

A Letter from the Directors

July 21, 2008

Dear Students and Parents,

We are very pleased to welcome you to the Harrison High School band program. Over the past several years this program has established itself as one of the finest in the country, with many diverse honors such as:

- 2008 Southern Association for Performance Arts (SAPA), Colorguard Scholastic AAA Silver Medalist
- 2007 & 1999 - The Wind Ensemble's selection as one of the top four bands in the country to participate in the prestigious Midwest Music Festival in Chicago.
- 2007 Bands of America Grand Nationals - Finalist
- 2007 John Philip Sousa's – The Sudler Flag of Honor Award (one of two international recipients)
- 2007 St. Patrick's Day Parade – Dublin, Ireland
- 2007 Winter Guard International – Atlanta Regional Finalist
- The Wind Ensemble's 2006 / 2003 selection as one of the top 18 bands in the nation to perform at the prestigious National Concert Band Festival in Indianapolis.
- Bands of America 2007 / 2006 / 2005 / 2004 Super Regional Finalist – Atlanta
- Bands of America 2006 Regional Champions – Murfreesboro, Tennessee
- 2006 McEachern Invitational Classic Champions
- Bands of America 2005 Regional Finalist – Bowling Green, Kentucky
- Bands of America 2004 Regional Champions – Massillon, Ohio
- Grand Champions Collin Hills Invitational, Fall 2005
- Grand Champions Lassiter Competition, Fall 2004 and 2003
- 2006 Winter Guard SCGC Class A, Georgia State Champions
- 2006 Winter Guard SCGC Championships 2nd Place
- 2005, 2006 & 2007 Winter Guard International World Championships Semi-Finalist
- Wind Ensemble – featured ensemble at the University of Georgia High School Band Festival, and the G.M.E.A State Convention, Savannah, Georgia – January 2005.
- 2005 Winter Guard International World Championships Semi Finalist - Dayton, OH.
- Winter Guard International Power Regional, Chesterton Indiana – 5th place
- Bands of America Regional Championships – Atlanta – 7th Place
- Bands of America Regional Championships – Florida – 3rd Place
- Winter Guard Circuit Championships – 3rd Place Scholastic A
- Wind Ensemble – Selected as one of two top concert bands in Georgia – Jan. 2003
- The Marching Band's selection to perform in the 2001 Sugar Bowl half-time show in New Orleans.

Along the way, we have participated in some activities just for fun such as marching in the SpectroMagic Parade at Disney World spring 2005, and the 2002 filming of the movie Drumline. This year promises to be another great year, highlighted by the Bands of America Grand Nationals competition in Indianapolis and the wind ensemble's invitation to participate in the Midwest Music Festival in Chicago and we are delighted that you have chosen to be a part of it.

This combined Student and Parent Handbook contains a detailed description of the concert and marching band programs and the policies and procedures under which they operate. It also contains detailed information about the Band Booster program and information on how every family can get involved. Please read the handbook thoroughly so that you are familiar with its contents. Parents and students are responsible for knowing this information.

In the back of the handbook are several forms that need to be completed **for all band students**. Included in these is a county medical form which must be completed by all students, regardless of whether they have one on file from the previous year(s) or not. ***This form must be notarized*** in order for it to be valid. Please complete all three of these forms and return them to the band directors at the beginning of band camp or the first week of school if your student is not in the marching band.

Again, welcome! We are excited you have chosen to continue to make music a priority in your life.

Sincerely,

David Vandewalker

Stephen Meyer

Joshua Ray

Statement of Purpose

At Harrison High School, we strongly believe that music has the ability to enrich every person's life in unique and powerful ways. Thus, our primary goal is to foster the development of a life-long relationship with music in every student. Whether our students go on to be symphony musicians, doctors who play in a community band or orchestra one night a week, or simply music fans, our goal is for them to have a love and appreciation of music and music-making.

Beyond the purely musical goals of the program, we also aim to develop students' interpersonal and intrapersonal skills. Teamwork is a requirement for both the concert bands and the marching band. There are no "second-string" players in a band. Instead each individual in the ensemble - *down to the last chair player* - plays a vital role in the quality of the whole. Additionally, there are no right or wrong answers in music. Each musical performance is unique and can never be perfect. Even the best professional musicians spend their entire lives reaching for perfection, never quite attaining it. These two characteristics separate music from other subjects and are what make it is such an irreplaceable aspect of a student's education.

Given all of this, we are not in the business of producing only "conservatory players" who have ambitions to pursue music as a profession. We are - very much - in the business, however, of developing a life-long relationship with music in every student. Along the way we will also be providing and encouraging positive interactions and personal growth through the medium of music. The road towards these goals is extremely rewarding, yet very challenging. Only through positive effort on the part of everybody involved in the program can true excellence be achieved.

Goals and Objectives

1. Students will continually improve their individual playing ability and musical knowledge by participating in full ensemble experiences, chamber groups, and solos.
2. Students will increase their skill and comprehension levels by understanding and working towards mastery of various musical concepts, including, but not limited to: posture, breath control, embouchure structure, specific instrument background information, technical facility (including scales, articulation, rhythmic accuracy, sight-reading, sight singing, terminology, interpretation, form, style, etc.). These improvements will be monitored in class, but will require outside practice to master.
3. Students will be evaluated through various methods, including playing quizzes, verbal comprehension questions (in class), observation of class performance and participation, written work, teacher feedback and coaching in class, and performance outside of class time.

