

# The Pride of Graves County Band Handbook 2006 - 2007



Dear GCHS Band Students and Parents:

Hello, and welcome to the 2006 - 2007 edition of your band program. Band camp was a great success, and we (the directors and staff) believe that our sixth year together will be the BEST that *The Pride of Graves County* has ever experienced.

Thank you for everything that you do to make our band program one of the best in the state. We are eager to work with you and your family in the weeks and months to come.

Musically yours,

Jeff Williams  
Jonathan Light  
Ellis Shelby  
Band Directors  
Graves County Schools

**Curriculum/Program Objectives –  
Graves County High School  
(Grades 9-12)**

**COGNITIVE SKILLS**

1. The students will demonstrate knowledge of the instrument being studied
  - a. Identify minor mechanical problems (i.e. springs, reeds, stuck slides, etc.)
  - b. Repair minor mechanical problems
2. The students will identify and count rhythm patterns from the music being studied using an established rhythm-reading system.
3. The students will identify, define, and perform all music terms and symbols in the music being studied.
4. The students will explain the mathematical relationships of all meter signatures and rhythmic note values observed in the music being studied.
5. The students will identify the size and quality of all intervals observed in the music being studied.
6. The students will identify, define, and perform the key signatures and all accidentals and their application to transposition(s) observed in the music being studied.
7. The students will aurally and visually identify major and minor tonalities as observed in the music being studied.
8. The students will notate all major and minor scales and primary chords appropriate to each scale.
9. The students will aurally identify the modality (major/minor) or atonality of a recorded example.
10. The students will visually and aurally identify all cadence points in the assigned literature and classify them as:
  - a. Perfect Authentic
  - b. Plagal
  - c. Half
  - d. Deceptive
11. The students will identify and describe common musical forms found in the music being studied.

12. The students will describe the following music elements found in the music being studied or in selected listening examples:
  - a. Melody
  - b. Rhythm
  - c. Timbre
  - d. Dynamics
  - e. Form
  - f. Texture
13. The students will describe the relationship of their individual part to the melody, harmony, rhythm, and form in the music being studied.
14. The students will define and distinguish between an original composition, transcription, and arrangement.
15. The students will classify the music being studied as an original composition, transcription or arrangement.
16. The students will describe parallels between music and other areas of artistic endeavors.
17. The students will present a reasoned rationale for participation in the school music program.
18. The students will present a reasoned rationale for the existence of the school music program.
19. The students will aurally distinguish between the major stylistic periods using recorded examples and using the musical elements to defend their decisions.
20. The students will name three (3) composers from each major style period and at least one representative work for each composer.

## **PSYCHOMOTOR/PERFORMANCE SKILLS**

1. The students will demonstrate proper playing technique, with regards to:
  - a. Posture
  - b. Embouchure
  - c. Hand Position
2. The students will consistently produce tones that are clear, free of tension, sustained, and unwavering in pitch while rehearsing/performing the materials being studied.
3. The students will demonstrate the ability to match pitches.
4. The students will incorporate tempo changes and a variety of rhythms (including syncopation, dots, ties, and all subdivision of note values through the sixteenth note) and meters (including simple and compound) in the materials being studied.
5. The students will perform all major scales and selected minor scales from memory.
6. The percussion students will perform teacher specified rudiments from The Standard 26 American Drum Rudiments from NARD, open, close open.

7. The students will perform a chromatic scale, ascending and descending, throughout the teacher specified range of the instrument in eighth note triplets.
8. The students will employ dynamic contrast and technical skills as a means of expression:
  - a. Winds: vibrato, alternate fingerings, trills, grace notes
  - b. Keyboard Percussion: multiple-mallet technique
  - c. Auxiliary Percussion: multiple percussion technique
  - d. Timpani technique on 3 to 4 timpani: tune drums to reference pitches; make tuning changes within an instrumental work.
9. The students will demonstrate musical phrasing through the use of dynamics emphasis and tempo modification in materials being studied.
10. The students will demonstrate appropriate ensemble skills:
  - a. Blending instrument timbres
  - b. Matching dynamic levels, styles and intonation
  - c. Responding to conducting gestures
  - d. Using conducting gestures
11. The students will sight-read music of varying styles and levels of difficulty,
12. The students will sing a part while other students sing or play contrasting parts.
13. The students will perform music of varying styles, cultures, and levels of difficulty.
14. The students will compose an original work by completing a teacher specified melody with accompaniment.
15. The students will incorporate movement through marching in a variety of settings.
16. The students will demonstrate behaviors that result in increased music learning through a variety of music activities:
  - a. Regular attendance with required materials
  - b. Completion of assignments/practice
  - c. Participation in rehearsals and performances
  - d. Participation in activities such as concert band, marching band, pep-band, chamber ensembles, All-District Band, All-State Band, etc.
17. The students will discuss relationships between music concepts and other disciplines.
18. The students will compare and contrast materials being studied in its historical context and cultural context.

