

**SEABROOK INTERMEDIATE SCHOOL
SPARTAN BAND
CLEAR CREEK ISD**

HANDBOOK

**AUSTIN TRAN
DIRECTOR OF BANDS**

**MATTHEW McCOY
ASSOCIATE DIRECTOR OF BANDS**

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Introduction

Music education through instrumental music provides students the opportunity to participate in a subject that affects all sides of a person's personality including the intellect, the physical, the emotional, the psychological, the spiritual, and the social, as well as teaches the appreciation of music as an art form. It engages students in a group activity that allows them to utilize their free time constructively, creates a sense of cultural and aesthetic awareness and instills proper values among which are; responsibility, seriousness of purpose, devotion to duty, spirit of cooperation and sensitivity to beauty. It develops proper work habits through the academic self-discipline of the curriculum and a daily practice routine, as well as the ability of self-expression and intelligent listening skills fostering greater communication.

The purpose of this handbook is to provide each member of the Seabrook Spartan Band a comprehensive overview of the rules, regulations, guidelines and procedures that will help students gain the most from their music education experience.

Our mission, as a band, is to join together as a strong and diverse family, effectively utilizing the opportunities provided through music education to build and maintain a tradition of excellence and enjoyment through effective leadership, dedication and quality musical performances.

Part I: Communication with the Directors

An open line of communication between the directors and both parents and students is a necessary component for any successful band program. As a staff, we understand your time is very valuable and that you may have questions or concerns that need immediate attention. We do ask that you extend us the courtesy of scheduling a time to visit either by phone or through e-mail. If you are unable to reach us please provide your contact information and we will respond to any correspondences in a timely manner.

Contact Information

- Mr. Tran
 - Phone: 281.284.3186
 - Email: autran@ccisd.net
- Mr. McCoy
 - 281.284.3100
- Seabrook Intermediate Band Website
 - www.seabrookband.org

Part II: Ensembles and Beginner Classes

The Seabrook Intermediate Band Program is comprised of a number of different performance ensembles designed to provide students with a well-rounded music education experience. The directors reserve the right to reassign students within each ensemble according to student standing and compliance to course requirements.

Concert Ensembles

- The Seabrook Intermediate Band currently has two (2) concert ensembles: Wind Ensemble (Varsity) and Symphonic Band (Non-Varsity). Placement is audition based and preparation takes place both during class time, as well as after-school rehearsals. Additional factors including rapport, behavior, and long-term improvement are considered as well. All bands will prepare several concerts throughout the concert season. In addition, members of the bands have the opportunity to compete at UIL Concert and Sight-Reading Contest, participate in Solo and Ensemble Contest, as well as audition for Region Band. Private lessons are highly encouraged for individual feedback growth.

Beginner Band

- The Seabrook Intermediate Band beginners consist of the following group instrumental classes: flute/oboe, clarinet/bassoon, saxophone, trumpet, horn, trombone, euphonium/tuba, and percussion. Beginners are a vital group to the growth of the band and are required to give a concert at the end of each semester. Private lessons are highly encouraged to optimize individual growth on the instrument.

Ensemble Audition Requirements

Wind Ensemble (Varsity)

- Considered the top-performing ensemble in our band program, Wind Ensemble is open to all students who demonstrate the highest level of musical maturity, technical proficiency, as well as commitment to performances, rehearsals, practice time and private lessons.
- Wind Ensemble members are expected to attend rehearsals regularly and will communicate conflicts in advance with a written notice. Failure to uphold regular attendance to before-school and after-school rehearsals/sectionals will be subject to deduction of grades or removal from the ensemble.
- Members absent to their designated sectional must make up their assignment at a reduction of academic grade if the absence is not communicated in advance. Repeated absences, failure in communication, and diminished performance may result in deduction of grades or removal from the ensemble.
- Students wishing to audition for Wind Ensemble must play the audition etude given at the end of the year, Region Band chromatic scale, and have

at least 6 of the 7 Region Band scales prepared (full range octaves on all scales if possible).

Symphonic Band (Non-Varsity)

- Considered the second performing ensemble in our band program, Symphonic Band is comprised of students who demonstrate a high level of musical maturity, technical proficiency and commitment to performances, rehearsals and practice time.
- Symphonic Band students are expected to maintain regular attendance to all before and after school sectionals and will communicate conflicts in advance with a written notice. Failure to uphold regular attendance to before school and after school rehearsals/ sectionals will be subject to deduction of grades or removal of the ensemble.
- Students wishing to audition for Symphonic Band must play the audition etude given at the end of the year and have at least 4 of the 7 Region Band Scales prepared.

Beginner Band

- Considered the starting point of the band program, Beginner Band students are comprised of students who are learning proficiency of their specific instrument through rehearsals, lectures, and home practice.
- Students who wish to advance to a performing ensemble but fail to prepare at least 4 of the 7 Region Band scales must repeat beginner band.

