

**Bradford Music
Department Handbook
2021-2022**

Introduction

A music program is an organization that involves the cooperative efforts of many people working toward common goals. These goals cannot be met without some form of control. Governing policies are necessary for any group, regardless of size. These policies are meant to ensure the continued success of the music program. Students and parents should become familiar with the music program's operational procedures.

Philosophy

The music program's purpose is not only to meet educational objectives but also to serve the school and community with pride. Foremost among the objectives of a music program is to provide students with the opportunity to become intimately acquainted with music literature and to foster a love for and understanding of music.

Music offers a unique educational experience. The students will be provided varying learning experiences that will advance their skills from rudimentary to complex. Participation in the music program should provide a self-satisfying level of proficiency and achievement as well as a strong basis for further musical enrichment.

Music places an emphasis on the refinement of the basic fundamentals of performance, both individually and as a group, and development of discriminative listening. Since the majority of its members will not be professional musicians, the program strives to produce intelligent consumers of music with an appreciation of the arts as a form of communication and self-expression.

In addition to these basic objectives, music offers educational experiences in life skills. Students can learn leadership, responsibility, cooperation, self-discipline, self-motivation, time-management, and cultural awareness.

Students will perform often. Performances that highlight progress are shared with the Bradford community throughout the school year. Parents are encouraged to share in the students' learning experiences and to be involved in the music program.

In the study of music, Bradford students work with each other as a unified group. The individual's importance in the group effort is stressed, and Ranger pride is attained through each performance. Students will all be treated as mature young adults and are expected to accept this responsibility.

Citizenship and Pride

Students need to learn to work with and get along with their classmates. The success of the music program is dependent upon 100% cooperation. Wherever the band is, it is judged as a group, not as individuals. People will form an opinion of the Bradford community, school, and band, as well as students' parents from band behavior. Each student is to represent Bradford as positively as possible.

Students in the music program should show that they are proud to be in the organization. This characteristic is observed through an individual's attitude, actions, and efforts.

Goals

GENERAL GOALS:

1. To provide as many varied experiences as reasonably possible.
2. To schedule a music program that permits maximum participation in the program.

MARCHING/PEP BAND GOALS:

1. To provide experiences in parade marching by participating in 3 or more parades each year
2. To prepare music and some basic marching fundamentals during summer band in preparation for parades
3. To individually assess music memorization, music proficiency, and marching proficiency

CONCERT BAND AND CHOIR GOALS:

1. To prepare music for home concerts
2. To prepare music for OMEA District Adjudicated Event with a goal of a I or II rating
3. To individually assess music proficiency
4. To offer opportunities for students to participate in honor festivals.
5. To encourage participation for soloists and members of ensembles

BAND CAMP IS MANDATORY

Please Note:

Students and parents need to keep a copy of the summer band rehearsal/performance schedule handy. Please treat performances as an athlete's parent would treat an athletic contest. In a small school, each individual truly makes an impact on the program. As stated in the summer band letter to parents, any absence from a rehearsal or parade must have advanced notice. Summer band grades do factor into first quarter grades.

Responsibilities

STUDENTS ARE RESPONSIBLE FOR:

1. Conduct in class and public (Bradford code of conduct applies at all events.)
2. Individual uniforms and accessories
3. Their instruments and equipment
4. Sheet music
5. Knowing the performance and rehearsal schedule
6. Music preparation
7. Taking instruments home to improve upon musical skills

School Equipment

School owned instruments are available for students to borrow and use. ****Please see Instrument Use Contract form for more information. It is a student's responsibility to take care of his or her equipment. Borrower will pay any damage that requires repairs.** The music program will not pay for repairs due to neglect or mishandling of an

instrument a student is using. The director will determine if the damage done was due to negligence or typical wear and tear.

Lockers

Band lockers will be given to high school, junior high, and 6th grade band members who play wind instruments. Locks are not provided. Students will be able to store only their instrument, music, and supplies in the lockers. Lockers are not to be full of miscellaneous papers, books, etc. Throughout the year the director will perform random locker checks. If lockers are untidy and the students' music/instrument is not stored properly the students are subject to loss of daily points.