## **AFFECTIVE SKILLS**

1. The students will present a thoughtful rationale for their preferences and choices of particular kinds of music activities and styles.
2. The students will evaluate performances by:
  - a. Diagnosing and correcting personal performance errors,
  - b. Critiquing group performances and offering suggestions for improvement.

## **Terminal Goals: Grade 12 Exit Assessment**

1. The Students will demonstrate appropriate tone production with regard to ensemble and solo playing throughout their individual instrumental ranges.
2. The students will identify, describe, and demonstrate the characteristics of the style period of each piece of music being studied.
3. The students, upon listening to a piece of music, will identify, describe, and demonstrate characteristics of the style/period to which it belongs.
4. The students will make educated decisions with respect to interpretation.
5. The students will interpret all musical notation observed in the music being studied.
6. The students will demonstrate all the various expressive symbols observed in the music being studied.
7. The students will sight-read selected literature of moderate difficulty.
8. The students will discuss and describe the expressive qualities of the music being studied.
9. The students, upon listening to a piece of music, will describe and discuss the expressive qualities observed in the music.
10. The students will critique various performances with regards to the musical elements.

**Graves County High School**  
**Course: Band and Theory**  
**Instructor: Jeff Williams**  
**Phone: 328-6242 or 674-6242 ext. 2311**  
**e-mail: [jeff.williams@graves.kyschools.us](mailto:jeff.williams@graves.kyschools.us)**  
**Credit: 2 (ED)/1(A/B)**  
**Grade Level: 9-12**  
**Prerequisites: Teacher Approval**

**Course Description:** Band provides students with the opportunity of learning music by applying their knowledge of music theory in a variety of exciting performance opportunities, including: marching band, pep band, and concert band. Collective performances include marching band contests, football games, basketball games, parades, concerts, and concert band festival. Individual performance opportunities include solos and ensembles, All-District Band, All-State Band, Quad-State Band, etc.  
As band is a competitive ensemble, occasional after school \ rehearsals are necessary for both marching band and concert band performances. Participation in ALL performances (marching band, pep band, and concert band) is necessary and required to successfully complete this course.

**Performance Standards:**

The Students Will:

- Maintain at least a 70 average
- Adhere to the attendance policy set forth in the student handbook
- Participate in all playing tests
- Adhere to ALL classroom rules listed below
- Have no unexcused absences from any rehearsal throughout the grading period
- Have no unexcused absences for any performance throughout the grading period
- Complete H.A.V.P.A. Group Project
- Return completed verification form signed by parent/guardian AND student

**Method of Grade Calculation:**

- Rehearsals are worth 50 points each
- Weekly grades are worth 25 points
- All other grades will be worth 100 points and will be recorded one, two, or three times – depending upon the relative importance of that performance/activity
- The student's final grade will be determined by dividing the *total points earned* by the student by the *total points possible*.
- The Final Exam will count 10% of the final grade

**Extra Credit Opportunities:**

- Private Lessons 25 points per lesson
- All-State Tryouts 50 points
- All-District Tryouts 25 points
- Solos and Ensembles 25 points per entry
- Honors Band 25 points
- Approved Concert Attendance 5 points per concert (with program)

### **Attendance Policy:**

The band attendance policy is very simple:

- Your presence is necessary and expected
- As attendance (at rehearsals and performances) is a Performance Standard, an UNEXCUSED absence will result in a failing grade for that grading period
- A second UNEXCUSED absence from a rehearsal will result in the student not being allowed to perform in the next performance. However, the student's presence at that performance will be required and other responsibilities will be assigned.
- A third UNEXCUSED absence from a rehearsal will result in the student not being allowed to perform with the band for the remainder of that grading period.
- An UNEXCUSED absence from a performance will result in the student not being allowed to perform with the band for the remainder of that grading period.

NOTE: For an absence to be excused it must be cleared AT LEAST 24 HOURS IN ADVANCE by completing an *Absence Request Form* (included in handbook).