Beginner Percussion

- Beginner percussion is the most rigorous and selective class of all beginner classes. Students who wish to play percussion must have attended an audition directly with the band director and has been given an invitation.
- Students wishing to play percussion are highly encouraged to take private lessons as they are very likely to fall behind from the class.
- Beginner percussion students are responsible for thousands of dollars of school-owned instruments. Any intentional damage done to school-owned instruments will result in repair costs in which the student's parent will be held accountable. Repair costs that are not paid will be transferred to the schools fees and fines list and will result in further action.

Part III: Universal Expectations

The following universal expectations will be in place throughout the year while participating in any activity associated with the Seabrook Intermediate Band Program.

Goals and Objectives

- **Citizenship through Group Endeavors**
 - Students will be expected to demonstrate good citizenship through group endeavors with hopes of developing diligence, responsibility, the ability to cooperate with others, the ability to work as a team member and to gain a mutual respect for every member involved in the Seabrook Intermediate Band.
- **Mental Discipline**
 - Students will be expected to develop a high-level of self and group mental discipline in order to maintain efficient rehearsals, memorize music and develop other techniques of preparation as they relate to group and individual performances.
- **Proper Instrumental Care and Techniques**
 - Students will be expected to demonstrate proper instrumental care, posture, and breathing techniques, as well as characteristic instrumental tone, embouchure, stick grip, hand position, and technical proficiency (fingering, articulation, rudiments, scales, etc.)
- **Critical Listening**
 - Students will be expected to develop the ability to make musical judgments through critical listening. The students will recognize quality of sound, pitch, style, tempo, rhythm, blend, balance, phrasing, dynamics, and articulation.
- **Music Theory**
 - Students will be expected to know and utilize note values, rests, key signatures, scales, musical terms, signs and symbols, as well as recognize and tune intervals and harmony through the development of ear-training and listening skills.
- **Cultural Growth**
 - Students will be provided opportunities to attain knowledge of music history through performance of various types of instrumental literature.
- **Creative Self-expression**
 - Students will be provided the opportunity to express themselves in every performance experience.

Conduct

Band members will observe all policies set forth by the Clear Creek Independent School District, in addition to the following:

- Students will follow director instruction.
- Students will maintain a high level of good behavior.
- ○ Students will respect the property of others.
- Students will not deface or mark on music stands, walls, etc.
- Students will keep their hands, feet and other objects to themselves.
- Food, drinks, candy or gum will not be allowed in the band hall without permission from a director.
- Students will be expected to conduct themselves properly at all times. Display of affection, profanity, temper, flagrant violation of rules, etc., will not be tolerated. Individual behavior is a reflection of the group.
- Any behavior, which is not representative of good citizenship, as perceived by the directors, may result in the student's dismissal from the activity at hand, as well as the band program. This applies to the actions of students in both public and private events.
- Students will be expected to bring all equipment including music, pencil, instrument, tuner and all other supplies to rehearsals daily.
- Students will be expected to be in their assigned rehearsal area, warming up and ready to work, at least five (5) minutes prior to the set rehearsal time.
- ***School policy regarding cell phones applies during all band rehearsals/performances.*** All rehearsals are expected to be extremely quiet so that our time will be utilized wisely.
- When allowed in the band hall, either before or after school, students will not disturb any rehearsal in progress.
- Students will not play on equipment they do not own without permission from a director.
- Students will not touch, handle, borrow or use anyone else's instrument, uniform or personal belongings.
- Students will keep their equipment in the designated storage area when not in use and are responsible for keeping said area clean and neat in appearance.
- Students will utilize their assigned storage slot/room for instrument cases during rehearsals. Cases should not be brought into rehearsals unless requested by a director.
- Students will be expected to take their instrument, personal or school issued, home daily. CCISD is not responsible for instruments left at school overnight.

Addendum Below

***Addendum** - The District may impose campus, classroom, or club/organization rules in addition to those found in the Student Code of Conduct. These rules may be listed in the student and campus handbooks or posted in classrooms, or published in extracurricular handbooks, state or national organization bylaws, and/or constitutions, and may or may not constitute violations of the Student Code of Conduct. Additional rules or requirements, not part of the Student Code of Conduct, are adopted and approved by the sponsor, campus principal, and/or district administrator.

Sponsors and coaches of extracurricular activities may develop and enforce standards of conduct that are higher than the District's general standards and may condition membership or the student's participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. However, no provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of gender, race, disability, religion, or ethnicity.

Organizational standards of repetitive behavior of an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in separate, independent disciplinary actions. A student may be removed from participation in extracurricular activities or may be excluded from school honors or activities for violation of organizational standards of behavior of an extracurricular activity or for violation of the Student Code of Conduct.

All students are expected to maintain the highest level of discipline and decorum at all school functions. Failure to comply with administrative directives promoting order and respect may result in the student being removed from participation in school activities, including, but not limited to, commencement exercises.

• In addition to the State of Texas Essential Knowledge and Skills (TEKS), the Seabrook Intermediate Band Program will strive to:

- Provide any interested and qualified student with opportunities for musical knowledge, musical fellowship and fun through participation in band.
- Provide for the mental, physical, social and emotional development of students.
- Instill commitment, pride and discipline in each student.
- Provide each student with solo and group endeavors to achieve personal goals and satisfaction.
- Provide basic psychological needs such as recognition, appreciation, belonging, self-respect and a feeling of achievement.

