

2019-2020

**BAND  
HANDBOOK**

ELK RIVER  
HIGH SCHOOL

*updated 9/3/2019*

## **FORWARD**

Welcome to all the Members and Parents of the 2019-2020 Elk River Band Season!

All members of the Elk River High School Band are given this handbook, which contains important information for all members- from Calendars to Course Descriptions to Department Goals to Grading Procedures. *This is information that all students and parents need to know.* Students are responsible for reading the entire handbook. Parents are asked to verify that they too are familiar with the contents.

Parents and students should please give special attention to the following sections:

- Calendar of Events p. 4
- Protocols for Productive & Efficient Rehearsals p. 6
- Course Descriptions & Grading Policies p. 8-13
- Financial Obligations p. 15
- Recommended/Required Equipment p.16
- Fundraising p. 20
- Importance of the Instrument p. 22

The Elk River Music Program number over 250 members this year. The bands are also enjoying well-deserved recognition for their performances and varied activities.

*Our numbers make it crucially important that our members and their parents take the time to read information that is sent home, and members must take full responsibility for information that is distributed, posted, discussed or announced in classes. Staying aware of what's happening, and keeping current on deadlines, call times, and other important information helps the entire organization run more smoothly and efficiently.*

• ***Please also make periodic visits to the Band Website: <http://www.erbands.org>***

**Please keep this handbook easily accessible for quick reference throughout the year.**

***Please Print, Sign & Return the Acknowledgement page (p.25) of the handbook by September 6th, 2019 to receive full grade credit.***

ELK RIVER HIGH SCHOOL  
**BAND HANDBOOK**  
Elk River, Minnesota

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# **ELK RIVER HIGH SCHOOL BAND PROGRAM STATEMENT OF LONG-TERM GOALS**

**The Band Program at Elk River High School strives to provide a rich and rewarding musical experience for its students. The following core principles will guide the program:**

**I. THE BAND PROGRAM SHOULD CONTINUALLY CHALLENGE STUDENTS TO DEMONSTRATE A HIGH LEVEL OF ACHIEVEMENT IN MUSICAL PERFORMANCE BOTH INDIVIDUALLY AND AS MEMBERS OF A GROUP.**

A band program dedicated to high achievement is characterized by...

- specific performance goals that are clearly communicated to the students.
- a sequential curriculum which results in student achievement of progressively more advanced skills.
- a curriculum which exposes students to a wide variety of musical styles and performance formats.
- a curriculum which incorporates an understanding of the theory and mechanics of music.
- a musical experience which provides students opportunities to achieve positions of leadership and responsibility.
- a willingness to measure it's achievement through participation in a variety of adjudicated festivals and competitions.
- a commitment to providing opportunities for accessible private study.

**II. THE STUDENTS IN THE PROGRAM SHOULD RECEIVE SCHOOL AND COMMUNITY RECOGNITION FOR THEIR MUSICAL EFFORTS AND ACHIEVEMENTS.**

A program which fosters recognition of the musical efforts and achievements of its members is characterized by...

- members who exhibit a high level of respect for and pride in the efforts and achievements of the band.
- parents who demonstrate active support for the musical responsibilities and activities of their students.
- leadership which serves as an active advocate for the band and it's members.
- a high degree of visibility in the school and community.

**III. THE PROGRAM SHOULD FOSTER AND EXPECT A HIGH LEVEL OF DEDICATION FROM ITS MEMBERS.**

A program whose members are highly dedicated is characterized by...

- leadership which promotes that dedication among band students of all grade levels, including "feeder" schools.
- students who strive to achieve both their personal musical potential and that of the band through regular practice.
- students who honor their commitment to their fellow members by attending all band activities (rehearsals, performances, trips).
- parents who encourage and facilitate their students participation in all of the band's activities.

**IV. THE BAND PROGRAM SHOULD RESULT IN STUDENTS FEELING A SENSE OF ACHIEVEMENT AND SATISFACTION DUE TO THEIR PARTICIPATION IN BAND.**

A program with high levels of student satisfaction is characterized by members who...

- identify strongly with the group, and derive feelings of pride, friendship, heightened self-esteem, and belonging from their association with it.
- believe they are making a positive contribution to the tradition of the program.
- demonstrate their enthusiasm for the program and their membership in it.
- work in an atmosphere of respect for and between teachers and students.

