

To Students and Parents:

Attached is a copy of the 2016-17 band handbook and syllabus for the following band classes at Davis High School:

- Concert Band
- Jazz Band
- Symphonic Band

A page outlining the objectives and expectations for students participating in the DHS Pep Band is also included in this handbook.

This document summarizes the course objectives and expectations. Also included is a preliminary calendar of band events. Please note that there may be changes as the year progresses. In the event changes are made in the band calendar, every effort will be made to notify students and parents as soon as possible. This will include:

- Notifying the students during normal class time of the change.
- Emailing parents via the list serve notifying parents and students of the change.
- Sending an update notice via various social media platforms as soon as possible.

Many changes have been made to this handbook from previous versions. Please read through this document in its entirety before signing the acknowledgement sheet below.

After reading this entire handbook, please sign this cover sheet and have the student return this form to Mr. Slabaugh no later than Friday, September 6th, 2016. **Return of this sheet on or before this date will result in your student earning +25 extra weekly participation points.**

If you would like an electronic copy of this handbook, you may download a copy from the DHS Band Booster's website -- <http://groups.dcn.org/dhsbandboosters>.

If you have any questions or concerns please feel free to contact me personally.

Musically yours,

Thomas Slabaugh II

PLEASE SIGN AND RETURN THE ACKNOWLEDGEMENT OF RECEIPT BELOW:

I have read the 2016-17 band handbook and syllabus for Davis High School and understand the contents presented therein:

Student Name: _____ (please print)

Student Signature: _____ Date: _____

Parent Name: _____ (please print)

Parent Signature: _____ Date: _____

Davis High School Bands

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Welcome to the 2016-2017 edition of the Davis High School Band Program. We have a tradition of excellence in the entire music program in our district and we are excited to have you continue with the band part of the high school program.

This handbook is provided so you can have a clear understanding of the breadth and depth of the program. Enclosed is a description of the expectations, procedures, and grading information for your use. If you ever have questions, please feel free to contact Mr. Slabaugh at tslabaugh@djUSD.net.



Jazz Band, Concert Band, and Symphonic Band
Music Department
Davis Senior High School

COURSE SYLLABUS

Instructor:	Thomas Slabaugh II
Office:	PA5
Phone:	(530) 757-5400 ext. 168 Cell: (916) 806-2790
E-Mail:	tslabaugh@djUSD.net
Website:	http://groups.dcn.org/dhsbandboosters
Office Hours:	By Appointment

*Special note: The cell phone is my personal phone and not provided for by the school district or boosters.
Please make note of using this as a means of contact at late hours, weekends, etc.
Email is the best way to contact Mr. Slabaugh and I will reply as soon as possible.*

This is the course syllabus for all the band classes offered at Davis High School and is enclosed as a portion of the Band Handbook. Please refer to the entire document for specific information about course expectations and grading.

Course Objectives

By the end of the year, students will have a greater knowledge in overall musical skills, knowledge, and abilities. Specifically, students will also be able to demonstrate, at a very high level, mastery knowledge in the following areas:

- Producing a proper, characteristic tone over the range of their instrument using proper embouchure, posture, hand position, and breath support or stick control.
- Describe and demonstrate the characteristics of a good embouchure (or grip and stroke for percussion).
- Explain and demonstrate the principles of proper breath support and teach this to other students. Students will consistently use proper posture, position, and embouchure (grip and stroke for percussion) while playing with little prompting from the teacher.
- All students will demonstrate an understanding of fundamental music theory, including knowledge of tonal centers, key signatures, and scales in all major mode concert keys. In addition, students in Symphonic Band will also be able to do so in all minor mode concert keys. Finally, students in Jazz Band will also be able to do all of the above plus have a functional knowledge of modal scales and their application in the Jazz

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idiom. All students will have a functional knowledge of chromatic scales throughout the range of the instrument.

- All students will have a developing knowledge of musical phrase structure and be able to apply it in their performance.
- All students will be able to perform a range of dynamic contrasts and tempo changes. Further, as students become more advanced in their knowledge/skills/abilities, they will be able to demonstrate appropriate situational awareness with regards to ensemble playing and be able to make appropriate adjustments to produce an exemplary performance.
- Student will be able to describe how to tune their instrument properly and tune the instrument to a given pitch.
- Students will be able to define and utilize technical musical terminology necessary for advanced performance on their instrument.
- Students will be able to demonstrate the proper assembly, care, and maintenance of their musical instrument.
- Students will be able to communicate non-verbally with the conductor by following his gestures to produce a unified, cohesive musical product with their student colleagues.
- Finally, all of these knowledge/skills/abilities will be synthesized to produce performances in public and/or for adjudication.