Travel Guidelines

- Please understand that all performances and concerts start and conclude at the band hall. As a member of the band, you are a representative of Seabrook Intermediate School and while traveling, should always remain on your best behavior. Your conduct will be such so that it never casts a poor reflection on the school, the band, your home, yourself or the community.
- Due to our extensive amount of travel, the following student expectations and conduct while on a bus, school or commercial, is mandatory.
 - Students will travel to and from events on the bus. Any student wishing to arrive or leave with his/her parent must notify a director in writing prior to the event. A decision will be rendered based on the circumstances provided.

- Students will have all necessary forms completed and returned to travel on any trip with the band.
- Students will show proper respect to all adults and chaperones associated with the band program at all times. All of our adult volunteers and chaperones sacrifice their time for your safety and provide help in numerous ways. They are a great asset to the band program and deserve your respect.
- While on the bus, students will:
 - ✎ Remain seated at all times.
 - ✎ Sit properly in a forward position.
 - ✎ Sit in assigned seat (same gender seating only).
 - ✎ Keep the bus clear of food, drinks, and debris.
 - ✎ Keep all body parts inside the bus.
 - ✎ Use only approved type of headset radios.
 - ✎ Remain silent when addressed by the person in charge on the bus.
 - ✎ Refrain from loud, boisterous talking, screaming, whistling, etc. ✎
Refrain from any public displays of affection.

Fundraising

Each student will be expected to actively participate in numerous fundraiser activities throughout the year in order to ensure that the band program has sufficient funds to maintain the financial integrity of the band program.

Part IV: General Information

The following general information is essential for each student in order to have an effective and productive music education experience.

Registration and Finances

Students will need to register with the band database, CHARMS, and provide contact forms and health forms to participate with the Seabrook Band. This organization travels and participates in multiple activities and has afterschool events such as pool parties, lock-ins, and field trips. These forms are needed for safety and emergencies.

During the year students are given opportunities to learn from master teachers in supplemental master classes. Additional clinicians and band experts are brought in during all band classes. These industry experts come at an expense that cannot be covered by allotted CCISD funds alone, thus, a band fee may be applied annually to all band students in order to hire these experts to teach our students. A detailed financial itemization will be given to all parents during the beginning of the school year to explain how collected band finances will be used.

Required Daily Supplies

- All issued music
- Pencil
- Instrument
- Tuner
- Metronome (for home use)

Flute – silk swab, tuning rod, tuner and mic

Clarinet/ Bass Clarinet – 5 working Vandoren reeds, reed case, approved mouthpiece, ligature, swab, tuner and mic

Saxophone - 5 working Vandoren reeds, reed case, neck strap, Vandoren Optimum mouthpiece, ligature, swab, tuner and mic

Double Reeds – 3 working reeds, reed case, necessary straps, swabs, tuner and mic

Trumpet – Bach/ Faxx 5C mouthpiece, valve oil, slide grease, tuner and mic

French Horn – Faxx C8 mouthpiece, rotor oil, slide grease, tuner and mic

Trombone – Bach/ Faxx 5G mouthpiece, Yamaha slide lubricant, slide grease, tuner and mic

Euphonium – Schilke 51D mouthpiece, valve oil, slide grease, tuner and mic

Tuba – Conn Helleberg 120-S mouthpiece, valve oil, slide grease, tuner and mic

SCHOOL OWNED INSTRUMENTS

- The Clear Creek Independent School District will provide a limited number of instruments for student use. These instruments, generally purchased by the school district for student use because of their extremely high value, include the bassoon, oboe, tenor saxophone, baritone saxophone, bass clarinet, French horn, euphonium, tuba and general percussion equipment.
- Due to their extremely high value, all school owned equipment will need to be handled **with optimum care**. Students failing to care for their school issued instrument will lose the privilege to use such instruments and will be subjected to compensation of repair.
- The following is a list of general procedures for school owned instruments:
 - When possible, students will be issued one instrument for home use and one for school use. Order of distribution will be based on chair order.
 - Students who obtain school owned instruments are obligated to a charge of fifty (\$50) dollars per semester and twenty-five (\$25) per summer per instrument (this is a usage charge and does not cover insurance)
 - CCISD does not provide insurance for individually or school owned equipment; therefore, it is highly recommended of all students utilizing school owned instruments to provide insurance coverage for the said instrument. *(Please understand that students will be held responsible for school owned instruments issued to them. This responsibility will include fire, theft, accidental damage, abuse and general maintenance not incurred through normal use.)*
 - Students and parents must sign an instrument checkout form before the student can use the instrument.
 - Students will be expected to maintain their issued instruments accordingly.
 - Students will be financially responsible for all equipment and/or materials that are checked out to him or her.
 - Students will keep all equipment and materials in their proper storage location when not in use.
- School owned instruments are not to be treated as “free” instruments. Basic supplies will still be purchased and repairs will still be made just like personally owned instruments. *Since the expense of purchasing, leasing, or renting is reduced; students using school owned instruments are strongly encouraged to participate in the private lesson program. (Information on the next page)*

Personally-Owned Instruments

- The band program, school, or CCISD is not responsible for personally owned instruments. Any damage that might incur during rehearsals or any other time is the responsibility of the owner; therefore, it is highly recommended that students provide insurance coverage for their instrument.

