums are not allowed to play until we reach the warm up area.
- The band will then move to warm-up and performance. Plumes will be distributed during warm-up. Pit musicians should continue to set up their equipment. The pit may warm-up quietly in the parking lot.
- After performance, students will pack up instruments and place cases next to the trailer by section. Students will use the designated changing area to change out of uniform. Uniforms and hats will be returned to the trailer.
- The band will sit together in the stands at the competition. Students should be seated in the stands, but must travel in groups of 3 or more.
- Electronic devices such as CD players, cell phones, iPods, or video games may not be used while in the stands or stadium and should be turned off and put away in a backpack or left on the truck.
- During another band's performance, students are expected to show proper etiquette. Applauding when appropriate is perfectly fine. Shouting, laughing, or talking to other band members while a group is performing is highly inappropriate and rude and will not be tolerated.
- Chaperones are to be treated with respect at all times. If a student has a question about something a chaperone has asked them to do or not to do, s/he should comply with the chaperone and discuss the issue with Mr. Carter at another time. Disrespect to any adult will not be tolerated.
- During awards esprit de corps and enthusiasm are greatly encouraged, but respect should be shown at all times to other competing groups as well. Mean-spirited cheers, booing, or other displays of poor sportsmanship will not be tolerated.

If It Rains

Rain is a significant threat for any band that performs outdoors. Rain destroys instruments and damages uniforms and equipment. The priority in bad weather will be to protect our student's instruments and all school owned instruments and equipment. The following procedure will be followed in the event of rain:

Home Games

If It's Raining...

The band will wait in the band room until half time. If the rain has stopped, we will perform. If the rain has not stopped by half time, the band will be dismissed to leave. The band may be dismissed before halftime depending on the rain forecast.

During The Game

The band will leave the stadium immediately. Ponchos or garbage bags will be placed over students as available. Woodwinds should be kept under ponchos or garbage bags. Once back in the band room, swab all woodwinds thoroughly and dry off all percussion instruments. Uniform coats and pants will be hung neatly on the hangers and placed on the racks to dry. Garment bags should be dried off as well and left unzipped for ventilation. The band should wait in the band room for further instructions from the director.

Competitions

If It's Raining...

The band will remain on the buses until the director can find out what is happening and make a call. Most competitions will have a rain contingency.

During A Performance

This is tricky. Depending on where we are in the warm-up/performance sequence the band will either finish the performance or go to the buses. Marching low brass and percussion will proceed to the equipment trailer. All other band students will go straight to buses and hold instruments in their laps until we return to school. When we return to school cases will be unloaded. Swab all woodwinds thoroughly and dry off all percussion instruments. Uniform coats and pants will be hung neatly on the hangers and placed on the racks to dry. Garment bags should be dried off as well and left unzipped for ventilation. The band should wait in the band room to be dismissed.

Uniforms

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 show we perform. Therefore, these specific uniform policies and procedures mandatory for all members of this organization.

Marching band will wear the full uniform for all performances unless otherwise indicated

- Black Uniform Jacket with baldric
- Black “bib” style pants
- Gauntlets
- Shako style hat and Plume

Students will also wear:

- DRILLMASTER style marching shoes (clean and polished)
- Clean black gloves
- Clean black socks
- A PLAIN WHITE T-shirt (crew neck w/ sleeves) will be worn under the uniform. (section t-shirts may be substituted only if the entire section wears the shirt) OR Band T-shirt for the current year if specified by director.

Color Guard Uniforms

The color guard uniform for the field shows changes from year to year. Students in guard should have all parts of the costume at every performance and should all be wearing the appropriate footwear as well.

Uniform Rules

1. Full uniform must be worn at all times unless otherwise instructed by the director. **We are either all in uniform or all out of uniform.**
2. Do deviations from the above stated uniforms may be made (i.e. navy socks, non-drillmaster shoes, etc.)
3. No informal hats (ball caps, toboggans, etc.) may be worn with the uniform.
4. No jewelry (including watches) or excessive makeup is to be worn with the uniform.
5. Shoes should be clean and polished for each performance.
6. Uniforms must be put away properly and **SHOULD NEVER BE PUT ON THE FLOOR**; Pants need to be hung properly on the hangers. Gauntlets may be stored in hat boxes.
7. Gloves should not be stored in hat boxes or in uniform pockets.
8. **ONLY CLEAR LIQUIDS ARE ALLOWED** while in uniform. (no Coke, Mountain Dew, coffee, tea, hot chocolate, etc).
9. If students are allowed to eat in uniform at football games, foods that can stain the uniform must be avoided. (ketchup, mustard, chocolate, etc)
10. Students will be responsible for cleaning of the uniform if rules #8 & #9 are not followed. Students will be responsible for the cost. (*see cleaning below*)
11. Students are responsible for keeping track of the uniform and uniform parts.
12. Students will be held financially responsible for lost or damaged uniform parts.