Dates	Event	Concert	Symphony	Black Jazz	Red Jazz	Pep Band	Percussion	Parents
20-22 Aug 2019	BAND DAYS	•	•					
Thu, 22 Aug 2019	ALL PARENT AND STUDENT MEETING	•	•					•
Thu, 29 Aug 2019	Pep Band Football 5 pm					•		
Thu, 5 Sep 2019	Band Booster Meeting 6:30-8 pm							•
Fri, 13 Sep 2019	Pep Band Football 5 pm					•		
Fri, 27 Sep 2019	HOMECOMING 3 pm start	•	•			•		
Thu, 10 Oct 2019	Band Booster Meeting 6:30-8 pm							•
Fri, 11 Oct 2019	Pep Band Football 5 pm					•		
Fri, 25 Oct 2019	Halloween Concert w/ 8th Gr. 7 pm		•					
Thu, 7 Nov 2019	Band Booster Meeting 6:30-8 pm							•
Mon, 11 Nov 2019	VETERANS CONCERT 7 PM	•	•	•				
Thu, 21 Nov 2019	MN Orch- STAR WARS & BEYOND \$10							
Tue, 3 Dec 2019	Band Booster Meeting 6:30-8 pm							•
Fri, 13 Dec 2019	Jazz and Percussion Night 7 pm			•	•		•	
Tue, 7 Jan 2020	Band Booster Meeting 6:30-8 pm							•
Fri, 10 Jan 2020	Maple Grove Swing Dance			•				
Mon, 3 Feb 2020	MID-WINTER CONCERT 7 pm	•	•					
Thu, 6 Feb 2020	Band Booster Meeting 6:30-8 pm							
Mon, 10 Feb 2020	NWSC Day Concert		•					•
Thu, 20 Feb 2020	MSHSL Large Group Contest		•					
Fri, 28 Feb 2020	Taiko Drumming - ORDWAY - \$10							
Thu 5 Mar 2020	Band Booster Meeting 6:30-8 pm							
Fri, 6 Mar 2020	SWING DANCE 6 pm			•	•			•
Tue, 7 Apr 2020	MSHSL Jazz Contest - ERHS			•	•			
Tue, 31 Mar 2020	District Solo/Ensemble Contest 3 pm	•	•					
Thu, 16 Apr 2020	State Solo/Ensemble Contest 3 pm	Qual	-ifiers				Qualify	
Tue, 14 Apr 2020	Band Booster Meeting 6:30-8 pm							•
Fri, Apr 24-26, 2020	EAU CLAIRE JAZZ FESTIVAL 2019			•	•			
Thu, 23 Apr 2020	MSHSL Large Group Contest	•						
Thu, 7 May 2020	Band Booster Meeting 6:30-8 pm							•
Tue, 19 May 2020	SPRING BAND CONCERT 7 PM	•	•					
Wed, 27 May 2020	Band Banquet							
Tue, 2 June 2020	Band Booster Meeting 6:30-8 pm							•
Fri, 5 June 2020	GRADUATION - 6 pm Required	•	•					

# GENERAL POLICIES AND CLASSROOM RULES

In accordance with Elk River High School Policy, **ALL RULES AND REGULATIONS DESCRIBED IN THE ELK RIVER STUDENT HANDBOOK APPLY NOT ONLY TO CLASSES HELD DURING THE SCHOOL DAY, BUT ALSO TO ALL AFTER-SCHOOL PRACTICES AND REHEARSALS.** It is expected that all Band Members are familiar with, and will follow those guidelines.

## CLASSROOM RULES

During every rehearsal, class-time or after-school, the "Classroom Rules" can be covered by these four principles:

- 1) **ALLOW THE INSTRUCTOR TO TEACH.**  
(Avoid interruptions.)
- 2) **ALLOW OTHER STUDENTS TO LEARN.**  
(Avoid causing distractions.)
- 3) **MAXIMIZE YOUR POTENTIAL FOR LEARNING & GROWTH**  
(Be Mindful of your focus; do what you are asked or expected to do.)
- 4) **CONTRIBUTE TO THE PROGRESS OF THE GROUP.**  
(Being in Band is about collaborating to make something incredible.)

## ATTENDANCE

The Handbook contains several statements about the importance of ATTENDANCE in the Band Program. The guidelines governing attendance (both during school and for after-school activities), and the effect it has on grading, are the same as those in effect in any class at Elk River High School. The only excused absences are for personal illness, or death in the family. Unexcused absences will result in lowered participation points in class.

**A note from home will be required in all emergency absences. This can be emailed to the director.**

Some give & take on ALL parts will be necessary when a student is involved in Athletics or other school sponsored activities as well as Band. The Directors will work with the students & Athletic Coaching Staff & activity sponsors to coordinate practice schedules. Performances and competitions will take precedence over rehearsals and practices.

See **Course Descriptions & Grading Policies** for rules regarding absences and tardies from Band classes.

# FOUR PROTOCOLS FOR EFFICIENT & PRODUCTIVE BAND REHEARSALS

## 1. **Thorough preparation of assigned music.**

- o This is your moral obligation to your peers in your ensemble. Your preparation ensures that rehearsal time can be spent on *rehearsal* work, rather than on *guided practice*. “Thorough preparation” includes more than “understanding” notes and rhythms...
- o All printed instructions “around the notes” (dynamics, articulation, etc.) are observed and performed.
- o Your home practice with a running metronome—at assigned tempos—ensures that you can play entirely through a selection at a steady pulse and with accurate subdivision of the beat.
- o **Master your music.** Don’t simply “play through” it.

## 2. **All materials are brought into the classroom, and are ready for use.** This includes...

- o A well-maintained, properly functioning instrument.
- o Your class **folder, with all music** and all instructional materials distributed in class.
- o A **goal sheet**, as provided by the directors – *on your music stand at the start of rehearsal.*
- o A **pencil & eraser** – *on your music stand at the start of rehearsal.*
- o Set up your furniture in accord with “best practices”.

## 3. **Professional Work Atmosphere in Rehearsals**

- o Keep your mental focus on the rehearsal at all times. Even when other instrument sections are being addressed, learn from what they are working on.
- o Do not bring anything to your seat that is not related to rehearsal (other work, books, cell phones, etc.).
- o Help the instructor and ensemble members keep their focus on the work. (Don’t talk or make other noises during instruction.)
- o Use your pencil! Mark beats / counts / “courtesy accidentals” / etc. as problems arise.
- o Positive contributions and a growth mindset help everyone.

## 4. **Continuously Self-assess and plan your personal agenda for your next *home* practice.**

- o Whether formally (on a goal sheet), or on your own paper or in your assignment notebook.
- o You have a greater responsibility in Band for determining what your individual, specific practice needs are than in any other class.
- o Set both short-term *and* long-term musical goals for yourself, and frequently review what those goals are, and what you have been doing to progress toward them.

