

# Austin High School Bands 2017-2018

## CONCERT BAND Handbook & Syllabus

Welcome to the 2017-2018 school year! Last year was an amazing year for the Austin Bands, and we are thrilled to have you join us at the high school this fall. I am proud of what you have already accomplished with Mr. Davis and Mr. Tarara in 5<sup>th</sup>-8<sup>th</sup> grades, and I can't wait to see what we can accomplish together in 9<sup>th</sup> grade! You are entering a high school music program that has for decades been recognized across the state as a top-tier program, and you are joining a band program that is filled with opportunities and experiences that you will remember for the rest of your life.



The AHS Band program has a constant growth mindset: My goal is for every student to continue to grow as a musician, student, and person; and to simultaneously see our program grow in quality and strength. I am excited to see how we can grow together and continue building on the tradition of strong music in Austin!

This handbook contains information for the upcoming school year, including performance dates, grading policies, expectations for students, and additional musical opportunities. A copy of this handbook, along with additional information about the AHS Bands, performance dates, and more will be updated on the AHS Band website: [ahsband1.weebly.com](http://ahsband1.weebly.com).

Please let me know if you have questions! Many things can be answered in a quick email, but I am always welcome to calls and visits if it is more convenient. **Please note that all official announcements and communication will come through the Infinite Campus Portal or email.** Schoology will be used for class reminders and updates, and optional text alerts will be available through Remind for jazz and pep bands.

I am very excited to see you join the AHS Bands, and I cannot wait to see what we can achieve!

Mr. Christoph Dundas, Director  
Austin High School Bands  
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*Social media accounts are updated by multiple people for the purpose of sharing information with the community. Official school communication will always come through the Parent Portal or direct email.*

***Students/Parents: please read through the handbook and sign/return the last page!!!***

# AHS BAND PERFORMANCE CALENDAR, 2017-2018

## REQUIRED PERFORMANCE DATES & OTHER MAJOR EVENTS (Concerts at 7pm unless otherwise noted)

Event	9 <sup>th</sup> Grade Concert Band	Symphonic Band	Wind Ensemble	Jazz Bands
Fri, Sept 29 – Homecoming (Pep Fest, Parade, and Football Game)	♪	♪	♪	
Mon, Oct 30 – Fall Concert (Wind Ens.)			♪	
Thur, Nov 2 – Fall Prep Concert	♪	♪		
Fri-Sat Dec 15-16 – Christmas at Home				Jazz One
Mon, Dec 18 – Holiday Concert	♪	♪	♪	♪
Sat, Jan 20 – Solo/Ensemble Contest (Lakeville South HS)	Lettering Points	Lettering Points	Lettering Points	♪
TBA – Paramount Jazz (Paramount Theatre)				♪
Overnight Jazz festival? - TBA				♪
Tue, Feb 27 – Winter Concert (Wind Ens.)			♪	
Thur, March 1 – Winter Prep Concert	♪	♪		
Sun-Thurs March 25-29 ATLANTA TRIP!	<i>Grades 10-12 only</i>	♪	♪	
Wed, April 18 – Big 9 Select Rehearsal			<i>By Nomination</i>	
Fri, April 27 – Big 9 Music Festival (Winona) and Big 9 Select performance			♪	
Thu, May 10 – Spring Orchestra Concert	<i>Orchestra Winds</i>	<i>Orchestra Winds</i>	<i>Orchestra Winds</i>	
Fri, May 11 – Spring Jazz Show (Christgau)				♪
Thurs, May 17 – Band Blast	♪	♪	♪	♪
Mon, May 28 - Memorial Day Parade (morning)	♪	♪	♪	

***Jazz Band performance schedule will be available soon.***

### **Honor Band opportunities:**

*An "Honor Band" is made up of top students from many schools. The band is selected by either director nomination or audition, and comes together for 1-2 days to learn and perform with a distinguished guest director. Honor bands are a great way to perform with other top musicians, and build qualifications for scholarships. For more information about honor bands, talk to Mr. Dundas or **click the link on the band website.***

#### Honor Bands through music/school organizations

*Check with Mr. Dundas for audition deadlines!*  
 MMEA All-State and All-State Jazz (audition)  
 MBDA State 9<sup>th</sup>-10<sup>th</sup> and State 9-10 Jazz (audition)  
 Big 9 Select Band  
 Southeast MN 9<sup>th</sup>-10<sup>th</sup> (January 14 @ K-M)  
 Southeast MN 9<sup>th</sup>-10<sup>th</sup> Jazz (March 4 @ Lakeville)

