

2011-2012

DAVIESS COUNTY
Band of Pride

Parent / Student Handbook

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Director's Welcome

Dear Band of Pride Member,

Welcome to the Daviess County High School Band of Pride! Together we will build on a proud and long-standing tradition of outstanding musical performances.

The Band of Pride will continue to be a success story because of the focus you will bring to every rehearsal and performance and the hard work and effort you CHOOSE to employ in all of your band endeavors. Each member of the Band of Pride will be held responsible for the information contained in the following pages. This information is crucial to the operating success of your band. Read this handbook carefully and completely. Should you have any questions, feel free to discuss them with a director.

I look forward to another great year and all of the experiences we'll share!

Dear Band of Pride Parent,

Thank you for reading this handbook, for your support of its contents, and especially for the opportunity to work with your sons and daughters! Research has shown that students of parents who are engaged in the educational endeavors of their children almost always achieve more in life than those students who must "go it alone." Your active involvement is vital to the academic success of your child and our band program.

There are several ways in which you can support and encourage your child. You can attend performances, encourage home practice, and provide private lessons. Assisting your child in meeting band responsibilities demonstrates that you understand the importance of every individual band member and provides your child with a valuable lesson about the importance of commitments made. This helps our band get better!

The success of this band program is due in part to the tremendous support of our parents. Please make plans now to be active in our booster group. The DCHS Band Booster Organization raises thousands of dollars each year to provide vital financial assistance to our program. Every band student receives benefits from the services of this valuable parent group. We hope that you will find a way to involve yourself. We are certain that you will find your volunteer efforts to be enjoyable and rewarding experiences!

Looking forward to a great year,

DuWayne Dale, Director of Bands,
Daviess County High School

Mike Clark, Assistant Director of Bands,
Daviess County High School

Purpose and Philosophy

The purpose of the Band of Pride is to educate young people through music performance. Our time together will not be limited to simply learning about music, although that is our primary focus. By participating in this program, students will mature as musicians and become more capable in other academic areas. The curriculum is cyclical in nature; while there is similarity from year to year, the comprehensive program encompasses four years of study. Individual development of character, esteem, teamwork, leadership traits and group accomplishment can be additional rewards of participation in the band program at Daviess County High School.

It is expected that each student will develop a “WE/US” philosophy, rather than the “I/ME” philosophy more prevalent in today’s society. This simply means that the welfare and good of the group should be placed ahead of selfish individual wants and desires. There will be times when everyone involved with the band program (directors, students, and parents) may have to make sacrifices to uphold their responsibility to the group. The values of self-discipline, hard work, responsibility, and respect for others are also strongly emphasized in the DCHS band program. Students who are unwilling to accept this type of philosophy will be unsuccessful in this band program and should pursue other areas of interest.

The policies in this handbook have been developed to encourage students to become better musicians and more responsible band members. The expectations of the band are clearly defined and stated. It is expected that each student and parent associated with the band program read this handbook carefully and know our policies and procedures. The success of any organization is dependent on each person in the group doing his or her part to the best of his or her ability. The concept of shared responsibility is something that each member should be willing to accept and work toward each day to ensure the success of the group.

Program Objectives

The general objectives of the DCHS band program are:

- To continually develop individual musicianship
- To operate and perform as a group of disciplined young adults
- To establish and focus on cooperation and completion of challenging, but measurable and attainable goals
- To consistently demonstrate group excellence in musical performance
- To enjoy each other’s company
- To involve parents in the activities of their children
- To create a musical product that inspires the performer and the listener
- To seek to understand music, especially as it relates to music theory and history
- To put the joy of creating music and the experiences we share with one another far above the trophies we bring home

THE EIGHT TRADEMARKS OF A HIGH QUALITY BAND PROGRAM

- **MUSICIANSHIP:** Every person in a quality band works hard to learn more about music and the finer points of performing on their instrument. They understand that the more they play their instrument and the more they understand the components of music, the more fun they will have with music and the greater contribution they will make to their ensemble.
- **DISCIPLINE:** Good discipline is vital to the success of any group and vital to individual success in life. The word discipline is often mistaken as a synonym for punishment. In truth, discipline is training that corrects, molds, or perfects the mental faculties or moral character of an individual. Discipline may also mean to train or develop, by instruction and exercise, personal self-control. Because of the very nature of a quality band, discipline is present at all times. Self-discipline as well as group discipline are present constantly. Everyone associated with the band is willing to accept the ideals, principles, and rules of the organization.
- **RESPONSIBILITY:** Each person in a quality band understands that there are certain responsibilities that they are expected to take very seriously. Members of a quality band program always ask themselves questions when in doubt about an action: Will my actions reflect well or poorly on our program? Am I doing my part to the best of my ability? Are my actions helping or hurting me and the success of the program? Each member of a quality band understands their important to the success of the group. They always remember that others are counting on them to do their part and to do it well.
- **ATTITUDE:** Forming and keeping a good attitude is very important in being successful. A positive, productive attitude is demonstrated in a quality band through actions rather than through words.
- **IMAGE:** Because of the visible nature of the band, each member of a quality band remains aware of the importance of good behavior. They understand that this is how a good IMAGE is built. The band members of a quality band always remembers that he or she represents not only the band, but also the band staff, the school and the local community whenever performing or appearing in public. They also remember that their actions in and around the school or the community, even when not with the band, can reflect on the band program and they demonstrate good behavior accordingly.
- **HARD WORK:** There is a saying that anything worth having usually does not come easily. This is very true when striving toward excellence in musical performance. A quality band program comes from many hours of hard work and dedication by each individual band member. Consistent hard work during rehearsals/practices each day is an essential trademark of success.
- **EFFORT:** Each and every member of a quality band program understands that they are expected to give their best effort during each rehearsal/practice. They come prepared each day ready to give 100%.
- **RESPECT:** All members of a quality band program understand that they are expected to show respect to their fellow band members, the band staff, parent helpers, and all equipment/facilities used by members of the band program. They always try their best to respect people and respect property. They are courteous and helpful and actively seek ways to help others.