# GRADING POLICIES FOR *ALL BAND CLASSES*

## ESSENTIAL COURSE REQUIREMENTS\*

(Necessary for earning Course Credit)

1. Attend and participate in **ALL** scheduled rehearsals.
2. Attend and perform in **ALL** scheduled concerts and performances including Pep Band assignments.

***\* Students not meeting these Essential Course Requirements will not receive full credit for this course. Dates and Times are subject to change; additions & deletions may be made to the calendar.***

3. At the conclusion of the school year: turn in all school-owned music, instruments, concert attire and equipment; pay for all lost/damaged articles; pay all outstanding fees/charges.

## EVALUATION

### 1. Performance Tests/Quizzes and Daily Technique Grades - 35%

There will be at least 3-5 performance tests during the quarter. Each test will relate to the specific music being studied, including current repertoire as well as scales and other music assigned.

An 18-weeks grade will be given based on the Director's day-to-day observations of the student's progress and level of achievement with regard to correct performance of assigned music, and mastery of performance fundamentals of technique, tone, intonation and rhythmic accuracy.

### 2. Written Assignments and Quizzes - 25 %

All written assignments and all quizzes comprise this grade. Most of this work will be relating to class lessons in Music Theory. MIDI Lab assignments are part of this category.

### 3. Class and Performance Participation & Responsibilities - 40%

**"Daily Grade"**: Students will be evaluated on the frequency and quality of their individual contributions to the ensemble from both a performance and behavioral standpoint, as well as their demonstrated level of responsibility (bringing materials to class and performances; arriving on-time for pre-performance call times; bringing instrument home for practice; and proper care and maintenance of instrument and performance uniforms, etc.). This grade starts at "100" and will be lowered only if the student chooses not to fulfill these requirements. *\*Emphasis is placed on honoring and meeting posted or announced DEADLINES for fees, forms, fundraisers, etc. A daily grade of "0" is posted for each day a student is late in meeting a posted or announced deadline.*

**"Event Grades"**: Each scheduled performance will have a grade posted in this category.

A default grade of 100 will be lowered for: tardiness; not having all materials; improper concert attire and/or disruptive behavior.



# COURSE DESCRIPTION & LEARNING TARGETS: CONCERT BAND

This course is designed to work on total musicianship within a traditional concert band setting. Students enrolled in Concert Band will be provided the opportunity to build upon skills and concepts important to individual growth as performing musicians. These skills and concepts involve the following areas: awareness of conducting patterns, gestures and styles; interpretation of various musical styles; musical literacy; sight reading; ensemble performance skills; individual technical facility in various keys; sight singing; understanding of traditional Music Theory as the foundation of composition; understanding the historical and cultural context of certain music performed. These students will pursue the development of these areas through the study and performance of band method books and band literature as well as other materials. Assignments will include preparation for, and presentation of, concert performances. Students will learn the importance of responsibly fulfilling their roles as individual members of a performing ensemble by: thoroughly preparing their musical assignments in preparation for ensemble rehearsals and performances; consistently having necessary materials ready; contributing to professional work atmosphere; engaging in continuous self-assessment.

## PERFORM INSTRUMENTS - ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC (MENC #2)

- **Development of Instrument Technique**
  - Demonstrate correct posture & hand position. (*knowledge; skill*)
  - Demonstrate correct embouchure, proper breathing, and good breath control & support. (*knowledge; skill*)
  - Explain and demonstrate characteristic tone quality for his/her instrument throughout the *middle range* for that instrument. (*knowledge; skill*)
  - PERCUSSION: Explain and demonstrate fundamentals of performance technique and perform on all of the following: Keyboards; Snare Drum; Timpani; selected Accessories. (*knowledge; skill*)
  - Identify the intonation idiosyncrasies and necessary adjustments in fingerings or embouchure for the notes most commonly needing adjustment for his/her instrument. (*knowledge*)
  - Demonstrate advancement in technical proficiency appropriate to his/her experience. (*skill*)
- **Fluency in all Major and minor scales & arpeggios; chromatic with correct fingerings**
  - Play all Major scales –in eighth notes @ mm=100, with arpeggios –from memory. (*knowledge; skill*)
  - Play all natural minor scales –in eighth notes @ mm=100, with arpeggios –from memory. (*knowledge; skill*)
  - Play a 1-8va chromatic scale w/ appropriate fingerings/stickings *from memory*. (*knowledge; skill*)
- **Rhythmic Accuracy**
  - Can count aloud, 16<sup>th</sup>-based rhythmic exercises while clapping a quarter note pulse. (*skill*)
  - Can accurately perform rhythms found in music of difficulty up to Grade 3. (*skill*)
  - Can accurately execute eighth- and quarter- note triplets. (*skill*)
  - Apply appropriate interpretation of dotted and swing style rhythms to the performance of music of various styles. (*reasoning; skill*)
- **Sight Reading**
  - Demonstrate the ability to sight read Grade II literature with an 80% accuracy\* level.
  - \*(notes, rhythms, printed expression marks) (*high level, synthesis skills*)

## READING & NOTATING MUSIC (MENC #5)

- **Pitch reading**
  - Correctly identify all notated pitches within practical range of instrument in “home clef”. (*skill*)
  - Demonstrate understanding of effect of accidentals. (*knowledge*)
- **Rhythmic Literacy**
  - Label rhythms in x/4 with 16<sup>th</sup>-note/rest rhythmic cells. (*knowledge; skill*)
  - Compose measures of 4/4 music using rhythms employing 16<sup>th</sup>-based cells. (*reasoning; skill*)
  - Label rhythms with dotted quarters and eighth-note syncopations

