

# Clinton High School

## Band Handbook

2013-2014 School Year



**A guide for the members of the high school band  
program at Clinton High School.**

*Music Mission: Music education is an integral part of the school curriculum, which provides an outlet for auditory, creativity, and self-expression. The music department's mission is to help all students, regardless of music talent, to establish a solid and permanent relationship with music, which will contribute to personal growth and satisfaction throughout life.*



## Preface

This guide has been written for the Clinton High School Band students and parents to provide information regarding the various procedures and activities of the Clinton band program. This handbook includes an explanation of the importance of music in education, the current band syllabus, and appropriate procedures for high school band.

All band students and parents are urged to read the entire manual carefully to understand the procedures stated herein. This guide is not meant to be all-inclusive, but rather a source of information for students and parents. Information will be updated from time to time, but students will be informed of any changes that do occur. Check the band department website for updates and announcements.

## Clinton High School Band Department

Becoming a significant contributing member of the Clinton Band Program is not an easy task. It is up to the individual student to take an active role in helping to decide the direction this program. There are many opportunities to show leadership and make an impact on this fine organization. Show your leadership qualities by stepping out of your comfort zone and trying new things.

In order for these groups to be adequately prepared to perform the finest in instrumental music literature, it is essential that each member knows and understands the basics of musicianship as well as the procedures of the music department. That is one of the reasons this booklet has been prepared.

A fine instrumental organization is made up of fine musicians. In order to secure the confidence and respect that comes with this musicianship, you must strive to do your very best and always put forth 100% effort. Every good organization has high standards of performance and behavior – ours is no exception. Take pride in the organization to which you belong.

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High School Band Director  
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# Clinton Fight Song

***“Illinois Loyalty”***

We're loyal to you Clinton High,  
We're navy & white Clinton High,  
We'll back you to stand,  
You're the best in the land,  
For we know you've got sense Clinton High!

**U RA RA!**

Back up that ball Clinton High,  
We're backing you all Clinton High,  
Our team is the fame protector,  
On team, for we expect a VICTORY from you  
Clinton High!



**Marching Band Schedule- 2013  
(10-12 Students only)**

<u>Date</u>	<u>VS</u>	<u>School Song</u>	<u>Report Time</u>
August 30	North Boone	Notre Dame Victory	6pm (PB)
September 6	Jefferson	On Wisconsin	6pm (PB)
September 27 (Parents' Night)	Big Foot	Big Foot	6pm (MB)
October 11 (Homecoming)	Turner	Victors	6pm (MB)
October 18 (Senior Night)	Parkview	Indiana, Our Indiana	6pm (MB)
October ??? Last Blast	For MS Students	*****	School Day (MB)

**Other High School Band Events for the 2013-2014 School Year**

September 21- Drive 4 UR School Fundraiser (New)  
 September 26- Candy Bar Fundraiser Delivery  
 November TBD- Meat Pasty Sale Fundraiser (New)  
 December 9- Holiday Band Concert  
 December- Mr. Z's Pizza Fundraiser  
**January 8- Rock Valley Conference Honors Band (In Clinton)**  
 February 14 & 15- UW-Platteville Tri-State Honors Band Festival  
 February 22- Local Solo and Ensembles (@ CHS)  
 March 8- District Solo & Ensembles (@ Elkhorn)  
 March 18- Pops Concert  
 April 26- State Solo & Ensembles (@ UW-Whitewater)  
 May 3<sup>rd</sup>- Evening with the Arts Taco Dinner and Jazz Performance  
 May 16- Spring Band Concert  
 May 26- Memorial Day Performance  
 May 31- Commencement

Basketball Pep Band Schedule...Coming soon!!

## **Course Offerings**

### **Symphonic Band**

Selected students. Designed for students to participate in full band ensembles; study solo literature and have individual help on lesson material. Time is spent on history, appreciation and theory of music through recordings, playing, and discussion.

### **Concert Band**

All 9<sup>th</sup> grade band students are required to be in this band. The goals are the same as Symphonic Band with group lessons and the playing level is less difficult.

### **Jazz Band**

Jazz will be made of selected members only and will meet every Tuesday and Thursday morning starting at 7:15am.