Course Prerequisites

In every ensemble, membership is by approval of the instructor. Musical knowledge/skills/abilities appropriate for each developmental level will be assessed by the instructor for accurate and valid placement.

Required Texts and Materials

Sheet music will be provided to the students in class. Other necessary materials (e.g. reeds, valve oil, cork grease, sticks/mallets, etc...) must be provided by the student.

Basis for Final Grade

Band is a performance course. As such, participation, testing, sectional attendance, and performances are the primary ways to receive a grade in the class.

All students begin each quarter with 0 points. Through dedicated, high quality work and conscientious effort, students can earn points that will translate to a letter grade at the end of the quarter and semester. Conversely, unexcused absences, tardies, and low quality work will lower the student's grade. This handbook provides the specific details as to how grades can be earned by students.

Attendance & Performances

Students are expected to attend all rehearsals and performances. The printed list (enclosed) will note the mandatory rehearsals and performances throughout the year. Optional/Extra Credit performances and rehearsals MAY be scheduled and you will be notified as soon as possible of these events.

In the daily schedule of class activities, we learn how a musical composition is constructed, what the performance challenges are for the work, and discover the ways we will overcome these challenges to create an artistic work. If you are absent, you are unable to share in the learning environment as a positive contributor and learner. This causes the entire group to suffer from your lack of knowledge. Likewise, any disruptions to this process will affect the entire group's ability to learn the music. Both will result in a deduction of points from a student's grade.

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Activities, both during and after class time, are given a point value and you may earn points to determine your report card grade.

It is the student's responsibility to clear any absences with the Attendance Office, otherwise the absence will be considered unexcused. For the purposes of defining absences, I am required to follow state law and district policy.

*** *Special note to parents and students of DaVinci High School:*** If a student is absent from both DaVinci and Davis High Schools, both school attendance offices MUST be contacted and the absence must be cleared from both sites.

If you are a member of a school athletic team and are excused from class, you will not be penalized for your absence. However, it is expected that you will attend and participate in class activities until the time of your dismissal. As band is an academic course, please communicate with Mr. Slabaugh regularly regarding the events that will cause you to miss class and ways to accommodate your absence. In accordance with school board policy, school performances missed due to school athletic events and/or school clubs are considered unexcused absences. In every situation, communication with Mr. Slabaugh is key to ensure conflicts of this type are at a minimum.

Just a note about tardies:

Students are expected to be in class before the bell rings and class begins. We will have a typical daily routine that we will begin every day at the same time (5 minutes after the final bell rings). I consider you tardy if you are not in class before the bell rings AND ready for classroom activities by 5 minutes after class has begun. Please don't worry, as we will do this every day and the routine will become comfortable.

DaVinci Students: The expectation is that you will arrive on time for the beginning of class at DHS and stay through the end of the class. In the unlikely event that you arrive late to class, you are expected to get ready for classroom activities as soon as possible following your arrival to class without causing an unnecessary disruption. Finally, you will be excused at the end of class with the rest of the class. Please do not leave class before the dismissal time. Leaving early will be considered a tardy and participation points will be deducted from your weekly grade.

A note to all students regarding attendance from the DHS Administrative Team...

"Davis Senior High School believes that punctuality is extremely important to the learning process and is a real-life skill required by all future employers. All stakeholders must work together to make sure students are present and on time to each class of the day. Therefore, Davis Senior High School has developed a tardy policy that reflects this philosophy. The first tardy results in a student warning; second earns a teacher consequence. After that, if attendance has not improved, the student is referred to administration for further consequences."

Preparation (Homework)

Just as homework affects the grade you receive in other classes, so too does it affect your success in band. Please be prepared for ensemble and sectional rehearsals by practicing at home on a regular basis. Try for 20 minutes of daily practice to be prepared for the classroom activities.

It is important to understand the different rehearsal types we, as musicians, participate in to prepare for performances. In so doing, you will have a better understanding of how to best prepare for these rehearsals.

IF YOU HAVE ANY QUESTIONS OR NEED ASSISTANCE, PLEASE ASK MR. SLABAUGH.

