

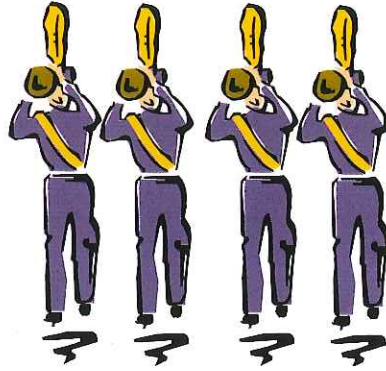
Request to Place an Item on the AgendaName: Jeff WilliamsAddress: TCHSTelephone number: 270-221-1071Name of school children attend, if applicable: TCHS; TCMSGroup represented: BANDCheck if request was submitted to: ☐ Superintendent ☐ Board ChairpersonConferred with following administrators (names): Jennifer Pope;fees approved at SBOM Council mtg
August 7, 2017Description of Issue: page 9 of Band Handbook (fees)Specific Action Requested: Board approval to collectband fees in the amount of \$175 per
student; instrument rental in the
amount of \$30Check if you are: ☐ Board Member ☒ District Employee ☐ Community Member

All requests for items to be placed on the agenda must be submitted to the Superintendent prior to the Board meeting as specified in Board Policy 01.45. Items submitted shall require prior approval of the Superintendent.

Review/Revised: 3/13/06



2017-2018
Todd County Central High School
Band Handbook & Syllabus



Dear TCHS Band Students and Parents:

Hello, and welcome to the 2017 – 2018 edition of your band program! Band camp was a great success and we (the directors and staff) believe that this will be the most successful year that *The Rebel Band* has ever experienced.

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

Musically yours,

Jeff Williams
David Carmichael
Band Directors



**Curriculum/Program Objectives –
Todd 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 40 Essential Drum Rudiments (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.

Todd County High School
Course: Concert Band
Instructor: Jeff Williams
Phone: (270) 265-2506
e-mail: jeff.williams@todd.kyschools.us
Credit: 1
Grade Level: 9-12
Prerequisites: Band Director 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:

- Maintain at least a 70 average
- Adhere to the attendance policy set forth in the student handbook
- Participate in all playing tests and class activities
- 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
- Return completed verification form signed by parent/guardian AND student

Method of Grade Calculation:

- Summative = 55%
 - This includes exams, final drafts of writings, projects, some quizzes, etc.
- Formative = 35%
 - This includes daily assignments, homework, rough drafts of writings, some quizzes, etc.
- The final exam will count 10% of the final grade in the course.
- Rehearsals are worth 50 points each
- Each assignment will be worth 100, 200 or 300 points depending upon its relative importance
 - For example: Most performances will be 100 points; District Concert Festival will be 300 points

School Attendance Requirement:

As per school policy (See Student Handbook pp. 4 & 6)

Make-up Work:

As per school policy (See Student Handbook p. 7)

Note: Unexcused absences from rehearsals and performances will not be made up.

Band Attendance Policy:

The band attendance policy is very simple:

- Your presence is necessary and expected
- An UNEXCUSED absence from a **rehearsal OR performance** will result in:
 - A loss of points assigned to that grade – either Formative or Summative (i.e. a “0” or “F”)
 - An automatic After School Detention
 - Additional consequences may be assigned at the Director’s discretion

NOTE: For an absence to be excused it must be cleared AT LEAST 24 HOURS IN ADVANCE by completing an *Absence Request Form* (see below p.11).

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 material/information missed

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

NOTE: Calendar will be distributed to each student and will be available on-line

Basic Classroom Rules:

1. The students will be punctual
2. The students will be prepared
3. The students will be respectful
4. The students will be productive – both individually and collectively

NOTE: Details given in class

CELL PHONE ISSUES AS PER SCHOOL POLICY

To Avoid Receiving a Tardy:

1. The student must be in seat – ready to play – by one minute after the tardy bell rings
2. The student must start class with ALL supplies and equipment
3. SET UP FIRST, THEN SOCIALIZE IF TIME ALLOWS!

Basic Discipline Policy

- 1st Infraction = Warning
- 2nd Infraction = Write offs
- 3rd Infraction = Last to leave
- 4th Infraction = ASD and phone call home

Consequences may change at Director’s discretion, depending in severity and/or frequency of the infraction

Fees:

1. All band students are to pay a \$175 band fee
2. Students who use school owned instruments must pay a nominal (\$30) *Instrument Maintenance Fee*. 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).
3. Students must purchase all accoutrements/equipment necessary to perform. This includes reeds, valve oil, cleaning supplies etc. Percussionist should buy a stick bag, at least one pair of concert snare sticks, bell mallets, yarn mallets and timpani mallets.

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. These are to be worn at designated times. It is your responsibility to make sure that each is properly maintained.

Marching shoes are \$39 (\$35 for guard) & gloves are \$3.50

Concert Attire: All Black Dress Clothes

- Dress Shirt
- Slacks
- Dress or skirt (tea length or longer)
- Black dress shoes (no open toe)
- Black socks, hose, tights, etc.
(No jeans, t-shirts, sweatshirts athletic wear, tennis shoes, golf shirts or mini skirts, etc.)
- Additional details TBA

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, Room cleanup, 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.

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.

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 Medal:

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

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

TCHS Rebel Band

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: _____

INFORMED 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*. **This form must be signed and returned for a grade (100 points) within one week.**

PARENT /GUARDIAN SIGNATURE

STUDENT SIGNATURE

DATE