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Student Name (Please Print)

I have received the 2016-2017 PSHS Band Policies and Procedures booklet. It is my responsibility to seek clarification for any rules, regulations or policies that I do not understand.

By signing below, you are simply acknowledging receipt of the booklet. You are not agreeing to or with any of the contents.

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Student Signature

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Date

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email address

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Parent Signature

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Date

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email address



**2016 - 2017**

**PLAINFIELD SOUTH HIGH SCHOOL BAND  
POLICIES AND PROCEDURES**



**Mr. Jerrod Cook**

**Mr. Chris Jamrose**

# **Plainfield Community Consolidated School District #202**

## **Plainfield, Illinois**

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# ***Hail to the Mighty Cougars***

## **Plainfield South High School School Song**

**Hail, to the Swift and Graceful.  
Hail, to the Courageous Faithful.  
Hail, Hail, to Plainfield South,  
The Blue and White Express.**

**Hail, to the Proud Intelligent.  
Hail, to the Never Hesitant.  
Hail, Hail, to Plainfield South,  
The Leaders and the Best.**

### **Music Interlude**

**Hail, to the Elusive Prowlers.  
Hail, to the Powerful Cougars.  
Hail, Hail, to Plainfield South,  
The Champions O'er the Rest.**

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**Plainfield CCSD #202 – Plainfield South High School**  
***Band Department***

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Dear PSHS Band Member and Family,

We welcome you as a member of the 2016-2017 PSHS Band program. You have made a choice that will allow you to experience high quality musical experiences while utilizing some of the finest facilities offered in a high school band setting.

Plainfield South High School welcomes students from Drauden Point and Aux Sable Middle Schools, as well as students who have moved here from all over the United States. Participation in band allows you to enjoy unique feelings and experiences, and together, through hard work and persistence, the PSHS band will continue to excel.

This booklet is designed to provide you with an awareness and understanding of the policies, organizational structure, and general functioning of the Plainfield South High School band program. This booklet should be read in its entirety, discussed, and kept in a safe place for future reference.

Additional information and updated announcements about the PSHS band program are available on our blog at [pshsbands.blogspot.com](http://pshsbands.blogspot.com).

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Contact and biographical information for the directors is as follows:

**Mr. Jerrod Cook**                      **815-577-5702**                      [jcook@psd202.org](mailto:jcook@psd202.org)

*Mr. Jerrod Cook* is in his 19<sup>th</sup> year of teaching instrumental music in the public school system. He taught sixth through twelfth grade band for the Rockridge school district in Edginton, Illinois from 1996 – 2000 and has taught at PSHS since 2002. Mr. Cook earned a Bachelor of Music Education degree from Augustana College in Rock Island, Illinois and a Masters of Music in Percussion Performance from the University of Illinois. Mr. Cook has performed with the Quad City Symphony, Illinois Symphony, 1994 Phantom Regiment, the Joliet Pops Band, and the Quad City Wind Ensemble. At PSHS, Mr. Cook teaches Music Survey, Commercial Music Production, Wind Ensemble, Pep Band and co-directs the Marching Band, Concert Band and Symphonic Band. Mr. Cook resides in Joliet with his wife Kacey, daughters Kamryn and Katelyn, and two cats Budi and Luvi.

**Mr. Chris Jamrose**                      **815-577-5966 (voice mail only)**                      [cjamrose@psd202.org](mailto:cjamrose@psd202.org)

Mr. Chris Jamrose is in his ninth year of teaching and his sixth year with Plainfield South. Prior to teaching in Plainfield, Mr. Jamrose instructed music at Geneva Middle Schools North & South and at Waukesha North High School & IQ Academy, a virtual charter school where students nominated Mr. Jamrose as the staff member who had the most significant, positive impact on learning. Mr. Jamrose received his Bachelors of Music Education from the University of Illinois at Urbana-Champaign and a Masters in Music Education from Northwestern University with an emphasis in Curriculum Development. Mr. Jamrose instructs AP Music Theory, Music Theory, Wind Symphony, and co-directs the Marching Band, Concert Band, and Symphonic Band at PSHS. In addition, Mr. Jamrose directs the Pit Orchestra and PSHS Jazz Band. Mr. Jamrose enjoys cooking, traveling, learning, reading, and his beloved Illini and cubs. Mr. Jamrose resides with his wife, Krista, son, Connor, and pug, Gracie in Downers Grove.

# **PSHS Bands Mission Statement**

Students participating in the Plainfield South High School band program will experience the highest quality music education possible that provides students with excellent repertoire, clinicians, travel, and performance experiences.

## **PSHS Philosophy of Music Education**

Young people should have an education that exposes them to a wide variety of learning experiences. Music provides a unique avenue to the imaginative and affective aspects of life and their contribution to our cultural heritage.

As music educators of Plainfield CCSD #202, we strive to do the following:

- Nurture an enjoyment and understanding of music, which will enrich the quality of life.
- Help students realize their potential by providing opportunities for creativity and expression of feelings and ideas through music.
- Develop musical interests and skills that will empower students to be active participants in music throughout their lives.
- Expand knowledge, awareness, and appreciation of different kinds of music to cultivate discriminating consumers.
- Offer varied musical experiences through which students may become better acquainted with the arts.

## **National Coalition For Common Core Arts Standards**

The **vision** of the National Core Arts Standards is that *all* students should develop Artistic Literacy. This is achieved in part by empowering students to independently carry out Artistic Processes.

