

**CREEKSIDE INTERMEDIATE SCHOOL
COBRA BAND
CLEAR CREEK ISD**

**HANDBOOK
2019-2020**

**ANA TRAN
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 Creekside Cobra 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 directly and need to leave a message, please provide your contact information and our goal will be to respond to any correspondences in a timely manner.

Contact Information

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- Mr. Macias
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- Creekside Intermediate Band Website
 - Website: www.cisband.org
- Charms
 - www.charmsoffice.com
 - School code – “CreeksideBand”

Part II: Performance Ensembles

The Creekside 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 Bands

- The Creekside Intermediate Band currently has two (2) concert ensembles: Symphonic Band and Honor Band. Placement is audition based and preparation takes place both during class time, as well as before-school rehearsals. All bands will prepare several concerts throughout the concert season. In addition, members of the Symphonic and Honor bands will perform 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 everyone.

Beginner Band

- The Creekside Intermediate Band beginners consist of the following group instrumental classes: flute, clarinet, saxophone/oboe/bassoon, 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.

Part III: Universal Expectations

The following universal expectations will be in place throughout the year while participating in any activity associated with the Creekside 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 Creekside 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**
 - Each student 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 two (2) minutes prior to the set rehearsal time.
 - ***The usage of phones will not be allowed during band classes.*** * If the lesson calls for the usage of phone, we will grant permission for phones and devices. 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 - 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 Creekside 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 Creekside 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 frequent 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.

- Keep the bus clear of food, drinks, and debris.
- Keep all body parts inside the bus.
- 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 encouraged to actively participate in 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. Students are not required to participate.

Part IV: General Information

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

Required Daily Supplies

- All issued music
- Pencil
- Instrument
- Tuner
- Metronome (for home use)
- All of the following supplies relative to their instrument:

Flutes

- Tuning rod
- Cleaning rod
- Cleaning cloth
- Approved instrument

Clarinets

- Four playable reeds (Vandoren)
- Reed guard
- Ligature
- Approved Mouthpiece
- Mouthpiece cap (optional)
- Cleaning swab
- Approved instrument

Oboes

- Two playable reeds
- Cleaning swab
- Closed container to soak reeds
- Approved instrument*

Bassoons

- Two playable reeds
- Cleaning swab
- Seat Strap
- Closed container to soak reeds
- Approved instrument*

Saxes/Low Reeds

- Three playable Vandoren reeds
- Reed guard
- Ligature
- Approved Mouthpiece
- Pad and neck saver
- Approved instrument*

Trumpets

- Valve oil
- Slide grease
- Polishing cloth
- Mouthpiece (Bach 6c for Beginners; 5c-3c for Ensembles)
- Approved Instrument

Horn

- Rotary oil
- Valve oil
- Polishing cloth
- Mouthpiece (Faxx)
- Approved Instrument*

Trombone

- Yamaha Slide Oil OR Trombotine lubricant
- Polishing Cloth
- Mouthpiece (6 ½ AL for Beginners; Bach 5G for Ensembles)
- Approved instrument

Baritone/Euphonium

- Valve oil
- Polishing Cloth
- Mouthpiece (6 ½ AL for Beginners; Bach 5G/Schilke 51D for Ensembles)
- Approved Instrument*

Tuba

- Valve Oil
- Slide grease
- Polishing cloth
- Mouthpiece (Conn Helleberg)
- Approved Instrument*

Percussion

- Beginners: Practice Marimba & Drum Pad for home use
- Snare Sticks
- Xylophone Mallets
- Vibes/Marimba mallets
- Stick bag

School Owned/Issued 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, 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.

● 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.

○ 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 check-out form before the instrument can be used by the student.

○ 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 deterred, students using school owned instruments are strongly encouraged to participate in the private lesson program. (Please see page 12)***

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 Creekside 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 Creekside 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 eighteen dollars (\$18.00) 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.

Uniform Guidelines

- Students will adhere to the following uniform guidelines applying to concert season without variation.
- **Issue and Care**
 - Vests/bowties will be assigned for the concert season in the fall prior to our Holiday Concert.
 - Vests/bowties will be stored at school in the music wing facility.
 - 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.
 - Students will order their band tuxedo shirt through their band supply form (7th and 8th grade only). Families are expected to purchase black slacks, black socks, and black shoes for their child.