**The DCHS Band Program is a
HIGH QUALITY BAND PROGRAM!
It's up to all of us to keep it that way!**

Ensembles

DCHS Symphonic Band

Refinement and application of all musical abilities and skills - this ensemble performs at multiple times throughout the year and participates in KMEA regional and state events. The tradition of this group is exemplary and the expectations placed on each musician are accordingly high. Students in the Freshman, Sophomore, Junior, and Senior Bands are members of this ensemble.

DCHS Marching Band

This competitive ensemble performs at all home football games; at multiple local, regional and state venues; at local parades; and at BOA Grand Nationals. This ensemble is the ultimate combination of visual and musical performance. Members have performance expectations to be met at various deadlines - music memorized, flag routines, marching skills, drill formation positions, etc.

DCHS Pep Band

All high school band members are required to perform at 6 regular-season basketball games with this ensemble. Select members will get to travel to tournament games. Music performed can range from spirit songs, to fight songs and rock and roll favorites. There is a required uniform that can be ordered during the school year.

DCHS Color/Winter Guard

Artistic visual representation of sound and song – students involved in these activities are crucial to the success of the DCHS Marching Band and during Winter Guard, they compete and perform a show created especially for them. Ask Mr. Dale or Mrs. Mellon for details.

DCHS Jazz Band

This is a voluntary extracurricular ensemble. Interested students will meet weekly after school beginning in November and running through the Spring Semester. Participating students will be exposed to a varied repertoire of blues, swing, big band, funk, and fusion (to name a few) and perfect attendance to rehearsals is not optional. Multiple performances for this ensemble will be sought and scheduled as they become available.

DCHS Winter Percussion

This second and third trimester percussion ensemble allows percussionists to find a degree of challenge that can't always be matched in the concert band setting. Non-percussionists are also invited to be a part of this group and learn a secondary instrument.

Performances and Activities

The Band of Pride serves as a service organization to both Daviess County High School and the community of Owensboro, while also providing its members enrichment through performing quality literature in a variety of venues. Performances and activities include, but are not limited to:

- Daviess County High School football games, basketball games, and pep rallies
- Daviess County High School and DCPS special events
- Parades and other community events
- Concerts
- KMEA and BOA Competitions
- KMEA Concert Band and Solo/Ensemble Festivals
- All-State /All-District Audition/Performances
- College Honor Band Clinics

Directors, Staff, and Band Boosters

Assistant Director

Mike Clark

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Fall Percussion Instructor

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Director of Bands

DuWayne Dale

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Guard Instructor

Karen Mellon

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Assistant Percussion Instructor

Josh Stone

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DCHS Band Boosters: The Band Boosters are a parent organization that functions as both financial support and "fan base" for the band. The boosters have bylaws to govern their operation. Membership is open to anyone that wishes to help support the band program. All parents of students currently enrolled in the DCCHS Band are automatic members. Parents and community volunteers are encouraged to take an active part in our booster group. Booster activities are designed to enrich our students by providing financial, physical, and moral support to the high school band program. It is our hope that each parent will become an integral part of this vitally important organization. **Please be aware that parents/adults wishing to assist the band in a manner that may involve any contact with students must complete a background check through DCPS. This form is available for download on our website under the Forms and Documents section of the Resources Page.**

Band Booster Executive Board 2011-2012

President

Barry Abney

Treasurer

Norma Hurm

Secretary

Kim Boswell

Food Coordinator

Ann Buskill

Public Relations Coordinator

Karen Lain

Equipment Coordinator

Doug Miller

Uniform Coordinator

Cathy Patterson

Fundraising Coordinator

Jennifer Preston

Chaperone Coordinator

Carla Miller

Contact booster officers by accessing our band website - www.bandofpride.com

Technology

The Band of Pride web site is updated regularly with information you need to know. Announcements, calendars, and important forms are readily available for download. You may access the Charms System from our web site home page.

The Charms System is the Band of Pride's main record / information system. Students receive an ID from the director that allows parents to log on to their child's Charms account. The features include tracking attendance, viewing account balances, paying fees, and access to our principal communication methods.

SmartMusic is incredible online, subscription-based software. The features for students and directors are too many to list. Playing tests and assignments will be sent to students via email for completion on SmartMusic. Students will need to purchase a subscription (1 year) and a microphone at www.smartmusic.com. Students will also need access to an email address that they check daily. The program may be installed on their school laptop or on any home/personal computer. For specific instructions, visit the band website or email Mr. Dale.

Private Lessons

It is the goal of the band program to provide the very best learning experiences for each of our students. One of these learning experiences is the opportunity for a student to study privately with a professional instrumentalist. All students are encouraged to take private lessons in order to improve their individual playing skills. While directors are skilled instructors on the various instruments in the band, there is simply no substitution for private instruction received from someone who is considered to be a professional performer on a particular instrument. Private lessons are a must for serious band students. Individual instruction from a qualified specialist on an individual musical instrument can make all the difference in a student's progress on his/her musical instrument, thus making for a more enjoyable experience in band.