- Please remember that the instrument storage area is not secure. Again, we stress the importance of every instrument going home daily, as CCISD is not responsible for instruments left at school overnight.

Private Lessons

- It is the goal of the Seabrook Intermediate Band Program to provide the very best learning experience for each student. One of these learning experiences is the opportunity for interested students to study privately with a professional instrumentalist and receive additional individual help in their musical training. This individual attention generally improves the performance level of the individual student and has a positive effect on the ensemble in which the student participates.
- One of the greatest contributing factors to the success of the Seabrook Intermediate Band is the active involvement of our students in the private lesson program. This enrichment opportunity is available to all band students.
- Lessons take place in the band hall during school and are available at the starting fee of twenty to twenty-five dollars (\$20.0-\$25.00) for a thirty (30) minute lesson. Students that are interested must fill out information at the beginning of the year that will be processed through the CCISD Music Department. Scholarships are available for qualified applicants on a first come, first serve basis. Students who obtain scholarships must maintain good academic standing and must be present at during all scheduled private lessons. A warning will be administered for the first offense (ranging from an unexcused absence to behavioral issues) and a revoke of scholarship will occur as a result of a second offense. The private lesson scholarship is a privilege to those in need and must be earned, as well as maintained.

Uniform Guidelines

- Students will adhere to the following uniform guidelines applying to concert season without variation.
- **Issues, Return and Care**
 - Uniforms will be issued for the concert season in the fall prior to our Holiday Concert.
 - Uniforms will be stored at school in the band hall uniform room.
 - Students will be issued a uniform storage number.
 - Students will follow the posted pick-up/return guidelines. Students who fail to follow these guidelines will receive director assigned discipline.
 - Students will be held financially responsible for the uniform and its components if any uniform part is lost or damaged beyond repair.
 - Students will always wear and treat their uniform with pride. The uniform should be worn as a complete unit at all times when in public unless otherwise instructed by a director.

Off-Campus Activities

- **Performance Quality**
 - Students must demonstrate proficiency on all current performance materials in order to participate in off-campus and extracurricular

activities. Students who fail to meet this requirement may be ineligible to participate as these events serve as rewards and may take place during the academic school day.

- **School Conduct**

- Appropriate school conduct and behavior must be maintained regularly throughout the school year to be eligible to participate in extracurricular and off-campus activities. Students who receive school consequences such as: detention, in school suspension, office referrals, etc. may be subject to removal from attending or participating in these events.

- **Attendance**

- Along with ability and attitude, the directors reserve the right to reassign students within each ensemble based on attendance. The directors reserve the right to withhold a student from participating in performances if students accrue unexcused absences for sectionals, rehearsals, practices, private lessons, etc.

Part V: Concert Procedures

Each ensemble is designed to give students a learning experience in music that is commensurate with their experience, musical proficiency and level of commitment. The directors reserve the right to reassign students within each ensemble according to student standing and compliance to course requirements.

Ensemble Requirements

- **Wind Ensemble Band**
 - Considered the top-performing ensemble in our band program, Wind Ensemble is open to all students who demonstrate the highest level of musical maturity, technical proficiency, as well as commitment to performances, rehearsals, practice time and private lessons.
 - The Wind Ensemble is the representing group of the entire program and is responsible for participating in performances and events at the request of the administration and band directors. These include sponsored fundraisers, pep rallies, regional/state/national contests, and various school/community related events.
 - Students are required to pursue individual or group performances including, but not limited to, preparing and auditioning for Region Band and performing in either a solo and/or ensemble.
 - It is highly recommended that each student take individual private lessons in order to maintain the technical demands of the ensemble.
- **Symphonic Band**
 - Considered the second performing ensemble in our band program, Symphonic Band is comprised of students who demonstrate a high level of musical maturity, technical proficiency and commitment to performances, rehearsals and practice time.
 - Students are required to perform either a solo or ensemble and are strongly encouraged to do both, as well as prepare and audition for All-Region Band.
 - It is highly encouraged that students take individual private lessons in order to improve and advance into the Symphonic Band.
- **Beginner Band**
 - Considered the starting point of the band program, Beginner Band students are comprised of students who are learning proficiency of their specific instrument through rehearsals, lectures, and home practice.
 - Students are required to perform in two concerts: the holiday/winter concert and the spring concert.
 - It is highly encouraged that students take individual private lessons, especially at this crucial part of their learning, in order to optimize growth at an early essential stage in playing.