NOTE: WORK IS NEVER EXCUSED

NOTE: Simply completing the absence request form does not guarantee the absence will be excused.

NOTE: If the absence is excused, the student will be required to make up all of the time missed within two weeks.

NOTE: Obviously emergencies arise and will be considered on an individual basis.

### **Classroom Procedures:**

- See rules in Student Handbook
- No gum, candy, food or drink (except bottled water)
- Be punctual
- Be Prepared
  - Music/Method Books
  - Pencil
  - Instrument/Equipment
  - Good Attitude
- Respect is Expected
  - Adults
  - Peers
  - Other Schools
  - Equipment / Facilities

**Fees:**

1. All band students are to pay a \$125 band fee
2. Students who use school owned instruments must pay a nominal (\$30) *Instrument Maintenance Fee* each semester. This fee covers *basic* cleaning/maintenance of the instrument. Any damage that occurs to school owned instrument is not covered by this fee – and are the responsibility of the student and parent(s).guardian(s).

**Uniform:** Each student will be issued a uniform. You are responsible for maintaining your uniform before, during, and after performances. The band boosters are responsible for cleaning the uniforms when necessary. Be sure to do all that you can to make their job easier – after all, they are volunteering their time and effort for YOU!

Each student will also be issued a band T-shirt, and a wind-suit. These are to be worn at designated times. It is your responsibility to make sure that each is properly maintained.

**Band Council:** Any Sophomore, Junior, or Senior will be given the opportunity to serve the band in one the following elected positions:

**President:** Liaison between the band students and the band Director. Band cheerleader. Other duties as assigned.

**Vice-President/**

**Historian:** Responsibilities include creating a scrapbook to be displayed at the band banquet in the spring, collecting photographs and video footage for the band video, and publicity. Other duties as assigned.

**Secretary:** Responsibilities include any paperwork deemed necessary by the band director/staff, such as assisting the boosters, the treasurer, sending thank you notes, etc. Other duties as assigned.

**Treasurer:** Work closely with the band booster treasurer in whatever financial matters he/she or the band director deems necessary. Other duties as assigned.

**Librarian:** Organize and maintain the band library. Other duties as assigned

Note: Mr. Williams reserves the right to appoint and/or replace any council officer as he sees fit.

Note: The Band Captain is an ex-officio member of the band council

**Band Letter:** All students who successfully complete marching band in the fall will receive a band letter. Successful completion includes acceptable participation (including no unexcused absences from rehearsals or performances) in all fall activities and no discipline referrals.

**Honor Band Letter:**

Those students who fulfill the following criteria will receive an Honor Band Letter:

1. Acceptable participation in concert band/pep band (see above)
2. No discipline referrals
3. Maintains an A average in band class both semesters
4. Auditions for All-District &/or All-State Band
5. Performs in at least one solo &/or ensemble in the District Solo and Ensemble Festival

Be sure to check out our band website: [prideofgravescounty.org](http://prideofgravescounty.org)

# *The Pride of Graves County* **Absence Request Form**

(To be completed by Parent/Guardian and Student)

STUDENT NAME: \_\_\_\_\_  
(Please Print Clearly)      First Name                      Last Name

PARENT/GUARDIAN: \_\_\_\_\_  
(Please Print Clearly)      First Name                      Last Name

REQUEST EXCUSE FOR:    ABSENCE                      TARDINESS                      EARLY LEAVE  
(Circle one of the above)

FROM WHICH ACTIVITY: \_\_\_\_\_

DATE (Month/Day/Year): \_\_\_\_\_

DATE SUBMITTED: \_\_\_\_\_

INFORM SECTION LEADER:      YES                      NO

STUDENT SIGNATURE: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

REASON (Be VERY specific. Vagueness may cause the request to be denied. One-word answers will not be enough!!!):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPROVED

DENIED

**This form requires the Parent/Guardian's Signature for validation.** This form must be delivered to Mr. Williams' office. **The mere act of submitting this form does NOT guarantee your absence will be approved!** Forms must be turned in at least 24 hours PRIOR to Absence, Tardiness, or Early Leave. If Absence, Tardiness, or Early Leave is for medical reasons, a physician's note must be turned in within 48 hours.

**Acknowledgement Form:**

By completing and returning the following form, you are acknowledging that you and your child have read and understand the expectations for *Band and Theory*, and that your child must complete ALL Performance Standards in order to pass this course.

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PARENT /GUARDIAN SIGNATURE

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STUDENT SIGNATURE

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DATE