## **Grading**

### *FORMATIVE AND SUMMATIVE*

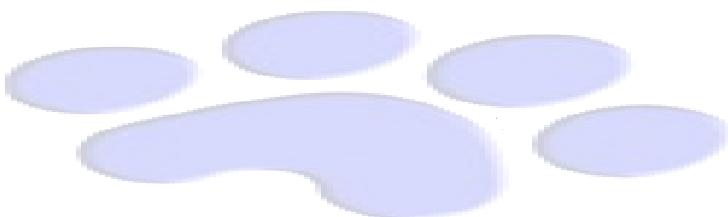
*Formative* grading “should and will take many forms in the course of a school year or semester.” Formative grading may include: daily homework assignments, study guides, quizzes, “drafts” of thesis statements, notebooks, note cards, corrections, and other, too many to name, activities. In short, a “Formative Assessment” is a tool that should be used to provide feedback to a student – in order for the student to determine how they are progressing in their level of knowledge or in developing the skills and abilities to be successful in the particular course. Not all formative assessments need to be scored for a grade, but scored for feedback on student performance. Formative assessments will be 35% of the final grade.

*Summative* grading solely reflects student mastery of curriculum standards. Summative Assessments can, should, and will take many forms over the course of a semester or school year. “Summative Assessments” can include: tests, projects, research papers, presentations, panel discussions, demonstrations, reports, essays, performances, etc. – anything that a teacher may use to make a judgment of a student’s ability level or mastery of content. Participation can be a summative assessment if it directly relates to measuring a student skill. Summative assessments will be 65% of the final grade. **ALL final exams will be cumulative for that semester. The final exam is weighted 15% of the semester grade.**

**\*\*\*Taken directly from the CHS Student Handbook\*\*\***

Here is a breakdown of grading within band:

- Formative Assessments (35%)
  - Daily **rehearsal** grade
  - Assignments
  - Journal Entry's
  - Lessons
- Summative Assessments (65%)
  - Participation in **scheduled performances**
  - Projects



## **Individual Lessons (Formative Assessment)**

Lessons are a very important part of this course. Individual lessons provide the building blocks needed to become a great player. Students will be required to attend (7) 15 minute lessons per quarter. This will be a formative assessment.

Students will also be graded on the following three step problem solving process during lessons:

1. Identification of and ability to troubleshoot the problem
2. Ability to provide a solution for fixing the problem
3. Insights on music-making versus playing technically perfect

## **Assignments (Formative Assessments)**

Assignments may include:

- Music listening analyses
- Essays on music
- Concert reviews
- Goals and goal evaluation
- Journal Entry

## **Performance Policy (Summative Assessment)**

Performances will be graded as a summative assessment. Since these summative assessments are a culmination of different units, it is in the best interest for ALL students to attend ALL performances.

**Missed Performance (Make-Up):** If a student misses a performance, they will have two options:

1. Receive a grade of zero (0) for the missed performance.
2. Make-up assignment, usually a paper. The make-up assignment will be discussed by the director and student (missing the performance) who will agree on an appropriate alternative assignment. If the student completes this alternative assignment, they will receive full credit in place of the missed performance. Students are encouraged to attend all performances!!!!!!!

\*\*\*When considering missing a performance, think about the effect your decision will have on the quality of performance and the rest of the students in band.\*\*\*

## **Online Requirements**

### **Smart Music**

As a part of the student's formative assessments, from time to time, students will use the smart music program. An account for Smart Music is free and will be created on the Mac Computer in the band room. If a student would like to further their practice, for \$36 a year, families can have a subscription to Smart Music on their home computer. I would suggest this for advanced musicians and students wishing to pursue a career in music. To find out more about Smart Music, search for it online or contact Mr. Brueggen for more information.

### **Edmodo**

Please become a member of your band Edmodo page. Please use Edmodo to check for assignments, announcements, project information, and band recordings.

## **Performance Dress Code**

### **Marching Band**

Students will utilize the marching uniforms for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> home football games. When wearing these uniforms, students are required to wear the "Dinkle" marching band shoes and black. All band students will wear "Dinkles" and will need to pay a \$20.00 fee for use of the shoes. Students may trade their "Dinkles" in at any time if they become too small.

### **Concert Band**

Students will wear the marching uniforms for all concerts except the Pops Concert in March where they will be allowed to choose. Gentlemen are encouraged to wear ties and ladies need to make that if a skirt is worn, it falls below the knees when seated.

## **Chair Placements**

There will be chair placement auditions this year occurring in October at the completion of marching season. From time to time, the director may assign parts to ensure all students are being adequately challenged. Challenges may be requested after auditions are completed and are discussed below.

## **Challenging Procedure**

If you are unhappy with your chair placement, you will have an opportunity to challenge. The procedure is stated here.