**\*\*More honor band info is linked on the AHS Band website (ahsband1.weebly.com) and will be on Schoology**

#### Area College Honor Bands

*Ask Mr. Dundas for a nomination or info*  
 St. Thomas (October, 1-day)  
 \*St. Olaf (November, 1-day)  
 \*Winona State (November 3-4)  
 \*Winona State Honor Jazz (Mid November)  
 \*Dorian at Luther College (March 4-5, 2-day)  
 UMD-Duluth (October 13-14)  
 MSU-Mankato (January, 1-day)  
 Concordia-Moorhead (April, 2.5 days)

## Concert Band Syllabus

<b>SEMESTER 1</b>	<u>Foundations</u>	<u>Perform</u>	<u>Create</u>	<u>Respond</u>
Unit 1: Pep/ Marching (September)	Daily drills of scales, chorales, and technical exercises in keys of Concert F, Bb, Eb, Ab Major	Fall Pep Band Homecoming Parade Halftime Show PT1: Recording on Schoology/Skill Check		Homecoming music: listen to original artists' recordings and identify their artistic intent/purpose
Unit 2: Fall Concert (October)	Daily drills of scales, chorales, and technical exercises in keys we are studying in music	Fall Pep Band Fall Concert PT2: Fall Concert music		Listen to recording of our Fall Concert; self-assess and analyze our performance
Unit 3: Responding to Outside Music (November)	Daily drills of scales, chorales, and technical exercises	PT3: Scales	Music Theory basics: Notation	"Respond:" Music selection, structure, context, intent, and personal evaluation
Unit 4: Holiday Concert (Nov/Dec)	Daily drills of scales, chorales, and technical exercises	Holiday Concert Winter Pep Band		Select music for individual performance project
Unit 5: Perform/ Evaluate/ Refine (January)	Individual and group drills of scales, chorales, and technical exercises	Two individual performances: perform once for feedback and once for assessment (PT4)	Music Theory basics: Melody	Listen and respond to other individual and small group performances

<b>SEMESTER 2</b>	<u>Foundations</u>	<u>Perform</u>	<u>Create</u>	<u>Respond</u>
Unit 6: Winter Concert (Jan/Feb)	Daily drills of scales, chorales, and technical exercises	Winter Concert PT5: Winter Concert music Winter Pep Band		Listen to recording of Winter Concert; self-assess and analyze our performance
Unit 7: Composition- Improvisation (March)	Daily drills of scales, chorales, and technical exercises	Winter Pep Band PT6: Scales/ Technique or Wind Ensemble audition Record composition	Composition- Improvisation project	Peer evaluation of composition project drafts
Unit 8: Band Blast (April-May)	Daily drills of scales, chorales, and technical exercises	Clinic with guest? Band Blast! PT7: Band Blast music		Guest Clinician
Unit 9: Memorial Day and Marching (May/June)	Daily drills of scales, chorales, and technical exercises	Memorial Day PT8: Final		Memorial Day, American patriotic music, and culture: WHY?

## GRADING

### **KNOWLEDGE/PERFORMANCE/ASSESSMENT (90%)**

#### **Lessons / Progress and Technical Assessments (approx. 10%)**

Each AHS band student will receive 7 to 8 individual or small group lessons per year outside of regular band class time, free of charge. Lessons are the primary way for students to receive individualized teacher feedback on development of individual technique, tone, and musicianship. Students must have a pass or teacher approval before leaving a class for a lesson. Students must arrive on time with all materials, and be prepared for their lesson to receive full credit. It is during these lessons that students will demonstrate individual skill on concert music, etudes, and scales. Lessons may take place outside of the school day if students do not have a study hall or cannot gain teacher permission to be excused from class. Group sectionals may replace small group or individual lessons depending on the needs of individual students and sections. Available lesson times will be posted at least one week ahead of time, and students will be responsible for choosing and attending at appropriate times based on availability and permission from other teachers.

#### **Daily Rehearsal Skills and Musical Readiness (approx. 25-30%)**

Just as a performance, students are expected to arrive to rehearsal on time, have all necessary materials, and make a positive contribution to ensemble rehearsal. Overall rehearsal skills will be graded using the "Rehearsal Skills Rubric," with informal student self-assessments leading to formal assessment by the teacher each quarter. Since rehearsals provide training for concerts, there will be performance evaluations in class. Occasional written assignments related to music appreciation, music theory, music history, and other related topics will also be given to verify and bolster musical knowledge.

#### **Concert Participation and Performances (approx. 30-35%)**

It is through public performance that we demonstrate our knowledge of music to an audience. Performing in a band is a team activity and it is essential that every student is present. Students are expected to stay for the entire concert, and missing any performance is unacceptable. Concerts will be assessed using the "Concert Skills Rubric" (preparation, stage etiquette, and audience etiquette) and the "Performance Rubric". In addition, most concerts will include an individual Performance Assessment 1-2 weeks before the concert, which will be recorded by each student and submitted on Schoology. Excused absences include only sudden family emergencies or severe illness. If an absence is ruled unexcused, the students will receive no credit for the performance. Because concert dates are known months in advance, students will not be excused for work, appointments, travel, homework, etc.