Rehearsal Schedule

- An online calendar can be found on the band website: www.SeabrookBand.org.
- Beginning in the fall and continuing throughout the school year, students will be expected to attend a weekly section rehearsal to develop fundamentals of instrument technique, as well as prepare for Region auditions and Solo & Ensemble contests.
- Section rehearsals specific for each concert ensemble will begin the second week of school for 7th and 8th graders.
- Students will be expected to be punctual and prepared for each section rehearsal.
- Students absent to their designated section rehearsals must make-up their assignment at a reduction of their academic grade if the absence is not communicated in advance. Repeated absences, failure in communication, and diminished musical performance may result in deduction of grades or removal from the ensemble.

Attendance Guidelines

- Due to the participatory nature of band, attendance is required for all rehearsals, sectionals, and performances. The quality of the Seabrook Intermediate Band Program is directly proportional to consistent attendance. Absences hurt the individual student and the overall team goal. Attendance and tardiness rules and guidelines may be varied to fit individual class needs. These procedures will be displayed within the classroom. The following guidelines outline the attendance procedures and policies during concert season:
- **Tardiness**
 - Attendance will be taken promptly at the beginning of rehearsals and concerts.
 - Students not seated at the appropriate time will be marked tardy
 - Students not seated at the appropriate time for a performance will be marked tardy and may be subjected to reduction of performance grade.
 - Tutorials, appointments etc. will not be an excuse for tardiness unless prior arrangements are made and approved. Students will be expected to fill out an Excused Absence Request Form at least twenty-four (24) hours prior to the rehearsal. Tardiness will be excused at the discretion of the directors.
 - Students who have more than one unexcused tardy will be expected make up missed time with a director at a later date.
- **Absences**
 - A tardy will be converted to an absence fifteen (15) minutes after the start of rehearsal.
 - ***If a student is present at school during the day, they are expected to stay for all after-school rehearsals.***
 - There are a few specific dates in the fall in which ensemble students will need to stay after school to rehearse as a full ensemble. Therefore, students should schedule tutorials, appointments and routine professional visits on days they are not required to attend rehearsals.
 - With advance notice, absences may be excused at the discretion of the band directors. Personal illness requiring medical attention, death in the family, or other serious problems will be considered as an excused absence.

Students who are continually ill will need to provide a doctors note releasing them from participation in order to insure the well-being of the student and to reduce director concerns. **If in doubt, an absence should be checked with a director.**

- Students who have an unexcused absence will be expected to make up missed time with a director or an alternate assignment at a later date.
- Along with ability and attitude, the directors reserve the right to reassign students within each ensemble based on attendance.

Performance Expectations

- All concerts and contests are viewed as major performances. Every aspect of each event, from arrival to departure, is considered part of the performance. Our performances include, but are not limited to, one football game, one pep rally, the Holiday Concert, Pre-UIL, UIL Concert and Sight-Reading Contest, and the Spring Concerts. Information for each performance will be disseminated to students via handouts. *The use or possession of cell phones is prohibited during all performances.*
- Please note that all performances are an extension of the classroom; therefore, students will be graded accordingly.
- Students will be expected to adhere to the following performance expectations:
 - Students will be required to attend the entirety of all concerts in support of their fellow band members.
 - Students will arrive at the set report time. This will be the designated time at which all members should be at the intermediate school or set location. Students should have all attire and necessary items for the designated performance prior to the report time.
 - Students not seated at the appropriate time for a performance will be marked tardy and may be subjected to reduction of performance grade.
 - Students will be expected to adhere to all uniform guidelines
 - Students will be responsible for and expected to make up all missed work in the event a performance causes a student to miss another class.
 - A concert concludes when the last group performs, the stage is cleared and the directors have given permission for students to be dismissed.
 - A student absent at a major performance may be given an alternative assignment if the sponsor is notified in advance.
- During performances, please adhere to the following concert etiquette guidelines:
 - Audience members will be expected to remain seated and quiet when the performance is in progress. If it is necessary to arrive late or leave before the concert is over, please do so between musical selections.
 - The appropriate way to show appreciation for the performance is through applause. Whistling, yelling or screaming is not appropriate at any time before, during or after a concert.
 - Parents will be expected to keep small children seated with them and not allow them to move around during the concert. If very young children become restless and disrupt others' ability to listen, we ask that you please take them from the performance area until they are quiet.

- Please keep a careful eye on the conductor when the music stops to decide whether or not to applaud. Some musical works have extended endings, several parts or multiple movements and the audience will be expected to applaud only after all movements have been performed.
- Please be sure that all cellular phones, pagers and any other electronic devices are turned off as they can disrupt a performance.

Region Band

- The Region Band audition is designed to improve the individual playing level of the students. Students will prepare seven (7) scales, one (1) chromatic scale, two (2) assigned etudes as wind player, three (3) assigned etudes as a percussionist (and rudiments for percussion), to perform for a blind judging panel and be ranked competitively against other students from Seabrook Intermediate and the other intermediate schools in UIL Region 17. Preparations will begin on the first day of school.
- Students will be responsible for entry fees.
- Students will be required to play-off their music for a Seabrook Intermediate director in order to attend the audition by the week of Mock Region.
- Once entering the contest, students will be required to attend the audition performance. Failure to do so will result in consequences issued at the discretion of the directors.
- The audition usually takes place the third weekend of October. Transportation will not be provided by the Seabrook Intermediate Band due to location and time.
- Students gaining placements in Region Band are required to attend subsequent clinics and concerts. Failure to do so will result in consequences issued at the discretion of the directors.
- Detailed information will be distributed closer to the event.