When you are in uniform you are representing the best of what CHHS and The Chapel Hill-Carrboro community has to offer, so act accordingly.

Alterations

ALL ALTERATIONS TO THE UNIFORM SHOULD INVOLVE HEMMING OF THE PANTS ONLY. NO CUTTING OF THE UNIFORM SHOULD EVER TAKE PLACE.

Uniform Cleaning

All uniforms will be cleaned in bulk through the Band Boosters approximately 2 times per year. This could change depending on circumstances surrounding usage. The uniforms will be professionally dry-cleaned at Hanger's Cleaners, 127 Fidelity Street, Carrboro. Any student who is responsible for cleaning his/her own uniform **MUST** use this dry cleaner.

Replacement Cost of the uniform and parts:

Jacket.....	\$275.00
Pants.....	\$90.00
Hat.....	\$40.00
Plume.....	\$20.00
Gauntlets...	\$40.00
	\$465.00

Students will be fined for excessive wear and tear on the uniform and the accessory items.

Marching Band Grading

Marching band is a first semester, 8th period class at CHHS for which the students receive a grade. Assessment is determined based on the premise that a strong group requires strong, consistent participation from all of its members. Therefore, active participation and attendance comprise the majority of the grade. The other means of assessment takes place in the form of "pass-offs," explained below.

All marching band students will receive a grade that is determined by a 500 point scale; 400 for participation and 100 for assessment.

Participation (400 points)

For marching band, after-school rehearsals are our class times, and performances are our exams. Students are expected to fully participate in both. The expectations and procedures for this class are listed above. Failure to comply with these will result in the student's participation points being negatively affected to the extent of the infraction.

Absences

Since marching band does not meet daily, each student absence is a great detriment to the group, as well as to himself. Families should keep this in mind and not schedule appointments and trips that will conflict with marching band events. If a student is to be absent for any marching band, the absence will be handled in the same way as for any other other class, and the student will need to produce a note excusing them from that absence. Each unexcused absence from a rehearsal will result in the student's participation point score being lowered by 50 points. Each unexcused absence from a competition will result in the student's participation point score being lowered by 100 points.

Assessment (100 points)

Assessments all take the form of "pass-offs," performed throughout the beginning of the season. All students are required to perform the music/color guard work for that year's field show successfully from memory, adhering to announced deadlines. The shows are typically divided into 3-4 sections, or modules, and are given individual assessments. In addition, marching members (everyone except for pit) is required to produce and fill out "dot books," which are spiral-bound 3X5 index card notebooks with student field coordinates written in them.

Color Guard/Winter Guard

Color Guard is a combination of dance, equipment skills, theatre, physical strength, and stamina. This group is part of the marching band class in the fall and is an independent performing group in the winter season. Any student may audition for Guard. Auditions take place in the spring, with perspective members being judged on movement and flag basics, commitment, attitude, and ability to learn choreography. The guard staff is experienced in picking out the potential for these characteristics as well as the characteristics themselves. Members will be asked to dance and spin flag, rifle, or saber. The staff determines which piece of equipment a member spins. Once members are selected, they need to return their completed information and permission forms ASAP.

Rehearsals

During the fall, guard is part of the marching band class and rehearses on the same schedule. The guard may choose to have extra rehearsals without the band. That will be at the discretion of the guard staff. Winter Guard schedules will be distributed in January as that season begins.

Conduct

ALL BAND RULES, ETIQUETTE, ETC. APPLY TO THE COLOR GUARD/WINTER GUARD. You are part of the band program and are representing us whenever you travel or perform.

Where We Perform

During the fall season, the guard performs with the marching band at all home football games, marching competitions, and holiday parades. Additional travel opportunities vary depending on the year. During the winter, the Winter Guard ensemble performs to recorded music on a gym floor. The winter season lasts from January through April. Travel opportunities may also exist for members of the winter ensemble.

