

# HOLLY GROVE MIDDLE SCHOOL BANDS

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Dear Students and Parents:

Welcome to Holly Grove Middle School and the 2012-2013 school year. We are ready to start playing again or embark on learning a new instrument and we have a lot of great things planned for this year!

Your child's progress is very important to me. Encouragement and communication are essential for your child's success as a musician. Please feel free to contact me at school (Band office phone number 577-1854) or email (acapps@wcpss.net) to discuss any of your concerns or questions.

In this handbook are the expectations and guidelines, concert information, grading and materials required. This needs to be looked at very carefully so that you are aware of your expectations. Please sign and return the last page by the date indicated.

Please stop by the band room so we can get to know one another. I look forward to your support and really do look forward to working with you and the students! Thank you for your interest, support, and dedication to the Holly Grove Band Program!

Sincerely,

Adam Capps  
Band Director

Table of contents:

<i>Objectives p.2</i>	<i>Music Stores p. 6</i>
<i>Procedures p.3</i>	<i>Private Lessons p.7</i>
<i>Grading p.4</i>	<i>Practice p. 7</i>
<i>Materials Needed p. 5</i>	<i>How Parents Can Help p. 7</i>
<i>Instrument Policies p. 6</i>	<i>Acknowledgement Form p. 8</i>

## HOLLY GROVE MIDDLE SCHOOL BAND OBJECTIVES

- To teach music by its actual performance
- To develop performance skills of the various wind and percussion instruments
- To provide for the musical needs of the school and the community
- To develop discrimination in the selection of music
- To acquaint students with music theory and history and how they can relate to our current life and musical experiences
- To provide all students with the opportunity for worthy use of their time, a means of self-expression, and a healthy social experience
- To develop the ability to function as a responsible member of a group
- To develop respect for one another
- TO HAVE FUN

The curriculum is circular in nature. There is similarity from year to year, but comprehensive technical and academic development in the areas shown above requires four years of study.

### Why Band?

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

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

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

**Band is preparation for life** – Through the discipline of MUSIC, we are developing a consistent understanding between the intellectual (cognitive) and emotional (affective) thought processes. Band allows the person to create formulas that are directly transferable to other facets of life.

Although these four points may seem lofty in character, they make up the fundamental framework of a band program.

*Dr. Tim Lautzenheiser*

### STUDENTS’ RESPONSIBILITIES AND EXPECTATIONS:

1. **TO OURSELVES:** YOU have the primary responsibility of developing your own abilities. What you put into it is what you will get out of it. In other words, YOU are responsible for YOUR learning!
2. **TO THE SCHOOL:** Haywood County Schools provides us with the resources for rehearsals, performances, and equipment. WE have the responsibility to provide the best possible services to our community.
3. **TO MUSIC:** Music has always been a part of our culture. We must take what we have and use it for the betterment of that culture. We don’t expect virtuoso musicians, only YOUR very best! A great composer once said that only 10% of a piece of music is on the page. That means WE have the duty of creating and

producing the other 90%. The joy of music is not in everything that is apparent. It must be discovered and created.

4. TO EACH OTHER: We must always do what is best for the WELFARE of the group. There can be no selfish acts solely for the benefit of the individual, but for all. Respect each other. Never insult another member's integrity. The word "band" means a group of people banded together and that there is no separation.

## **CLASSROOM AND DISCIPLINE PROCEDURES**

### *PROCEDURE FOR STARTING CLASS*

- Read the whiteboard for instructions.
- Get your instrument, music folder from storage cubbies.
- Be in your seat with your instrument within 2 minutes of the beginning of class.
- Organize music and equipment in the order listed on the whiteboard.
- Maintain your instrument and equipment before playing. Oil valves and keys if needed. Pull and adjust all tuning slides daily. Clean tenon corks and apply cork grease as needed. Wipe off excess grease. Wet multiple reeds for the day's rehearsal. Check condition of extra reeds. Get out auxiliary percussion equipment as needed for the day's music. Set percussion section as needed.
- Give your attention to the director when he steps onto the podium and raises his hand.