**Concert Makeup:** If a student misses a performance for an emergency or extenuating circumstance, the concert grade may be earned through a concert makeup assignment. The "Performance" portion is graded by performing a portion of the music for the teacher; and the stage/audience skills portion is made up by attending a different performance and analyzing the music and performance through an essay using musical terminology. Request a "Concert Makeup Rubric" for full details.

#### **Individual Performance Tests (approx. 20-25%)**

Students will have approximately 8 individual Performance Assessments ("playing tests") throughout the year (see syllabus). Most will be recorded and submitted online. Some will be a selection of concert music; some will be technical skills and scales; and some will be summative demonstrations of the student's ability.

### **PRACTICE CATEGORIES (10%)**

#### **Additional rehearsals and practice**

Students will occasionally be asked to attend special rehearsals (Homecoming prep, for example), performances, or specific performance-based assignments. This additional practice time outside of class ensures that students maintain a solid basis for fundamental musicianship and continued musical development. Students will be notified as far in advance as possible, and the director will work with students who have legitimate time conflicts.

#### **Assignments and Worksheets**

Occasional written assignments related to music theory, music history, and other related topics will also be given to verify and bolster musical knowledge. Music term reviews, for example, will be assigned and must be completed prior to formal exams in class.

### **Grading follows the school-wide AHS grading scale.**

*Sample rubrics for "Rehearsal Skills" and "Performance" are on the next page.*

AHS Bands Rehearsal Skills Rubric						
Grading Period:				Student:		
	Distinguished (A+)	Proficient (A)	Basic (B)	Unsatisfactory (C/D/F)	Self-Evaluation Score	Teacher's Score
Attendance and Responsibility (10%)	Student has not missed any class periods (4)	Student rarely misses class and always completes missed work (3)	Student has missed several classes and is behind in learning music as a result (2)	Student has not made up missed class time and is significantly behind in the class as a result (1)		
Class Preparation and Timeliness (20%)	Student is always in the correct seat and warming up before class starts (8)	Student is always in the correct seat and ready to start when class begins (6)	Student is usually ready when class begins without reminders (4)	Student is often not in the correct seat when class starts or needs reminders to be ready (2)		
Rehearsals: Full Band (30%)	Student is focused and ready before directions are given, and stays on task the whole period (12)	Student is ready to participate when directions are given, and stays on task during instruction (9)	Student usually starts on task, but doesn't stay on task or is sometimes talking during instruction (6)	Student often needs reminders to stay on task, needs directions repeated, or is off task with phone/devices (3)		
Rehearsals: Sectionals/Independent Work Time (10%)	Student is always on task during sectional and individual time and leads section in completing task (4)	Student usually stays on task and accomplishes individual or section goal (3)	Student often starts sectional/individual work time on task but loses focus before task is done (2)	Student is often off task during sectional and individual time, and is distracting to other students (1)		
Rehearsal: End of Class (10%)	Student stays focused and uses time appropriately until the end of class (4)	Student appropriately uses class time until class ends (3)	Student is present until the bell rings but does not always stay engaged (2)	Student leaves before the end of class (1)		
Technology Use (10%)	Student appropriately uses technology only for class assignments and assists others when needed (4)	Student appropriately uses technology for class assignments and activities, and not for anything else (3)	Student appropriately uses technology for assignments, but is occasionally off task with technology (2)	Student regularly uses phone or other devices for non-band purposes during class (1)		
Care of Instrument and Music (10%)	Student takes exceptional care of instrument and music every day (cleaning, case, lock, folder) (4)	Student takes good care of instrument and music (cleaning, putting away in case correctly) (3)	Student sometimes skips cleaning or puts instrument in locker without using case or lock correctly (2)	Student often leaves instrument dirty or wet, doesn't disassemble it, or leaves instrument or music sitting out (1)		
Grading: "Rehearsal Skills" is worth approximately 30% of your grade. A score will be entered after your midterm self-evaluation, and your score is updated at the end of each semester. <u>Your score reflects where you are "right now" and can improve until the end of a semester.</u>					SELF SCORE:	GRADE:
Grading Key and percent/points conversion: 40-35 "A+" (100%), 34-28 A (95%), 27-26 A- (91%), 25-24 B+ (89%), 23-19 B (85%), 18-17 B- (81%), 16-14 C range (70-79%), 13-11 D range (60-69%), 10 F (0-50%). Self-evaluations and teacher scoring will be completed in Schoology.						