Solo & Ensemble Contest

- Solo & Ensemble Concerts and Contests are designed to improve the individual playing and small group performance level of the students. Students will prepare a solo/ensemble of appropriate difficulty to perform for a judge and receive an individual rating. Preparations will begin no later November.
- Students will be responsible for all entry and accompanist fees. The Seabrook Intermediate Band will secure a qualified piano accompanist (for solos).
- Students may elect to use an accompanist of their own; however, they will need to cover all costs.
- *Students will be required to play-off their music for a Seabrook Intermediate director in order to attend the performance.*
- Once entering the contest, students will be required to attend the performance. Failure to do so will result in consequences issued at the discretion of the directors.
- Detailed information will be distributed closer to the event.

UIL Concert & Sight Reading

- UIL Concert & Sight Reading contest is designed to prepare performing bands to present 3 concert pieces and sight-read a newly composed piece at an extremely

high level. Bands are rated on division scale with I, (superior) being the highest, and V, being the lowest. Preparation begins in the spring semester.

- Students are expected to attend weekly sectionals or rehearsals and will be given performance assignments and pass-offs to prepare music.
- Absences at sectionals and rehearsals, inadequate preparation of music, and misconduct will result in the revocation of privilege to attend the contest. This is at the discretion of the director.

Spring Trip

- The spring trip is intended as a reward for a year of hard work in class, afterschool rehearsals and sectionals.
- Because the trip is intended as a reward, students who are ineligible for the UIL Concert and Sight-Reading Contest OR have received discipline referrals and/or in-school-suspension during the spring semester may not be allowed to go on the spring trip even if they regain eligibility. The directors do not want to send the wrong message by rewarding students who are not achieving academic success in all areas.
- Trips that include performances require full participation and attendance from the full ensemble. The quality of our performances is dependent upon participation by the entire membership of each concert ensemble. Attendance is critical for the success of each group.
- The directors strive to keep the cost of our spring trip in a range that all students will hopefully be able to meet. Depending on where we travel will determine the final total cost, which will cover transportation, contest entry fees and other expenses.

Part VI: Grading Policies

As a member of the Seabrook Intermediate Band program students will regularly receive grades for having their required daily supplies, adherence to the attendance guidelines outlined in the sections regarding the Concert Season, and daily participation/citizenship. Grades will also be given for individual playing test on scales and music.

Below you will find the standards and expectations to which students will be held for their playing test and the grading rubrics that will be used to determine their score. A chart explaining how each grading rubric relates to the letter-grade a student will receive for their performance will follow this rubric.

Music Performance Standards (100 point scale)

- *100-95*
 - The performance challenges the listener's concept of the ideal. Professional in all aspects, the performer and the presentation may be compared to the finest musicians on the instrument.
- *94-90*
 - There are no distractions and the technical execution of the piece is perceived as flawless. Articulation and tone quality are clear and never a distraction. This performance distinguishes the musician as among the best at the intermediate school or high school level, worthy of selection to the All-Region Band.
- *89-80*
 - The performer executes all of the technical demands of the piece fluently. Minor inconsistencies in articulation phrase direction, and tone quality in extreme ranges and at extreme dynamic levels may be present but is rare. Moments of true artistic expression are frequent as all elements of a well-prepared performance are in place. The performance would be worthy of Outstanding Soloist recognition at solo & ensemble competition and may qualify the performer to district level.
- *79-60*
 - Notes, rhythms, articulations, dynamics, and phrasing are correct and performed confidently. Slight errors (if they occur) are handled without stopping. Tempos are appropriate for the etude and for the skill and musicianship of the performer. Breathing is a natural and rarely causes distraction. The performance would always receive a Division I rating by UIL standards and may qualify the performer for membership in Region band.
- *59-40*
 - Comprehension is demonstrated, as note and rhythmic errors are almost nonexistent. Stops (if any) are minor and recovered from quickly. Rhythms are performed correctly but may be uneven or have a tendency to change tempo. Dynamic contrast is present and convincing. Correct articulation is present although it may be inconsistent. Tone quality

is characteristic throughout most of the excerpt but may suffer in more technical passages. Phrasing has been addressed and carefully worked out, but may not be fully refined. The performer occasionally displays expressive qualities, which elevate the piece beyond mere notes.