### *REHEARSAL PROCEDURES*

- If you need to leave your seat, raise your hand, wait to be called upon and ask permission.
- If you have a bathroom emergency, let me know discreetly, and go.
- Be silent while others speak or play.
- It is acceptable to quietly confer with your neighbor if you need to discuss a fingering or other musical issues. Please keep these comments brief and to the task at hand.

### *PROCEDURE FOR ENDING CLASS AND DISMISSAL*

- After announcements are completed, perform maintenance on your instrument. Swab your instrument. Put reeds in reed cases. Cover reed mouthpieces with cap. Check all tuning slides. Wipe off brass mouthpieces. Put away sticks in your stick bag or on the appropriate shelf in the percussion cabinet. Lower timpani pedals to the lowest setting
- Pack and put away your instrument. Securely close all latches on your case.
- Cover and reset the percussion section for the next ensemble.
- Return to your seat and sit down.
- The director will dismiss the group, not the clock.

### *OTHER DO'S AND DON'T'S*

- Do not chew gum or mints, drink or eat food in the band room AT ANY TIME. EVER.
- Turn off and put cell phones or other electronic devices (MP3 players, for example) out of sight. HGMS school policy states that teachers must confiscate these devices on sight.
- Do not play the piano without asking for permission.
- Do not use any of the electronic equipment at the front of the room without permission.
- Do not enter any band storage or practice room without permission.
- Do not enter the director's office without permission.
- Non-percussionists may not enter the percussion section or play the percussion instruments without permission.
- If it's not yours, ask permission before you touch it.

## THE IMPORTANCE OF BEHAVIOR:

Because of the nature of the organization, band discipline must be strict! Band students, parents and directors must believe in the ideals, principles, and philosophy of the HGMS Band. Each member must always be aware of good behavior and think for him/herself. Any misconduct casts a bad light on your family, our school, our community and our band program. PLEASE: Think before you act!

## BEHAVIOR CONSEQUENCES

Consequences for behavioral infractions will be handled on an individual basis and are based on a continuum ranging in severity. The consequence(s) will depend on the severity and frequency. Steps in the continuum may be skipped based on severity. The Behavioral Consequence Continuum is as follows:

- Verbal Warning
- Parent Contact
- Parent Contact with Reflective Writing
- Administrative Discipline Referral

\*\*Horseplay of any kind in the bandroom or instrument storage room will not be tolerated. These rooms are filled with instruments and equipment, which can easily be damaged. Most importantly, students can be seriously injured. Any such infraction will result in, at minimum, an immediate telephone call to parents.

## GRADING

Band students will be evaluated and graded in the following areas:

- Daily performance and participation (Class participation)
- Performance on playing tests and written work (Performance work)
- Participation in group performances (i.e. Concerts. Participation)
- Practice records

50% – Participation

25% – Performance work

25% – Practice records

**Daily performance and participation** – As mentioned before, all students are expected to give their best efforts in class. This grade reflects how well a student is meeting this expectation.

Students are to participate every day, even if you have forgotten their instrument or music. If you have an illness that will hinder you from playing, the only way to be excused is through a note from a parent/guardian (This includes having braces tightened). You should still bring your instrument and music to class. In addition, students must have a note if their instrument is in the repair shop.

**Performance work and written work** – At various points during the grading period, the students will be expected to perform a playing exam or take a written exam to demonstrate their skills. These assignments will be announced at least three days ahead of time and will cover assigned sections of music as well as scales or other technical exercises. When a student misses a test, it is the student's responsibility to make arrangements to make up the test. Failing to make up a test will result in a zero for that test.

**Concerts-** Student attendance at all concerts is mandatory since these are considered part of the Participation grade. All excuses for missing a concert must be submitted in writing to the director by a student's parent or guardian no less than 2 weeks before the event. Emergency situations beyond the student's control (illness, severe injury, death in the family) will be handled at the director's discretion. Even in such situations, a parent

note to the director is required at first opportunity. Failure to do so will result in a zero for the concert grade.

Dress for concerts is as follows:

Formal concerts:

Girls- white blouse, black dress pants or skirts. Skirts must be below the knee.

Dark shoes.

Boys- white dress shirt, tie (any color), black dress pants, dark shoes and socks.

Informal concerts: All- band t-shirt and jeans. (Info on band t-shirts will be separate).