- **Expression symbols & terms**
  - Understands definitions, and demonstrates appropriate execution of these articulations:
  - Staccato; Marcato; Legato; Sostenuto; various accents. (*knowledge; skill*)
  - Understands relative intensities of dynamic markings. (*knowledge*)
  - Can define all musical terms encountered in literature covered in class. (*knowledge*)

## COMPOSING & ARRANGING /ELEMENTS OF MUSIC THEORY (MENC #4)

- **Key Signatures & Scales**
  - List key signatures in the order of the Circle of 5ths / Circle of 4ths. (*knowledge*)
  - Identify and construct all Major & Relative minor key signatures and scales. (*knowledge; skill*)
- **Intervals**
  - Identify and write ascending & descending *diatonic* melodic and harmonic intervals, by
  - Interval *number*. (*knowledge; skill*)
- **Aural Skill Development**
  - Accurately sing, in solfege: scalar pentachords; scalar melodies within the range of a pentachord; a major scale. (*knowledge; skill*)

## UNDERSTANDING MUSIC'S CULTURAL/HISTORICAL CONTEXT (MENC #9)

- **Cultural/Historical Context**
  - demonstrate understanding of historical/cultural context of assigned music as explained in class. (*knowledge*)
- **Other Objectives**
  - Demonstrate an understanding of the principles of intonation (acoustically and mechanically). (*knowledge; reasoning; skill*)
  - Explain and demonstrate proper maintenance, care, and cleaning techniques for own instrument. (*knowledge; skill*)

### ***In addition ERHS Band Students will...***

- develop an accurate and complete understanding of the strengths and weaknesses of their overall musicianship (technique and musicality). (Self-Awareness) ***Using the performance rubric, accurately assess own technical and musical proficiencies.***
- develop specific, *long-term* musical goals for themselves for this school year. (Self Management) ***Given a prompting form, choose appropriate goals, and record progress at intervals during the year.***
- utilize a system for setting short-term musical goals and for monitoring personal progress. (Self Management) ***Will practice assigned music, adding self-selected assignments & tracking progress daily.***
- commit to—and follow through with—a consistent habit of study/practice of assigned ensemble class music. (Self Management) ***Come to class with assigned music fully prepared.***
- demonstrate their understanding that their attendance and active, constructive participation in each rehearsal is vital to the success of the ensemble. (Responsible Social Awareness) ***Attend and participate fully in all rehearsals, both during and outside of the school day.***
- work cooperatively during rehearsals to improve the progress of all members of the group. (Relationship Skills & Self-Management) ***Respond constructively to teachers and peers; contribute own constructive ideas and insights.***
- consciously choose behaviors that demonstrate their respect for classmates and teachers. (Social Awareness & Self-Management) ***Contribute to the professional work atmosphere of the class.***
- when having difficulty understanding or mastering something, ask other people for help. (Self-Management)

# COURSE DESC. & LEARNING TARGETS: WIND SYMPHONY

These courses are designed to work on total musicianship within a traditional concert band setting. Students enrolled in Wind Symphony –a course designed for advanced instrumental musicians - will be provided the opportunity to build upon skills and concepts important to individual growth as performing musicians. These skills and concepts involve the following areas: sight reading; comprehension of rhythm patterns; ensemble performance skills; individual technical facility in various keys; sight singing; understanding of traditional Music Theory as the foundation of composition; understanding the historical and cultural context of certain music performed. These students will pursue the development of these areas through the study and performance of band method books, band and chamber literature and other materials. Assignments will include preparation for, and presentation of, concert performances. Students will learn the importance of responsibly fulfilling their roles as individual members of a performing ensemble by: thoroughly preparing their musical assignments in preparation for ensemble rehearsals and performances; consistently having necessary materials ready; contributing to professional work atmosphere; engaging in continuous self-assessment.

*Students enrolled in Wind Symphony should be able to demonstrate mastery of all objectives of the Concert Band Curriculum in addition to those listed below.*

## PERFORM INSTRUMENTS- ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC (MENC #2)

### o Development of Instrument Technique

- Demonstrate characteristic tone quality for his/her instrument throughout the *practical range* for that instrument. (*skill*)
- Demonstrate advancement in technical proficiency appropriate to his/her experience. (*skill*)
- Identify the intonation idiosyncrasies and necessary adjustments in fingerings or embouchure for *the notes most commonly needing adjustment for the middle range of his/her instrument.* (*knowledge, reasoning*)

### o Fluency in all Major & minor scales & arpeggios with correct fingerings

- Play all *Harmonic minor* and *Melodic minor* scales. (*knowledge, skill*)

### o Rhythmic Accuracy

- Correctly count and perform rhythmic patterns containing note & rest values of sixteenth and higher in 6/8 and Odd Meters. (*knowledge, skill*)

### o Sight Reading

- Demonstrate the ability to sight read Grade III literature with an 80% accuracy\* level.  
\*(notes, rhythms, printed expression marks) (*high level, synthesis skills*)

### o Independent Musicianship: Chamber Ensemble Project –(*Advanced Symphonic Band Only*)

- Demonstrate ability to thoroughly practice & collaboratively rehearse a student-selected chamber work, and present a performance that is both accurate and musically refined/convincing. (*high level synthesis skill -CR Level; SEL skills 1, 2, 3, 4, 5*)