"Means to the End" Process

Providing a positive experience for all students is a weighty task and requires **cooperation** on the part of students, student leaders, and staff. We are dealing with students over their four-year high school career. Individual ability and comprehension levels will vary greatly from student to student over the four years. Consequently, students are requested to maintain a positive and helpful decorum as we work toward both individual skill enhancement and comprehension, and group progress and performance readiness.

Students should use class time to the best possible advantage. They should: concentrate, make a positive contribution, and study music when waiting for rehearsal to move on, etc. Individual learning styles will vary. Students will be evaluated on the basis of progress from their own starting point. The goal is to progress as far as possible toward the written objectives of the experience.

Specific Objectives

By the time a student graduates from Harrison High School, he or she will be able to demonstrate the following competencies to a high level of mastery:

1. The student will demonstrate - while standing or sitting - proper playing position, taking into consideration growth and motor ability.
2. The student will identify, define, and utilize the musical terms and symbols encountered in the musical literature being studied.
3. The student will perform music using mixed meters, changing meters, asymmetrical patterns, free rhythms, and non-traditional notation. Additionally, the student will perform music using rest and note values through the 32nd-note.
4. The student will play all major and minor scales and arpeggios in as many complete octaves as possible within the legitimate range of the instrument at a variety of speeds, articulations, and rhythms.
5. The student will play a chromatic scale encompassing the legitimate range of the instrument, performed in eighth-note values at a minimum tempo of 120 beats per minute, with a variety of different articulations.
6. The student will identify key signatures and apply them to any music being performed.
7. The student will describe - as a consumer and performer - musical literature of various styles, composers, and compositional techniques.
8. The student will interpret music with historical perspective and style.
9. The student will demonstrate sight-reading skills in music containing moderately difficult rhythmic structures and keys.
10. The student will demonstrate instrumental techniques including the use of advanced alternate fingerings and positions, as well as advanced techniques that are idiomatic to the full range of the instrument.
11. The student will demonstrate the ability to balance and blend his or her tone-quality within a performing group.
12. The student will describe career and vocational opportunities in music.
13. The student will produce a controlled and centered tone-quality throughout the legitimate range of his or her instrument.
14. The wind student will demonstrate the ability to perform an articulation found in the music in any style or period.
15. The student will produce a controlled and centered tone-quality throughout the legitimate range of his or her instrument.
16. The wind student will demonstrate the ability to perform any articulation found in the music in any style or period.
17. The wind student will demonstrate the ability to play within the equal temperament system of intonation.

18. Percussion students will play with expertise all instruments utilized in the band repertoire.
19. Percussion students will play the following rudiments from opened to closed to open position:
- Single stroke roll
 - Multiple bounce roll
 - Double stroke roll
 - Five stroke roll
 - Seven stroke roll
 - Nine stroke roll
 - Single ratamacue
 - Single paradiddle
 - Double paradiddle
 - Flam
 - Flam accent
 - Flam tap
 - Drag
20. The student will attend class regularly with music, instrument, musical equipment, and a sharpened pencil. Additionally, the student will complete homework assignments, pay attention in rehearsal, and participate fully in class and all performances.

Program Structure

The band program at Harrison can be divided into four interactive parts: the Concert Bands (including Concert Band, Symphonic Band, and Wind Ensemble), the Marching Band, Solo and Ensemble activities (including the jazz and percussion ensembles), and Music Theory. Only through participation in all four aspects of the program may students fully achieve the goals and objectives detailed above.

I. The Harrison Concert Bands

The foundation of the music education experience at Harrison is established in the concert band courses. These bands rehearse all year during the school day, as well as during co-curricular after-school rehearsals. It is in this setting that music principles and fundamentals are taught, practiced, and developed. Therefore, participation in all other aspects of the band program is contingent upon enrollment in one of the concert bands classes.

As Fall students at Harrison, students will enroll in either Wind Ensemble, Fall Wind Symphony, or Percussion Class. In the Spring, students will enroll in either Wind Ensemble, Symphonic Band or Concert Band. Each course is designed to cater to the individual needs of the students and is therefore ability-based. Auditions for placement into these ensembles are held prior to registration for each term.

Scheduling Band into your four-year schedule

High School band is a four-year educational process. The development of musical skills requires daily reinforcement of individual and ensemble skills. It is imperative for all students to be enrolled in band each and every term during their high school careers. Prior to adopting a 4x4 block schedule in 1997, Harrison was on a traditional 6 period schedule. In that setting, most students found it to be very difficult to remain in band throughout high school without attending summer school. With one of the 6 classes being band, students could only take 5 other courses each year. Under the 4x4 block schedule, however, students enrolled in band year-round may still take 6 other classes during the year. Thus, with careful planning, students should have no trouble fitting band into their schedules for all four years.

A four-year plan illustrating how band fits into the 4x4 block schedule throughout a student’s career is shown below. Families are strongly encouraged to consult this plan when designing a student’s individual four-year plan.

9 th GRADE		10 th GRADE	
ENGLISH SCIENCE	MATH HEALTH	ENGLISH SCIENCE	MATH WORLD HIST.
FOREIGN LANG. FINE ARTS	ELECTIVE FINE ARTS	FOREIGN LANG. FINE ARTS	ELECTIVE FINE ARTS
11 th GRADE		12 th GRADE	
ENGLISH SCIENCE	MATH US HISTORY	ENGLISH AM GOV'T/ECON	MATH/ELECT. SCIENCE/ELECT
FOR. LANG./ELECT. FINE ARTS	BPE FINE ARTS	ELECTIVE FINE ARTS	ELECTIVE FINE ARTS

II. The Harrison Marching Band / Color Guard

The Harrison Marching Band, which includes the color guard, begins rehearsing in the summer and continues through the football season. Performances include all home and away football games, pep rallies, the Cobb County Half-time Exhibition, and several BOA competitions. This ensemble is unquestionably the most visible performance group in high school.