- **Individual Practice:** The purpose of this type of rehearsal is to become acquainted with the piece through your individual part. Learning the rhythms, pitches, and articulations should be the focus of your efforts. Listening to recordings of the entire work, while you read through your part, is a great way to introduce you to your part. This rehearsal is to prepare you for learning how your part works within your section.

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- **Sectional Rehearsals:** The purpose of this type of rehearsal is to learn how your individual part works within your section. Listen especially for moments when the section plays together to best understand which part is the primary focus. While learning the rhythms, pitches, and articulations should have already been done individually, it is in this rehearsal that many questions arise about articulations (attacks and releases), balance, and intonation. This rehearsal can be very helpful in giving each player a ‘rallying point,’ a place where you know you can regroup if everything goes poorly in the ensemble rehearsal. The final goal is to create a unified sound that is identical to each other in every respect.

- **Ensemble Rehearsals:** This is where we all learn how the work is constructed, what the composer’s intent was in writing the piece, and what we need to do to create a complete piece of music. Some would say that ensemble rehearsal “...is where we learn each others parts.” Wise advice!

It is also likely that many students don’t know how to practice outside of class. One of the best ways to improve your individual quality is to get outside assistance on your instrument from a private teacher. A good teacher will help students learn how to practice, help them address obstacles on their instrument, and give them a sense of confidence so they are able to enjoy playing and making music. If you would care for a list of teachers in our area, please see Mr. Slabaugh. Again, if you have any questions or need assistance, ask Mr. Slabaugh.

Grade Dissemination - Overview

Grades will be updated on School Loop on a regular basis. You can access your earned points at any time using "Assignments" in the portal. The “Marks” window is updated periodically and acts as an electronic report card. If you need help accessing School Loop, visit your counselor for more support.

District Policy regarding Late Work Policy: No student shall lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. A reasonable period of time shall be defined as at least one school day per day of excused absence. Excused absences include field trips, sports and other school-sponsored activities, and do include suspensions.

Upon timely request, students shall be given the opportunity to complete all assignments and tests for full credit. As determined by the teacher, the assignments and tests can be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence.

DHS Policy regarding Grades of "Incomplete": In order to ensure consistent practices and ensure closure to this process, all teachers who wish to give an incomplete do so by working with the administration. If the reason for the incomplete falls under DJUSD policy and Ed Code, and then administration will work with the teacher(s) to design a contract with specific dates for completion of the work. All work for an incomplete must be submitted by the contracted date to receive credit. Any students with an incomplete who do not complete the work within the time established will be given an F.

Technology and Media

Email: Mr. Slabaugh will regularly send out emails to students and parents via School Loop, a medium utilized by the DJUSD to record attendance, grading, and various other student data. This environment does not allow for a wide variety of email control by Mr. Slabaugh. As such, it is best if you contact the Davis High School Band Boosters (<http://groups.dcn.org/dhsbandboosters>) and sign up for the DHS Band Boosters listserve. This listserve is controlled by the boosters and has much more versatility than offered by School Loop.

Websites: The aforementioned web address for the Davis High School Band Boosters is the only official website of the band boosters. It contains a variety of valuable information for all DHS band students.

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Classroom Devices: Students are allowed to use media/electronic devices that directly support learning in the classroom. It is important that those devices are used only for approved activities per Mr. Slabaugh and not for inappropriate, disruptive activities. In example...

- Students are allowed to use smart phone apps as a tuner, metronome, chord finder, and other appropriate related applications. They are not allowed to use their smart phones to text message (before, during, or after class), surf the www, play games, watch movies, or make phone calls without the expressed permission of Mr. Slabaugh for every instance. This is not a complete list and if you have questions about permissible use activities, please ask Mr. Slabaugh BEFORE beginning the activity.
- Students are NOT allowed to operate a recording device or make an audio/video recording during class without the explicit permission of Mr. Slabaugh. Permission must be obtained from Mr. Slabaugh before each and every use of the recording device.

Students using electronic devices inappropriately during class time will have the item retained and turned into the front office for retrieval.

Academic Conduct

Academic dishonesty in any form will not be tolerated. Cheating and plagiarism is viewed as a level 3 Discipline offense under the Guidelines for Responsive Discipline in Secondary Schools set forth by the district. It carries a potential for suspension.

Communication

Mr. Slabaugh encourages you (students and parents) to read through this handbook, as it serves as an agreement between the students, parents, and teacher as to how we will all work together to accomplish creating beautiful music! Additional information will be made available to everyone via the band list serve and through regular use of social media.

We also have a monitored Facebook group. Please use the following instructions to sign up.