Austin High School Bands Performance Rubric							
Assignment:					TOTAL SCORE:		
Student:	Grade Weight:	Superior	Excellent	Good	Fair	Poor	Score
Level 1: PRIMARY MUSICAL CONCEPTS	Rhythmic Accuracy	Rhythm always accurate and precise	Rhythm is accurate; minor inconsistencies do not interfere with performance	Rhythm generally accurate; some inconsistencies minimally interfere with performance	Rhythmic errors significantly interfere with performance	Major rhythmic errors make music nearly unrecognizable	
	Note Accuracy	All notes performed are consistent with printed pitches	Nearly all notes performed are consistent with printed pitches	A few note errors that minimally interfere with performance	Note errors significantly interfere with performance	Many note errors make music nearly unrecognizable	
Level 2: SECONDARY MUSICAL CONCEPTS	Articulation	Articulation is precise and musically appropriate; accurately reflects composer's intent	Articulation contrast is clear; nearly always matches printed markings	Articulation contrast present, generally follows printed markings	Minimal articulation contrast, or articulation does not follow printed markings	Little to no articulation contrast present in performance	
	Musical Expression: -Phrasing -Tempo -Dynamics	Phrasing, dynamics, and tempo follow printed markings and are musically appropriate	Phrasing, dynamics, and tempo usually follow printed markings	Phrasing, dynamics, and tempo present and somewhat follow music	Phrasing and dynamics present, but sporadic; tempo inaccuracy interferes with performance	Little to no expression present; phrasing, dynamics, and tempo significantly different than printed music	
Level 3: MUSICIANSHIP	Tone	Tone consistent, focused, and resonant	Tone consistent through performance; generally full and warm	Tone generally focused and consistent; somewhat full and warm	Tone somewhat focused but inconsistent or fuzzy	No tonal focus, minimal tone control, inconsistent	
	Intonation	Intonation consistently accurate	Minimal intonation issues	Instrument is in tune, but intonation issues on some notes	Intonation issues make it unclear whether notes are played correctly	Major intonation issues; music unrecognizable	
	Technique	Consistently demonstrates control of instrument and technique appropriate to the music	Usually demonstrates understanding of technique appropriate to the music	Consistently demonstrates basic knowledge of instrument technique	Demonstrates some knowledge of instrument technique	Demonstrates little knowledge of instrument technique	

## CONCERT DRESS

### **Symphonic Band and Concert Band – “Concert Black”**

**Men:** Black collared shirt, black dress pants, black socks, black shoes, and black belt. A necktie is encouraged but not required. If a tie is worn, it must be a black, white, grey, or silver.

**Women:** A long (below knee) black dress or black blouse with a black skirt (below knee) or trousers and black shoes. It is recommended you wear black tights/nylons with skirts. The standard attire for performing instrumentalists is black with as little skin showing as possible. No accents (sequins, beads, etc.) Please be aware that we perform on a stage with the audience looking up at us.

## PEP BAND

Pep Band is an opportunity for students to support fellow classmates and proudly share our music with the community. Throughout the year students will be expected to attend a minimum of 3 scheduled Pep Band performances per season (Fall and Winter), with Homecoming being a required performance. It is essential that these dates are placed on student and family calendars. There will be at least 6-8 fall events and 8-12 winter events to choose from. If you have school activity conflicts with a majority of events and will not be able to attend the minimum number, talk to the director early to discuss alternate opportunities to earn this grade credit.

### **Playoff pep band:**

Playoff games may NOT be used as a student’s graded performance, as they are not guaranteed and are often unknown until a few days in advance.

Students are expected to perform with pep band at playoff games if at all possible. If a student is attending a section/state game as a fan, it is expected that the student will ride to/from the game and perform with band during the times we perform (typically pregame, halftime, and 2 quarters). Band students ALWAYS receive free admission and transportation to playoffs. Pep Band will typically perform at the following playoff games:

- Basketball, Football, Volleyball: Home playoffs, section championships, and state games. Possibly for section semifinals.
- Hockey and Soccer: TBA – most likely for home games and section final/state games, when possible.

## JAZZ ENSEMBLES

At least two Jazz Ensembles will be open to interested students who can perform on a jazz instrument at a high school level. Bands will be selected based on student ability and work ethic with auditions for Jazz One. More information will be available during the first weeks of school. Before-school rehearsals will begin after audition results are posted. Additional jazz ensembles and/or combos may be formed if there is sufficient student interest. All accepted jazz band members must pay a \$25 activity fee (pay online at [www.austinpackeractivities.com](http://www.austinpackeractivities.com)) and purchase a jazz band shirt (payable to the Cashier).