Common Anchor Standards (applying to all art forms, grade levels & course sequences)

**Creating:** *Connecting and developing new artistic ideas*

- 1) Generate and conceptualize artistic ideas and work. (*Imagine*)
- 2) Organize and develop artistic ideas and work. (*Plan & make*)
- 3) Refine and complete artistic work. (*Evaluate & refine*)

**Performing:** *Realizing artistic ideas and work through interpretation and presentation*

- 4) Analyze, interpret and select artistic work for presentation. (*Select, analyze & interpret*)
- 5) Develop and refine artistic techniques and work for presentation. (*Rehearse, evaluate & refine*)
- 6) Convey meaning through the presentation of artistic work. (*Present*)

**Responding:** *Understanding and evaluating how the arts convey meaning*

- 7) Understanding and evaluating how the arts convey meaning. (*Select & analyze*)
- 8) Interpret intent and meaning in artistic work. (*Interpret*)
- 9) Apply criteria to evaluate artistic work. (*Evaluate*)

**Connecting:** *Relating artistic ideas and work with personal meaning and external context*

- 10) Synthesize and relate knowledge and personal experience to make art. (*Tutti*)
- 11) Relate artistic ideas and works to societal, cultural and historical context to deepen understanding. (*Select, analyze & interpret.*)

## **Food for Thought**

“Coming together is a beginning, staying together is progress and working together is success.”

“You can’t build a reputation on what you’re going to do.”

“Success seems to be largely a matter of hanging on after others have let go.”

# **Rules & Expectations**

## **General Classroom Rules**

All members of the PSHS Band Department must adhere to the following rules:

1. Have the appropriate classroom materials every day.
2. Show proper respect to classmates, visitors, equipment, and directors.
3. If “it” isn’t yours, leave “it” alone.
4. Be on time and prepared to play.
5. Food or beverages (except bottled water) are not allowed in the music wing.

## **Rehearsal Expectations**

To help you achieve the high standards of excellence expected of every PSHS musician, we are providing you with a list of Rehearsal Expectations which apply to all rehearsals regardless of the ensemble, time of day, or location. Conductors will evaluate your efforts and progress towards achieving that standard of excellence by observing the following behaviors:

### **PRIOR TO REHEARSAL**

- Daily Rehearsals: Musician is inside the rehearsal room or instrument room when the bell rings.
- Before/After school rehearsals: Musician arrives a minimum of 5 minutes prior to the announced rehearsal time.
- Musician attends rehearsal with their instrument in good working condition and all necessary accessories (i.e. quality reeds, mutes, sticks/mallets, valve oil, clean mouthpiece, etc.) including a useable pencil with an eraser.
- Percussionists should observe the rehearsal order written on the board in the front of the room and set up as much as possible.

### **DURING REHEARSAL**

- Musician demonstrates professional level playing posture, proper hand position, and an embouchure appropriate to the instrument throughout the rehearsal.
- Homework from other classes is not permitted in rehearsal.
- Musician demonstrates proper rehearsal decorum by not eating food or candy, including chewing gum, or drinking beverages, with the exception of bottled water, during rehearsal.

### **AFTER REHEARSAL**

- Musician demonstrates proper instrument, equipment, music folio, and/or uniform care and storage after each rehearsal or performance. Instruments are to be disassembled and stored in cases and percussion equipment should be covered.
- Musician adequately prepares concert music outside of rehearsal.

## **Further Clarifications**

- Appropriate classroom material includes any item the student may need to function properly for the course of the entire class period/rehearsal. This includes instruments in good working condition, proper music, pencils, mutes, valve oil, cork grease, extra reeds, sticks, mallets, etc.
- Proper respect includes not talking when the director or another student has “the floor.”

*“You can have an idea in your head, but if you can’t execute it, what’s the use? You got to have the technical [side] down.” – Eddie Van Halen*



# *Standards of Operation*

*“Nothing in the world can take the place of persistence. Talent will not. The world is full of unsuccessful men with talent. Education will not. The world is full of educated derelicts. The slogan ‘Press On’ has solved, and always will solve the problems of the human race.”*

*– President Calvin Coolidge*

## **Attendance Policy**

The PSHS Band attendance policy conforms to the guidelines defined in the District 202 Curriculum Guide and also adheres to the policies outlined in the PSHS Student handbook.

### **ATTENDANCE EXPECTATIONS:**

Attendance at all scheduled rehearsals and performances by PSHS ensembles is required. Refer early and often to the enclosed performance schedule for dates so that appropriate arrangements can be made.

### **ABSENCES:**

ANY absence from a performance, regardless of the reason, will result in an alternate assignment. Refer to the section below for specific information on alternate assignments.

### **ALTERNATE ASSIGNMENTS:**

Alternate assignments must be completed by students who miss a required performance. **It is the student’s responsibility to approach their director and obtain the alternate assignment.** This assignment will be due three (3) weeks after the missed performance or your return to school. Should your absence occur less than 3 weeks before the end of the semester, the assignment will be due on the last regular day of the semester. **No credit will be given for late assignments.** The alternate assignment will be to perform an etude that is written specifically for your instrument and assigned by a director through SmartMusic. Because there is no way to recreate a true concert experience, you will simulate a performance situation by performing for your classmates during your band period. Your performance will be graded by averaging the SmartMusic score and the director’s score from the performance rubric on the following pages.

## **Music / Athletic Event Scheduling Conflict Resolution Policy**

We recognize that some students lead very busy lives. There are those times when the students have more than one commitment to honor. We know that flexibility and respect will give the students the opportunities to maintain positive standing in their classes and with their teams. This policy, which was developed through cooperation of both the PSHS athletic and music departments, serves as a framework to help students honor their commitments and still be respectful of teachers, coaches, sponsors, peers, and the goals of the music classes and teams to which they belong. **This policy only applies to school sponsored athletic teams.**

**Both commitments should be honored if at all possible!!** This would negate the policy because there would be no conflict! If there is a conflict, it is the student’s responsibility to let his/her teacher and coach know of the conflict as early as possible! If there is not a direct conflict with the times of the events, the student is expected to make arrangements to attend both.