How to sign up for the Davis High School Band Facebook Group.

Please subscribe to this group via your Facebook account:

- Type in the group name in the search window, "Davis High School Band"
- Request to join the group. It is an 'Open Group,' so anyone on Facebook can monitor and read posts from members of this group.
- You are now following the Davis High School Band Facebook Group. This group will post regular and important daily information, event reminders, and alert students and parents to changes in the band handbook and/or performance schedule. This is a very valuable resource and we encourage everyone to join!

As you will observe, there will be many performance events this year. Enclosed is a preliminary calendar of band events and changes will occur during the school year. When changes are made in the band calendar, every effort will be made to notify students and parents as soon as possible. This will include:

- Notifying the students during normal class time of the change.
- Sending an email to the list serve notifying parents and students of the change.

There will also be extra rehearsals scheduled throughout the school year. Please be aware of these events and be prepared to adjust your schedule so you can attend these important events. As listed above, you will receive advance notice of these events.

Finally, when in doubt about anything, please feel free to contact Mr. Slabaugh via email at tslabaugh@djustd.net. He will reply to your question at his earliest opportunity.

We want you to be successful in school and communication is the key to our success!

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Entrance Auditions

Music Auditions for the 2016-2017 Academic Year

Jazz Band

- March 8th & 9th, 2017: All auditions

Symphonic Band & Symphony Orchestra Wind/Perc.

- March 13th, 2017: Audition CD's Due

Entrance to Symphonic Band and Jazz Band is by audition only. These auditions will be by submission of a CD (for Symphonic Band) or a live audition (for Jazz Band) and are scheduled as listed above. Audition material will be posted to the DHS Band Boosters Website (<http://groups.dcn.org/dhsbandboosters>) sometime in early 2017.

12th grade students who have maintained continual enrollment in DHS bands through their 10th and 11th grade years, have successfully completed all scale testing administered in Concert Band (e.g. 12 major scales and 12 melodic minor scales), and have no unexcused absences to required rehearsals and performances in their 10th and 11th grade years, will be admitted to the Symphonic Band in lieu of a recorded audition. All others will need to audition to enter the Symphonic Band. All students will need to satisfactorily complete a chair placement audition at the beginning of the academic year (see below).

Chair Placement

Seating placement in the *Symphonic Band* will be determined by audition. Audition materials are available at the DHS Band Boosters website (It is the same material used for entrance auditions). Other area professionals may be asked to assist in the seating audition process.

The audition process for 2016-17 will be revised to take place during class. All Symphonic Band members will perform a "live" audition.

Satisfactory completion of the audition will result in +100 points towards your grade. If you do not show up for your audition time, do not submit a recording, or submit/perform an unsatisfactory audition (below 70%) you will:

- 1) lose -100 points from your Weekly Participation Grade.**
- 2) be placed at the bottom of your section.**
- 3) need to make special arrangements to submit the work late (you will receive +25 points for submitting a late audition).**

All Symphonic Band students are expected to complete a chair placement audition. This allows Mr. Slabaugh specific information to design an appropriate scope and sequence for the curriculum throughout the year.

Playing Test Procedure

In order to meet our goals, we may have playing tests throughout the course of the school year. The test will involve the following:

1. Scales (Concert Band is required to complete all 12 major and 12 melodic minor scales throughout the academic year).
2. A portion of the music (to be selected by the student [No tacet segments or rests please])
3. A portion of the music (to be selected by the director and announced one week prior to the test)

Tests may be 'live' or recorded and will be graded using the enclosed rubric(s). All students will be expected to participate in the playing exam.

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Tests will be announced with at least one-week notice in class and via the listserve. Late tests will not be accepted or administered due to unexcused absences.

Behavior

We all need to be respectful of each other and work together towards making music. There is simply no other way we can be successful and these are some of the ways we can all work towards this goal.