## REQUIRED CLASS MATERIALS AND SUPPLIES

- Concert Music Folder (provided), with all music, warmup materials, and a **sharpened pencil**
- Instrument and required instrument supplies (**SEE NEXT PAGE!**)
  - Instruments may be rented from the school based on type of instrument and student need.

### Recommended Music Supply Stores and Repair Shops:

**West Music (formerly Kephart’s)** in Decorah, Iowa has a representative visit Austin every Thursday to deliver supplies and pick up and return repairs. West Music order forms will be available in the classroom.

**The Music Mart** has stores in Mankato and Faribault. The Faribault store sends a rep to Austin on Tuesdays to deliver supplies and pick up / return repairs.

**Woodwind/Brasswind** ([www.wwbw.com](http://www.wwbw.com)) offers competitive pricing on supplies; however, since they are an online store, they don’t have the same satisfaction guarantee offered by local stores.

**MK Music Repair** from Owatonna provides very good instrument repair service, and sends a representative to AHS weekly. MK offers a discount for repairs in the summer.

**Tim Davis** performs minor clarinet repairs (corks, pads) at a reduced rate for Austin students.

Talk to your instructor if you need additional recommendations for purchasing supplies, or for recommendations for instrument purchases or repairs.

## AHS BAND REQUIRED SUPPLY/EQUIPMENT LIST

- **Name Tags** must be present on all cases (school provides for free!) and a **Sharpened Pencil** in your music folder (student provide)
- All students are strongly encouraged to have their own **tuner and metronome**. If you have a smartphone, there are many apps that serve this function (some are free!). Otherwise, we recommend purchasing an all-in-one tuner/metronome (\$15 to \$25).
- Prices below are *estimates* based on prices observed at the stores listed on the previous page.

### Flute

- Silk Swab (\$10) - required
- Silver Polishing Cloth (\$5.50) - recommended
- "Flutist's Friend" lyre/flip folder for Pep Band - required

### Oboe

- Silk Swab (\$10)
- Reed Case (\$4-6)
- At least 3 handmade or high-quality machine-made medium reeds (\$15/each for Jones)
- Small water container for soaking reeds

### Bassoon

- Silk Swab (\$10)
- Reed Case (\$4-6)
- At least 3 handmade or high-quality machine-made medium reeds (\$15/each for Jones) for rehearsals and performances
- One Medium plastic/synthetic reed for practice (suggested)
- Small water container for soaking reeds

### Clarinet

- Silk Swab (\$10) (required)
- Reed Case (\$4) (recommended)
- Box of Vandoren Traditional reeds (\$25-30 for 10 – always cheaper to buy a full box!) Consult with Mr. Dundas if you aren't sure which strength to buy.
- Tube of Cork Grease (\$2)
- Rovner dark ligature (\$26) – recommended upgrade
- Pep Band lyre (6-7)
- Flip folder for Pep Band (\$5.95) & 10 extra pages (\$5)
- Mouthpiece Cap for pep band and events
- Basic mouthpiece: Hite Premiere or Fobes Debut (under \$30)
- Suggested mouthpiece upgrade: Pyne PolyCrystal (\$55); Vandoren B45, M13, or 5RV (\$85-100) (Consult with Mr. Dundas before buying a new mouthpiece; this may not be necessary for all)

### Saxophone

- Silk cleaning swab (\$10) and mouthpiece brush (\$3) (required)
- Tube of Cork Grease (\$2)
- Mouthpiece Cap for pep band and events
- Rovner Dark ligature (\$25-30) –recommended upgrade
- Reed Case (\$5) (recommended)
- Vandoren Traditional reeds (Bari sax Vandoren or Hemke) (Prices vary on reeds, but for Alto Sax they are around \$35/box of 10. Always cheaper to buy a full box! Consult with Mr. Dundas if you aren't sure which strength to buy.
- Non-stretchy neckstrap (\$15) [padded OK, but not stretchy]
- Cork grease - \$2
- Pep Band lyre (\$7-9 depending on instrument)
- Flip folder for Pep Band (\$5.95) & 10 extra pages (\$5)
- Basic mouthpiece: Yamaha 4C/5C, Hite Premiere (under \$30)
- Suggested Mouthpiece: Vandoren Optimum or V16 (\$115-130) or Selmer S-80 (\$150) (Consult with Mr. Dundas before buying a new mouthpiece; this may not be necessary for all)

### Trumpet

- "Blue Juice" brand valve oil (\$3.99)
- Tuning Slide Grease (\$2)
- Metal Straight Mute (Jo-Ral, Tom Crown, Denis Wick \$35-40)
- Lyre for pep/marching band (\$7-9)
- Flip folder for pep/marching band (\$5.95) & 10 extra pages (\$5)
- Suggested mouthpiece upgrade: Bach 3C or 1 1/2C (\$40-60), Schilke (consult with Mr. Dundas before buying a new mouthpiece; this varies by student and may not be necessary)
- Jazz: Harmon mute and small sink plunger with stick removed