### **Type of Scheduling Conflict:**

- **Music Practice and Athletic Practice:** Student makes arrangements with teacher/coach to miss equitable time of each practice.
- **Music Practice and Game/Match:** Student should attend the game/match with no curricular penalty.
- **Performance and Athletic Practice:** Student should attend performance with no athletic penalty.
- **Performance and Game/Match:** Teacher and Athletic Director will work to resolve the conflict on an individual basis. Level of performance/match/game and the student’s degree of participation in the event will be taken into account in the decision. Extra weight will be given to post-season performances/games/ matches (i.e. Sectional, State meet, Super-State Contest, etc).

The following two pages are the grading rubric that will be used for director-scored performance assessments.

## PSHS PERFORMANCE ASSESSMENT RUBRIC

NAME: \_\_\_\_\_

PERIOD: \_\_\_\_\_

SELECTION: \_\_\_\_\_

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

DESIRED OUTCOMES:	PROGRESS GRADE:
<b><u>Rhythm &amp; Tempo</u></b> 4 - Secure pulse <i>and</i> rhythmically accurate (2 mistakes or less) 3 - Mostly accurate rhythms <i>and</i> steady pulse - a few duration errors (3 or 4 mistakes) 2 - Sometimes performs durations accurately but with erratic pulse or with frequent <i>and/or</i> repeated duration errors including stopping. (5 or 6 mistakes) 1 - Seldom performs durations accurately <i>and/or</i> with steady pulse. (7 or more mistakes)	4   3   2   1
<b>HOW TO IMPROVE:</b>	
<b><u>Pulse:</u></b> <input type="checkbox"/> Keep pulse even <input type="checkbox"/> Keep pulse relaxed <input type="checkbox"/> Keep pulse moving forward <input type="checkbox"/> Play within suggested tempo indication <input type="checkbox"/> Subdivide triplet pulses accurately/evenly <input type="checkbox"/> Subdivide pulse to match the time signature	<b><u>Rhythms:</u></b> <input type="checkbox"/> Play long notes for full value <input type="checkbox"/> Play ties full value <input type="checkbox"/> Subdivide dotted rhythms accurately <input type="checkbox"/> Play rests for correct value <input type="checkbox"/> Demonstrate temporary tempo changes (rit., accel., etc.) <input type="checkbox"/> Observe/demonstrate tempo marking changes <input type="checkbox"/> Keep playing through any errors

<b><u>Correct Pitches &amp; Intonation</u></b> 4 - Virtually no errors <i>and</i> secure pitches/intonation. (2 mistakes or less) 3 - Mostly accurate <i>and</i> secure pitches. (3 or 4 mistakes) 2 - Sometimes performs with accurate <i>and</i> secure pitches, but with many pitches flat/sharp. (5 or 6 mistakes) 1 - Seldom performs pitches accurately. (7 or more mistakes)	4   3   2   1
<b>HOW TO IMPROVE:</b>	
<b><u>Note Accuracy:</u></b> <input type="checkbox"/> Use correct fingerings/valves/slide positions <input type="checkbox"/> Push/release valves or keys completely <input type="checkbox"/> Shorten/lengthen slide positions <input type="checkbox"/> Play accidentals to end of measure <input type="checkbox"/> Play in core/center of tone <input type="checkbox"/> Practice slowly in small segments <input type="checkbox"/> Blow faster air/firmer buzz to get higher notes	<b><u>Embouchure/Breath:</u></b> <input type="checkbox"/> Increase embouchure strength <input type="checkbox"/> Relax embouchure strength <input type="checkbox"/> Make bottom lip more firm <input type="checkbox"/> Release tension in throat <input type="checkbox"/> Play notes in correct register <input type="checkbox"/> Increase air speed <input type="checkbox"/> Take deeper breaths

<b><u>Articulations &amp; Style</u></b> 4 - Accurately responds to articulations indicated (2 mistakes or less) 3 - Often responds to articulations indicated (3 or 4 mistakes) 2 - Generally responds to articulations indicated (5 or 6 mistakes) 1 - Seldom able to regulate attacks (7 or more mistakes)	4   3   2   1
<b>HOW TO IMPROVE:</b>	
<b><u>Notation:</u></b> <input type="checkbox"/> Stronger accents - air definition at front of note <input type="checkbox"/> Play accents longer <input type="checkbox"/> Play staccatos lighter <input type="checkbox"/> Play tenutos (-) full value (longer) <input type="checkbox"/> Play marcato with stronger air stream <input type="checkbox"/> Connect legato notes more smoothly <input type="checkbox"/> Play all notes under slur without using the tongue <input type="checkbox"/> Articulate notes that do not have slur markings	<b><u>Technique:</u></b> <input type="checkbox"/> Start each note with the tongue <input type="checkbox"/> Do not stop note with the tongue <input type="checkbox"/> Stronger/lighter contact with tip of tongue <input type="checkbox"/> Move tonguing from between teeth (THOO) to top teeth/gum area (TOO) <input type="checkbox"/> Keep air fast when tonguing <input type="checkbox"/> Tongue touches tip of the reed