Travel Rules

Be on time! The ensemble will leave at the designated time with or without you. If you miss the bus, it will be counted as an unexcused absence. You must stay in your seat at all times. You are allowed to enjoy yourselves as long as what you do doesn't impair the ability of the driver. There will be no screaming, excessively loud talking, or loud music. No food or drinks will be allowed on the bus unless otherwise noted. Listen to the chaperones. To be treated like a young adult, you must act like one. Exiting from the back of the bus is for emergencies only. All students must travel to and from all activities on the bus unless a note has been given to the director in advance.

Electronic Devices

At no time during class should electronic devices be out and/or on stands (unless special permission has been given by the director). This includes for the purposes of ebooks. If there is time during class while students are not currently playing and have not been given specific instructions, it is assumed that they are using this time to look at music and quietly work on problem areas. In addition, students will follow the electronic devices policy in the school student handbook.

Consequences

The music program "year" begins with the first summer rehearsal and ends with the final rehearsal or performance, usually the Memorial Day Service.

Consequences for unexcused absences (or lack of communication) are handled on a case by case basis and can include, but are not limited to, the following:

- Lowering of the grade for the grading period
- Loss of recognition/award at awards banquet

Grading

The following rubric shows the expectations for each letter grade in band. Students should have no problem earning "A" level credit. **Consistent participation** and **consistent improvement** are the two biggest factors in success in music. Questions regarding the grading policy will need to be addressed in a parent-teacher conference.

	A (Advanced)	B (Proficient)	C (Average)	D (Intervention)	F (Detriment)
Musicianship / Artistry	Student consistently displays superior performance skills. Music/Work checks average to 100%-90%	Student consistently displays excellent performance skills. Music/Work checks average to 89-80%	Student consistently displays average performance skills. Music/Work checks average to 79-70%	Student consistently displays poor performance skills. Music/Work checks average to 69-60%	Student does not attempt more than one music or work check.
Attendance and Participation	Student exhibits outstanding attendance and actively participates in every rehearsal. 0-1 instances of undocumented non-participation.	Student has no unexcused absences but has 2-3 instances of undocumented non-participation.	A-B level work , but a student has one unexcused absence OR 4-5 instances of undocumented non-participation	Student has more than 5 occurrences of undocumented non-participation.	Student has not honored commitment to the band by having two or more unexcused absences.
Written Work	Demonstrates an understanding of the topic, develops ideas, follows prompt exactly and contains minimal grammatical or penmanship concerns.	Understanding of the topic is implied, but not fully developed due to lack of development. The piece may exhibit evidence that the prompt was not followed.	An average attempt to address the prompt is made. The directions were not entirely followed and the student may show indifference in the writing.	Topic is vaguely or not at all addressed and poorly developed. Lack of effort is apparent. Spelling and grammar mistakes detract from topic.	No legitimate attempt was made to answer the prompt. OR Plagiarism can be proven.
Work Habits	Student exhibits exceptional etiquette, punctuality and preparedness. Improvement is evidenced over the course of the term.	A level work but with 1-3 shortcomings in the area of etiquette, punctuality, preparedness, or all three. Improvement is evidenced over the course of the term.	A level work but with 4-6 shortcomings in the area of etiquette, punctuality, preparedness, or all three. Improvement is evidenced over the course of the term.	A level work but with 7-9 shortcomings in the area of etiquette, punctuality, preparedness, or all three. Improvement is evidenced over the course of the term.	Student is consistently unprepared, has a poor attitude. Improvement is not evidenced over the course of a term.

Each of the above criteria will combine to comprise the students overall quarter grade. The Work Habits grade will be given on a weekly basis. The Musicianship/Artistry and the Attendance/Participation grades will be given at the end of each quarter. During the year, students will be expected to demonstrate proficiency in music and performance. The letter grade of an "A" in the Musicianship/Artistry category will be reserved for students who show dedication to becoming better musicians and/or make an effort to improve their skills by working outside of normal classroom time. Students may be asked to play by themselves in front of the director, in small groups, or on a tape that will be listened to later by the director. **Consistent practice and consistent improvement** is the best way to prepare a student for success in high school band.