### Horn

- Rotor oil (\$4.99)
- Slide Grease (\$2.99)
- Lyre for mellophone for pep band (\$7-9)
- Flip folder for Pep Band (\$5.95) & 10 extra pages (\$5)
- Mouthpiece: Holtan Farkas MDC [medium-deep cup] (\$59)

### Trombone

- Slide-o-Mix Rapid Comfort 1-step slide lubricant (\$8)-black cap
- Conn Slide Sprayer water bottle (\$2.25)
- Pep Band lyre (\$8)
- Flip folder for Pep Band (\$5.95) & 10 extra pages (\$5)
- Mouthpiece: Bach 6 ½ AL or Schilke 47 for small shank (\$50-70) Bach 5G or Schilke 51 for large shank shank (consult with Mr. Dundas before buying a new mouthpiece; this varies by student and may not be necessary)
- If you're in jazz band: Toilet Plunger with stick removed

### Baritone/Euphonium

- "Blue Juice" brand valve oil (\$3.99)
- Slide Grease (\$2.99)
- Flip folder for Pep Band (\$5.95) & 10 extra pages (\$5)
- Mouthpiece: Bach 6 ½ AL, small shank (\$50-70) (highly recommend owning your own) and mouthpiece pouch (\$8)

### Tuba

- "Blue Juice" brand valve oil (\$3.99)
- Tuning Slide Grease (\$2.99)
- Mouthpiece: Conn Helleberg Standard (\$80) (highly recommend owning your own) and mouthpiece Pouch (\$8)
- Flip folder for Pep Band (\$5.95) & 10 extra pages (\$5)

### Percussion (Stick bag, sticks required; buy 1-2 prs mallets/yr)

- 1 pair of Vic Firth SD1 (\$10) REQUIRED
- 1 pair of Vic Firth 5B Drum Sticks (\$10)
- 1 pair of Balter Basic Medium (blue) yarn mallets (\$16)
- 1 pair of Vic Firth M5 rubber mallets (\$20)
- 1 pair of Vic Firth T1 General timpani mallets (\$25)
- Stick Bag (prices vary depending on size/style) REQUIRED
- Students MUST have their own practice bells and snare or pad

## **INSTRUMENT STORAGE ROOM PROCEDURES**

**Please treat the instrument storage rooms with respect. Note the following policies:**

- All instruments are to be placed in cases and securely latched.
- Locks are to be used on all lockers. AHS cannot be responsible for instruments left in unlocked lockers!
  - If you put anything in your band locker during class, it is recommended that you lock it.
- Shared folders should be stored in a folder slot so your folder partner can access the music if you are gone
- All wood clarinets, oboes, piccolos, and bassoons must be stored in the small storage room next to Mr. Dundas' office (climate controlled). **DO NOT** store wood band instruments in the large instrument storage room.
- All students will be assigned a locker except for students playing tuba and bari sax; these instruments will be kept in the Uniform Storage Room or in the classroom depending on space and season.
- Percussionists are expected to pick up and put away equipment and instruments daily. Cover mallets and timpani; put away accessories, sticks, and music.

## **CLASSROOM EXPECTATIONS**

There are three core principles in this classroom and school: **Act Respectfully**, **Act Responsibly**, and **Act Safely**.

- **RESPECT:** Yourself, by giving your best every day; your classmates, by participating fully and following the rehearsal order and expectations; your teacher, by coming on time, following directions and being ready to play when class begins; composers, by learning what they are asking for through their compositions; your audiences, by preparing the music to the best of your ability; and your school, by representing AHS and the AHS Bands well!
- Do not bring food, drink, gum, or homework for other classes. Do not have devices out in class unless we have an assignment that requires them. Any of these will litter our rehearsal space and can obviously inhibit your ability to play well. Taking out any of these things is disrespectful to your teacher, your classmates, and your own ability to learn. These expectations are in place so we are **RESPONSIBLE** in utilizing our equipment, our space, our music, and our time.
- This room should be **SAFE** space for both students and our equipment. Keep hands and instruments to yourself, and use positive comments when talking to others. Always store instruments safely in a locked locker.
- All AHS rules and policies apply in the band room, as well as anywhere else we perform. These policies include things such as dress codes, attendance, technology use, etc. School codes apply at rehearsals and performances outside of the school day or outside of the band room. When we are in public, we represent not just ourselves, but our friends, our families, Austin High School, and the Austin community.
- ***Come to class each day with a positive attitude! This way you will GAIN RESPECT from others. If you choose not to follow these guidelines, the AHS Consequences for Violations/PBIS chart will apply.***
- *Please be aware that any actions that involve theft or damage to property will result in immediate office referral, even if it is something that seems "silly" (like stealing someone's lock, hiding their instrument, or playing someone else's instrument, including percussion, in a way that can damage it).*