<b><u>Tone Quality</u></b> 4 - Consistently performs with a characteristic, pleasing sound. 3 - Often performs with a characteristic, pleasing sound. 2 - Sometimes performs with a characteristic, pleasing sound. 1 - Seldom performs with a characteristic, pleasing sound.	<b>4   3   2   1</b>
<b>HOW TO IMPROVE:</b>	
<b><u>Breath:</u></b> <input type="checkbox"/> Use faster air speed <input type="checkbox"/> Take in more air on breath <input type="checkbox"/> Push air through instrument <input type="checkbox"/> Check reed for chips/cracks <input type="checkbox"/> Check reed placement <input type="checkbox"/> Use a harder reed <input type="checkbox"/> Use a softer reed <input type="checkbox"/> Sit tall <input type="checkbox"/> Relax neck/shoulder muscles  <b><u>Open Back Space:</u></b> <input type="checkbox"/> Check tongue position <input type="checkbox"/> Release tension in throat	<b><u>Embouchure:</u></b> <input type="checkbox"/> Take in appropriate amount of mouthpiece <input type="checkbox"/> Bottom lip over, teeth on top <input type="checkbox"/> Make your chin flat <input type="checkbox"/> Center wind stream on lip plate <input type="checkbox"/> Center mouthpiece on embouchure <input type="checkbox"/> Keep corners firm <input type="checkbox"/> Put teeth closer together/further apart <input type="checkbox"/> Regulate aperture size/shape <input type="checkbox"/> Check instrument angle  <b><u>Percussion:</u></b> <input type="checkbox"/> Use lighter/firmer grip <input type="checkbox"/> Use smaller/larger muscles <input type="checkbox"/> Select softer/harder mallet <input type="checkbox"/> Use fuller stroke <input type="checkbox"/> Draw sound out <input type="checkbox"/> Evenness of tone between hands

<b><u>Presentation</u></b> 4 - The student always demonstrates proper performance presentation, including language, posture, body language, and instrument/hand position. 3 - The student mostly demonstrates proper performance presentation but has small lapses in language, posture, body language, and instrument/hand position. 2 - The student sometimes demonstrates proper performance presentation but had many noticeable lapses in language, posture, body language, and instrument/hand position. 1 - The student's presentation was inappropriate for any performance situation.	<b>4   3   2   1</b>
<b>HOW TO IMPROVE:</b>	
<b><u>Performance Presentation:</u></b> <input type="checkbox"/> Keep body language positive <input type="checkbox"/> Keep vocalizations out of performance <input type="checkbox"/> Be positive about your upcoming performance <input type="checkbox"/> Be positive after your performance <input type="checkbox"/> Exude positivism; be affirmative in all things <input type="checkbox"/> Act professional at all times	<b><u>Posture &amp; Hand Position:</u></b> <input type="checkbox"/> Sit tall, back straight, on edge of chair, feet flat on floor <input type="checkbox"/> Body centered, no leaning or bending of neck <input type="checkbox"/> Keep arm off back of chair or knee <input type="checkbox"/> Raise/lower instrument position <input type="checkbox"/> Keep legs/feet in front of chair with legs as a support base <input type="checkbox"/> Keep foot tapping silent (in your shoe) <input type="checkbox"/> Make sure fingers are relaxed and loose <input type="checkbox"/> Fingers are directly over keys/valves <input type="checkbox"/> Place music stand at proper height

CATEGORY:	Points:	Letter Grade:	Grading Scale
4 = A	Rhythm & Tempo:		18 - 20 = A
3 = B	Pitches & Intonation:		13 - 17 = B
2 = C	Articulations & Style:		8 - 12 = C
1 = D	Tone Quality:		4 - 7 = D
0 = F	Presentation:		0 - 3 = F
TOTAL POINTS:      /20		OVERALL LETTER GRADE:	

# Grading Policy

Each student's grade will be determined by demonstrated growth and proficiency in the following categories:

35%	Music Performance skills (10% formative assessments, 25% summative assessments)
35%	Musical Literacy (10% formative assessments, 25% summative assessments)
5%	Written Work (Concert observation sheets, etc.)
5%	Lesson Preparation (Daily/weekly preparation)
20%	Final Exam (10% for playing component and 10% for written component)
100%	

The **MUSIC PERFORMANCE** skills grade is a measure of your level of preparedness on assigned performance assessments (playing quizzes of assigned band music leading up to and immediately after performances) using a combination of SmartMusic scores and the Performance Assessment Rubric.

The **MUSIC LITERACY** grade will include CMA scores, scale quizzes, sight reading quizzes, etc.

## Cougar Music Assessment (CMA)

One of our goals is to develop musical interests and skills that will empower our students to be active participants in music throughout their lives. To accomplish this goal, we believe that students should be exposed to all aspects of music (performance skills, written music theory, listening skills, compositional skills, etc.) that go beyond the scope of typical performance-based music classes. We accomplish this through the CMA. All music department students are taught a rigorous, four-year, sequential music curriculum that deepens their understanding of music and enhances their musical experience.

The CMA curriculum has four units of study during the first semester designed to elevate your knowledge of musical concepts in order to increase your musical independence. The curriculum is sequential from year to year and mastery of current concepts is essential to success with future concepts. The six units for each year are:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Unit 1	Rhythm	Rhythm	Rhythm	Rhythm
Unit 2	Note ID	Note ID	Write Maj. Key sig.	ID Maj. vs. min. keys in context
Unit 3	ID Maj. key sig.	ID min. key sig.	Write Maj. scales/triads	Write nat. min. scales/triads
Unit 4	Intervals	Intervals	Intervals	Intervals

Each unit is taught during class and includes a day of instruction with an information sheet, a homework assignment, and a bell-ringer. Additionally, unit exams are given to assess mastery of larger concepts.

**SIGHT-READING** skills are a measure of how well the student can apply all of the musical concepts taught in our curriculum to a musical example that has never been played before. This skill will be measured using SmartMusic.

**LESSON PREPARATION** will consist of:

- Having all necessary materials (instrument in good working condition, music, reeds, pencil, valve oil, mutes, sticks/mallets, etc.)
- Punctuality (a tardy lowers your grade by 15%)

**FINAL EXAM** will be a culmination of all content covered throughout the semester. There will be a performance component and a written component that will allow the student to demonstrate their growth and mastery of our curriculum.