Concerts

Attendance and grading at concerts: All concerts are mandatory; as they are what we work toward throughout the school year. Excused absences must be accompanied by either a written note or a phone call by the parent or guardian, and include but are not limited to: a severe illness; a family emergency, a death in the family, pre-planned family vacations, etc. Absences from a concert will be handled on a case-by-case basis. If the absence is deemed unexcused, the student will not be afforded the opportunity to make up the points.

Required Performances by Grade Level

5th Grade Band: Spring Concert

6th Grade Band: Spring Concert

Junior High Band: Christmas, and Spring Concerts

High School Band: Christmas, and Spring Concerts, as well as Large Group Contest, Graduation, and Memorial Day. In addition, all home football games and any away games we travel to, pep band for basketball games excluding students playing basketball or cheerleading

*All performance dates are listed on the yearly music department schedule, which can be obtained from the school website or from Mr. Canan at any time.

Chair Placements and Challenges

At the beginning of each year the director will assign chair placements based on prior years' performance. If a student is unhappy with their placement they may challenge the player directly above them. In the event of a challenge, the director will choose a section of music from a song the group is working on. The challenger, and the students being challenged, will then have one to two days to prepare the music. The challenges will be done blindly, meaning that as the students perform the chosen section the director will not be able to see who is playing. After the challenge is complete, the winning student will be awarded the chair. If a student is unhappy with the outcome they may re-challenge in one week.

Eligibility

Although the music program has several performances and rehearsals outside of the school day, each is considered a part of the member's grade. Because of this, music is NOT considered an extra-curricular activity. Thus, rules for extra-curricular eligibility/ineligibility, as designated by the school, do NOT apply.

Bradford Band Boosters

The Bradford Band Boosters is a parent-run organization whose objective is to promote the educational experiences of students in the instrumental and vocal music. As a support group for our music program, the Boosters encourage all parents to actively participate in raising funds and volunteering to assist with the operations of the program. Meetings times will be publicized in advance and all are welcome to attend.

Fundraising

This is to benefit everybody! Everything that the music program does depends on money, including bussing, the trailer, instrument purchase and repair, sheet music, uniforms, etc. We ask that you do as much as possible to help with these expenses by fully participating in fundraisers.

Awards

TBD

Junior High Solo & Ensemble

This contest is open to students in grades 7 and 8 regardless of musical ability. Each member is encouraged to participate in this event. It is usually held in late March or April. For more details, contact the director in advance.

Senior High Solo & Ensemble

This contest is open to students in grades 9-12 regardless of musical ability. Each member is encouraged to participate in this event. It is usually held in January. For more details, contact the director in advance.

District XI Honors Ensembles

These honors groups are open to students in grades 9-12 and separately to students in grade 7 & 8. Because these groups include some of the best musicians out of an eight-county area, membership is based upon audition. It is recommended that a student interested in auditioning for this group have a strong ability with experience in Solo &

Ensemble events. Private study on their particular instrument is encouraged. Entrance into the junior high honors band is based upon director's recommendation.

Other Honor Groups

There will be opportunities to audition for and participate in various honor groups. Participation in these is highly encouraged. These groups give the student a chance to grow musically and give them experiences beyond what Bradford offers. If interested, ask the director. (Examples: District Honors Ensembles, All State Ensembles, Regional Ensembles, Tri-State Honors Band, College Honor Ensembles, Lima Youth Orchestra, etc.)

Pep Band

Each member of the high school band is a member of pep band and is required to attend all pep band events. Pep band attendance is part of the attendance/participation portion of the grading system. Cheerleaders and basketball players are excused from pep band on their game nights.

Band Director's Award

This award is given to an outstanding junior high band student. A student may not receive this award in consecutive years.

Most Improved Award

This award is given to a member of the junior high and high school band who has shown the most improvement throughout the school year.

Orange and Black Award

This award is given to a member of the junior high and high school band who shows leadership, pride, and, most of all, enthusiasm for the music program.

John Philip Sousa Award

This award is given to a senior band member, based on their loyalty, responsibility, attitude, and musical ability demonstrated during all senior high years. It is not necessarily given every year.

National School Choral Award

This award is given in recognition of singular merit, ability, and achievement, of outstanding contributions to the success of the school vocal program, and of unusual degrees of loyalty, co-operation and high qualities of conduct. It is not necessarily given every year.