**Practice record-** Students are required to turn in a weekly practice log, which must be completed in the online form which is located on the band website. Students are encouraged to practice 20 minutes a day, 5 days a week. What you do at home is as important as what you do in the classroom. Grading is as follows: practice records completed in full and turned in on time all 9 weeks = 100, 8 weeks = 90, 7 weeks = 80, 6 weeks = 70, 5 weeks or fewer = 60 and below.

## MATERIALS NEEDED

BRASS PLAYERS (Trumpet, trombone, horn, baritone, tuba)

- \* Valve oil for trumpets, baritone, tubas (I recommend Al Cass valve oil). **Rotary** valve oil for horns (I recommend Holton Rotary oil)
- \* Tuning slide grease
- \* Slide grease for trombone (I recommend Superslick slide cream and a small water bottle)
- \* Snake (Different instruments have different sized snakes)
- \* Soft cloth (part of an old t-shirt works)

WOODWIND PLAYERS (Flute, oboe, clarinets, bassoon, saxophones)

- \* Cork grease (Oboe, bassoon, clarinets, saxophones)
- \* Instrument swab
- \* Reeds (Clarinets, oboe, bassoon, saxophones):
- \* Van Doren #2 thickness or Rico #3 thickness (6th grade only)
- \* Van Doren #2 1/2 or #3 thickness (7th and 8th grade)
- \* Handkerchief- flute

PERCUSSION

- \* Vic Firth EP2 Intermediate Educational Pack - kit includes a stick bag, 1 pair each 5A snare sticks, M3 yarn mallets, M6 hard rubber mallets, T3 timpani mallets (7<sup>th</sup> and 8<sup>th</sup> grade). 6<sup>th</sup> grade will have a drum kit, which includes a set of bells, a drum/practice pad, and the necessary stands. 6<sup>th</sup> grade percussionists should aim to get the stick bag and mallets listed above by the end of 6<sup>th</sup> grade.

ALL STUDENTS:

- \* Folding wire music stand (for home practice)
- \* Method book

The method books for each class is as follows:

6th grade: Essential Elements 2000, Book 1

7th grade: Essential Elements 2000, Book 2

8th grade: Foundations for Superior Performance

**\*\*Please note:**

All students should have a pencil at all times.

All reed players are required to have at least 3 good reeds at all times. I recommend purchasing a box of reeds rather than one reed at a time.

## INSTRUMENT POLICIES

### **Personal Instruments**

Each student is expected to furnish his/her own instrument by purchasing or renting from one of the area music stores. The school has some of the larger instruments for those who play baritone, horn, tuba, etc.

I strongly recommend that any instrument not covered under a rental insurance plan be placed on a homeowners policy. Please place an identification tag on the instrument. Stray marks on a case or any other unusual identifying marks will not be accepted as identification. Names must be on cases, books, and folders. Parents are strongly encouraged to keep the instrument brand and serial number on file at home.

### **WCPSS Instruments**

Students who wish to switch instruments may use a school-owned instrument when available. Instruments are assigned on an individual basis at the discretion of the director. The instruments are expensive, typically costing more than \$2000, and are purchased by the Band Boosters or WCPSS.

Students who use a school-owned instrument will be given a form explaining our instrument repair policy and philosophy. Each family must sign a loan contract before an instrument can be used. The goal of HGMS and WCPSS is to provide school-owned instruments in “just-repaired” or “best-possible” condition. This means that the instrument has been professionally repaired prior to being handed out to students.

The student must return their instrument in the same condition that it was issued. The student is financially responsible for wear and damage to the instrument such as dents, broken tubing, bent bells, woodwind key adjustment and pad replacement.

Holly Grove Middle School will enlist the services of multiple qualified repairpersons at least two weeks prior to the end of the school year to inspect the inventory and provide repair estimates. Students will be billed for the amount of the lowest repair estimate before the end of the school year. Should the instrument repair cost more than the estimate, WCPSS will assume responsibility for paying the difference between the estimate and the final cost. School-owned instruments will be collected at the end of the school year or when the student no longer needs them.