## **LETTERING PHILOSOPHY AND POLICY**

The Band Letter Award is a visual symbol of dedication, pride, and commitment to excellence within the Austin High School Band Program. It rewards students for comprehensive involvement in the many musical opportunities that are available at Austin High School, and recognizes students who make a dedicated effort to participate in activities beyond the school day. While your grade reflects your achievement during the academic school day, your letter reflects your participation and dedication to the band program beyond those 50 minutes per day. A detailed chart, including point values, is available from the director.



## **PHILOSOPHY OF MUSIC EDUCATION and the AUSTIN HIGH SCHOOL BAND PROGRAM**

The Austin High School Bands are open to students in 9<sup>th</sup>-12<sup>th</sup> grades who have previously learned to play a band instrument. Students who have not played in band before or did not play in grades 5-8 consecutively are encouraged to talk to Mr. Dundas about opportunities to begin taking lessons and joining band.

The Austin High School Bands are dedicated to educating the whole student. While our primary focus is on concert band literature, we will use performance in band as a means of learning about other cultures and musical styles. Performance in band teaches students many 21<sup>st</sup>-century life skills beyond just our musical goals: students learn to work individually and in small and large groups; to follow, lead, teach and help others; to work hard and dedicate oneself to developing a skill; to listen; to create; to self-assess, make adjustments, and improve; to accept helpful criticism; to responsibly use technology to accomplish tasks; to manage time; to meet and exceed expectations; and most importantly, to create something that is both technically accurate and musically beautiful. Band provides students a life-long appreciation, understanding, and love for music as a means of self-expression and communication.

The core of the Austin band program is the concert ensembles: Concert Band, Symphonic Band, and Wind Ensemble. Students also have opportunities to participate in Pep Band, Jazz and Percussion Ensembles, Solo/Ensemble Contest, All-State, Big 9, honor bands, and music festivals. Every event, performance, and lesson presents students with an opportunity to develop many aspects of musical knowledge and talent.

### **COSTS AND FEES**

**Uniforms.** Students are required to have a current Pep Band/Marching Band t-shirt. All students are required to wear this shirt to Pep Band and Marching Band performances (weather permitting). The cost is \$10. Sweatshirts may be available at an additional cost. Students in Wind Ensemble who wear school-issued tuxes or dresses will be assessed a \$6.00 annual fee for dry cleaning (Additional info about concert dress is on page 5).

**Reeds and Required Supplies.** All students are responsible for equipping themselves with the necessary supplies for good performance. Students playing clarinet, saxophone, oboe, and bassoon must have a good supply of reeds at all times. All students are responsible for providing their own reeds. All students must also have the required accessories mentioned on pages 5-6. Many of these supplies are one-time purchases or last for years at a time if they are used correctly (other than reeds). Talk with the director if you are financially unable to acquire the supplies you need.

**Instrument Rentals.** Percussionists and all other band students using a school-owned instrument will be assessed a modest annual rental fee. Students playing school-owned instruments (e.g. tuba, bari sax, horn, bass clarinet, etc.) are assessed an annual fee of \$80, while percussionists are assessed a \$20 fee, which can be paid to the Cashier's Office. This fee covers annual routine cleaning and maintenance. Students will be charged for any damage incurred upon an instrument beyond normal wear. A contract will be distributed to all students who are renting a school instrument, which is to be signed by the student and a parent/guardian. This fee and the accompanying form is due to the Cashier ASAP. See *the Rental Agreement Form for more information.*

**Entry Fees.** Entrance fees for contests, honor bands, All-State auditions, and other related festivals hosted by state/conference/section organizations are paid for by the school. However, students who register for an event but fail to attend will be held responsible for their entry fee. The school does not automatically pay for honor bands hosted by colleges; however, funds may be available through AHS and through the Music Boosters to assist with those costs.

**Repairs.** Talk to Mr. Dundas if your instrument isn't working, as many minor things can be adjusted quickly. All other repairs will be sent to a professional — these repair technicians will always call and give a price estimate before doing work to your instrument. MK Repair, Nicole's Repair, West Music, and The Music Mart pick up and deliver at HS weekly.

**Jazz Ensembles.** Jazz Band members must pay a \$25 activity fee and purchase an AHS Jazz shirt. Jazz trips will have a cost; however, much of the cost will be paid by the school and assistance is available for remaining costs if needed.