# Awards

In addition to the award of fond memories of great musical experiences, each band member has the opportunity to earn end-of-the-year awards signifying their commitment to musical excellence. PSHS is proud to recognize students who go above and beyond the norm in the band classroom. At the end of the year, students are selected by the directors to receive the following awards:

## Underclassmen Awards:

Most Improved Freshmen / Sophomore / Junior

Best Attitude Freshmen / Sophomore / Junior

Outstanding Freshmen / Sophomore / Junior

## Senior Awards:

Most Improved

Best Attitude Award

Outstanding Award

Director's Award

John Philip Sousa Award

Dedication Award (given to the senior with the highest accumulated point total)

PSHS Award for Excellence in Instrumental Music (given at the PSHS Senior Awards Banquet)

All 1<sup>st</sup> year members in our band program receive a Certificate

All 2<sup>nd</sup> – 4<sup>th</sup> year members in our band program receive a service bar pin for their year of service to our program.

In addition to the certificate and service bar, students also have the opportunity to earn Varsity Letters, Graduation Year numbers, Plaques and Pins that will be awarded based on active participation in all ensembles requiring a significant time commitment. The points are cumulative not only over the entire school year, but throughout your high school career. The following point scale will be used in determining award recipients:

Band (All students)	up to 250 (based on daily participation & performance attendance)
IMEA	50 for auditions, 75 for Festival, 100 for All-State
SPC Festival	20
Solo/Ensemble	15 – III, 30 – II, 50 – I for solos; 10 – III or II, 35 – I in ensembles; 10-BIR
Jazz Band	up to 75
Pep Band	up to 75
Musical Pit	up to 75
Musical Crew (stage, sound, lights)	up to 25
Wind Ensemble (extra rehearsals)	up to 25 (1 <sup>st</sup> semester), up to 50 (2 <sup>nd</sup> semester)
Section Leaders (Marching Band)	up to 20
Drum Majors	up to 25
Student helpers	up to 25
Chamber ensembles (trio or larger)	up to 30 (not counting the S & E Festival, i.e. Collage concert, etc.)
Marching Band Camp attendance	up to 100 (including Monticello)
Summer Camp attendance	up to 50 (not a school sponsored camp)
Private Lessons (on band instrument)	50 (per semester with verification letter from lesson teacher)
“Classical” Concert Attendance	up to 10 (per concert; must provide program to director)
Community Ensemble Member	50 (per year with verification letter from ensemble director)
Concerto Competition	30 for auditioning, 50 for winning

The following list shows the award received for reaching each point level.

400 points = BAND Pin  
 950 points = Varsity Letter  
 1450 points = Graduating year numbers  
 1950 points = Chenille Lyre  
 2400 points = Plaque

\*\*\*The deadline for submitting concert programs, lesson or ensemble verification sheets, or concert programs to be counted for the current school year is March 1<sup>st</sup>\*\*\*

## **Band Uniforms**

The Marching Band uniform will be provided with the following exceptions: Black socks, black marching shoes, and black gloves must be purchased by the student. Marching shoes and gloves will be ordered through the school in early August. **COLOR GUARD** members must purchase their uniform. The exact amount will not be known until August but for budgeting purposes, plan on approximately \$100. In addition to the uniform, you will need to purchase dance shoes. Information on these items will be issued at band camp.

The four concert bands at PSHS perform in formal concert black attire. Male students are provided with a 3-piece tuxedo (jacket, vest, and pants) and a bow tie by the school. Male students are required to purchase a white tuxedo shirt (ordered through the school in October), black dress shoes and black socks. Female students will be provided with a black formal concert dress. Close-toe black shoes with a maximum heel of 1 inch and black nylons must be worn for all performances. No distracting jewelry or hair styles are allowed.

Whenever in public, PSHS Band uniforms are to be worn in a respectable manner. Mistreatment of a uniform at any time will not be tolerated. Mistreatment of a uniform may result in suspension from a performance and/or a deduction from the performance grade. Students should NEVER eat or drink (with the exception of water) while wearing the band uniform. Any lost, stolen, or damaged uniforms/uniform parts are the financial responsibility of the student it is checked out to.

**NEVER MACHINE WASH ANY PART OF YOUR UNIFORM!!! (THIS INCLUDES HOME DRY-CLEANING KITS!)**

## **Band Equipment**

Students are financially responsible for repairs to school-owned instruments that are damaged while the instrument is checked out to them. In order to use a school instrument, a student and parent/guardian will be required schedule both an Instrument Check-Out appointment and Instrument Check-In appointment through the volunteer section of Charms as well as to sign an Instrument Check-Out Form. Instrument Check-Out and Check-In Dates are:

### **Concert Instrument Check-Out:**

Sat. 10/15/16: All school-owned concert instruments. Appointments are available between 9:00 AM and 2:00 PM.

### **Marching Brass Check-In:**

Mon. 10/17/16: All school-owned marching brass. Appointments are available between 2:30 and 4:30 PM

Tue. 10/18/16: All school-owned marching brass. Appointments are available between 2:30 and 6:00 PM

### **Concert Instrument Check-In:**

Fri. 5/5/17: All SENIORS with school-owned instruments. Appointments are available between 2:30 and 6:00 PM

Mon. 5/22/17: All school-owned concert instruments. Appointments are available between 2:30 and 6:00 PM.

Tue. 5/23/17: All school-owned marching brass. Appointments are available between 2:30 and 6:00 PM

All students using school instruments will need to purchase their own mouthpiece. Please ask your private instructor or band director for equipment recommendations. In addition to mouthpieces, all students are required to supply their own accessories (mutes, reeds, etc.) as required by the specific pieces being performed. Additionally, students must provide their own lyres and flip folders with a sufficient number of page holders for marching band. Students are expected to maintain their instrument – whether personal or school owned – in excellent playing condition. Report any problems to a director as soon as possible.