The marching band is an extracurricular activity open to any current ninth through twelfth grade band student. Because the activity is a direct product of the skills that are developed in the band curriculum, only students currently enrolled in a band class are eligible to march.

Extra-Curricular Eligibility.

All extra-curricular extensions of the Harrison Band program (percussion ensemble, jazz ensemble, guard, winterguard, indoor drumline, etc.) require any student previously involved in any part of the 6-12th grade band program to remain active in the band program in order to be eligible to participate. In order to avoid recruiting conflicts, if a student is active in one facet of the program, he or she may expand their involvement to band + another extra-curricular band activity, but may not limit their participation to “Extra-curricular only.” Once a student “drops” from band participation, they are no longer eligible for extra-curricular participation.

Since the marching band enters into competitive events, all students must meet the Georgia High School Association and Cobb County academic and residency eligibility requirements. The details of these requirements are outlined in the Harrison High School Student Handbook issued to all students by their advisement teacher.

The marching activity is a demanding activity, both musically and physically. All participants must commit themselves to maintaining high musical performance standards and good physical condition.

Color Guard

The term “Color Guard” has been handed down from the era of military marching bands, originally referring to those who presented and “guarded” the American and military flags - the “colors”. Nowadays, the term refers to the marching band members who add visual impact and color to the musical performance in a challenging activity that combines equipment work (flags, rifles, sabers) with dancing, and marching.

Auditions for the guard are held in April and are open to all Harrison High School students. Specific audition requirements vary each time, but often will include equipment work, movement, and marching fundamentals. Any incoming or current Harrison student is eligible to participate. Current 6-12th grade band students must meet eligibility requirements on this page of the handbook.

Color guard participants are full members of the marching band. Therefore, they are expected to participate in all marching band activities, to help in fund-raisers, and are required to follow all applicable rules and regulations contained in this handbook.

III. Solo and Ensemble / Jazz Ensembles / Winter Guard

Solo and Ensemble is a year-round, self-actuated activity. The study of solo and small ensemble literature places performance demands on the individual that are often not found in music for full band. Every student, regardless of ability, can benefit greatly from participating in solo and ensemble activities. Solos and Ensembles may perform at concerts in school, in solo competitions, in recitals, and at the GMEA Solo and Ensemble Festival in April.

Auditions are held for placement into the extra-curricular jazz ensembles. These ensembles will employ the standard big-band instrumentation of saxophones (doubling on clarinet and / or flute preferably), trumpets, trombones, drums, piano, guitar, and bass. Participants in these ensembles must have strong performance and sight-reading skills, as well as a desire to learn the theory and technique of jazz improvisation, an integral part of the jazz idiom. Students must be currently enrolled in band class in order to be eligible to participate in jazz ensembles. Students must meet extra-curricular eligibility requirements on page 5 of this handbook. Exceptions to this will only be made for rhythm section players.

Jazz ensembles will have extracurricular rehearsals. Performances will include school concerts, Night of Jazz, and the GMEA District XII Jazz Festival.

Winter Guard is a color guard team that performs to recorded music at indoor competitions from January through April. This activity combines modern dance with flag, rifle, and saber work. Membership is open to anyone at Harrison High School. Auditions are held in November of each year. The Winter Guard squad typically practices three days per week after school. During the season the squad may travel to competitions in the Atlanta metro area, throughout the southeast and to Dayton OH for World Class Competitions. Competitions are most frequently held on Saturdays and/or Sundays. Current 6-12th grade band students must meet eligibility requirements on page 5 of this handbook.

Indoor Drumline is a percussion ensemble who is a musical/visual group that performs music at indoor competitions from January through April. This activity combines modern dance, marching, and percussion performance skills. Membership is open to anyone at Harrison High School. Current 6-12th grade band students must meet eligibility requirements on page 5 of this handbook. Auditions are held in November of each year. The Indoor Drumline typically practices three days per week after school. During the season the squad may travel to competitions in the Atlanta metro area, throughout the southeast and to Dayton OH for World Class Competitions. Competitions are most frequently held on Saturdays and/or Sundays.

IV. Music Theory

It is highly recommended that all band students, at some point in their high school careers, enroll in Music Theory, Music Appreciation or Advanced Placement Music courses. The study of how music is constructed assists greatly in a student's understanding and appreciation of it.

This course is taught annually during the spring term. Students study "the grammar of music" including scales, chords, intervals, harmony, melody, rhythm, part-writing, and both written and aural analysis. In addition, a significant portion of the course is devoted to the development of aural skills through dictation examples, error-detection exercises, and sight-singing.

For students potentially considering majoring in music in college, the study of music theory is essential. In addition, students who receive a high enough score on the AP Test administered in the spring, may, depending upon where they go to school, receive college credit.