- Making music is the art of creating sound within a context of silence. If we ‘clutter’ our ‘artistic palette’ with unnecessary sound, interruptions, or conversation, we work against our goal of being artists. Please work towards keeping the rehearsal room quiet during rehearsals.
- Students need to be prepared to play in class every day. This means that students will need their assigned sheet music, instrument, supportive materials (e.g. reeds, mouthpiece, valve oil, sticks and mallets, pencil, etc...) in order to participate in class activities.
- Performing and rehearsing music is a physical activity. As such, you will be expected to fully participate in the physical aspects of the classroom activities, including proper posture (seated or standing), breathing, embouchure, grip, fingering/hand position, etc...
- The primary goal of ensemble rehearsal is for everyone to learn each other parts. When the ensemble is stopped and the director gives musical direction, or if a student asks a question, it is important that everyone be engaged in the activity so they can learn. If someone is off-task, disruptive, or not paying attention, they are actively working against these collective goals.
- Please be ready to begin rehearsal no later than 5 minutes after the final bell has rung or after the listed call time. Our time together is a precious commodity that we should all work to preserve.
- All school rules remain in effect at all times during band activities. Please be respectful of all school staff and designated adults.
- The grading policy enforces these expectations. Every day a student participates appropriately in class activities, they will receive points towards their semester grade (+35 points per week). Students will lose points towards their weekly participation grade if they fail to meet the aforementioned expectations.

Section Leaders

At the conclusion of the chair placement auditions, section leaders will be announced for each section. The following criteria will be used in the selection process.

- Playing ability: The section leader must be one of the best players in their section.
- Reliability: Is the student reliable and will they follow through with tasks?
- Attendance and availability: Is the student able to meet this commitment as demonstrated by past attendance?
- Interest: Does the student want to be section leader?

Mr. Slabaugh will make be ultimately responsible for appointing students to this position of leadership within the DHS bands. Section leaders will be responsible for scheduling and running regular sectionals (To Be Determined), communicating attendance to Mr. Slabaugh, and for general organizational matters within their section and the band. A Section Leader earns +100 points credit per semester.

Challenges Procedure

In Symphonic Band, if you feel your abilities are beyond those of someone playing on your neighboring music stand, you may challenge for that seat. Here is the procedure you must follow:

1. You must notify that person and Mr. Slabaugh 72 hours prior to the challenge
2. You must find 3 students who will agree to serve as judges for the event
3. You must schedule a time for the challenge that is acceptable to the entire group.

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You may challenge any person one stand higher than yours. Mr. Slabaugh will choose the audition material for the challenge. A 'Challenge Master' will be in charge of most challenges. The DHS Instrumental Ensemble Testing Score Sheet will be used for all challenges. Additional details associated with the challenge will be explained by Mr. Slabaugh as necessary. All Challenge participants will be awarded points for their participation.

Pep Band

Everyone enrolled in one of our bands is eligible to participate in Pep Band. We will perform as a Pep Band at all home football games and many home basketball games. A partial listing of these services and points available appears on the accompanying calendar. The Pep Band is the group that is the most visible to the public, a visible sign of school spirit, a lot of fun, and a great way to make friends in the DHS bands! We will accept sign-ups for pep band events (rehearsals and performances) prior to the performance. You are not required to attend pep band games, but points are available to those who do perform!

Honor Bands

You are all encouraged to audition for Nor-Cal, Capital Section CMEA, and CBDA All-State Honor Bands. We have always had very good representation in these organizations. Contact Mr. Slabaugh for more information about audition material, dates, and the format for submitting your audition. There is a limit to the number of auditions we may submit as a school to each honor band. As such, Mr. Slabaugh has the final say as to which audition CD's will be submitted. 50 points may be earned by satisfactorily completing the CD audition process. If you are selected and represent DHS in on of these honor bands, you may earn 100 points per ensemble.

Capital Section CMEA Honor Band

November 21, 2016: Completed audition CD's, Applications, and Payment DUE to Mr. Slabaugh at 3:45pm in room PA3

January 5-7, 2017: Cap-Section CMEA Honor Band Rehearsals and Performance (Additional dates TBA), Sacramento

Nor-Cal Honor Band

November 21, 2016: Completed audition CD's, Applications, and Payment DUE to Mr. Slabaugh at 3:45pm in room PA3

February 2-5, 2017: Nor-Cal Honor Band Rehearsals and Performance

CASMEC/CBDA All-State Honor Bands

November 21, 2016: Completed audition CD's, Applications, and Payment DUE to Mr. Slabaugh at 3:45pm in room PA3

February 16-19, 2017: CASMEC/CBDA All-State Honor Bands Rehearsals and Performance, San Jose

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Required Band Concert Attendance & Write-up

Once a semester, every student will be expected to attend a performance of another concert band (if enrolled in Concert or Symphonic bands) or jazz ensemble (if enrolled in Jazz Band) and write a report about the performance. It is very important for all band students to see how other like rehearse and/or perform. This is a wonderful learning opportunity and will help you become a better musician.