In addition to the above mentioned requirements, PERCUSSIONISTS are required to have a stick/mallet bag in class everyday containing at least one pair of each of the following:

- concert snare drum sticks
- plastic bell/xylophone mallets
- yarn marimba/vibraphone/suspended cymbal mallets
- general or staccato timpani mallets
- 1 black hand or bath size towel

Refer to the Required Equipment sheet that is posted on the band blog for specific brand and model recommendations.

## **Locks & Lockers**

Lockers are available to store band equipment. Pad locks are provided on each locker. **You may not use your own lock.** A \$5 replacement fee will be assessed for any lock that is either lost or damaged. Lockers must be kept clean, orderly and locked at all times. If misused, the privilege of storing personal items in a band locker may be revoked.

# **Folders & Music**

Students are issued a music folder to hold rehearsal handouts and music. Students are responsible for the care of both the folder and music. Music originals and folders are expensive. Replacement of lost/damaged music will cost **at least** \$5.00 per piece (paid by the student). Replacement of lost/damaged black folders will cost \$20.00 each (paid by the student). Students assigned to the same folder and/or music will share responsibility for them.

## **Sectionals/Evening Rehearsals**

As part of their semester grade, ALL band students are required to attend:

- |   |                |   |
|---|----------------|---|
| • Monday night rehearsals                     | 5:00 – 8:00 PM | <i>DURING MARCHING SEASON <u>ONLY</u></i> |
| • Thursday afternoon rehearsals               | 2:30 – 4:30 PM | <i>DURING MARCHING SEASON <u>ONLY</u></i> |
| • Sectionals/rehearsals on an as-needed basis |                | <i>THROUGHOUT THE SCHOOL YEAR</i>         |

In addition to those mentioned above, WIND ENSEMBLE (WE) students are required to attend:

- |                             |                |                              |
|-----------------------------|----------------|------------------------------|
| • Monday evening rehearsals | 5:00 – 7:00 PM | <i>AFTER MARCHING SEASON</i> |
|-----------------------------|----------------|------------------------------|

## **Auditions/Challenges**

### AUDITIONS:

All band placements are year-long placements and there will not be a second semester audition for a new band placement. Chair placement for Concert Band is alphabetical by last name for the first semester. All PSHS band students will audition for chair placement within their assigned ensemble for second semester. Second semester chair auditions are in late November/early December and are “blind,” meaning the judges are behind a screen to maintain anonymity. All students will audition for band/chair placement for the following school year in late January. Band placement is based on merit; seniority is NOT factored in to band placement.

CHALLENGES: A student may improve his/her chair through the challenge process using the following guidelines:

- A challenge form must be filled out and signed by both students, then submitted to a director for approval.
- Your chair will be forfeited if you will not agree to a date & time within one week of being asked for a challenge.
- Students may only challenge the student seated directly above them in the same band.
- A student may challenge the same person no more than three CONSECUTIVE times per semester.
- No challenges will occur during the two weeks leading up to a performance if a part will change (one week if the parts will stay the same).
- A tie will result in the defender retaining his/her chair.
- The challenge will include an assigned prepared excerpt from the band music, scales, and sight reading.
- The band music and scales are performed in front of each other with the challenger playing first.

## **Practice Rooms**

Practice rooms are available to students before and after school or during their study hall. Students interested in using a practice room must sign up for a room in the band office either the previous day you want it reserved or before the start of school on the day you want to use the room. Students who do not sign up may not be allowed to use a practice room.

Practice Room Policies:

- Practice rooms are only to be used for practicing music.
- Absolutely no food, drinks, or candy are allowed in practice rooms. This INCLUDES water.
- Any teacher has the authority to assign practice room use.
- You must have teacher permission to be in a practice room.
- Turn off the lights and push the door shut as you exit.
- A maximum of 2 students may share a practice room. You must have director permission for exceptions.

Individuals who violate these policies will lose their practice room access.

***“Music is your own experience, your thoughts, your wisdom. If you don’t live it, it won’t come out of your horn.” – Charlie Parker (1920 – 1955)***



# Performance Opportunities

*“The greatest moments of the human spirit may be deducted from the greatest moments in music.” – Aaron Copland*

## Curricular Ensembles

### Concert Band (CB)

**Grade Open To:** 9-10-11-12    **Term:** 1 & 2

**Credit:** 1.0

**Prerequisite:** Audition

**Fees:** Co-Curricular Fee

**Description:** The Concert Band focuses on the development and reinforcement of fundamental playing skills. Freshmen and new students are automatically placed in this ensemble and must audition to enter the Symphonic Band or Wind Ensemble. Auditions determine chair and band placement. The high school Concert Band performs repertoire that provides formative experiences in developing its musicianship. Students are evaluated by their in-class and out-of-class preparation. During August, September, and October, class content emphasizes marching, both parade and field. After marching season, students will concentrate on concert preparation. Students enrolled are required to attend out-of-school functions, such as concerts, parades, field trips, and extra rehearsals/sectionals.

### Symphonic Band (Split into two sections, Wind Symphony (WS) and Symphonic Band (SB))

**Grade Open To:** 9-10-11-12    **Term:** 1 & 2

**Credit:** 1.0

**Prerequisite:** Audition

**Fees:** Co-Curricular Fee

**Description:** If the band program enrollment dictates two bands, the Symphonic Band will be the top performing group of the high school bands. The student enters the group through an audition. The Symphonic Band performs music in a variety of styles. The “Comprehensive Musicianship” approach is used to acquaint the student with numerous aspects of music, including historical periods and harmonic and melodic characteristics. Performance is the focal point of the class. Students are evaluated by their in-class and out-of-class preparation. During August, September and October, class content emphasizes marching, both parade and field. After marching season, students will concentrate on concert preparation. Students enrolled are required to attend out-of-school functions, such as concerts, parades, field trips, and extra rehearsals/sectionals.