Points about private lessons

- Private lessons are optional, but are strongly encouraged.
- Private lessons may be taken during the school day as well as after school hours. These lesson times are scheduled by contacting the private lesson teacher directly. A list of private instructors is posted in the band room as well as on the band website.
- The cost for each lesson is determined by each lesson teacher.
- If a student is absent from school, or in school, but cannot attend the lesson, it is the student's responsibility to notify the instructor in advance.
- Individual teachers may have a contract for students with varying policies.
- We will strive to arrange teachers on every instrument whenever possible.
- Students enrolled in weekly private lessons August-November are exempt from the mandatory All-State/All-District sections scheduled on Wednesdays.
- Students taking private lessons may qualify AMP credit or points (see page 17)

Student Leadership

Drum Majors: The position of Drum Major is open to band students entering grades 10-12 (other requirements are listed below under Section Leaders). The Drum Majors are the most visible member of a band and must hold himself/herself to the highest level of example. They are chosen through audition held in April/May the preceding school year.

Responsibilities

- Adhere to specified behaviors and requirements defined by the directors
- Conduct during field performances
- Assist the directors in conducting during games, pep rallies, and on-field rehearsals
- Assist the directors in the teaching and refining of the drill
- Assist the directors in the preparation of charts and equipment for rehearsal and the practice field
- Be role models in every aspect of band participation
- Pay for their drum major uniform (design selected by directors)

Section Leaders: Eligible students are those who have been a member of the band for at least one marching season, and will be entering grades 10-12. Students wishing to apply for Section Leader of their section must complete an application that will be reviewed by the director. Section Leaders will be announced in April/May.

Responsibilities

- Responsible for the productiveness and behavior of the members of their sections.
- Must be able to demonstrate adequate skills for both marching and playing to teach others in their sections.
- Run sectionals
- Assist teaching marching fundamentals, marching music, and drill.
- Assist the Directors and Drum Major(s) in maintaining discipline in the band.
- Must uphold all band policies without exception
- Coordinate the maintenance, storage, loading, and unloading of all equipment within their section
- Serve as an organizer of fellow students for the purpose of advancing the mission of the Band of Pride

Other Leadership Positions

- Librarians (selected by director)
- Office Aides (selected by director)

Suspension from Leadership

Student leaders will be suspended from leadership responsibilities upon any one of the following occurrences:

- Second unexcused absence from a rehearsal – see attendance policy
- Unexcused absence from a performance - see attendance policy
- Failure to maintain a 2.5 grade point average
- Failure to pass off memory work and playing assignments on time
- Persistent failure to follow specific directives as given by the band directors
- Persistent failure to work out individual interpersonal differences with others in band leadership and/or the band at large.

The DCHS Band directors will solely determine the terms of each leadership suspension.

Facilities, Equipment and Supplies

Facilities

The DCHS Band Room is utilized through the course of the day and year by more groups than the Band of Pride. Members are expected to keep the room clean and throw away trash, etc. Shelves are provided for instrument storage and members are expected to keep them clean as well. Maintenance of the DCHS Auditorium is the same as the Band Room. We do not have the nicest band room around, but we must do our best to preserve it.

Band Fees

As members of the Band of Pride, students are required to pay fees for assist in supporting the activities of the band. The base marching band fee is \$300. For a complete breakdown of this band fee, see "Understanding the Costs" on the Forms and Documents page of our website. Other fees are usage/meal/maintenance fees to cover property of the school used by the student. Some students may pay more than others based on items they already have or the section of the band in which they play. Students who need financial assistance with their band fees may make payment arrangements with the Director. Payment arrangements can be made in several different installment plans.

See the Marching Band Order Form for more details on specific costs above the base fee. Every student's fees will be different.

NOTE: Money for the spring trips (taken every 2-3 years) are SEPARATE and not included in band fees. Trip costs vary depending on destination, trip duration, number of participants and the fundraising efforts of the band. Trip cost BEFORE fundraising is usually \$500-\$700 per student. A payment schedule will be provided to all students and their parents when the trip plans are finalized. It is very important that all members of the band participate in the spring trip, and taking part in fundraising activities will help ensure everyone is financially able to go.

Instruments

The Band Program provides some instruments, however all those who can afford an instrument are encouraged to purchase or lease/rent their own. For those wishing to lease/rent an instrument the band program will put you in contact with an appropriate instrument provider. PLEASE check with a director before purchasing an instrument as it is essential to purchase an instrument of good quality.

School Owned Instruments and Equipment

- The school district maintains an inventory of (large, rare, or excessively expensive) woodwind, brass, and percussion instruments that may be used by DCHS band students for a fee of \$75 per school year. Those students who play multiple school instruments only pay the school instrument user fee once.
- It is the responsibility of the student to care for and maintain the school-owned instrument(s) that has been checked-out to him/her.
- Necessary repairs over and above "normal wear and tear" are the responsibility of the student to whom the instrument is issued. Critical damage is to be reported to the band directors immediately, so that repairs can be assessed and made, and the responsible party may be charged. The school district will determine where instruments are sent for repair.
- Because the quality level of each school-owned instrument in the DCHS band inventory is not always equal, each instrument is issued on the basis of current student need, availability of instrument, the assessed chair standing of the individual to whom the instrument is to be issued, etc. The band director's professional judgment will ultimately determine which instrument each student will receive. Please understand that every effort will be made to issue the best available instrument to each student.
- SPECIAL NOTE: students playing any school owned SILVER brass marching instrument, must wear gloves at ALL times when holding their instrument.

Uniforms

The band program provides marching uniforms for all students with the exception of long, plain white socks, white underwear, and a solid white T shirt. A portion of student band fees go toward upkeep. Students found to be responsible for damage or destruction of a uniform will be responsible for the cost of replacing all or part of that uniform.