For More Information

Contact the band office. You may leave a message. You may also contact the guard captains or other members of guard.

Student Opportunities

Student Leadership

Leaders are essential. You can't assemble three people in any activity without calling upon one to help the other two find their way. Leadership is about students helping other students maximize their individual talents and direct the unique qualities of an individual toward what is best for the group.

Band Leadership

Student leaders are essential to any successful marching program. The following positions are available in the Band Program.

Drum Major

To be considered for drum major, candidates must have completed one year as a Marching Tiger and must fill out a leadership application. The Drum Major is the most visible student in the band and is seen as a leader and a representative of the band in the eyes of the school and the community. A drum major must represent the band well in the decisions made on and off the field. The Drum Major's commands while on the field (for rehearsal or show) are second only to the band director's.

The director will use the following criteria for selection:

- record in band
- commitment to the organization
- strength of character
- musical maturity
- emotional maturity
- academic record
- awards received
- results of audition

The drum major position may be divided (head drum major and assistant drum major or field commander). Once selected the drum major(s) must be willing and available to go to a summer camps for training in the art of drum majoring.

Other Responsibilities include

- Serving on the band board
- Assuming or assigning the role of House Manager of Hanes Auditorium for the Performing Arts Season.

Section Leaders & Captains

Anyone interested in being a section leader or captain for the marching band must fill out a leadership application. Section leaders and marching leader positions are open to any student who has marched for one year and are awarded to the most qualified applicants. All applicants will be reviewed on the basis of musical ability, marching ability, maturity, commitment, work-ethic, personal character and past band record. At all times, the benefit of the doubt will go to the stronger musician (section leader) or the stronger marcher (captain); however, a person with only strong musical or marching skills may not qualify. Students who desire to be leaders must demonstrate superlative example in all rehearsals and performances. The duties of the section leader are complex. Section leaders must have dedication and a desire to work very hard.

Section leader responsibilities include:

- Ensuring that each member of your section is musically sound
- Ensuring that each member of your section knows what to do within the band
- Performing uniform and instrument inspections
- Assist in maintaining good discipline at all rehearsals
- Find solutions to problems
- Set great examples

Captain responsibilities include:

- Serving on the band board
- Working with individual students to improve marching technique
- Assisting in checking of formations of the field
- Instructing students on the field as needed
- Scaffolding crew
- Field lining crew
- Water crew
- Equipment loading crews
- All equipment in your assigned sections of the band. This includes instrument repair if needed.

Captain Positions

- Percussion
- Color Guard
- Horn captains- Horn captains will be assigned as needed and are generally divided into (high and/or low) woodwind and (high and/or low) brass.

Elected Student Leaders

Band officers serve the total band program for one year. Each spring the band will elect officers for President, Vice-President, Secretary and Treasurer of next year's band. It is of the utmost importance that all band officers, section leaders and marching leaders uphold the highest tradition and spirit of the band. The offices provide students an opportunity for leadership within the band. The officers, drum major(s), field commander and captains meet as a Band Board regularly to discuss the goings on in the band, share ideas, and offer suggestions.

President

Qualifications- The Band President is the principle student officer in the Band Program. Members of the band elect this student. Always one of the first to arrive and the last to leave, the President offers assistance in every function of the program. Only students with at least one year of previous service as a band officer, captain, or section leader may hold this office.

Responsibilities:

- To serve as a link between the band and the band director
- Oversee all activities of the band
- Organize and preside over band meetings as needed
- Attend all band booster meetings as student liaison
- Run elections for next years officers
- Other duties may be assigned by the director as needed.

Vice-President

Qualifications—One year of participation in the Marching Band, good organizational skills

Responsibilities:

- Assist the band president
- Attendance at all band events
- Keep track of student award point totals
- Attending/presiding over meetings in the president's absence.
- Band Historian (taking and posting pictures of band events)

Secretary

Qualifications—One year of participation in the Marching Band; good organizational skills

Responsibilities:

- Updating student data in the band files and forwarding it to the band webmaster
- Assist the treasurer with uniform duties
- Librarian for the Music Library (*organizing, distributing, and collecting music*)

Treasurer

Qualifications - One year of participation in the Marching Band, good organizational skills

Responsibilities:

- Work closely with the band director and booster treasurer to maintain and track the band budget and fundraising
- Assist the secretary with library duties
- Uniform Manager

Freshman Representative (elected by freshman only)

Qualifications - Must be a current 9th grade member of the marching band

Responsibilities:

- Provide the voice of the freshman class. Too often freshmen see themselves as the “new person” or the “rookie” and will be afraid to

voice an opinion. It falls upon your shoulders to seek out the “voices” of the freshman class and bring them to the table.