Conclusion

It is not possible to have a good music program without the full cooperation of all members at all times. Your understanding of and adherence to the policies in this handbook will ensure the success of the music programs. In addition, all policies in the Student Handbook are in effect for all music functions and activities. Your obligations are demanding but the rewards can be great.

It is my desire to keep not only the student but also the parent well informed of the activities and policies of the music program. Most of the guidelines listed above are based on common sense but it is still necessary to articulate them so that everyone is on the same page and knows the expectations of the Bradford music program.

Exceptions to these policies may or may not be made by the director upon consideration of individual circumstances.

I am looking forward to working with the fine students of Bradford and to the continued growth and success of our musical endeavors.



Band Director



Principal

****Please return all forms to Mr. Canan by Tuesday, August 31****

I have received and understand the Bradford Music Department Handbook policies.

Student Signature _____

I have received and understand the Bradford Music Depart Handbook policies.

Parent Signature _____

Instrument Use Contract

Everyone may not be aware that the school not only purchased new instruments for the music program, they pay to maintain the instruments we currently own. These maintenance fees could be as small as five dollars or reach into the hundreds of dollars. These school owned instruments are offered to any student who needs to borrow a primary instrument (flute, trumpet, alto saxophone, trombone, etc.) and is not able to obtain an instrument through rental or other means, or any student playing a secondary instrument (french horn, tenor saxophone, tuba, percussion, etc.) free of charge for the duration of use.

By signing this form it is understood that the student is agreeing to take care of the instrument rented from the school. Furthermore, the student agrees to be responsible for any damage done to the instrument due to personal negligence. Any repairs needed for the instrument due to everyday wear will be the responsibility of the Boosters. It will be left to the discretion of the director to determine to which category any damage belongs.

Please fill out all of the information below and return this entire page to Mr. Canan.

Student Signature: _____ **Grade:** _____

Instrument being borrowed/used: _____

Parent Signature: _____ **Date:** _____

Personal Instrument Repair Information

****please return entire page****

This applies to students who play and own their instrument. From time to time your instrument will need to be repaired. This could be as little as replacing a pad to something rather significant and costly. If you are currently renting an instrument from Rettig Music, repairs for that instrument can be done through Rettig. They are also able to pick-up and drop off instruments as needed.

I will be holding back students grade cards if they have any unpaid repairs. For the first quarter I will be including any unpaid repairs from last year as well. Every time a repaired instrument is returned there is a receipt in the instrument with a preaddressed envelope. It is expected that this payment will be taken care of promptly.

Please review and fill out the information below and have the student return it with the handbook form.

Select one of the below options:

- Please send in my child's instrument as soon as possible regardless of the cost so that they can have it back and playing.
- Please notify me at the following number _____ if my child's repair is estimated to be above \$ _____ before it gets sent in.
- Please notify me at the following number _____ if my child's instrument requires repairs of any kind before it gets sent in.
- I am renting an instrument from Rettig Music and will contact/would like them contacted them regarding any repairs needed.

Student Signature: _____

Parent Signature: _____

Parent Contact Information

Dear Parents,

In order to better stay in contact with you this year I ask that you fill out the following information and send it back with your child by **Tuesday, August 31**.

I would like to use multiple methods of contact so please put the best or most often checked of each.

Parent Names:

Mom: _____ Dad: _____

Other Guardian: _____

Cell Phone: _____ (Circle one: Mom, Dad, Other Guardian)

Most Often Checked Email: _____ (Circle one: Mom, Dad, Other Guardian)

Throughout the school year I plan to communicate using email and through an app called *Remind: School Communication*. Both of these methods allow me to create separate groups for different classes or ensembles. I will automatically include the email address listed above when sending information via email. For the *Remind* app, please see the class(es) that your child, or children, participate(s) in below and follow the simple sign-up instructions.

	<u>Text</u>	<u>To #</u>
5 th Grade Band:	@bradband5	81010
6th Grade Band:	@bradband6	81010
Junior High Band:	@bradjhband	81010
High School Band:	@bradhsband	81010

Thank you,

Cory Canan