Part V: Concert Season

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

● **Symphonic Band**

- Considered the top-performing ensemble in our band program, Symphonic Band 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.
- Students are required to pursue individual and group goals including but not limited to, preparing and auditioning for Region Band and performing in 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 course.

● **Honor Band**

- Considered the second performing ensemble in our band program, Honor Band is comprised of students who demonstrate some musical maturity, technical proficiency and commitment to performances, rehearsals and practice time.
- Students are encouraged to perform a solo, as well as, prepare for Region Band. Directors will use “mock region,” which takes place at Creekside the week before, to determine if the student is prepared enough to audition.
- It is highly encouraged that students take individual private lessons to improve on individual skills.

● **Beginner Band**

- Considered the starting point of the band program, Beginner Band students are comprised of students who learning proficiency of their specific instrument through rehearsal, lecture, and home practice.
- Students are required to perform in two concerts: 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.

Rehearsal Schedule

- The band directors understand that our students are busy with many afterschool activities and strive to respect their time. While a band class offers good instructional time, it is imperative to have extra rehearsals before or after school to allow the highest chance of success. Most rehearsals only involve our 7th and 8th grade band students.
 - Beginner band students will have one after-school rehearsal prior to an upcoming concert.
- Families may access the full calendar through Google. Hard copies of our yearly band calendar will be provided at the beginning of the year. Calendar dates may also be accessed via charms.
- 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, Solo & Ensemble contests, and UIL.
- Students will be expected to be punctual and prepared for each section rehearsal.

Attendance Guidelines

- Due to the participatory nature of band, attendance is required for all rehearsals and performances. The quality of the Creekside Intermediate Band Program is directly proportional to consistent attendance. Absences hurt the individual student and the overall team goal. The following guidelines outline the attendance procedures and policies during concert season:

- **Tardiness**

- Attendance will be taken promptly at the beginning of rehearsals.
- Students not seated at the appropriate time will be marked tardy.
- Tutorials, appointments etc. will not be an excuse for tardiness unless prior arrangements are made and approved. Students will be expected to speak with a director should a need arise. Tardiness will be excused at the discretion of the directors.
- Students who have more than one unexcused tardy will be expected to 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.
- There are a few specific dates throughout the year 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. We will provide dates and times weeks prior the rehearsal.
- 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 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, Ensemble 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 high school or set location. Students should have all attire and necessary items for the designated performance prior to the report time.
 - 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.
- 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 eight (8) scales, two (2) assigned etudes as wind players, three (3) assigned etudes as a percussionist. Students will perform for a blind judging panel and be ranked competitively against other intermediate schools in UIL Region 17 North Zone. Preparations will begin during the Cobra Camp, two weeks before school.
- Through the process of region band, each musical item is taught through sectionals and reinforced during band class. We follow the CCISD grading scale; etudes worth 100 points each, major scales worth 25, and chromatic worth 50 during our playing tests. These scores are then calculated into a weekly test grade.
- Students will be responsible for entry fees. (\$20 per student)
- ***Students may be required to play-off their music for a Creekside Int. 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 Creekside Intermediate 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 who prepare a solo of appropriate difficulty will perform for a judge and receive an individual rating. Preparations will begin in November.
- ***Students may be required to play-off their music for a Creekside Int. director in order to attend the contest.***
- Once entering the contest, students will be required to participate, unless a Creekside band director grants permission. Failure to do so will result in consequences issued at the discretion of the directors.
- Detailed information will be distributed closer to the event.

Spring Trip

- The spring trip is intended as a reward for a year of hard work in class, after-school 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 performance 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 Creekside 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) for etudes, solos, and test assignments set by directors. Our grading rubric for scales may be altered into a 25 or 50 point scale (as outlined in the region band process.) Our exception for scale tests is during your child's 6th grade year; those are referred back to the 100 point system.

- *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 level.
- *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.
- *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 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.

Part VII: Eligibility

Please read the following rules and regulations regarding academic eligibility as it pertains to participation in the Creekside 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. These activities are therefore governed by the state laws regarding participation.
- 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 Creekside Intermediate School or Clear Springs High School. These activities are not governed by the state eligibility law.

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
 - 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 everyday 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; the more the merrier!
- 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.