Musical Development

I. Individual Practice

Absolutely essential to improving as a player is **daily** practice on your instrument. Your homework for band is to practice. Here are some practice tips for making the most out of your practice sessions:

1. Practice every day! Remember, it is much better to practice 30 minutes each day than it is to practice 1 hour every other day.
2. Consider practicing in shifts. In other words, instead of playing for 60 minutes straight, practice for 30 minutes, take a break (do some homework), and then finish later.
3. Try to have a set time every day during which you practice.
4. Have a set place where you practice. Make sure that this place is where you will not be disturbed and where you may concentrate on your playing.
5. Have a goal or goals established for every practice session - be careful not to fall into the trap of simply playing your instrument and stumbling through a practice session.
6. The old adage of "practice makes perfect" is not totally accurate. Only **perfect practice makes perfect!** Isolate trouble areas by breaking them down. Begin slowly and then increase tempo.
7. Always begin each practice session with at least a brief warm-up.
8. Spend time every day working on your sound - this is your musical signature.
9. Spend time every day playing scales in as many different ways as you can.
10. Spend time every day working on technical skills including facility, range, tonguing, dynamic range, and endurance.
11. Spend time every day practicing your band music. Make sure you reinforce concepts covered in class on this music.
12. Spend time every day sight-reading.

II. Private Lessons

While participation in large and small ensembles is an integral part of musical development and promotes camaraderie and mutual effort, class instruction is, by necessity, very general. Those students who truly wish to excel musically are strongly encouraged to study privately with an instructor outside of school. In private lessons a professional player on your instrument will spend time with you individually, to develop your strengths as a musician. It is no coincidence that the vast majority of musicians who earn spots in the Harrison Wind Ensemble, placement in District and All-State Bands, and college scholarships study with great private teachers.

With a world-class symphony orchestra and many other professional ensembles, the Atlanta area is full of professional musicians who also teach privately. Shop wisely when in the market for a private teacher. Be sure you find someone who is truly a professional on your instrument, and who you feel comfortable with. Often a recommendation from a friend who has a private teacher that he or she is happy with is a good way to begin. Most of the major music stores in the area have full faculties of private teachers. Many private teachers also teach out of their homes. Also, lessons on some of the instruments may be available after school through the band booster organization's Conservatory Program.

III. Instrument Upgrades

Just as participants in any other specialized activity move up to better equipment in order to improve their performance, musicians are constantly striving to find mouthpieces, reeds, and instruments that enable them to progress towards their full potential. For many students, the first two years of high school is the time to consider investing in a better quality instrument. The beginner model that you started on in sixth grade was fine then, but you have undoubtedly outgrown the limitations imposed by your mass-produced student-line instrument and mouthpiece.

You will never be able to perform any better than the quality of the equipment you use. Race car drivers do not drive economy cars, marathon runners do not wear Keds, and top-notch musicians do not play the instrument that they rented when they started "way-back-when". The more advanced models of instruments do cost more, of course, but it is a worthwhile investment.

If the cost of a professional level instrument is too much at this point, at least invest a few dollars in a better mouthpiece and/or reed. What "came in the box" in sixth grade is simply too generic to be appropriate for you now.

IV. Additional Performance Opportunities

Band students are strongly encouraged to continually seek opportunities outside of the band program to make music. In addition to District and All-State Bands, etc. there are many opportunities for talented high school musicians to make music in the Atlanta area. Groups such as the Metropolitan Atlanta Youth Wind Ensemble, Atlanta Youth Wind Symphony at Emory University, the Grammy All-Star Jazz Ensemble, and the Atlanta Symphony Youth Orchestra hold auditions in the fall. In addition, many of our students perform in a variety of church and community ensembles on a regular basis. Such outside experiences will only serve to further develop musical skills and concepts.

Assessment Plan

Students in all band classes will be graded according to the following plan:

Participation (50%)

In the music classroom, students learn through experience. In band, students learn and grow by playing their instruments and actively participating in classroom activities. This type of learning cannot be "made-up". Thus, full participation in the classroom is essential for musical growth.

Students will be evaluated on their level of participation in the classroom on a daily basis. Active and full involvement in the rehearsal process is expected. Through observation the instructor will evaluate the individual student's participation and preparedness. Failure to fully participate in class by coming unprepared, or not actively participating will result in a lower daily grade.

Performance Tests and Projects (25%)

Student performance will be periodically evaluated through both "live" and "taped" performance tests. These tests will measure student progress towards attainment of specific musical goals. Material for these tests will include both musical examples from the literature being performed and fundamental exercises such as scales, arpeggios, technique exercises, etc.

Written Assignments & Tests (15%)

A student's understanding of music theory, music history, and broad musical concepts is critical to a student's full understanding and appreciation of the subject. The student's comprehension of these topics and their relationship to the music being studied will be assessed periodically through written tests and other assignments.

Final Examination (10%)

At the conclusion of each term students will take a final examination. This exam will have both playing and written portions and will include material learned during the term.

Attendance Policy

Absence affects performance and the success of performance-oriented activities such as band *depends* upon full participation. Each student's participation affects the group outcome, and each student plays a valuable role in this process.

Attendance guidelines have been developed to support the learning process for both the student and the group. Attendance is related to both self-discipline and learning. If a student is not in rehearsal, he or she has missed that participatory portion of his or her educational experience and that experience cannot be made-up.

A calendar of events is published in advance for your planning. Students and their families are requested to plan appropriately when scheduling appointments, etc. so that rehearsals and performances are not missed.

The following attendance policy applies to both the band class rehearsals and the extra-curricular rehearsals of the marching band, jazz ensembles, guard, etc.