## READING & NOTATING MUSIC (MENC #5)

### o Rhythmic Literacy

- Correctly label rhythmic patterns containing note & rest values of sixteenth and higher in 6/8 and Odd Meters. (*knowledge, skill*)

### o Expression symbols & terms

- Define musical terms and symbols that appear in music covered through the course of the semester (*knowledge*)

## COMPOSING & ARRANGING / ELEMENTS OF MUSIC THEORY (MENC #4)

### o Intervals & Triads

- Identify (written) & construct all ascending intervals by quality (Major, minor, diminished, augmented) (*knowledge, reasoning*)
- Demonstrate understanding of *diatonic* and *enharmonic* intervals. (*knowledge, reasoning*)
- Recognize and construct *Major, minor and diminished triads*- using note letter names. (*knowledge, reasoning*)

### o Key Signatures & Scales

- Identify & spell all written *Harmonic minor* and *Melodic minor* scales. (*knowledge; skill*)

### o Aural Skill Development (MENC #1)

- Identify (aurally) these intervals: Perfects; Maj. & min. 3rds; Maj. & min. 2nds; tritone; Maj. & min. 6ths; Maj. & min. 7ths (*knowledge, skill*)
- Read and sing: primary triads (Major Key) in root position; minor pentachord and tonic triad; and *do to so*. (*reasoning, skill*)
- Accurately sing, in solfege: scalar pentachords; scalar melodies within the range of a pentachord; a major scale. (*skill*)

## UNDERSTANDING MUSIC'S CULTURAL/HISTORICAL CONTEXT (MENC #9)

- o Demonstrate understanding of historical/cultural content of assigned music as explained in class (*knowledge*)

### *In addition Wind Symphony students will...*

- o develop an accurate and complete understanding of the strengths and weaknesses of their overall musicianship (technique and musicality). (Self-Awareness) ***Using the performance rubric, accurately assess own technical and musical proficiencies.***
- o develop specific, *long-term* musical goals for themselves for this school year. (Self Management) ***Given a prompting form, choose appropriate goals, and record progress at intervals during the year.***
- o utilize a system for setting short-term musical goals and for monitoring personal progress. (Self Management) ***Will Practice assigned music, adding self-selected assignments & tracking progress daily.***
- o commit to—and follow through with—a consistent habit of study/practice of assigned ensemble class music. (Self Management) ***Come to class with assigned music fully prepared.***
- o demonstrate their understanding that their attendance and active, constructive participation in each rehearsal is vital to the success of the ensemble. (Responsible Social Awareness) ***Attend and participate fully in all rehearsals, both during and outside of the school day.***
- o work cooperatively during rehearsals to improve the progress of all members of the group. (Relationship Skills & Self-Management) ***Respond constructively to teachers and peers; contribute own constructive ideas and insights.***
- o consciously choose behaviors that demonstrate their respect for classmates and teachers. (Social Awareness & Self-Management) ***Contribute to the professional work atmosphere of the class.***
- o when having difficulty understanding or mastering something, ask other people for help. (Self-Management)

# PEP BAND GUIDELINES

The ERHS Pep Band is a great outlet for musicians. It gives us additional performance opportunities and exposure in our community. ERHS Band students are required to play at the Homecoming game and a choice of 1 pep band each semester during the winter season (Hockey and Basketball). There are 3 pep band games that are required. Students that play in the pep band get in to the games for free and earn lettering credit for every pep band they attend. Credit is only given for the complete game unless it is **DIRECTOR APPROVED**.

**Students that attend all pep band games or the equal amount when including post-season games will be eligible for a Pep Band Letter.**

**ALL STUDENTS ARE EXPECTED TO PLAY AT STATE POST SEASON GAMES, if there are any.**

For each performance, band members must be: In the band room with instrument fully assembled; ALL MUSIC in flip book or three ring binder - One Hour BEFORE listed game time. Penalty for each TARDY = 5 points off pep band requirement grade. **No credit for students without music or not wearing their pep band jacket.** Students leaving early/arrive late by design will receive ½ credit.

**DURING THE GAMES:** Be in your designated section, ready-to-play at any time. See director if you need to be excused at any time.

**Students will be given a new QR code card to use for attendance at all games this year. Lanyards are given to all new students.**

## FINANCIAL OBLIGATIONS OF BAND MEMBERS

EVERY MEMBER OF THE ELK RIVER HIGH SCHOOL BANDS WILL NEED TO PROVIDE, AT HIS/HER OWN EXPENSE, THE FOLLOWING:

- Wind Symphony Tux Shirt (Wind Symphony Men only)
- Concert Band Polo (Concert Band only)
- ERBAND Pullover
- Flip Folder (Flip Folder & 10 extra pages) - Percussionists will need a 3 ring binder
- LYRE to hold marching music (not for percussionists)
- All Mutes required by our music being performed.
- Maintenance equipment for instruments

**PERCUSSIONISTS:** Every percussionist in the Elk River Bands bring the following items:

- SD 1 or 5B Snare Drum Sticks (or equivalent)
- Medium Marimba Mallets
- Medium Timpani Mallets
- Percussion Stick Bag (various models available-prices vary)

*\*All are purchased for students after percussion fee of \$125 is paid. Students that already have the required sticks and mallets have a fee of \$70 which is due at the beginning of the year.*

# ELK RIVER HIGH SCHOOL BAND

## REQUIRED SUPPLIES

The following items are necessary for all Elk River Band members for development of performance skills, tone quality and proper daily care and maintenance of instruments. *Every item should be considered required equipment.* All of these items are available at any music store that sells instruments, and some items may also be purchased through the band office.