This can be a performance at any of the following DHS concerts:

Concert and Symphonic Band Students may attend and write-up any of the following:

First Semester – 11/15/16 (Symphonic Band Concert), 12/8/16 (Winter Rhapsody)

Second Semester – 1/7/17 (Cap-Section CMEA Honor Band), 2/4/17 (Nor-Cal Honor Band), 2/16-2/19/17 (CASMEC - CBDA All State Honor Band), 3/18/17 (Concert Band Festival), 5/6/17 (Festival of the Arts)

Jazz Band Students may attend and write-up any of the following:

First Semester – 12/14/16 (Winter Jazz Extravaganza featuring Harper Jr. High, DEH Jr. High, DHS Jazz Choir, and DHS Jazz Bands), 12/3/16 (Delta Jazz Festival).

Second Semester – 1/21/17 (Folsom Jazz Festival), 3/4 – 3/5/17 (Coconut Grove), 4/13/17 (Spring Jazz Invitational), 4/27 – 4/29/17 (Reno Jazz Festival), 5/2/16 (Senior Concert/Band Awards), 5/6/17 (Festival of the Arts), 6/2/16 (Jazz on a Summer's Eve)

In addition to the listed events, students may attend performances of the UCD Concert Band, the CSUS Wind Ensemble (or Concert Band), or even the Holmes, Harper, or Emerson Bands. Elementary bands will not be acceptable. Remember, this requirement is for a concert of a like ensemble, not an orchestra (which uses band instruments), not a jazz band (unless enrolled in jazz band), nor a rock band or any other style of pop band.

The Write-Up must be at least 1 full page; typed, single spaced, no bigger than 12-point type (700 words minimum). In the paper, please share your feelings about the concert. I want to know why you liked or disliked the performance, and not necessarily a re-telling of the event. Please attach some form of documentation (e.g. program, ticket stub, etc...) to the report.

Student who complete this assignment earn + 50 points towards their overall grade. Students who fail to complete this assignment during the semester will lose 200 points (-200) points.

Optional Concert Write-ups

You can receive "You Choose" points for ANY LIVE musical event that you attend during the semester. In order to get credit you must bring me proof of attendance (ticket stub, program, etc.) and complete a Write-Up (same as detailed above). Do not use the junior high concert reporting form for this assignment. A parent's signature is not an acceptable substitute for a concert program or ticket stub. If there is no ticket or program for the event, please submit an advertisement of the concert or poster. You may complete up to two (2) reports per semester. Each completed report is worth +50 points, with a +100 point max per semester.

Elementary Helpers

On Monday, September 12th and Tuesday, September 13th, 2016 elementary students beginning study on band instruments will have their first lesson at the orientation meeting held in the evening at Davis High School. DHS band students have been wonderful at giving students a helping hand in this meeting. Assembly, hand position, and reed/mouthpiece placement are just some of the areas where your skill can help the younger students. DHS students who help will receive +25 points each evening (You Choose points). PLEASE volunteer for this only if you are available for both nights!

Point Deadline

There is always a huge rush at the end of the quarter/semester to get points turned. This causes a great deal of last-minute work and delays all student grades from being posted in a timely fashion. As such, please submit all points by the Friday preceding the end of the quarter in order to receive full credit (unless the points were accrued during the last week of the quarter.) Any points submitted after the due date will receive only half-credit.

If you are unsure of the due date for an assignment, ask Mr. Slabaugh for clarification.

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Due Dates for 2016-17

First Semester: Friday, December 9th, 2016 at 3:30pm

Second Semester: Friday, June 2nd, 2017 at 3:30pm.

Band Boosters

The DHS Band program is supported by a fantastic parent support group known as the DHS Band Boosters. Membership in this organization is automatic to all families of band students. The boosters support a wide range of fund-raising activities for their own purposes, for the bands, and for students to help pay for the annual Spring Tour. The Band Boosters also sponsor a newsletter that is emailed to each home.

Spring Tour

We will travel to Seattle and Victoria, B.C. for our upcoming Spring Tour. More information will be forthcoming in the September, 2016.

Night Rehearsals

Some night practices have already been scheduled. Almost all rehearsal are scheduled from 7:30p.m. to 9:00 p.m. All rehearsals begin and end on time. If you are late (not in your seat at 7:30, points will be subtracted unless you have received prior permission from Mr. Slabaugh to come late. **Please have your ride arrive at 9:00 p.m.**

Concert Attire

Every student is expected to acquire appropriate attire for performance with the Concert and Symphonic Band. Below is a description of the requirements.