Excused Absences

Excused absences will only be granted for certain unforeseen conflicts. Excused absences include illness, death in the family, an important religious observance, and potentially some other circumstances. ***Personal conflicts such as doctor's appointments, jobs, homework, etc. are not excused.***

If a student wishes to receive an excused absence, the student must submit a request, in writing, to the director at least one week prior to the absence. Failure to do so will automatically result in the student's absence being unexcused. Submission of a request does not guarantee approval.

In the event that a student must be absent due to an unforeseen emergency such as personal illness, **the student is required to call the band director (678-594-8104 ext. 249)** to inform him of the absence. If a student is well enough to attend class during the school day, the student is expected to attend rehearsal and will not be granted an "excused" status for missing the rehearsal without advance permission from a director. Additionally, the student is required to bring a parent note to the director on the day of his or her return to school. Failure to do so will automatically result in the student's absence being unexcused.

Unexcused Absences

An unexcused absence is one that does not satisfy the requirements listed previously for excused absences.

An unexcused absence from a rehearsal or performance will result in the student not being allowed to perform in the next performance. An unexcused absence from a performance will result in the student forfeiting any awards that he or she would have been eligible for that year and may also alter his or her participation status in that ensemble. Two unexcused absences from rehearsals will similarly result in forfeiture of awards. Multiple attendance issues may also result in an alteration of the student's participation status. Any student who finds their participation level altered due to attendance issues or behavioral consequences will not be refunded or excused from any financial fees and responsibilities due for participation in the activities/events.

Promptness

The most important part of any band rehearsal occurs in the first five or ten minutes. It is during that time that, in addition to warming-up physically, the student will focus his or her mind into the group rehearsal process. Tardies also follow the same guidelines and excuse procedures listed above. Two unexcused tardies equal one unexcused absence and with that comes all of the ramifications listed above. With respect to promptness students are encouraged to keep the following adage in mind:

*To be early is to be on time
To be on time is to be late
To be late is to be left!!!*

During the school day, students are expected to be in the band room preparing for rehearsal at the beginning of the assigned class time. Precisely two minutes after class is scheduled to begin, students must then be in their chairs warming up for class. Those students not in class when the tardy bell rings and/or not in their seats warming up two minutes afterwards will be marked tardy. Tardies will have an adverse effect on the daily participation grade.

Concert Attendance

A performance is the culmination of weeks and/or months of learning. Because concerts are the final step in this educational process, it is essential that students fully participate in all performances. Students will receive a grade for each concert. Full participation in the concert will result in the student receiving full credit. In the event that a student misses a concert, he or she has missed an educational experience that can not be replaced or "made-up". However, an alternate assignment is available, for students who must miss a performance. This assignment is available, upon request, from the director and is due on the day following the performance.

Chair Placement and Challenges

At the beginning of each term, students enrolled in band class are placed in an initial chair order based upon audition results. Following this initial placement, students then have the opportunity to improve on their chair placement through the challenge system. This system operates under the following guidelines:

- Students may only challenge up one chair at a time.
- Students may only challenge within his or her own band.
- Students must wait at least 5 school days to re-challenge after losing a challenge.
- Failure to appear at a challenge will result in the forfeiture of that challenge.
- Challenges tainted by ill will or negative feelings will be canceled or forfeited at the director's discretion.
- All challenges must be concluded two weeks prior to any concert.

Procedures for seat placement challenges:

Making the challenge:

1. The person wishing to challenge must first notify the person that they wish to challenge of their intent to do so.
2. Once this challenge has been placed, both the challenger and the challengee must go to their director together. At this point the director will assign the music and schedule a date and time for the challenge.

On the day of the challenge:

1. The challenge itself will be "blind" in that the director listening to the challenge will not be able to see the players. To preserve the anonymity of the challenge neither student may talk when he or she is in the performance room.
2. Prior to playing the challenge, the students will determine who will play first ("#1") and who will play second ("#2").
3. When it is your turn to play you may enter the room and perform the music. *Remember, you must not say anything while you are in the room!*
4. The person who performs the music with the highest level of excellence will be declared the winner of the challenge and will then either assume or retain the higher chair.

Conduct

Students are expected to demonstrate positive and cooperative behavior when associated with the bands of Harrison High School. When you are wearing a Harrison High School band uniform you are representing your school. Inappropriate or offensive behavior or language will not be tolerated. We represent ourselves, each other, and the school, and we strive to represent the *best* in high standards and traditions.

Specific Behavior Guidelines

1. All Cobb County Board of Education disciplinary guidelines are in effect at all band functions.
2. No use of alcohol, tobacco, or illicit drugs. Possession or use of any of these will result in disciplinary actions in accordance with school policy. This may include action by law-enforcement authorities. It may also result in expulsion from the program.
3. No abuse of school facilities or equipment. This includes uniforms, instruments, music, or the physical structures. Students will be charged for any damage to the above.

4. No unauthorized use of school instruments. A signed permission form must be on file for students to play school instruments.
5. Absolutely no hazing, bullying, or harassment of students.
6. No profanity will be tolerated.
7. No disrespect of authority. This includes all student leadership, administrators, teachers, staff, band parents, and anyone else connected with the program.
8. No one is permitted to leave designated areas without permission. A director or chaperone must know where you are at all times.

Students who do not abide by these guidelines may be subject to administrative referral and participation in extra-curricular events may be modified or suspended. Continued behavior issues or extreme matters may result in the student being dismissed from extra-curricular events.