Pep Band Uniform: No specific guidelines are given for pants/shoes, but students will be required to wear a pep band T shirt which will be ordered prior to the basketball season

Concert Black (official concert formal attire): for most, if not all, Symphonic Band concerts, members will need solid black dress clothing. **All clothing chosen must adhere to DCHS Dress Code**

- For gentlemen, solid black dress slacks, solid black dress shoes, solid black socks, and a solid black dress shirt are required. Clothing should be clean and neat (pressed if applicable). If a tie is worn, it must also be solid black. If any clothing is patterned, the pattern must not include other colors.
- For ladies, solid black slacks and solid black top may be worn or a top and skirt/dress. Shoes must be solid black. Leg covering, if worn, must be neutral/sheer or black. Jewelry, if worn, must be small.

Supplies

Required for class every day:

- 1 - 1½ inch 3-ring hard back binder with sheet protectors (available for \$5 in the band office)
- Pencils
- Music
- Instrument
- Oil, reeds, mouthpieces, drum sticks, and all supplies required for your instrument to function

Care of Music

- Always use a pencil – never ink – when marking original published music.
- Write your name on every sheet of music you are given.
- Number all measures
- Keep a pencil with you at all times during rehearsals.
- Students must pay for the replacement of lost music.

Grading

Performance (Demonstrated Knowledge and Skills):

- Student progress on his / her instrument (tests).
- Student contribution to the ensemble in skill and attitude, as evidenced in performance and rehearsal

Scoring: (50% of Trimester Grade)

- Public Performance and Performance Etiquette (Unexcused absences from a performance may not be made up.)
- Individual Playing Skill Assessments
 - includes memory work
 - 4 to 6 assessments per trimester (most via SmartMusic, some in person)
- Written Tests (primarily after marching band season)

Points will be deducted for:

- (1) Unexcused absence to a performance
- (2) Failure to complete makeup work for an excused absence
- (3) Tardy to or early departure from a performance
- (4) Attending but not participating at a performance
- (5) Failure to be in proper uniform at a performance.

Participation (Demonstrated Work Ethic and Policy Adherence Component):

- Student attends rehearsals, and adheres to expectation of etiquette on dress, behavior and promptness.
- Student shows interest and desire to learn in class.
- Student shows respect for instructors, peers, and self.
- Student maintains his / her instrument, learning materials, and storage area.

Scoring: (50% of Trimester Grade)

- Maintain 100% attendance to rehearsal
- Punctuality (to class and to after-school rehearsals)
- Maintaining personal responsibility for the rehearsal and learning climate (exercising self-control - refraining from talking without permission, making unnecessary noise, leaving seat without permission, horse-play, off-task behavior, throwing objects, chewing gum or candy, bringing food and drink into the rehearsal, cell phone use, etc.)
- Aggressively exercising one's best effort to play well, and to pursue the daily objective of the rehearsal
- Having necessary items for rehearsals and performances
- Properly maintaining one's instrument and/or band equipment
- Wearing proper attire for rehearsals
- Following all instructions and directives as given by the band directors and staff members

Points will be deducted for:

- (1) not rehearsing with the rest of the class
- (2) absence from rehearsal
- (3) Not having materials when class begins
- (4) disrupting rehearsal

Areas of Assessment

The following general areas are taken into consideration when calculating grades.

- Attendance – Band is a performing organization. There are so many potential conflicts with rehearsals, sectionals, and performance that there will be little chance for success unless a strict attendance policy is enforced and grades are awarded accordingly.
- Attitude, conduct, and cooperation during rehearsals and performances - positive attitude is necessary for each band member to perform to his/her fullest potential. The directors assume that each band member desires to proudly and honorably represent Daviess County High School and our community during each rehearsal and public performance.
- Performance - Several performance factors are considered in determining grades: Performance on play-offs, playing tests, tape recorded/SmartMusic assignments, and other skills tests.
- Care of Equipment - Students are expected to care for their instrument, equipment, music, and uniform. Inspections may be held to determine the condition of these items..
- Trimester Exam - The trimester exam will usually be a performance (i.e. Christmas Concert) but may be a playing test or written exam.

Late Work

Late work will be accepted in accordance with DCHS policy. Late work will not be accepted for unexcused absences. Playing assignments must be submitted by the due date, or when called upon to do so. Late playing assignments will be assessed a 10% point deduction per each elapsed class period following the due date (or date called upon to demonstrate or perform assigned work).

Make-up Work

Make-up work is accepted in accordance with DCHS policy. Make-up work will not be accepted for unexcused absences. It is the band director's discretion to assign any alternative make-up assignment.

Applied Musicianship Projects

All band members are required to complete three (3) AMP credits as part of their band grade. This grade will be recorded as a substantial portion of the third trimester participation grade. Credits awarded and grades given are based on successful completion of the following three of the following:

- Prepare and perform a solo or ensemble at KMEA Solo and Ensemble Festival and receive a Distinguished Rating (I)
- Qualify for and perform a solo or ensemble at KMEA State-Level Solo and Ensemble Festival and receive a Distinguished or Proficient rating (I or II)
- Prepare for and audition for All-State/All-District Band – (students will receive an additional point for making and participating in either of these ensembles)
- Participate in a college or university honor band clinic
- Show proof of weekly private lessons for a period of seven months (letter from private lesson teacher)
- Prepare for and audition for a college music scholarship (seniors)
- Attend every scheduled pep band game (see the band calendar for dates)
- Participate in and have perfect attendance to the Jazz Band
- Participate in and have perfect attendance to the Pit Orchestra for the Spring Musical
- Participate in and have perfect attendance to a winter group (percussion or guard)
- Other special events/performances/activities may be added

All band members are required as part of the band class requirements to audition for All-District and perform in at least one event at Solo and Ensemble festival. Assuming the student receives a Distinguished rating at Solo and Ensemble Festival, they need only select one additional AMP credit for completion of this requirement.