Your musicianship can develop only through unrelenting effort. No doubt you have heard the saying “Practice Makes Perfect.” That says a lot, and in very simple terms; but it has quite an important loophole. You see, practice makes perfect **ONLY** when the practice itself is **PERFECT**. Repetition means progress only if it is a repetition of the correct principles. It is for this reason that we need to know the **how, what, and why** to practice. Study and the incentive of the challenge system will help you.

The philosophy of the challenge system is that every musician deserves the privilege of achieving the highest chair his/her ability and interest will permit regardless of his/her grade in school. The interest of all musicians should be to achieve the best quality of musical performance as a group that the Clinton High School band can produce. Therefore, each musician should show pride in seeing classmates excel knowing that a classmate’s promotion may mean a better band. It is also important that all students recognize that each student’s performance is vital to the group no matter what chair he/she occupies.

## **Guidelines for Challenges**

1. Challenger will request a challenge by signing the posted challenge sheet. You are held responsible for your part on any given day however I suggest you notify the person you are challenging at least 3 days prior to the challenge.
2. Once there has been a challenge requested, there will be a date and time given to the challenge as long as both students are available. If a student does not attend their scheduled challenge without contacting the director first, they forfeit their right to keep their same chair or to advance in the section.
3. Time Rules on Challenging:
  - a. If the person you want to challenge is already involved in a challenge, you must wait for the outcome of that challenge before you sign the challenge sheet.
  - b. The winner of a challenge may keep challenging up without delay of time. The student who lost the challenge may then be immediately challenged if the same part is involved.
4. Ten school days waiting period for:
  - a. The student who lost the challenge to re-challenge on the same part
  - b. If the student who lost must prepare a different part
5. There will be no challenges between different parts within ten (10) days of a concert.
6. Although we prefer the students to initiate a challenge, the director may audition a section or portion of a section at any time.
7. It is suggested that you notify the person you challenge so that a friendly atmosphere can prevail. Showing pride in seeing others succeed is a mark of maturity and personal integrity.

## **Solo and Ensemble Festival**

Participation in Solo and Ensemble is required. It will serve as one of our units of study and will be during the entire third quarter.

Students may not perform in more than ten (10) total events. This includes crossover between vocal/wind/percussion events.

### **Purpose of the WSMA Solo & Ensemble Festival**

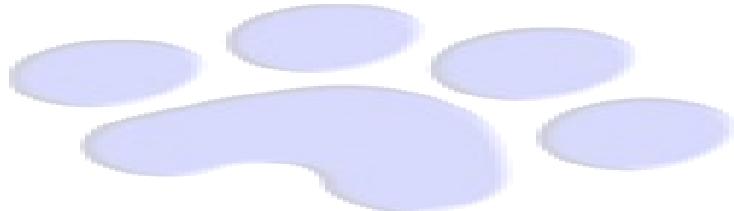
- Establish standards of excellence in music performance
- Motivate you to continue studying music
- Improve your music performance
- Improve your understanding of music literature and music concepts
- Understand the relationship of your musical experiences to other life experiences

## **Band Officers**

Students entering their sophomore, junior, or senior year will have the opportunity to become a band officer. These positions will be a valuable asset to the band program by helping to decide the direction the band will take. The officer positions will be:

- *President*- Will be a leader of all band students. Will be in charge of announcements and taking a leadership role when the director is not present.
- *Vice President*- Will be in charge of band operations in the case that the president is not around. Will be a steward of the uniforms.
- *Librarian*- In charge of all music
- *Secretary*- Will be in charge of taking attendance at all rehearsals, taking notes during rehearsals when asked by the band director, making programs for concerts, and keeping accurate records as a co-band historian.
- *Public Relations (PR)*- A creative person in charge of recruiting students to be a part of band, helping to plan potential social events, making programs for concerts, and keeping accurate records as a co-band historian. Will help the vice president as a steward of the uniforms.

## ***History of the Clinton High School Band Program Coming Soon!***



# Paw Pride Expectations

## Class Behavioral Matrix

Band- Mr. Brueggen

<i>Routines Expectations</i>	<b>Entry Routine</b>	<b>Learning Routine</b>	<b>Exit Routine</b>
<i>Respect Self</i>	Place personal belongings in your cubby. Not on the floor!	Be prepared and on task. Rehearsal will be fast paced, so please concentrate!	Organize materials Put your instrument and music in your cubby. Do not leave your personal belongings in the band room!
<i>Respect Others</i>	Enter quietly, quickly assemble your instrument, and head to your seat to begin warming up.	DO NOT TALK when other are talking Raise your hand until called on Listen to others Respect opinions of others and maintain a positive attitude	Exit quietly when bell rings
<i>Respect CHS</i>	Go to your section and do not waste rehearsal time conversing with friends.	Follow directions the first time	Make sure the room and your area is clean before leaving

# Music Objectives

**Cultural:** Develop music appreciation and performance skills through the study and performance of music. Foster appreciation of community music traditions.