**NOTE:** *Some fees can be reduced or waived or families with financial need. Please contact Mr. Dundas for more information. Instrument rental fees are automatically adjusted by the offices for students receiving free/reduced lunch.*

## **BAND MEMBERSHIP, AUDITIONS, CHAIR PLACEMENTS, SECTION LEADERS**

Concert Band is open to any 9<sup>th</sup> Grade students who played in band through 8<sup>th</sup> Grade. New students wishing to join the ensemble may join with instructor permission, typically requiring 2 years of private lessons and/or demonstration of the necessary skills to competently perform a majority of the band's repertoire.

Symphonic Band is open to any students in grades 10-12 who have successfully completed Concert Band.

Wind Ensemble is an audition-based ensemble and membership will be determined by performance evaluations in the spring of the preceding year. Students may be promoted to Wind Ensemble during the course of the year if there is a need for additional personnel. This is rare and done on a case-by-case basis and is contingent upon approval by the Counseling Office to ensure it does not create a class schedule conflict.

**Section Leader:** each section with three or more students will have a designated "section leader." The section leader is a student who has demonstrated reliability, leadership, and a willingness to help others. Section leaders will be responsible for identifying passages of music that need work, leading sectionals, and assisting with equipment setup needs for the section. The section leader may or may not be the strongest player.

**Chair Placement:** it is the philosophy of the Austin band program that students should rotate throughout sections from concert to concert, whenever possible, to develop various skills and note ranges. It should not be assumed that only the "best" students play the first part. However, at the beginning of each semester, students in all bands will be asked to perform an audition to determine their skill level and identify strengths, and to set a "default" seating for much of our music. Auditions consist of sight-reading, prepared material, scales and range checks, and literature currently in the band's repertoire. The director's seating decisions are final.

**Principal Player:** All sections will have a designated "principal player" who is the student that demonstrates the strongest overall soloing ability during chair placements. He/She will perform any short solo passages within concert music. Longer solos in music may have a separate audition, at the director's discretion.

## **FUNDRAISERS AND ACTIVITY ACCOUNT**

The AHS Band has an "activity account" that can ONLY be used for costs associated with student activities. Revenue from performances, donations, and fundraisers is placed in this account and is used for band costs throughout the year (such as event fees, travel expenses, food, extracurricular music, clothing, and more.) This account is managed by the director and the band's Student Officers and is overseen by the Activities Office.

## **MUSIC BOOSTERS**

The Austin Music Boosters partner with Austin Public Schools to support K-12 music activities. To learn more about the Boosters, visit [www.mbaustin.org](http://www.mbaustin.org).

## **STAY CONNECTED ONLINE**

**AHS Band Website** – [ahsband1.weebly.com](http://ahsband1.weebly.com)

**FACEBOOK** – [www.facebook.com/ahsband1](http://www.facebook.com/ahsband1)

**TWITTER** – @ahsband1

**YOUTUBE** – "Austin High School Band"

**Most information for students will be posted on the class Schoology page.  
Student announcements will be sent through Schoology updates and the Student Portal.  
Text message reminders will be available through the Remind app and Remind texts.**

**Please sign this page of the Austin High School Band Handbook and return to Mr. Dundas on or before Friday, September 8!**

**The handbook is located online at  
[ahsband1.weebly.com](http://ahsband1.weebly.com)**

We have read the Austin High School Band Handbook. I agree to support all program policies and expectations, and I have marked all important performance dates on the family calendar.

Student (print) \_\_\_\_\_ Band:    CB    SB    WE

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

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

I know how to use the Infinite Campus Parent Portal and receive messages from teachers: yes    no  
*If "no": How would you like to receive important class updates?*

\_\_\_\_\_ Email address: \_\_\_\_\_

\_\_\_\_\_ Printed copy sent home with student

\_\_\_\_\_ I am available to volunteer during the school day! Please email me at \_\_\_\_\_  
when you need help!

\_\_\_\_\_ I am interested in volunteering to help with Wind Ensemble dresses/tuxes/uniforms.

Other things you can volunteer to help with: \_\_\_\_\_

\_\_\_\_\_

### **Student/Parent Checklist**

Yes    N/A

\_\_\_\_\_ Instrument rental form to cashier (school instruments & percussionists)

\_\_\_\_\_ Tux/Dress Dry Cleaning Fee: \$6 (Wind Ensemble members only)

\_\_\_\_\_ T-shirt: \$10 (all students, new shirt design this year) – size to Mr. D, \$ to cashier

\_\_\_\_\_ Performance dates shared with parents/guardians and added to family calendar

\_\_\_\_\_ Locker number and combination memorized

Band locker number: \_\_\_\_\_ Combination \_\_\_\_\_

\_\_\_\_\_ Name tag on case (extras available from Mr. Dundas)

\_\_\_\_\_ All required supplies are with instrument or have been ordered (see page 6)