- *39-20*
 - An awareness of the key is present, though frequent errors may occur in notes and rhythms. Tone quality is developing properly though inconsistencies may exist outside the comfortable register of the instrument. Tempos are constant, but may be significantly below those required. There is some dynamic contrast. Frequent or occasional stops prevent any meaningful musical communication.
- *19-10*
 - There is a superficial level of preparation and the presence of some fundamental technical skill. Wrong notes and rhythms are a constant distraction, and little or no attention to articulation and dynamics is evident. Characteristic sound may or may not be present.
- *9-0*
 - An attempt was made to play the etude. Tone quality may be poor and many of the notes are wrong due to a severe lack of preparation or poor fundamental skill. The student may not have finished the piece.

Scale Performance Standards (10 point scale)

- Ten (*10*) - There are no discernible flaws to the most discriminating listener. The presentation takes on all positive characteristics of a professional performance.
- Nine (*9*) - Maximum tempo is used for the instrument. The scale is well in tune and the performance is perceived as effortless. The performer plays the scale melodically

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

Individual Performance Grading Guidelines

Below are the student objectives and letter-grade correlations regarding the aforementioned standards for playing test on music and scales.

| MUSIC | SCALES (Play 7 + Chromatic in one sitting) |
|--|--|
| Grading Objective: Perform music with proficiency of 60 or greater. Total Score <ul style="list-style-type: none"> • > 60Grade = 80 – 100 • 50 – 59.....Grade = 60 – 80 • 40 – 49.....Grade = 40 – 60 | Grading Objective: Play 7 scales + Chromatic and have an average proficiency of 6 or better. Total Score <ul style="list-style-type: none"> • > 75 (and all scales \geq 5)..Grade = 100 (A) • > 75 (1 or more < 5).....Grade = 85 (B) • < 75.....Grade = 70 (D) |

Part VII: Eligibility

Please read the following rules and regulations regarding academic eligibility as it pertains to participation in the Seabrook Intermediate Band Program:

- Many activities associated with music education are designated by the state as extra-curricular including, but not limited to, football games, pep rallies, UIL Concert and Sight-Reading Contest. The state laws regarding participation therefore govern these activities.
- The state law is such that a student shall be suspended from participation in all extra-curricular activities sponsored or sanctioned by the school district during the six-week period following a grade reporting period in which the student received a grade lower than seventy (70) in any one class. However, the student may not be suspended from participation during the period in which school is recessed for the summer. Also, students are not suspended from regular practice or rehearsal of extra-curricular activities.
- A few music education activities are designated by the state as co-curricular. These activities are those, which occur on campus and are a natural extension of the learning taken place in the classroom. An example of this type of activity is the public concerts, which are held at Seabrook Intermediate School. The state eligibility law does not govern these activities.

Appendix I: Effective Daily Practice










The following guide to effective daily practice is comprised of information provided by Mike Fischer of the Baylor University School of Music and Craig Morris of the University of Miami Frost School of Music.

Playing any musical instrument well takes work. You must practice daily and develop a sense of pride in your musical endeavors. Studying with a qualified private teacher will certainly be to your advantage. So, ask your band director about the Private Lesson Program in your school.

An Effective Warm-up

- Warming up correctly prepares our entire body for a productive practice session. It especially relaxes and stretches our embouchure muscles for the upcoming session.
- The following exercises should be used in warm-up
 - Breathing (We play wind instruments, so we must practice taking deep and relaxed breaths).
 - Mouthpiece buzzing (Brass, 5-10 minutes before you play the instrument).
 - Embouchure exercises (Woodwinds)

An Effective Daily Fundamental Routine

- Daily routines allow the musician to focus his/her attention on proper breathing, foundation of tone production, as well as specific skill sets, including technique, articulation, flexibility and range, needed to perform music at a high-level.
- The following exercises should be used in developing an effective daily routine:
 - Foundation Exercises
 -  Long tones
 -  Flow Studies – Skill Set Exercises
 -  Technique – Scales and Arpeggios
 -  Finger coordination exercises
 -  Articulation – Initial Attacks – Single
 - Tongue Clarity and Speed – “Tu” & Ku”
 - Tongue Clarity and Speed – Triple
 - Tongue Clarity and Speed – Double
 -  Flexibility – Wide Intervals (slurred and tongued)
 -  Slow Slurred Exercises (smoothness and connection)
 -  Fast Slurred Exercises (agility)
 -  Development of Upper/Lower Registers
- While each exercise does not need to be performed daily, each aspect should be addressed.

- **Specifics on Range Development (Brass)**

- Playing Higher and Higher
 - ✎ Start on a lower scale and play it up and down. Then, play the next higher scale. Continue ascending through the scales until you reach your limit. When you think you cannot go any higher, try one or two more scales. You may surprise yourself and play a higher scale. Eventually, you will increase your high register.
- Playing Lower and Lower
 - ✎ Do the opposite of Playing Higher and Higher: Start on a higher scale and play it down and up. Then, play the next lower scale. Continue descending through the scales until you reach your limit. When you think you cannot go any lower, try one or two more scales.