**Educational:** Develop interested and discriminating listeners and provide a well-rounded background in the understanding and appreciation of music. Develop 21st century skills.

**Service:** Provide color and atmosphere at selected events in the community and school.

**Personal:** Provide all students in the Iowa-Grant School District an opportunity for valuable use of leisure time, provide an emotional outlet, and good social experiences as well as to enhance individual discipline skills. For those who intend to study music after high school, to provide them with the skills they need to be successful in post-high school studies.

## Why Music?

**Music is Science** Music is exact, specific. Music demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody, and harmony all at once, and with the most exacting control of time.

**Music is Mathematical** Music is rhythmically based. It has a basic unit of time which is subdivided into fractions of seconds which must be performed instantaneously – not worked out on paper.

**Music is a Foreign Language** Most of the terms used in music are written in Italian, German, French, or other symbols. Music notation is certainly not English, but a highly developed kind of shorthand that utilizes symbols to represent ideas. The semantics of music is the most complete and universal language in the world.

**Music is History** Music usually reflects the environment and times of its creation, often even the country and perhaps ethnic feel of its creator.

**Music is Physical Education** Music requires complex coordination of fingers, hands, arms, lips, cheek & facial muscles. Music requires extraordinary control of diaphragm, back, stomach, and chest muscles, which respond instantly to the sound heard and the interpretation of the notation by the brain. This is not to mention the physical movements required in marching a two or three mile parade, or performing a halftime show....

**Music is all these things, but most of all, Music is Art.** Music allows a human being to take all these techniques and use them to create mood and emotion. Science cannot duplicate this. Call it humanism, feeling, emotion, or another term.

## Why do we teach music?

Not because we expect you to major in music.

Not because we expect you to play or sing music all your life.

Not so you can relax

Not so you can have fun

## But more importantly:

So you will be human

So you will recognize beauty

So you will be sensitive

So your life will be enhanced

So you will have something to cling to

So you will have more love, more compassion, more gentleness, more good ...

In short: More life!

Of what value will it be to make a prosperous living, unless you know how to live?

## That is why we teach music!

## **The Child's Bill of Rights in Music**

This statement, prepared by the council of past presidents of the Music Educators National Conference (MENC), was adopted in 1950 by the MENC Biennial convention.

- I) Every child has the right to full and free opportunity to explore and develop their capacities in the field of music in such ways as may bring them happiness and a sense of well-being.
- II) Every child shall have the opportunity to experience music with other people so that their own enjoyment shall be heightened and they shall be led into great appreciation of the feelings and aspirations of others.
- III) Every child shall have the opportunity to make music through being guided and instructed in singing, in playing at least one instrument both alone and with others, and, so far as their powers and interests permit, in composing music.
- IV) Every child shall have opportunity to grow in music appreciation, knowledge, and skill, through instruction equal to that given to any other subject in all the free public educational programs that may be offered to children and youth.
- V) Every child shall be given the opportunity to have their interest and power in music explored and developed to the end that unusual talent may be utilized for the enrichment of the individual and society.
- VI) Every child has the right to such teaching as will sensitize, refine, elevate, and enlarge not only their appreciation of music, but also their whole affective nature, to the end that the high part such developed feeling may play in raising the stature of mankind may be revealed to them.

<b>21<sup>st</sup> Century Employability Skills Taught in Music</b>	
Dependability	Reliability
Responsibility	Initiative
Punctuality	Attendance
Willingness to Learn	Willingness to Work
Honesty	Pride in Work Accomplishments
Problem-Solving Skill	Appearance, Hygiene, Grooming
Willingness to Improve	Perseverance
Attitude	Task Completion
Behavior	Communication Skills
Planning	Organization Skills
Respect for Authority	Follow Directions
Interpersonal Skills	Respectful of Coworkers
Quality of Work	Time Management Skills
Listening	Teamwork

## **Band Contract- 2013-2014 School Year**

I, \_\_\_\_\_, the student, have read and understand the Clinton High School band handbook. I agree to follow these procedures and understand that they will be referred to if there is a disagreement. As a parent, you agree that your son/daughter has read the policies and agrees to follow them.

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Please detach this sheet of paper, sign and return to Mr. Brueggen by Monday, September 9<sup>th</sup>!