- Assist the other band officers as needed

BAND OFFICERS MAY SEEK OUT OTHER MEMBERS OF THE BAND TO ASSIST THEM WITH THEIR DUTIES.

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:

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.

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 District 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.

All-Region (Central NC) Jazz Band—Students from across the state may audition for this honor. Students who are selected have a band experience of the highest quality. Nationally known clinicians and composers are brought in to rehearse this group and share knowledge of jazz music. Students will get to meet the best jazz musicians from different high schools across Central North Carolina. For more information, please contact the band director

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.

Award Certificates

Certificates are awarded to each band member for their achievements in band. These certificates include:

Band Award Certificates

- Outstanding Musician—one award given in each grade.
- Outstanding Marcher—one award given in each grade.
- Most Improved Musician—one award given in each grade.
- Most Improved Marcher—one given in each grade.
- Outstanding Color Guard—Fall and Winter
- Most Improved Color Guard—Fall and Winter
- Outstanding Percussion—Fall and Winter
- Outstanding Percussion—Fall and Winter
- High Award Points

Tiger's Tail Award

This Award is voted on by the students in the band program. It is awarded to the student that most embodies the spirit of the Tiger band in the eyes of their peers, and the winner receives a framed certificate.

Spirit Award

This is awarded to the student that demonstrates outstanding attitude throughout the year. A plaque of recipients is kept in the band room, and the winning student receives a framed certificate.

Service Award

Awarded to the student who goes above and beyond to provide help and offer their services to the band. A plaque of recipients is kept in the band room, and the winning student receives a framed certificate.

National Awards

The following awards are national band awards that are presented to deserving band students in high schools across the country. The highest standards are used when determining the recipients for these high honors.

Director's Award

This is awarded to the junior or senior that has demonstrated outstanding leadership, service, and assistance to the band director and band program. A plaque is presented to the recipient and a permanent plaque of recipients is kept in the band room.

Louis Armstrong Jazz Award

This is awarded to the senior that has demonstrated superior musicianship, creativity, and knowledge in the field of jazz. A plaque and certificate is presented to the recipient, and a permanent plaque of recipients is kept in the band room.

John Philip Sousa Band Award

This is awarded to the senior that has demonstrated superior musicianship, dependability, leadership and cooperation. This is the highest honor that a student in the high school band can receive. A plaque and certificate is presented to the recipient and a permanent plaque of recipients is kept in the band room.

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. Award Points are earned by demonstrating on a consistent basis your commitment to the organization. Fundraising activities and scheduled rehearsals are excluded. A listing of award points will be posted and maintained by the vice-president and the director. Lettering with Honors may be achieved by the student who consistently shows a superior commitment level of involvement in band activities.

Students Must Reach 200 Points To Letter, 300 To Letter With Honors.

Students will receive credit/points as follows:

- Honors Symphonic/Symphonic Band—100
- Concert Band—100
- Percussion Ensemble—100
- Jazz Band—100
- Marching Band—50
- Band Camp—50
- Equipment Crews—20 (*scaffolding, field lining, etc.*)
- Pep Band (basketball)—20
- Winter Guard/Indoor Percussion—50
- Small Ensembles—30 (*student-organized, must include a performance*)
- Pit Orchestra—50
- Captain—10
- Section Leader—10
- Band Officers—10
- All-District Auditions—20
- All-State Auditions—20
- Private Lessons—20 (*provide a note from your teacher*)
- Solo and Ensemble Festival—20
- Jazz Dance Help
- Summer Camps (previous summer)—20 each (*provide documentation*)
- Outside music organization—10 each (*i.e. PYO, Brass Band, church ensembles, etc. -subject to approval by the director.*)
- Swing Dance Preparation and/or Participation—20 (*must work an entire shift*)
- Car Wash—10

Points can be earned for other activities with prior approval of the band director. Students may earn up to 20 points for approved activities.