In the Band Room

1. Students must be prompt and prepare for rehearsal in a positive manner (see attendance policy).
2. Over 200 students use the band room each day. Let's keep it clean and orderly. Trashcans are provided for your use. Instruments and music folders are to be kept only in the instrument storage located in the band room. Inappropriate behaviors include activities such as playing percussion (or other) instruments without permission, careless treatment of room or equipment, use of room for reasons other than practice or music rehearsal. Common sense should take care of these issues.
3. There is to be absolutely no food, drink, or gum in the band room - EVER!
4. Music stands and chairs are to be put back on the racks if requested, after each rehearsal.
5. Books are not to be stored in instrument lockers. Band room lockers are to be used only for instrument and music storage.
6. Vandalism, use of school equipment, or other student's property without permission is not tolerated.

Care of Instruments

All instruments should be treated with care whether they are student owned or school owned. Store them properly. Keep mouthpieces, reeds, valves, etc., in good playing condition. Have extra reeds. It is the player's responsibility to maintain his or her instrument and to keep the director informed of any problems with the instrument that could affect the player's ability to participate fully.

- Students may be excused for no more than two days of playing while an instrument is being repaired.
- An excuse will only be granted if a repair note is provided.
- If a store must keep an instrument for longer than two days to complete the repairs, a "loaner" instrument should be requested.
- Students who use school owned instruments for one or both semesters, will be assessed an annual maintenance fee of \$90 per instrument per year.

Care of Music

Band music is extraordinarily expensive. Music folders are designed to help protect this music from damage. Despite this we still must be very careful handling the music.

- All marks must be made in pencil and erased before turning in.
- Music not returned in good condition will be charged at the replacement rate.
- If replacement music parts are not available, the student may be required to purchase the complete set of parts.

Bus Trip Rules

1. Each student is responsible for his or her own instrument and uniform. If you forget something, you may have to sit out the performance.
2. Only instruments saxophone size and smaller go on the bus. All other instruments go on the equipment truck. You are responsible for getting large instruments to the loading dock where they will be loaded for you.
3. Unless told otherwise, the complete uniform will be worn on the bus.
4. Keep the bus clean...in words and actions too.
5. All county and coach bus rules apply as well as specific rules of the individual driver.
6. Buses will be loaded in the following order: chaperones, then leadership and staff, then seniors, then juniors, then sophomores, then freshmen.
7. All students will ride the bus to the event. Students may ride home with a parent ONLY if a written note from the parent is given to the chaperone on the student's bus before leaving the school prior to the event. We are responsible for you and must know your whereabouts at all times. Students that do go home with their parents must return their uniforms to school that evening.
8. All students must stay for the entire game or event.
9. No changing from one bus to another.

Football Game Rules

1. No food or drink in the stands unless distributed by the chaperones.
2. All students must remain in full uniform and must stay in their places in their sections throughout the game.
3. No conversations with friends outside of the band during the game.
4. No non-band members in the stands during the games.
5. Only people of authority (directors, police officers, administrators, etc.) may break rank.
6. No playing of instruments in the stands unless directed by a Drum Major or director.

Uniform Use Regulations

Band uniforms (both concert attire and marching uniforms) represent a very large expenditure of band funds. Cobb County has set the uniform use and cleaning fees at \$50/year for each uniform to help offset the costs of normal maintenance, replacement, and periodic cleaning of the uniform parts. This amount does not begin to cover the full cost of these items, so uniform use regulations have been established to prevent unnecessary wear and tear on these garments. We need for these uniforms to last for many years.

You are responsible for maintaining your uniform in pristine condition. Any replacement or repair costs incurred through loss of parts, excessive damage, or other negligence WILL BE BILLED TO YOU.

Concert Attire Requirements

The appearance of a performing group has a significant impact on the audience's perception of that group. Thus, the following concert dress requirements have been established:

All Ladies

- Black band dress (available for \$50/year rental fee from the booster club)
- Black dressy, closed toe shoes
- Black hose
- Pearls (\$5 – available for purchase from the booster club)

All Men

- Tuxedo (available for \$50/year rental fee from the booster club)
- Black dress shoes
- Black socks
- Wing-tipped tuxedo shirt (available for purchase from the booster club)
- Black cummerbund (available for purchase from the booster club)
- Black bow-tie (available for purchase from the booster club)
- Studs and cuff-links (available for purchase from the booster club)

Concert Attire Care Instructions

Concert dresses and tuxes will be issued to students prior to the first concert ***once rental fee has been paid***. The students will keep these items at home until after the final concert. While the garment is in the student's possession it must be treated with great care.

- Hang the garments immediately after each use.
- Do not press the garments. Any wrinkles will usually disappear if the garments are hung properly immediately after each use. Pressing the garments with an iron that is too hot will damage the fabric. Ladies dresses are made from polyester, which can melt. Excessive pressing of either the tuxes or dresses will make the fabric shiny and will limit our ability to alter the garments for future students.
- Instructions for alterations will be provided when the dress / tuxedo is issued.

After the final concert in the spring, each student is required to have his or her garment professionally dry cleaned. The garment should then be returned to the band room in the dry cleaner bag with the receipt attached along with hanger(s) and garment bag issued at beginning of year. Pearls are purchased by the student and should not be returned.