Men: Tuxedo, or black suit, or black coat with black dress slacks. White shirt with a black bow tie. Black dress socks and nice black dress shoes.

* Special Note: You do not need to spend a great deal on money to get this attire. I highly recommend thrift stores, tuxedo rental shops (they often sell gently used tuxes for a steep discount), or bargain department stores. Target often stocks suitable attire at the beginning of the year.

Women: Black dress with sleeves -- it can be long, tea length or short (but no shorter than 2" above the middle of the knee when seated); or, black top with sleeves and black skirt (or black slacks but no black jeans please), black hose, black shoes (all short skirts require black tights!!!). Please do not wear tops that reveal the midriff.

All percussionists: - Please wear black soft-soled dress shoes. You have to move a lot and the sound of your walking on stage can be disruptive.

The purpose of wearing the same attire is to allow the focus to be on the beautiful music and not the wardrobe. Please show restraint and be modest in your choice of attire. If any student is dressed inappropriately, they will be sent home to change their clothing and must return dressed appropriately. They will be counted as tardy and, if they miss the event, will be counted as unexcused absence for grading purposes.

If you have any questions about acquiring concert attire, please contact Mr. Slabaugh immediately.

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Tips for success in the D.H.S. Band Program!*

1. Attend all rehearsals and performances.
2. Be on time to all rehearsals and performances. We will begin rehearsals 5 minutes after the final bell has rung or at the listed call time. For performances, please be there promptly at the listed call time.
3. If you must enter the classroom after a rehearsal has begun, please do so quickly and quietly so as to not disrupt the rehearsal. If you know you will be late, please ask someone to set up a chair for you before the rehearsal begins.
4. Warm up effectively and efficiently before rehearsal begins.
5. Please refrain from using electronic devices in a disruptive fashion (e.g. playing games, texting, sending tweets, etc...). I do not allow recording of classroom activities without my explicit permission, so please refrain from doing so without speaking to Mr. Slabaugh directly.
6. Be attentive and quiet when the director is teaching the group. Listen to the comments given by the director and all members to help you be successful.
7. Learn the non-verbal vocabulary of the conductor through attentiveness and direct instruction. This will make the rehearsals a vibrant and creative environment!
8. Keep the room neat and orderly by putting away the instruments properly. This protects the instruments from theft[†] and damage and is an outward sign of respect for our shared rehearsal space. Please do not put a non-school lock on a locker, as it will be cut-off by the custodian.
9. Please practice your music at home so you are prepared for rehearsals every day. Individual practice is about learning your part, sectional practice is about learning how the section works together, and ensemble rehearsal is about learning everyone else's part. If you need help, please ask Mr. Slabaugh.
10. Sheet music has become quite expensive and we are unable to make copies of much of the music. As such, we have to share parts with your stand partner. Please do not lose it, write in pen on sheet music, or fold/deface the music in any fashion.
11. Because we share folders, we must have all sheet music at every rehearsal. Never take home the entire folder. Rather, please take home individual parts/selections and bring them back immediately. I will be happy to provide each student with a separate take home paper folder to help protect the sheet music.
12. If you are tardy to a pep-band game, you will not receive full credit. Because Mr. Slabaugh needs to be in attendance at the game, he is unable to escort you back to the band room to get your instrument. If you know you will be late to the event, please pre-arrange this with Mr. Slabaugh and ask another band members to take your instrument to the game for you.
13. Percussion specific information:
 1. The percussion closets must store a great deal of equipment in a very small space. We are not the only classes that use this room, so this area must be kept neat and orderly.
 2. Please cover all mallet instruments and timpani at the end of class.
 3. Please make sure all sticks, mallets, and small instruments are stowed properly. This is especially important after football games and concerts.
 4. All percussionists must supply their own mallets and sticks. The band will supply the Bass Drum, Gong, and a small amount of melodic instrument mallets. See me if you need a list of appropriate materials. Please have these materials by September 12th or earlier.
14. Folders reside in the folder cabinets. You will be responsible to get your own folder each day and return it to the cabinet after class. Your grade will be lowered (weekly participation points) if there are folders remaining on stands after class or if percussion equipment left out.
15. Each student (including percussionists) must have their own electronic tuner. If you cannot afford one, please see me. Please have this by September 11th or earlier. Also, please label it with your name.
16. Each folder must have a pencil to edit the printed music. Please make sure you and your stand partner have at least one pencil per folder.
17. The DHS band is fortunate to have plenty of music stands for use during class. Please do not lean on, write on, or otherwise deface these items.