### • FLUTE

- Polishing cloth
- Key Oil
- Screw Driver Set

### • CLARINET

- La Voz "5RV-Lyre" Mouthpiece
- Mouthpiece cap
- Rovner Ligature
- Cork Grease
- Pull-through *silk* handkerchief style swab
- Bore Oil – wooden clarinets
- Key Oil
- Screw Driver Set
- La Voz Reed Guard (holds FLAT and protects 4 reeds)

### • SAXOPHONES

- Selmer "C-Star" Mouthpiece
- Mouthpiece Cap
- La Voz "Pad Saver" or "Stuff It" (sax body swab)
- Cork Grease
- Key Oil
- La Voz "Neck Saver" & "Mouthpiece Saver"
- La Voz Reed Guard (holds FLAT and protects 4 reeds)
- Pull-through handkerchief style swab for the neck
- Screw Driver Set

### - TRUMPET

- Bach Mouthpiece: 5C or larger
  - "7C" is a *beginner mouthpiece*
- Al Cass Valve Oil
- Tuning Slide Grease
- Polishing Cloth
- Flexible "Snake" brush (plastic coated)

### • FRENCH HORN

- Rotary Valve Oil
- Tuning Slide Grease
- Polishing Cloth
- Screw Driver Set

### • TROMBONE

- Bach Mouthpiece:
  - 6 1/2 AL" for small-bore horns;
  - 5G for large-bore horns
- Tuning Slide Grease
- Spray Bottle
- Slide Cream
- Cleaning Rod
- Cheese Cloth for use with cleaning rod
- Polishing Cloth

### • BARITONE & TUBA

- Bach Mouthpiece :
  - 6 1/2 AL or larger for Baritone
  - 18 or larger for Tuba
- Rotary Valve Oil (for Rotary Valves)
- Al Cass Valve Oil (for Piston Valves)
- Tuning Slide Grease
- Polishing Cloth

-

## **SCHOOL-OWNED INSTRUMENTS**

Some students may be **RENTING** School-Owned instruments for use at home and/or at school. These instruments must be signed out through the Band Office. When signing out an instrument, a record will be kept of: the brand, model, and serial number of the instrument; the condition of the instrument; any accessories that have been checked out along with that instrument.

When a student signs out a school-owned instrument, he/she accepts full responsibility for that instrument. In the event of any damage to the instrument, the student will be responsible for paying for repairs (though the Director will send the instrument in to the repair facility). In the event of loss or theft or excessive damage, the student will replace the instrument with one of the same brand and model.

### **SEE RENTAL FORM FOR MORE INFORMATION**

*The student must purchase and use all maintenance and cleaning supplies (oil, pad savers, swabs, brushes, cloths, etc.).*

***RENTAL INSTRUMENTS ARE ONLY TO BE USED BY THE PERSON RENTING THE INSTRUMENT.***

The Director may recall any school-owned instrument at any time for inspection or other purposes.

# TRANSPORTATION POLICY

*PARENTS PLEASE READ CAREFULLY*

**\* All students are expected to ride the bus to and from any field trip destination.**

\* In the event the student will need to use transportation other than the bus provided by ERHS, the sponsor must have a written notice from the student's parent/legal guardian relieving the sponsor and District 728 of any liability.

Beyond these, Band students will generally be required to ride the bus to any performance to ensure the timely arrival of all members for pre-performance preparation.

When your student will need alternate transportation after a performance, please write AND SIGN a brief note including: Date; Event; Student name; WHO will drive the student (Students **MAY NOT DRIVE THEMSELVES TO OR FROM ANY SCHOOL-RELATED ACTIVITY**), and send it to the Director (sent to school with your student is fine). This may be turned in at any time prior to the event or even at the event. This may be an email to the director.

Because these rules allow for accurate rolls to be checked, they will ensure that your student's whereabouts can be accounted for during any trips. Rest assured that we would not leave a field trip site until all students who are supposed to be on the bus are, indeed, on the bus.

## BAND TRAVEL

When the Elk River Bands travel, these procedures will be followed:

1. As these are school field-trips, ALL SCHOOL RULES AND GUIDELINES FOR BEHAVIOR ARE IN FULL EFFECT THROUGHOUT THE TRIP.
2. Itineraries will be published and distributed to students and parents for any trip longer than one day.
3. Parents will be required to sign a Liability Waiver Forms and release permission for medical attention in case of emergency.
4. Parent Chaperones will accompany the students to aid them if necessary, and help ensure an enjoyable trip. Students will be required to respond promptly to the directions of all chaperones.
5. Students will be responsible for following the itinerary carefully, and keeping a copy of the itinerary with them at all times.
6. During ANY TIME that students are not in direct view/supervision of a chaperone, students MUST stay in groups of at least 4 Elk River students.
7. Serious infractions of the ERHS Student Handbook may result in a student being expelled from the remainder of the trip. This would involve contacting the parent(s), and sending the student home at the parent's expense.
8. Any overnight stay will involve various procedures that will be distributed prior to the trip.
9. Directors and chaperones will follow such procedures as they deem necessary in working to ensure the safety of the students.
10. Any hotel-stay would involve the enforcement of previously outlined behavior expectations.