A list of award points will be posted towards the end of the year. Students will have an opportunity to check the list for accuracy before the final tally prior to the awards banquet. *Award points are separate from grading points and do not effect grades in any way.*

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.
- Measure students, adjust and fit uniforms
- Manage a fundraiser (Pizza kits, Fruit, etc.)
- Provide food & drink for the Spring Jazz Dance
- Work with a Concessions crew
- 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.
- Take photos or video footage of performances
- 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 CHHS Band Booster Club 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 usually held on the 2nd Monday of every month at 7:30 in the Band Room. 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 trip
- Organize phone trees
- Plan the awards banquet
- Chaperoning any number of field trips
- and the list goes on....

Financial

Financial Responsibilities

In this day and age, it takes a considerable amount of funding to run a comprehensive band program. The school district is able to provide only part of the funds needed for the music, instruments, repairs, clinicians, equipment, uniforms, and transportation necessary to support our program. Unfortunately, the rest of the financial burden falls to the band students and their families. The band budget has three sources: the school funds, booster fair share accounts and booster capital funds.

School Funds

The school accounts are small and cover most music purchases, some school instrument repairs, and the purchase of new school-owned instruments.

Fair Share

The booster fair share accounts cover the cost of the band from year to year including: band camp, clinicians, supplies, repairs, accessories, equipment, and competition/ festival expenses. Each spring, the band director and the executive board of the band boosters meet to review the current year's budget and to plan for the next. We analyze, project, and tally all expenses and the total expenditures represent the band's operating budget. The band operating budget is divided by the anticipated number of members for the coming year. This figure represents the dollar amount each member must provide for participation in the various ensembles of the CHHS Band. Over the course of the year, we will designate due dates for portions of the Band Obligation to be collected. Your prompt and full payment of fees supports the wide range of high quality Band activities that we all want to see continue.

Any student that has a concern about the financial responsibility of being a member of the band should see the band director. No one should be turned away from the band because his/her family cannot afford to pay the necessary fees. We do not wish to see talented and dedicated young people deprived of the opportunity to participate because of financial burdens.

Student Accounts

Each band member automatically has an individual student account. These accounts are used only for band needs, and are maintained by the Band Booster Treasurer. The deposits into these accounts will add up so students can use them to help pay for band fees and trips or other band needs. No monies can be refunded from fundraising ventures. Students may carry student account totals into the next school year.

Fundraising

It is important to note that our intent is not to have fair share paid out of pocket. To offset your financial responsibility, the booster organization operates many fund-raising opportunities throughout the year to allow students and their families a way to meet the fair share obligation. Your support and assistance is vital in helping to provide the highest quality experience for your child. There are many fundraisers available from concessions to traditional sales-based fundraisers to work at the PTA thrift shop. Come to a booster meeting to find out what fundraisers may fit your families needs. As always, parents who do not wish for their student to fund-raise are welcome to make tax-deductible donations to the Band Program in the form of fair share payments. Many thanks in advance for your kind support.

Capital Fundraising

The boosters have designated a few fundraising events to go to a capital fund. The booster capital fund is used for large purchases or major expenses that aid in the long-term operation of the band such as instruments and the equipment trailer. These funds are also used to provide scholarship funds to assist families in need and may be used to defray the cost of major trips that the band may take. The booster organization must have reserve funds for these expenses. It would be fiscally irresponsible to add the costs of these expenses to the fair share. Instead, we ask all students to participate in at least one major capital fundraising project to help maintain this fund.

Corporate Giving

We are always on the lookout for sources of funding from outside sources. We continue to look for ways to use grants and opportunities for funding from corporations to aid in the funding of the band program. If you would like to assist in this or if you know of any such funding opportunities, please contact the band boosters or come to a meeting.

Contact Information

For more information, check the Band website – www.chapelhillband.org

Andrew C. Carter – Band Director

You can reach me in the following ways:

Email: acarter@chccs.k12.nc.us

Phone: (919) 929–2106, ext. 3120 (Band office)

By appointment during my planning times.

Band Booster President:

Frank Roberts

President@chapelhillband.org

Band Booster Vice Presidents:

John Sowder & Ken Taylor

(both at) Vicepresident@chapelhillband.org

Band Booster Secretary:

Bob & Vicki Stocking

Secretary@chapelhillband.org

Band Booster Treasurer:

Vickie and Michael Clendening

Treasurer@chapelhillband.org



Student

(please print)

2009-10 CHHS Band Handbook

I have received, read, and understand the information contained in this Handbook

Student

date

Parent/Guardian

date

*After filling out this information, please 3-hole punch this sheet and return to Mr. Carter **no later than Friday, Aug. 28th 2009.***