An Effective Music Practice Session

- In order to have effective daily practice it is best to schedule time that is specifically aimed at fixing problems in band music, solos, private lesson materials, etc.
- In order to achieve effective results, please adhere to the following:
 - Have a reasonable goal to achieve each day.
 - Work on the sections that you are having problems playing. Practice a difficult measure until you can play it right several times in a row. Then add another measure until you can play both measures right several times in a row. Continue this routine until you have worked out the difficult parts.
 - Do not be afraid to slow down. ○ Use a metronome and tuner.
 - Be patient ○ Carefully listen to how you play and make adjustments accordingly.
 - For more detailed information regarding music preparation, see Appendix II.
- **Specifics for Working on Technical Passages**
 - The metronome is a very important tool for improving technique.
 - Begin very slowly and learn the notes. Use the metronome and do not be afraid to slow the metronome down if necessary.
 - Practice the difficult passages away from the instrument by fingering the notes and tonguing the rhythms while using a metronome. Alternate the fingering and tonguing technique with practicing the music on the instrument.
 - After you can play the passage two or three times in a row without any mistakes, increase the tempo by three to five beats. Work on the passage again until you can play it two or three times in a row without any mistakes. Continue this method every day until you can play the passages at the desired speed.
 - Have a reasonable goal every day. Learning and playing two to four measures correctly is a much smarter method of developing good technique rather than playing eight to sixteen measures incorrectly.

- **Specifics for Developing Ear Training**
 - Sit at a piano or electronic keyboard with your instrument and music. Play music on the piano and try it on the instrument. Brass players should buzz the music on the mouthpiece.
- **Perform Your Music**
 - Performing your music from beginning to end without stopping builds the physical endurance required for playing that particular piece. It also enables you to become familiar with the complete work and see how the phrases fit together.
- **Have Fun**
 - Enjoy playing music. We spend a lot of time and effort learning how to play our instruments and it is enjoyable to play, so take time to have fun.

Effective Techniques to Overcome Performance Anxiety

- Breathe slowly and deeply two or three times before starting.
- Perform for family and friends.
- Perform for directors and private teachers.
- Practice performing in similar situations.
 - If you will be performing on stage with hot lights, practice in a hot room or wear a heavy coat while practicing.
 - Wear your performance attire during a practice session.
- Eliminate unnecessary worries.
 - Empty all tuning slides before entering stage.
 - Oil the valves regularly.
 - Have four (4) good reeds available.
 - Make sure all pads and keys are in good and working order.

Appendix II: Music Preparation

When preparing music for performance, it is essential to practice the music accurately and precisely with careful attention to detail in order to perform the music at an extremely high level. It is very attainable to achieve a high level of musical performance by adhering to the following guidelines:

- **Focus on Sound**
 - Always play each note correctly with a clear, quality sound. Good sound is achieved by maintaining consistent air support, a firm embouchure with an emphasis on keeping your facial muscles as still as possible still as you play and having a concept of what you want to sound like in your ear. Focusing on these ideas will help in making the best possible sound every time you play your horn.
- **Focus on Rhythm**
 - Always play every rhythm accurately and precisely. It is important to make sure that each rhythm is counted correctly. This can be achieved by maintaining a steady, *SLOW* tempo when learning your music.
- **Focus on Style**
 - Always play the music in the correct style. Pay careful attention to accented notes, staccato notes, legato notes, slurs, non-slurred notes, etc. Playing the correct articulation and achieving the correct style go hand in hand.
 - **Focus on Dynamics**
 - Always play the music with the correct dynamic markings. Be aware of crescendos, diminuendos, volume markings and any other listed changes in volume. It is a good idea to highlight dynamic markings with a color that will catch your attention as you play.
- **Start Slow**
 - Begin learning each piece at a slow pace. One half the marked tempo or slower is a good place to start. Once you can accurately play all notes and rhythms at half tempo, begin increasing the tempo by ten beats per minute each week. If the tempo is not clearly marked, a director or private teacher will be glad to give you a tempo marking.
- **Variations of Practice**
 - Instead of always starting at the beginning of the music, try starting in different places. This will help develop consistency.
- **Practice Daily**
 - It is important that the music be practiced daily with all of the above items in place. It is important to understand that maintaining a consistent high level work ethic is difficult. However, a little hard work will go a long way. Just remember that hard work guarantees nothing, but without it, to achieve a high-level of performance is impossible.

Handbook Signature Form

I understand that the Seabrook Intermediate Band Handbook is available online at www.SeabrookBand.org. It is my responsibility to review and understand the rules, regulations, guidelines and procedures governing my participation in the Seabrook Intermediate Spartan Band provided in handbook. Realizing that my best performance and contribution to my school and my band will result from my following the aforementioned policies, I hereby accept my personal responsibility to the Seabrook Intermediate Band Program and further agree to abide by the policies set forth.

STUDENT ACKNOWLEDGEMENT

Student Name: _____ Grade: _____
(Print)

Student Signature: _____ Date: _____

PARENT ACKNOWLEDGEMENT

I acknowledge receiving and reviewing the rules, regulations, guidelines and procedures governing my son/daughter's participation Seabrook Intermediate Spartan Band provided in the band handbook found at www.SeabrookBand.org.

Parent Signature: _____ Date: _____

Please return this form to the Seabrook Intermediate Band.