### Wind Ensemble (WE)

**Grade Open To:** 9-10-11-12    **Term:** 1 & 2

**Credit:** 1.0

**Prerequisite:** Audition

**Fees:** Co-Curricular Fee

**Description:** If the band program enrollment dictates three bands, the Wind Ensemble will be the top performing group of the high school bands. Students enter the group through an audition. The Wind Ensemble performs music in a variety of styles. The “Comprehensive Musicianship” approach is used to acquaint the student with numerous aspects of music, including historical periods and harmonic and melodic characteristics. Performance is the focal point of the class. Students are evaluated by their in-class and out-of-class preparation. During August, September and October, class content emphasizes marching, both parade and field. After marching season, students will concentrate on concert preparation. Students enrolled are required to attend out-of-school functions, such as concerts, parades, field trips, and extra rehearsals/sectionals.

## Co-Curricular Ensembles

**Jazz Ensemble(s) (JB)** – The PSHS Jazz Program is voluntary and open to all students at PSHS. Auditions are in mid-October and rehearsals begin immediately. Rehearsals are one night each week in addition to individual sectionals. In addition to regional jazz festivals, performances include the Collage Concerts, the February Band concert and the PSHS Jazz Café concert in May. Students must provide a white collared shirt, black pants, and black shoes for their uniform.

**Pep Band (PB)** - The PSHS Pep Band is a voluntary ensemble open to all students at PSHS. The pep band performs at Boys and Girls varsity basketball games throughout the winter months. All interested students are invited and welcome to audition. More information about this year's pep band will be available in the late fall.

**Pit Orchestra** – The Pit Orchestra is the ensemble that accompanies the Spring Musical. Instrumentation varies from year to year and will be announced by late December. The performance uniform is black pants & dark long sleeved shirts.



# PSHS Band Schedule 2016-2017

as of 7/2016

DATE	EVENT	O/R	TIME	LOCATION	GROUP
<b>July/August</b>					
7/28 & 29	BLT	O	11 – 1	PSHS	BLT
8/1-8/15	Marching Band Rehearsals & Monticello Camp	R	See summer schedule for details.		MB
8/2	MANDATORY Parent/Student Meeting	R	7:00 PM	PSHS	MB
8/4	Monticello Luggage Check		6 – 8 PM	PSHS	MB
8/6 – 8/8	Monticello	O	All Day	Monticello, IL	MB
8/15	Ice Cream Social (MB preview performance)		<b>CANCELLED</b>		
8/16	Blue House Band Bash	O	4 – 7 PM	Family FUN Zone	ALL
8/18	Disney trip meeting	O	5:00		
8/20	Car Wash	O	10 AM – 2 PM	TBA	ALL
<b>September</b>					
9/6	Rehearsal (date change due to Labor Day)	R	5:00 – 8:00 PM	PSHS	MB
9/16	Football Game (Middle School night?)	R	5:00 PM call	PSHS	MB
9/17	Wheaton North Competition	R	TBA	Wheaton North HS	MB
9/23	Football Game (Homecoming/Alumni Band)	R	5:00 PM call	PSHS	MB
9/???	Jazz Band Auditions	O	2:30 – 4:00 PM	PSHS	JB
<b>October*</b>					
10/1	Plainfield City Homecoming Parade	R	7:00 AM call	PSHS	MB
10/1	Victor J. Andrew Competition	R	TBA	Victor J. Andrew HS	MB
10/4	ILMEA Auditions	O	All Evening	Addison Trail HS	SS
10/11	Rehearsal (date change due to Columbus Day)	R	5:00 – 8:00 PM	PSHS	MB
10/14	Football Game (Senior Night)	R	5:00 PM call	PSHS	MB
10/15	Providence Competition	R	TBA	Providence Catholic HS	MB
10/22	Drum-a-thon	O	8 AM – 5 PM	PSHS Field House	ALL
10/29 & 30	Fall Craft Show	O	All Day	PHS-CC	ALL
<b>November*</b>					
11/10	Fall Band Concert	R	6:30 PM	PSHS	ALL
11/12	ILMEA District Jazz Festival (Selected Students)	O	All Day	TBA	SS
11/???	Collage chamber ensemble auditions	O	2:30 - ?	PSHS	SS
11/19	ILMEA District Festival (Selected Students)	O	All Day	Lake Park HS	SS
<b>December</b>					
12/2 – 4	Madrigal Dinner	O	TBA	PSHS	SS
12/6 – 7	Dress Rehearsals - Collage Concert	R	2:30 – 7:30 PM	PSHS	ALL
12/8	Collage Concerts	R	5:30 & 7:30 PM	PSHS	ALL
12/9	Collage Concerts (EMERGENCY DATE)	R	5:30 & 7:30 PM	PSHS	ALL
12/12	Concerto Competition Auditions	O	2:30 PM	PSHS	SS
<b>January</b>					
1/25 – 1/28	All-State Music Festival (selected students)	O	All Day	Peoria, IL	SS
<b>February</b>					
2/11	Solo & Ensemble Festival	O	AM	PSHS	SS
2/15	Winter Band Concerts	O	6:30 PM	PSHS	SS
2/21	SPC Band Festival	R	All Day	PNHS	ALL
<b>March</b>					
3/4	Plainfield Invitational Concert Band Festival	R	TBA	PHS-CC	TBA
3/17 – 19	Spring Musical	O	TBA	PSHS	SS
3/22	Disney preview concert	O	7:00 PM	PSHS	SS
<b>April</b>					
4/5	ChoralWinds concert	R	7:00 PM	PSHS	WE
4/27	Jazz Café	O	7:00 PM	PSHS	JB
<b>May</b>					
5/6	Band Banquet	O	1:30	PSHS	ALL
5/11	Spring Band Concert	R	6:30 PM	PSHS	ALL
5/8 & 15	Graduation rehearsals	R	5:00 - 8:00 PM	PSHS	ALL
5/20	Graduation	R	TBA	PSHS	ALL
5/30 – 6/2	Marching Band rehearsals	R	TBA	PSHS	ALL