Rules and Expectations

- Because of the many contacts band members make when they are in public, they act as goodwill ambassadors for DCHS and DCPS.
- Inappropriate appearance will not be allowed.
- It is expected that all band members exhibit polite and courteous behavior, which will credit our organization and school.
- PDA (Public Display of Affection) will not be permitted at school, on buses, or at any band function.
- All band members are obligated to note any act of misconduct and call it to the attention of the person(s) involved immediately. If the behavior continues, students should notify a director.
- Band members are encouraged to cultivate an attitude of good self-discipline and attention during and before rehearsals and performances. Each rehearsal and performance should be a musical learning experience for each student.
- Constant disturbances by any band member demonstrate a lack of interest and respect to the band, and therefore he/she should find another place or activity to hold his/her attention and respect.
- It is expected that students maintain an “aggressive” attitude toward preparation, rehearsal, and performance – don’t settle for mediocre.
- The use of drugs, alcohol, or tobacco is strictly forbidden.
- ALL RULES AND POLICIES DCHS STUDENT HANDBOOK AND DCHS STUDENT CODE OF CONDUCT WILL BE FOLLOWED AT ALL TIMES.

General Classroom (Rehearsal) Rules:

- Be prompt: be in your seat with your instrument, music, and any other supplies needed for class or performance.
- Be prepared: to play your instrument and music to the best of your ability by practicing, taking proper care of your instrument, and by being mentally prepared for class or performance.
- Be attentive: pay attention and follow ALL instructions
- Be polite: be quiet at all times (no talking), raising your hand and waiting to be recognized before asking a question or making a comment. Always treat others with respect, be they a director, student officer, or a booster. If you feel you have not been treated fairly, talk to the director outside of rehearsal.
- Be a promoter of the learning process: Be positive, aggressive, helpful, and the kind of student who sets a good example for others to see.
- Do not allow anyone other than yourself to use your instrument. You are responsible for any damage to your instrument. Percussion instruments are off-limits to anyone but percussionists.
- No food or drinks (includes gum and candy) is allowed in the Band Room unless permission is given by the director. (water is permitted)

Rehearsal Procedures:

- Sit in your seat immediately with all things required to perform.
- Chairs (ranking within a section) in all bands will be determined by All-District audition results. Students may challenge the next highest person for their chair (at director’s discretion) and may be reseated based on playing test performances.
- The band will warm up and play together.
- You are tardy if rehearsal begins and you are not in your place ready to play. Consistent tardiness will be disciplined by loss of chair or office referral.
- A student that disrupts rehearsal will be removed from the rehearsal. Consistent discipline problems may warrant removal from the Band Program. (see Discipline Plan)
- The rehearsal room, instrument storage slots, and storage rooms will be kept clean and orderly.

Band Room, Instruments, and Equipment

- Keep instruments in cases with latches closed in your assigned storage area when not in use.
- Instrument cases are to be placed in storage areas during rehearsal.
- Storage areas must be kept clean. Items not properly stored may be discarded.
- Music may be stored in your instrument storage area.
- Band storage areas are for band related items only. Books and other personal items are to be stored in the hallway student lockers.
- Band hall chairs and stands are not to be removed from the room unless requested by a director.
- No one is to use the copy machine or audio-visual equipment without permission.
- Periodic inspections may be made of school-owned instruments and equipment. Each student is financially responsible for any damage that occurs during the time it has been issued to him/her.
- Any damaged school property must be repaired or replaced. The student shall reimburse the school for such repairs or replacements immediately. The director will choose the appropriate repair company.
- Band staff assumes no responsibility for personal items lost, stolen, or damaged in the band room. Please understand that every effort is made to secure the area, but no method is perfect.

Bus Rules and Procedures

- When buses are provided, all performers will ride the bus both to the event. From site other than DCHS, students may only be picked up by their parent/guardian. From sites other than DCHS, a parent/guardian is required to “sign-out” the student from the bus chaperone and accept full responsibility for his/her welfare.
- Students will ride only on the bus to which they are assigned. Students are required to obey the driver, adult chaperones, directors, and any posted bus rules.
- The directors may choose to separate boys and girls on long/late bus trips at their discretion.
- When the bus stops or is entering a major highway, there is to be NO TALKING.
- Loud talking, foul or abusive language, standing in aisles, or sitting on the backs or arms of seats while on buses is prohibited.
- Hands feet, arms, legs and head must remain inside the bus.
- No food or drink is allowed on buses unless approved by the directors/drivers.
- Absolutely no glass containers are allowed on any bus.
- Hair spray, perfume, etc. may not be applied or sprayed while on buses.
- Deposit ALL trash in the trash bags or cans on each bus.
- MP3 players, DVD players, etc. may be played, but only with headphones.
- We will NOT change clothing on a bus.
- Students will show respect to all chaperones and their authority.
- Neither the DCHS Band nor DCHS/DCPS are responsible for lost or stolen items on trips.
- Do not bring more than what you need on the trip, especially money.
- Loud and overly boisterous behavior by band members when in public is not in the best interest of the band’s image and mission

Consequence Plan

Discipline is fundamental to the success of a band program. This plan will help to ensure the success of the Band of Pride as well as all of its student members. It is meant to promote leadership and responsibility by providing consistent consequences for failures to maintain self-discipline.

Soft Consequences

Soft consequences will be issued for violations of the rules and expectations within this handbook. Only directors may issue punishments to individual students. Section Leaders may choose to have their entire section engage in select soft punishments for lack of rehearsal discipline or failure to meet expectations.