**Travel with the Music Department is a privilege which may be denied to any student whose disciplinary record at school warrants – as deemed appropriate by the Music Directors, or Administrators.**



# BAND CHAPERONES

When the Band travels, parent chaperones are chosen to work on some trips. The following criteria and guidelines have been established by the Directors and the Band Organization:

## **Criteria/Process** for selecting chaperones:

1. Chaperones will be selected by the Band Director and the Band Booster Board of the Elk River Band Organization.
2. At least one chaperone slot is reserved for a Elk River High School Administrator.
3. The chaperones shall be **Active Members** of the Band Boosters.
4. Chaperones will be chosen partly based on the amount of service given to the Organization.
5. At least one chaperone should have a medical background or First Aid experience.
6. It is preferred that chaperones do not bring their family members other than chaperoning spouses.
7. The Organization reserves the right to do background checks on applicants chosen if the school should request or require one.

## The following are **Guidelines for Chaperones**:

1. The purpose of chaperoning is *not* to spend "quality time" with *only your child(ren)*. Chaperoning a trip means you are on duty 24 hours a day with responsibility to the entire group and itinerary at all times.
2. An Elk River High School Handbook of Rules, a Chaperone Duty Assignment list, and a description of responsibilities will be assigned to each chaperone.
3. Chaperones will pay for their own meals on long-term (overnight) trips; for short (day) trips, meals will be provided.
4. Transportation and accommodations, when needed, will be provided.
5. Hardship cases will be evaluated on an individual basis by the Band Directors and the Executive Board of the Band Booster Organization.
6. A chaperone will be assigned responsibility for the first-aid kit and medical forms.

# FUNDRAISING

Every other year, the members of the Elk River Bands participate in a spring performance trip. This is funded by students' fund-raising efforts throughout the school year, and by the students and their families.

IT IS A PRINCIPAL GOAL TO PROVIDE ALL STUDENTS THE OPPORTUNITY TO RAISE ALL NECESSARY FUNDS FOR ANY TRIP THROUGH SCHOOL-SPONSORED FUNDRAISING ACTIVITIES. Any student who fails to raise sufficient funds through such projects will have to make up the difference out of his/her own money in order to participate in the trip.

- 1) The Band Booster Organization coordinates fund-raising projects with the Band Director.
- 2) Each student will receive information on every fund-raising project, including a time-line for completion, and deadlines for turning in orders and money.

## **READ CAREFULLY:**

### **PENALTIES FOR LATE TURN-IN OF FUNDRAISING MONEY OR PRODUCT**

*All money and/or product must be turned in on **posted due date**. After a 5 school-day grace period, late turn-ins will result in a forfeiture of profit at the rate of 20% per day. [E.g.: money turned in 6 days late results in student forfeiting 20% of their project profit; money turned in 10 days late results in student forfeiting ALL (100%) of their project profit.]*

- 3) Students must meet all deadlines for turning in orders and money to be assured a part and profit in the project.
- 4) All profits earned by an individual student in a fund-raising project will be deposited with the Band Booster Organization, and credited to that student's INDIVIDUAL ACCOUNT. These funds will accumulate through the year, and may only be used for trips or other Band related activities approved by the Booster Organization and the Director.
- 5) Whenever a trip is planned, students and parents will receive detailed information, which will include COSTS, and DEADLINES for PERIODIC DEPOSITS to accounts. Many of the expenses of travel must be paid well in advance of a trip, making prepayment necessary. While deposit deadlines will be coordinated with fund-raising projects, students who do not raise sufficient funds during a given project may need to use his/her own money to meet deposit deadlines.
- 6) Funds will carry over from year to year; No transfer of funds between students will be allowed, except within the same family; Unused funds remaining in the accounts of graduating Seniors or students moving out of the district will be moved into the General Account of the Band Booster Organization.
- 7) If a student is unable to attend a trip he/she had been saving for, PERSONAL money that was deposited in the individual account (i.e. funds other than those raised through school-sponsored projects) will be refunded - less any "non-refundable" amounts arising from non-refundable costs (such as: airline tickets already purchased; student's share of bus costs; any other non-refundable expenses incurred before the student withdrew from participation in the trip). No money earned in a school-sponsored project can be refunded- only saved in the account as described in 6, above.

# PRACTICING

To be successful in any area means to have achieved your greatest potential. SUCCESS IN MUSIC WILL COME ONLY TO THOSE WHO PRACTICE REGULARLY. It's that simple. Our band's most successful students are those that practice daily. As with any area of study, independent homework builds necessary skills. It is assumed that students who sign up for band want to improve their musical abilities and learn more about music (not simply use those abilities they have accumulated prior to high school). This involves regular practice. Each student should work to schedule a half hour of solid practice daily. Students who practice regularly find their skills increasing to such a degree - the results extremely rewarding - that they view their practice time as enjoyable - not as "work."

## ***THE IMPORTANCE OF THE INSTRUMENT IN ACHIEVING MUSICAL SUCCESS***

Parents and students are urged to carefully evaluate the instrument that the student is playing in band. In order to be successful at making quality music, a musician must, first of all, be working with a quality instrument. The winner of the Tour de France would have a difficult time in any race if he were made to compete on a heavy bicycle with a flat tire, and brakes stuck "on". The analogies are numerous, but the point is that many students in band continue to play on instruments that are in a poor state of repair. Also, many of these are instruments that may have been appropriate for a beginner (when the question of "how many years will he/she stick with this?" led to a decision to buy a "low-end" instrument). Frequently however, these off-brand or "low-end" horns are holding back musicians whose current ability far outstrips the capabilities of the instrument they are using.

**Woodwinds** are of particular concern, since maintenance is so frequently slighted. Even the best of woodwind instruments need pads replaced every couple of years at least, and should be checked for key and rod adjustments at least annually. Regular cleaning (daily) is a must. Chipped mouthpieces on reed instruments should be thrown out and replaced immediately. Every reed player should have at least 4 good spare reeds at all times, and should never play on a worn out, cracked or chipped reed.