**R**(Required) **O**(Optional) **ALL**(All ensembles) **CB**(Concert Band) **SB**(Symphonic Band) **WE**(Wind Ensemble)  
**JB**(Jazz Band) **MB**(Marching Band) **SS**(Select Students) **BLT** (Band Leadership Team)

\*Please also keep the following dates open for potential football playoff games: 10/28 or 29, 11/4 or 5, 11/11 or 12, 11/18 or 19, 11/26  
 Changes/clarifications may occur throughout the school year. Students will be given adequate advanced notice in all situations. See the band website for update

# Enhancements

*“Commitment is what transforms a promise into reality.” – Anonymous*

## **Fundraising**

To assist the PSHS Band achieve their financial goals and to help offset the cost of traveling, equipment and other special opportunities offered at PSHS, students will have the opportunity to participate in fundraisers. This year, the PSHS bands will have eight fundraisers directly involving students:

- Car wash (August)
- Candy bar sales (August and January)
- Drum-a-Thon (October)
- Craft Show (October)
- Joliet Slammers Baseball Game (June 2016)
- Pasta Dinner (March)
- Applebee’s Pancake Breakfast (Nov. and Spring ???)

For each sale, there will be a minimum quantity that all students will be asked to sell with profits going directly to the Band Boosters. If you prefer to not participate in the fundraisers but still financially contribute toward the band program, there is a buy-out option available for all fundraisers. Please refer to the Band Expenses sheet for details.

**DISNEY TRIP PARTICIPANTS:** For each fundraiser, any profit you generate beyond the minimum requested amount will be applied toward your Disney trip balance. If you participate in the buyout, this counts as your minimum so any profit you generate during the actual fundraiser will go towards your trip balance.

## **Student Finances**

Mr. Cook will maintain a spreadsheet of money owed to the band program by individual students. Examples of student debt could be instrument repair bills, damaged music replacement cost, Monticello payments, fundraiser money, etc. Any outstanding student debt will be submitted to the PSHS Bookkeeper at the end of each semester and added to the student’s school account. Families can see band account information by logging in to their CHARMS account.

## **How to get current information**

- News & Information (updated regularly)
  - <http://pshsbands.blogspot.com>
  - CHARMS - [www.charmsoffice.com](http://www.charmsoffice.com) (PlainfieldSouthBand is our school code)

You can sync calendars on both the blog and Charms to your electronic devices.

- Band Boosters:
  - Band Booster Facebook pages: *Friends of PSHS Band* or *Plainfield South Band*
- Home Access Center
  - The online grade book which should also have assignments posted.

Additionally, Mr. Jamrose sends out regular email updates through Charms.

*“Music says that which cannot be said with words.” – Yehudi Menuhin*

# **Plainfield South Band Boosters**

Plainfield South High School is an outstanding band parent organization. Without this organization, the band program could not run smoothly. The parent organization is directed by an executive board made up of elected officers, volunteer committee chairs, and band directors. Membership in the organization is open to anyone who pays the required membership fee. Please contact a director or Booster officer to volunteer for any of the numerous activities or events throughout the year.

Just a few examples of assistance provided by the Boosters are:

- Uniform fitting and altering
- Moving equipment for performances
- Assembling the director's scaffolding for marching rehearsals
- Chaperoning trips
- "watering" the band at marching band performances/competitions
- Repairs/upgrades to the band golf cart and trailer
- Blocking traffic for the band to go to and from the stadium

A few examples of what was recently purchased with fundraiser money:

- Extra staff for marching band
- New drum major podiums for the marching band
- New drumline equipment
- New raincoats for the marching band
- Rental trucks to help move the marching equipment to competitions
- A golf cart
- Marching Band staff for each section
- Modular uniform carts
- Cart for the pit percussion equipment
- PA system for the marching band

You also have an opportunity to make tax-deductible charitable contributions to the PSHS Band Boosters. If you are interested in this opportunity, please contact any member of the Executive Board.

Plainfield South Band Booster meetings will take place on the second Tuesday of every month at 7:30pm in the PSHS band room. All parents are welcome and encouraged to attend. Please contact a director if you would like additional information.

## **2016 – 2017 PSHS Band Boosters Executive Board**

<b>President:</b>	Gary Lower	<a href="mailto:pshsbbpres@gmail.com">pshsbbpres@gmail.com</a>
<b>Vice President:</b>	Heather Ziebell	<a href="mailto:pshsbbvpres@gmail.com">pshsbbvpres@gmail.com</a>
<b>Secretary:</b>	Chris Domagala	<a href="mailto:pshsbbsec@gmail.com">pshsbbsec@gmail.com</a>
<b>Treasurer:</b>	Joe Kozar	<a href="mailto:pshsbbt@gmail.com">pshsbbt@gmail.com</a>

## **Private Lessons**

All students are strongly encouraged to take private music lessons! Taking private lessons with an expert on your instrument is the best way to improve as a performer and is vitally important to your growth and development as a fine musician. Points towards end-of-year awards can be earned for taking private lessons on your band instrument. Please ask one of the directors for recommendations if you would like private lessons.

*"I hate notes. I love music."* – William Revelli