Marching Band Uniform Rules and Regulations

1. *You must wear your entire uniform to perform.* Prior to each performance, the student leaders will perform a dress inspection. Neatness and correctness of appearance will be assessed. This will include band T-Shirt underneath the jacket, uniform shorts under pants, black socks, cleanliness of gloves, shoes, and instruments. Students that do not pass inspection must correct all violations - possibly including the purchase of missing or soiled items - in order to perform.
2. All band members must *remain in full uniform* (with the exception of plumes) with jacket and shakos on unless told otherwise by a director or Drum Major. This includes while in transit to events.
3. No jewelry is to be worn other than post earrings. This applies to males and females.
4. Hair that is long enough, must be worn up inside the shako. This applies to both males and females.
5. When boarding the bus, students must be in full uniform with the exception of the shakos which are to be carried onto the bus in the hat boxes.
6. Change into uniform in the restrooms only. Do not change in practice rooms, storage rooms, or on the buses.
7. Plumes will be placed on shakos just before performance time and removed immediately thereafter. **Plumes are to be handled gently**, keeping hands off the feathers.
8. Upon return to the school, the same rules regarding changing are in place.
9. After each use, the uniform must be hung neatly on the correct hanger, with creases aligned according to the instructions, which will be provided.

Marching Uniform Care Instructions

Hanging

It is absolutely essential that the uniforms be hung correctly to ensure that they remain in pristine condition. Please keep track of your uniform hanger as it is made to maintain the uniform's shape. **Do not use a plain hanger on your uniform.** Once you have hung your uniform correctly please place it on the appropriate spot on the racks. As you do so, make sure that it maintains its shape.

Cleaning

The new uniforms are made of polyester fabric. While they are washable, **no student should ever attempt to wash their own uniform.** Only certain washing machines will be certified for cleaning the uniforms. When cleaning is required, the uniforms will be washed as a group to maintain their consistent appearance. If you think that your uniform needs cleaning or repair, please contact the appropriate booster club member.

Student Leadership Positions

Drum Major

1. Direct all field rehearsals and performances of the marching band.
2. Set standards in attendance, punctuality, attitude, musicianship, and loyalty that the members of the band can and should try to follow.
3. Act as a liaison between band members and the directors and staff.
4. Responsible for keeping the student leadership working together as a team.
5. Coordinate bleacher activities for football games, oversee behavior and maintain proper discipline.
6. Inspect section leader uniforms prior to the full band uniform inspections.
7. Pass-off music for captains.
8. Have the band in the correct place at the correct time for rehearsals and performances.
9. Show patience, consideration, and understanding in dealings with the band while not compromising standards.
10. Assist the directors and staff in administrative and organizational tasks.
11. Exhibit and demand discipline within the band.

First Lieutenant

1. Organize and supervise clean-up of band room after rehearsals and performances.
2. Conduct for band performances when needed.
3. Serve as a positive role model for the members of the band in conduct, musicianship, and dedication to the band.
4. Assist in the teaching of the drill during marching rehearsals, if needed.
5. Manage attendance and discipline records.

Second Lieutenant

1. Supervise and assist the various student staff components and assist as needed.
2. Assist in the preparation of the field prior to marching rehearsals / performances.
3. Supervise loading and unloading in all band travel situations.
4. Assist with any other logistical issues.
5. Supervise bus sign-ups.
6. Serve as bus captain. Check that all roles have been taken, clean bus check, and anything else related to bus transportation.
7. Serve as a positive role model in conduct, musicianship, and dedication to the band.

Section Leaders / Assistant Section Leaders

1. Learn all parts for your particular section.
2. Pass-off all members of your section by the appropriate dates.
3. Run efficient and effective sectional rehearsals throughout the marching season.
4. Tutor all students in your section that need help with music and/or marching.
5. Enforce the rules and regulations of the band.
6. Refer disciplinary issues to the directors.
7. Conduct uniform inspection of section and report any infraction against dress code.
8. Assume any extra assignments deemed necessary by directors, staff, or chaperones.
9. Serve as a positive role model for the members of the band in conduct, musicianship, and dedication to the band.

Student Staff Positions

Librarian

- Copy, collate, and distribute all parts to the music.
- Make and maintain concert and marching folders.
- Keep music in the library in order.
- Coordinate all drill charts.

Loading Crew

- Maintain yard lines and hash marks on all practice fields throughout the season.
- Assist in the field set-up prior to the beginning of rehearsals and clean up afterward.
- Load all equipment into the truck and secure it for transport.
- Unload all equipment from the truck upon arrival to site.
- Upon returning to school, supervise putting all equipment back to its proper place.

Uniform Crew

- Maintain, organize and prepare all marching uniforms and accessories used in all competitions and performances.
- Assist the parents in charge of uniforms in organization and maintenance of uniforms.

Technical Crew

- Organize and set up all sound and other electronic systems
- Provide general technical support for rehearsals and performances

Marching Band Pass-Offs

Pass-offs are designed to insure that all players have memorized their music. All section members must play each piece of music by memory with two mistakes or less to pass it off. All musicians in the band are expected to pass-off all show music, the Star-Spangled Banner, the Fight Song, and any other piece assigned by the directors.

The pass-off procedure begins with all section leaders passing-off by memory to the Drum Majors. Once these students have passed-off they will then begin listening to students in their sections.

Deadlines for the pass-offs will be announced at band camp. Any student not passing off by the assigned deadline will not perform in the upcoming half-time shows until the necessary music is passed-off. Students are required to attend all performances even if they have not passed-off the music. Students with multiple performance issues due to pass-offs may find their participation in the ensemble modified. These students will stand on the sidelines during the show.

Marching Band Alternate System

To achieve a balanced instrumentation and to promote a high level of performance excellence, the Harrison Marching Band frequently has students who serve as alternates. Alternates are determined by an audition in August. For this audition, students will be expected to demonstrate both their marching skills and their playing skills. From this audition both alternates and the members that the alternates will "shadow" will be selected.