**Brass instruments** should be free of dents in any area in front of the bell. All slides should move freely and easily (this requires owning and using slide grease). Cleaning the insides of brass instruments should be a monthly ritual. In both woodwinds and brass, some students in the band continue to play on beginner-line horns that are frequently incapable of producing the mature tone quality, and good intonation that are expected of high school players regardless of the abilities of the students playing these horns.

While investing in a professional-level instrument can involve considerable expense, each student should, at minimum, be sure that a good repair shop does whatever work is necessary to bring his/her instrument up to it's best possible playing condition. ***At minimum, all students should be playing on appropriate mouthpieces and ligatures (see p.11).*** For any truly serious music student, careful consideration should be given to purchasing a professional quality instrument.

**I will be happy to recommend brands and models, and to help you research various sources for best prices on new instruments.**

# CO-CURRICULAR BAND ACTIVITIES

## JAZZ ENSEMBLES

Jazz Ensembles are co-curricular (not-for-credit) activities, which meet outside of the school day. The Jazz Ensembles' performance schedules are flexible, and will be planned appropriately for the capabilities of the group.

Membership in the jazz ensembles is open to any currently enrolled band member whose playing proficiency on an appropriate instrument qualifies him or her. The director may request an audition or may waive the need for audition. Those instruments that are appropriate to the Jazz Ensemble are: Trumpet; Trombone; Saxophones; Rhythm Section Instruments. Clarinets and Flutes are welcome as well.

Rehearsals for the Jazz Ensemble will begin in October. Rehearsals for both Jazz bands will be twice weekly, October through May. Rehearsals are from 6:30 to 7:20 am.

## CHAMBER ENSEMBLES

Chamber Ensemble is open to any interested musician enrolled in a Band course. This is a Co-Curricular activity (not for credit). Chamber Ensemble meets each week during *Second Day of Week* meeting time – 2:35-3:30 pm. Chamber Ensembles perform before some of the regularly scheduled Band concerts, and at MSHSL Solo & Ensemble Contest, as well as other occasions that may come up during the year. These ensembles offer an important opportunity for our musicians to explore chamber-ensemble music which has many combination possibilities.

## PIT ORCHESTRA FOR THE SPRING MUSICAL

Each year the Drama department puts on a spring musical and we provide the pit orchestra for that show. Usually there are professional musicians intertwined into the ensemble to give a truly great Broadway-like experience. Rehearsals start in January and go until the show dates in later March-early April.

## MMEA DISTRICT/ALL-STATE BAND/HONOR BANDS

Active members of the Elk River Bands may choose to audition for the Minnesota Music Educators Association All-District and All-State Bands. The audition music consists of: a characteristic etude; Major & Minor scales; Excerpts from assigned band literature; sight reading.

The number of students that may be entered from any one high school is limited, so the Director may hold auditions to determine which students will be entered.

Students will declare their intent to audition for the Conference/District Band in early September. Tryouts are in early September. Those students selected by MMEA judges to the District 7AA Band will perform at the District Festival in November. Those students chosen by the MMEA judges for the All-State Band will perform at the State Convention in February.

## M.S.H.S.L. SOLO & ENSEMBLE CONTEST

All band students are encouraged to enter the Minnesota State High School League Solo & Ensemble Contest, held in late March (see Calendar of Events). Band members entering this contest prepare and perform solos & ensembles for adjudication and ratings. (Medals are awarded for Superior performances.)

Preparation for these performances begins in the fall. Application for entry is in December, at which time students declare works to be performed and personnel for ensembles.

Students are also responsible for paying fees for an accompanist (estimate \$25). Accompanists' fees are for their preparation time as well as their performance time; don't expect a "refund" from an accompanist for a late cancellation.

Students are urged to choose the material carefully, seeking the help of a private instructor and or one of the directors.

## *Acknowledgement Page*

# 2019 – 2020 BAND HANDBOOK

*\* This page must be printed, signed and turned in to the Band Office by 9/6/19.*

Full name (PRINT, please): \_\_\_\_\_ Band Period: \_\_\_\_\_

**Parent(s)** in whose home the student resides:

- ***I am aware of the information presented in this Band Handbook.***
- ***I agree to allow my child to travel on the band bus to the following music events in the 2019-2020 school year.***
  - ***MSHSL Contest on FEBRUARY 20th, 2019***
  - ***MSHSL Contest on APRIL 16th, 2019 - Qualifiers only - Concert band & Wind Symphony***
  - ***MSHSL Contest on APRIL 23rd, 2019***
  - ***All State and Section Playoff Pep Band Games as announced.***
- ***I also recognize that the Handbook may not be all-inclusive, and that students may be expected to follow additional procedures beyond those described here.***

\_\_\_\_\_  
Father's or Guardian 1's Signature

\_\_\_\_\_  
Mother's or Guardian 2's Signature

**Student:**

- I am aware of the information presented in the Band Handbook;
- I agree to follow the rules and procedures presented in the Handbook;
- I understand that I am responsible for knowing the information presented in the handbook;
- I also recognize that the Handbook may not be all-inclusive, and that I may be expected to follow additional procedures beyond those described here.

\_\_\_\_\_  
Student's Signature

***Print, sign and return this acknowledgement page.***

***Return this page by September 6th, 2019 to receive full credit for Responsibility Grade.***

*This page will be kept on file in the Band Office*

If there are any questions or concerns that arise during the course of the year, please contact the Director,  
John Rosner: [john.rosner@isd728.org](mailto:john.rosner@isd728.org) 763-241-3434x2158