- Verbal correction / warning
- Cleaning Duty (band room, field, etc.)
- Push-ups / sit-ups
- Lap of the field / parking lot
- Copying handbook rule(s) or procedure(s) violated 20-50 times
- "Touch a tree" – students asked to run to a designated object within sight of the rehearsal area.
- Carry equipment for rehearsal

Hard Consequences

Serious offenses should be reported directly to the director. Offenses referred to or noticed by the directors may be recorded by the directors and kept on file. Any infraction of conduct, attitude, or responsibility referred to the directors will be dealt with in one or more of the following ways:

- Conference with student
- DM
- Loss of earned points
- Conference with parents
- Conference with principal
- Probationary contract
- Expulsion from band program – no refund of fees will be given

Students dismissed from the program for disciplinary reasons may not return to the program until the next school year and then only after a review by both the director and a principal. Offenses such as fighting or willful disobedience will result in an automatic referral to the office and probable dismissal from the program. No refund of fees will occur for dismissal.

Attendance Policy

Rehearsal time is limited and performances without all members present fall short of their full potential. Therefore, all band students have an obligation to their fellow students to attend and to be on time, to be prepared, and to bring all necessary equipment to each rehearsal or performance. Absences to the band class period will be deemed excused or unexcused based on the school attendance officer's determination. The following guidelines will be used to govern absences to out-of-school rehearsals and all performances:

- All band students must know and abide by the Daviess County High School attendance policies.
- Attendance is required at all rehearsals, director-scheduled sectionals, and performances.
- Absences and tardiness will be excused, assuming proper notification, in the following cases:
 - Medical emergency, personal injury, personal severe illness (follow up with doctor's note when applicable)
 - Death in the family
 - Unavoidable doctor appointment conflicts (see notification policies - follow up with doctor's note)
 - Family weddings (see notification policies)
- Examples of unexcused absences and tardiness include but are not limited to:
 - Work
 - Over-sleeping
 - Transportation not arranged
 - Scheduling conflicts with other activities or events
 - Anything deemed unexcused by DCHS
 - Absences that are unreported according to DCHS Band guidelines
- For known absences (weddings, doctor appointments, etc.), parents must complete the online Absence Approval Form located on the band website **at least one week prior to a rehearsal/event absence or two weeks prior to an absence to a scheduled performance** for it to be considered excused. A follow-up doctor's note is required within three school days of the absence when applicable. If excused, the student may do a make-up assignment for the missed event.
- For unplanned, emergency absences (personal illness, death in the family, etc), parents will need to complete the online Absence Approval Form located on the band website **within 3 days after the student's return**.
- Unexcused absences and tardiness may result in, but are not limited to:
 - Grade deduction
 - Loss of performance status
 - Expulsion from the band program – no fee refund will be given

Late Arrival/Early Departure

Three (3) unexcused late arrivals/early departures (29 minutes or less) to rehearsal or performance are counted as one (1) unexcused absence. A late arrival/early departure of 30 minutes or more will count as an absence. Any unexcused late arrival or early departure will affect the student's grade and will potentially result in other consequences

Special Considerations

Parents and students must be aware and acknowledge the importance of attendance to the performance and morale of the band. As such, any absence (excused or unexcused) may affect a student's performance standing in the ensemble and eligibility to perform at a given concert or competition.

Band Awards and the Point System

Each year at the Spring Band Banquet, we come together to celebrate the accomplishments of the band of pride, honor our departing senior class, and recognize the accomplishments of outstanding members. Many award recipients are selected by directors based on merit. Others are earned automatically by students based on their achievements throughout the year.

Merit-Based Awards

- John Philip Sousa Award – typically awarded to a senior member of the Band of Pride who intends to study music in college, this award is one of the highest honors a high school band member can receive
- The Semper Fidelis – awarded to a senior member who demonstrates the highest achievement as a performer on their instrument.
- Outstanding Members – awarded to the most outstanding students in each grade level and the most outstanding color guard and winter guard members for the year.

Earned Achievement Awards

- Leadership Recognition – students who have served honorably as Drum Majors, Section Leaders, and Student Assistants.
- Band Letters – awarded when a student has accrued 50 points; points earned each year will carry over to the next for calculation of this award (beginning with the class of 2015). Second-year members will still receive letters this year.
- Band Bars – awarded for each year a student earns 15 points or more
- Honor Bandsman – awarded to students who earn 20 points or more in a given school year
- Honor Bandsman with Distinction – awarded in each grade level to the student who earns the most points

Points System

Students will be given points for the successful completion of specific tasks throughout the school year:

<u>Points Awarded</u>	<u>Tasks</u>
1	<ul style="list-style-type: none"> • All-State or All-District audition • All-State audition for 9th/10th grade students • College or university honor band clinic participation • Meeting the minimum sales goal for two sales-based fundraisers
2	<ul style="list-style-type: none"> • No unexcused rehearsal absences, no more than one excused rehearsal absence, and no missed performance in Jazz Band, Winter Percussion, Winter Guard, or Pit Orchestra (students will be awarded 2 points for each ensemble in which they meet these criteria)
3	<ul style="list-style-type: none"> • Distinguished Ensemble at District Level (only awarded once per year) • Distinguished Ensemble at State Level (only awarded once per year) • Distinguished Solo at District Level (only awarded once per year) • All-District Band Member • No unexcused rehearsal absences, no more than two excused rehearsal abs, and no missed performance in Marching Band (students may not combine these points and the corresponding 5 point award) • Meeting the minimum sales goal for three sales-based fundraisers and volunteering to help two days at event-based fundraisers (i.e. iris field work, chicken cooking days, etc.)
5	<ul style="list-style-type: none"> • Distinguished Solo at State Level (only awarded once per year) • No unexcused rehearsal absences, no excused rehearsal absences, and no missed performance in Marching Band (students may not combine these points and the corresponding 3 point award) • Attendance at every required performance for the year • Meeting the minimum sales goal for all sales-based fundraisers and volunteering to help four days at event-based fundraisers (i.e. iris field work, chicken cooking days, etc.)
8	<ul style="list-style-type: none"> • August through May weekly private lessons (obvious exceptions for school breaks/holidays) – verified by private instructor
10	<ul style="list-style-type: none"> • All-State Band Member

Performance Benchmarks

DCHS Bands Minimum Skill Expectations and Grade-Specific Requirements

Minimum skill expectations are not meant to exclude interested students from participating in band, but will be used to show what skills students should possess as they progress through the DCHS Band Program. These standards will be reflected in the playing assessments students are assigned periodically. See the Performance Rubrics in this handbook for grading guidelines.