## MUSIC STORES

Burrage Music Company: 4900 Green Road, Raleigh (872-0211). [www.burragemusic.com](http://www.burragemusic.com). Instrument sales, repairs, sheet music

Marsh Woodwinds: 515 Hillsborough Street, Raleigh (839-1154). [www.marshwoodwinds.com](http://www.marshwoodwinds.com). Instrument sales and repairs

Music & Arts Center: Crossroads Plaza 426 Crossroads Blvd., Cary, (854-0024). [www.musicarts.com](http://www.musicarts.com). Instrument sales and repairs

Music-Go-Round: Crossroads Plaza 421 Crossroads Blvd., Cary (851-2252) Used instruments

## **PRIVATE LESSONS**

A good private teacher is perhaps one of the most valuable investments a parent can make for their child. Band directors are trained in the instruction of every band and orchestral instrument, but their knowledge cannot compare to that of a professional player who makes a living teaching and performing on one instrument. Private teachers are excellent for the student who wishes to grow faster or for the average student who is having isolated problems. Such requires the knowledge and skill of a specialist.

## **PRACTICE**

Practice for Band class is the equivalent of written or reading homework assignments for other classes. Students who do not keep up with their daily homework (practice) will quickly fall behind the other members of the class. In addition, this pulls the quality of the group down as all members of the band make a contribution every day and their work affects the quality of the other students' work.

Students will be assigned daily homework for band class. Each student is expected to spend 20-30 minutes on individual practice. This time may be spent on the assigned homework or long-term assignments like learning scales or preparing concert music. Each student should also check themselves for basic posture and hand position regularly. Playing in front of a mirror is a great way to do this. Each student has reminders about proper posture and holding position in the first few pages of their method book. In addition, students should check their method book's glossary or fingering chart when learning new terms or notes.

Parents can assist with practice by helping their child find a quiet, well-lighted area for their work. Being available to listen to an assignment or concert music can be a great motivator for your child. Parents can also help by being sure that their child has the proper equipment (shown above). Sometimes students think that practice must be done all at once. This is not always true! Students can break up practice sessions into smaller segments of a few minutes at a time. You can help them to organize this. Also, small practice sessions can be a good way to help break up long study or homework sessions for other classes.

Students, remember that doing daily practice is the key to your long-term success. Just as with any class, sport or other activity, regular practice is important to making good progress and achieving long-term success. Don't sell yourself and your skills short by ignoring daily practice!

## **HOW PARENTS CAN HELP**

Regardless of musical background, a parent's support and encouragement will have a tremendous impact on a child's progress in band. To assist in the musical growth of your child, you can:

- Support the goals, policies, and procedures of the director. Your child succeeds when the band director succeeds.
- Require regular practice at home. Provide a daily time and place where your child can practice without distractions or interruptions.
- Ask your child to play for you and encourage performance.
- Teach your child to be punctual by helping him or her to be on time to performances and rehearsals.
- Enthusiastically attend all band functions to show your support. Get involved! Join the Holly Grove PTA and/or Band Boosters
- Help keep your child's instrument in good repair and procure the necessary materials in a timely manner.
- Give strong consideration to providing private lessons for your child.

Please return this form by July 17 (Aug 10 track 4). Keep the rest of the handbook for your records.

Please feel free to contact me if you have any questions.  
I am looking forward to a very successful year!

## HGMS Band Handbook Acknowledgment Form

I have read this handbook carefully and am aware of what is expected of my son/daughter in the Holly Grove Band this year.

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Student Information

Please print

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

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: (     ) \_\_\_\_\_

Parent Information

Name: \_\_\_\_\_ work phone: \_\_\_\_\_ cell phone: \_\_\_\_\_

Home email: \_\_\_\_\_ work email: \_\_\_\_\_

Check below if you are interested in helping the Band Boosters in the following areas:

\_\_\_\_\_ Publicity (i.e. taking pictures for website and local newspapers)

\_\_\_\_\_ Fundraising

\_\_\_\_\_ Chaperoning (i.e. student supervision at concerts and field trips)

\_\_\_\_\_ Social (i.e. organizing receptions, doing "nice" things for the students)

\_\_\_\_\_ Other: (please list) \_\_\_\_\_

\_\_\_\_\_ Please give my email address to the Band Boosters for their information.

\_\_\_\_\_ I do not use email. Please give them my phone number: \_\_\_\_\_