All alternates are full members of the marching band. They will be issued uniforms and are expected to participate in all practices. They will perform in the stands at football games and in all parades. Alternates will not receive their own drill spot on the field. Instead, they are assigned a spot to learn as a back-up. In the event of injury, illness, or poor performance of another member, an alternate will either temporarily or permanently replace that student.

Provided that he or she has passed off all music, attended all rehearsals, and can successfully perform the drill, all alternates are guaranteed at least two performances of the field show at designated football games. For those games, the alternate will replace the member that he or she was "shadowing" during the season.

Band Awards

John Philip Sousa Award - This national award is presented to the graduating senior whose peers deem to represent the best in musicianship and dedication to the band.

Louis Armstrong Award – This award is presented to the most outstanding jazz musician as voted by the members of the jazz ensembles.

Director's Award - This student voted award is presented to the most improved member of the band program.

Patrick M. Gillmore Award - This award is presented annually to the most outstanding first year student in the band program as voted by the members of the band.

Senior Plaque - All graduating seniors who have participated in the band program throughout their entire high school career. For color guard members, a senior plaque will be given for participation in both color guard and winter guard for their entire high school career. (a total of 8 semesters or all semesters they were a student at HHS)

Distinguished Service Award - This special award is presented to all graduating seniors that both played in the concert bands as well as participated in the marching band throughout their entire high school careers. (a total of 8 semesters or all semesters they were a student at HHS).

Participation Certificates - All academic band students that participated in the band program fully in a given year will receive a first, second or third year certificate. Students will receive participation certificates for Winter Guard, Jazz Ensemble, and Percussion Ensemble at the conclusion of each season.

Varsity Letter Requirements

Band members have the opportunity to earn a varsity letter each term of participation. Letters will be awarded twice each year - once at the Marching Band Awards Dessert Banquet in November, and again at the Spring Band Banquet. Students can only receive the award if they submit an official awards application to the directors.

The first time a student letters, he or she will receive a letter and either a lyre (musicians) or a flag (color guard). Each time he or she letters after that the student will receive a service bar. Students may letter in band no more than twice in one year. Since letters can be earned for both marching band and band class, it is possible for some students to graduate with a letter plus seven service bars.

Merit Points System

For accountability purposes, the following merit system will be used in the awarding of a varsity letter. **Students are expected to keep track of their progress.** Prior to each banquet a tally sheet will be available for students to fill out and submit. Unfortunately, each year some students miss lettering by 5-10 points because they did not monitor their point accumulation. Each student has two opportunities to earn a varsity letter (see requirements below). A total of **115** merit points are needed to letter during FALL SEMESTER and 100 merit points are needed to letter during SPRING SEMESTER to earn a varsity letter and each subsequent service bar.

Merit Point Values

Marching Band Points

Summer Mini Camps	5
Band Camp	40
Marching Rehearsals	30
Football Games (2 point each)	20
Competitions / Exhibition (5 points each)	20
Homecoming Parade	5

Concert Band Points

Extracurricular Concert Band Rehearsals	10
Fall Concert	15
Holiday Concert	15
Pre-Festival Concert	15
Festival	15
Pops Concert	15

Jazz Ensemble/Percussion Ensemble/Winter Guard Points

Rehearsals	20
Concerts/Performances (10 points each)	30

Extra-Curricular Musical Activities

Honor Band Audition	10
Honor Band Participant	10
All-State Audition	10
All-State Participant	10
Solo and Ensemble Festival (5 points per group)	15
AYWS / ASYO/MAYWE or _____	20
Full Orchestra Participation	20
Private Lessons (up to 25 points if all year)	25

Fundraising

The Harrison High School band program is funded, almost exclusively, through fundraising projects organized by the Harrison High Band Boosters (HHBB). Throughout the year there are many opportunities for both students and parents to raise money for the band program as a whole, and for their individual student bucks accounts. Details of fundraisers are covered in the parent handbook (attached) and are discussed in the monthly booster club meetings.

Student Bucks Accounts

Student accounts are established once a student becomes a member of the band program. Deposits of “*Bucks*” are made into student accounts based upon their participation in fundraising events. The student may then use his or her available *Bucks* balance to help cover various band expenses (excluding commitment fees in the spring). The student account is a great way to defray some of the costs of fees, trips, promotional items, and other band expenses. More detailed information is contained in the Parent Handbook (attached).

Payment Information

All checks for fees, etc. should be made out to HHBB. Checks should then be placed in a **clearly labeled** envelope and deposited in the Drop Box in the HHS Band Room. If students wish to use their accrued *Bucks* to make a payment, a special “*Bucks* check” is available by the drop box. This check should also be clearly labeled and placed in the drop box. More detailed information is contained in the Parent Handbook.

Parent Involvement

Our parent organization is vital to the operation of the Harrison High School band program. We need everyone’s participation in order to be successful. Even if your time is very limited, there are numerous ways in which you can help to make the Harrison Band program even better! Your talents and abilities are greatly needed and appreciated.

Band Booster meetings are on the second Tuesday of each month at 7:30 pm in the band room. The best way to stay informed and avoid confusion and/or miscommunication is to be at the booster meetings, hear the facts for yourself, and ask questions. For more detailed information, please consult the Parent Handbook or the Harrison Band website at harrisonbands.org or the Harrison Band calendar at www.calendar.yahoo.com/harrisonbands.

Parents: Please get involved - together we can make it happen for our students! Read the attached Parent Handbook for more details.