Entry into Freshman Band

Students entering the DCHS Freshman Band will be assessed to ensure mastery of entry level performance expectations. Students falling short of these expectations will enter into remediation until mastery of Entry Level skills is achieved.

- Perform the concert F, Bb, Eb, and Ab major scales and a chromatic scale in one octave with a score of 5 or better on each
- Memorization is not required
- Student can sight read an appropriate director-selected exercise with 75% accuracy or better
- Student demonstrates an acceptable tone quality

Freshman Band

Freshmen Band members will begin with the Entry Level Skills and progress, by the end of the year, to the ability to perform the following with an acceptable tone quality:

- Perform all Entry Level scales, including chromatic, plus the concert G, C, and Db major scales in one octave with an average score of 5 or better (total score of 40 or greater) – all scales must be performed in eighth notes, ascending and descending, with a minimum tempo of $\text{♩}=80$
- Memorization of concert C, F, Bb, Eb, and Ab major must be demonstrated.
- Student can sight read an appropriate director-selected exercise with 75% accuracy or better
- Student can articulate staccato 16th notes cleanly at a minimum tempo of $\text{♩}=80$
- Freshmen band members are required to audition for All-District and must perform either a solo or ensemble at KMEA Solo and Ensemble Festival

Sophomore Band

Sophomore Band members will begin with the Freshman Band Skills and progress, by the end of the year, to the ability to perform the following with an acceptable tone quality:

- Perform all Freshman Level scales, including chromatic, plus the concert A, D, and Gb major scales in one octave with an average score of 5 or better (total score of 55 or greater) – all scales must be performed in eighth notes, ascending and descending, with a minimum tempo of $\text{♩}=88$
- Memorization of concert G, C, F, Bb, Eb, Ab, and Db major and a chromatic scale in one octave must be demonstrated in one sitting
- Student can sight read an appropriate director-selected exercise with 75% accuracy or better
- Sophomore band members are required to audition for All-District and must perform either a solo or ensemble at KMEA Solo and Ensemble Festival
- Student can articulate staccato 16th notes cleanly at a minimum tempo of $\text{♩}=88$

Junior Band

Junior Band members will begin with the Sophomore Band Skills and progress, by the end of the year, to the ability to perform the following with an acceptable tone quality:

- Perform all 12 major scales in one octave and a chromatic scale in two octaves – all scales must be performed in eighth notes, ascending and descending, with a minimum tempo of $\text{♩}=104$
- Memorization of concert A, D, C, F, Bb, Eb, Ab, Db, and Gb major and a chromatic scale in one octave must be demonstrated in one sitting
- Student can sight read an appropriate director-selected exercise with 75% accuracy or better
- Junior Band members are required to audition for All-State and must perform a solo at KMEA Solo and Ensemble Festival
- Student can articulate staccato 16th notes cleanly at a minimum tempo of $\text{♩}=96$

Senior Band

Senior Band members will begin with the Junior Band Skills and progress, by the end of the year, to the ability to perform the following with an acceptable tone quality:

- Perform all 12 major scales in all possible octaves, a chromatic scale in two octaves, and concert D, G, C and F natural minor scales – all scales must be performed in eighth notes, ascending and descending, with a minimum tempo of $\text{♩}=112$
- Memorization of all 12 major scales and a chromatic scale in two octaves must be demonstrated in one sitting
- Student can sight read an appropriate director-selected exercise with 75% accuracy or better
- Senior Band members are required to audition for All-State and must perform a solo at KMEA Solo and Ensemble Festival
- Student can articulate staccato 16th notes cleanly at a minimum tempo of $\text{♩}=104$

How to Practice

Playing a musical instrument is a physical activity and like any physical activity, the body needs repetition for strength and accuracy. Every musician uses muscles around the mouth and/or in the arms/wrists/hands. Those muscles need conditioning – an act that requires daily repetition. Even practicing the same pieces help strengthen a student’s “playing muscles”. Daily practice also helps with the student’s consistency of performance.

Where should practice occur?

Since practicing involves hearing, reading, and focusing, it is best to practice in a place with the least amount of distractions possible. Most elect to practice in a bedroom with the door closed. If at all possible, try to practice in the biggest room available and try to fill the entire room with a big, beautiful sound.

When should practice occur?

When to practice is not nearly as important as setting a practice schedule for every day. Decide the best time for practice and stick to your schedule. Even during busy times, a few minutes at least can keep the muscles in shape and at least maintain skills. More practice time equates to more improvement.

What should practice sound like and how should practice time be organized?

- Warmup exercises: breathing, long tones, mouthpiece vibrations, lip slurs, etc. 20% of allotted time
- Scales/Scale Patterns: see benchmarks to find scales on which to focus 15% of allotted time
- Rhythm: see benchmarks/SmartMusic assignments for specific focus 15% of allotted time
- Repertoire: concert music, private lesson material, auditions, S/E, etc. 40% of allotted time
- Entertainment: Something enjoyable, just for fun! 10% of allotted time

* The percentages are estimations of the length it takes for these areas to improve. They are meant to be used as guidelines for practice and can vary according to necessity or focus. One hour of daily practice is the typical suggested practice time for high school students with more advanced player practicing up to two hours each day. Remember, the allotted time need not be consecutive to be affective. Two thirty minute sessions or three twenty minute sessions are equally effective if more convenient or comfortable for the student.

What method should be used to practice?

Use SmartMusic to assist in the following steps – it can make practice a lot more fun and productive!

1. Break down music into small “digestible” segments of a few measures or a single phrase.
2. Focus firstly on notes and rhythmic accuracy within the segment
3. Practice difficult rhythms on a single pitch before playing it as written.
4. Difficult segments may require starting at a slow tempo and then speeding up incrementally until the desired/required tempo is met – use a metronome at first, then without.
5. Focus secondly on written dynamics and articulations within each the segment
6. Focus thirdly on phrasing (breathing and implied dynamics) and expression.
7. Don’t proceed to the next segment until the first is mastered using the three focuses.
8. Put mastered segments together into sections and repeat, without error, three times.
9. Put sections together into an entire piece/exercise

True practicing does not occur until after a piece is learned. Do not quit after playing something once without mistakes. Only after a piece is without mistakes should it be played over and over again multiple times.

Performance Rubrics

SCALE PERFORMANCE STANDARDS: 10 Point Scale

10	There are no discernible flaws to the most discriminating listener. The presentation takes on all positive characteristics of a professional performance.
9	An advanced tempo is used. The scale is well in tune and the performance is perceived as effortless. The performer plays the scale melodically with proper phrase direction, shape and tonal energy. All elements of musicality are present.
8	Tempos are approaching maximum for the instrument. Tone quality is consistent and well-developed overall ranges. Vibrato is refined and mature. Inconsistencies in pitch in extreme ranges may exist to a small degree. Articulation is clear over the range of the scale and does not cause distraction.
7	Takes on all positive characteristics of a "6" but at a faster tempo. There is melodic direction and the scale begins to take on a refined feeling.
6	Starts and articulation are clear and tone quality is characteristic. Technique is even and there is no smearing. The scale is not perceived as slow. Rhythm is totally accurate regarding relation of quarter note and eighth notes: The scale does not rush or drag on the key notes. Octave tuning has been addressed though inconsistencies may exist in the extreme ranges. Vibrato is present on long notes and the last note finishes the phrase musically.
5	All notes are correct. Tone is developing properly but may be inconsistent in the extreme ranges. Rhythm is even or very close and the correct range was performed. Vibrato may or may not be present. Articulation is consistent but may be in need of further attention.
4	Most notes are correct but rhythm may be uneven or the scale was played too fast for accuracy. Tone quality may not be refined but would not be considered poor. Correct range was attempted but may not have been completed
3	Some of the notes are correct. Tone quality may be poor and the correct range may not have been performed.
2	Tone quality may be poor and many of the notes are wrong or the student did not finish the scale.
1	The student attempted to play the scale but it is unrecognizable.

MUSIC PERFORMANCE STANDARDS: 100% Scale, Points Vary

100	This performance challenges the listener's concept of the ideal . Professional in all aspects, the performer and the presentation may be compared to the finest musicians on the instrument.
99	There are no distractions and the technical execution of the piece is perceived as flawless . Articulation and tone quality are clear and never a distraction. This performance distinguishes the musician as among the best at the high school level, worthy of selection to the All-State Band .
98	
97	The performer executes all of the technical demands of the piece fluently . Minor inconsistencies in articulation, phrase direction, and tone quality in extreme ranges and at extreme dynamic levels may be present but are rare. Moments of true artistic expression are frequent as all elements of a well-prepared performance are in place. The performance would be worthy of a Distinguished Solo rating at State Solo and Ensemble Festival and are of a quality on par with All-District Band member expectations.
95	.
94	Notes, rhythms, articulations, dynamics, and phrasing are correct and performed confidently . Slight errors (if they occur) are handled without stopping. Tempos are appropriate for the etude/exercise and for the skill and musicianship of the performer. Breathing is natural and rarely causes distraction. The performance is on par with the quality needed for a Distinguished Solo Rating at District Solo and Ensemble Festival and might be of sufficient quality to place the performance on par with All-District Band member expectations.
90	
89	Comprehension is demonstrated, as note and rhythmic errors are almost nonexistent . Stops (if any) are minor and recovered-from quickly. Rhythms are performed correctly but may be uneven or have a tendency to change tempo. Dynamic contrast is present and convincing. Correct articulation is present although it may be inconsistent. Tone quality is characteristic throughout most of the excerpt but may suffer in more technical passages. Phrasing has been addressed and carefully worked out, but may not be fully refined. The performer occasionally displays expressive qualities which elevate the piece beyond mere notes .
85	
84	The performer executes all of the technical demands of the piece fluently . Minor inconsistencies in articulation, phrase direction, and tone quality in extreme ranges and at extreme dynamic levels may be present but are rare. Moments of true artistic expression are frequent as all elements of a well-prepared performance are in place. The performance would be worthy of a Proficient Solo rating at State Solo and Ensemble Festival.
80	
79	There is a superficial level of preparation and the presence of some fundamental technical skill. Wrong notes and rhythms are a constant distraction, and little or no attention to articulation and dynamics is evident. Characteristic sound may or may not be present.
20	
19	An attempt was made to play the etude. Tone quality may be poor and many of the notes are wrong due to a severe lack of preparation or poor fundamental skill . The student may not have finished the piece.
0	

Please be aware that some playing assessments assigned using SmartMusic will be graded by recording SmartMusic's assessment grade only. Other playing assessments using SmartMusic and those live, in-class playing assessments will include a director assigned score based on the criteria above.