* More specific information about grading is available prior to and after these tips!

[†] The school does not insure personal instruments while they are on school grounds. Please check with your parents about instrument insurance. Many times, a 'rider' to the homeowners policy is an affordable option.

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18. If you have forgotten your instrument, I may be able to provide you a loaner for the day (-25 points off of your weekly participation points per day). If your instrument is being repaired, please try to find another instrument to use – perhaps a spare you have at home or one that you borrow from a friend. If you cannot find one, please contact me and I will to my best to provide you with a loaner. If you do not have an instrument, you are still expected to sit in your seat and be engaged in classroom activities. You may not do homework for another class during this time.
19. If you are not feeling well, I will ask you to participate in class activities. As wind playing requires a lot of air transfer, it is often quite surprising how well many people feel after playing their instrument. It is, of course, a different matter entirely if you have an M.D. note excusing you from playing. In this event, alternative activities will be designated for the student.
20. If you are using, or plan to use a school instrument this year, please know that we have little money for repair. Speak with Mr. Slabaugh directly if there is an issue with a school owned instrument. Please do not attempt to repair it on your own.

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Grading System for the DHS Concert Band

The grading system is a point-based system where students earn points regularly towards a quarter and semester grade. There is no averaging or carry over in this system, just adding point as a reward for appropriate learning activities and subtraction of points for inappropriate actions. Below is a list of how students earn grade, as divided by categories.

Weekly Participation Points (500 points per semester max)

Each student may earn points per week for appropriate participation in classroom activities. These behaviors are clearly delineated in the aforementioned handbook. Likewise, students may lose these points for inappropriate behavior.

Due to a change in the DHS Fall Semester ending date, the weekly participation points will reflect the different weeks in each semester.

Fall Semester, August 26th through December 23rd, 2016 (17 weeks): 30 points per week

Spring Semester, January 10th through June 2nd, 2017 (20 weeks): 25 points per week

Below is a brief list of the most common infractions.

- Not engaged in the class activities (e.g. doing homework for another class during rehearsal) (-25 per incident)
- Have unexcused absences from class or rehearsal (-50 points per incident)
- Have any tardies/forgotten instrument/forgotten music folder/gum chewing/no materials (-25 points each per event)
- Are disruptive or are dismissed from class due to inappropriate behavior (-100 points for each incident)

Weekly Sectional Points (250 points per semester max)

Each section is expected to participate in weekly sectionals to master the literature and develop a unified quality of sound. Section leaders will be responsible for organizing these events outside of class. These activities should be, in conjunction with regular individual practice, homework. A student-led sectional must last a minimum of 30 minutes and may not last longer than 60 minutes. +25 points will be awarded for each event, regardless of sectional length. Only one sectional per week (Sunday through Saturday) is allowed and may not be made up or doubled in future weeks.

“You Choose” Points (300 points per semester max)

All students will have an opportunity to earn up to 300 points towards their semester grade in an a la' carte, “You Choose” fashion that best supports their musical ambitions.

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Grading System for the DHS Jazz Band

The grading system is a point-based system where students earn points regularly towards a quarter and semester grade. There is no averaging or carry over in this system, just adding point as a reward for appropriate learning activities and subtraction of points for inappropriate actions. Below is a list of how students earn grade, as divided by categories.

Weekly Participation Points (340 points per semester max)

Each student may earn points per week for appropriate participation in classroom activities. These behaviors are clearly delineated throughout the handbook. Likewise, students may lose these points for inappropriate behavior. Due to a change in the DHS Fall Semester ending date, the weekly participation points will reflect the different weeks in each semester.

Fall Semester, 2016

Fall Semester, August 26th through December 23rd, 2016 (17 weeks): 20 points per week

Spring Semester, 2016

Spring Semester, January 10th through June 2nd, 2017 (20 weeks): 17 points per week

Below is a brief list of the most common infractions.

- Not engaged in the class activities (e.g. doing homework for another class during rehearsal) (-25 per incident)
- Have unexcused absences from class or rehearsal (-50 points per incident)
- Have any tardies/forgotten instrument/forgotten music folder/gum chewing/no materials (-25 points each per event)
- Are disruptive or are dismissed from class due to inappropriate behavior (-100 points for each incident)

Weekly Sectional Points (250 points per semester max)

Each section is expected to participate in weekly sectionals to master the literature and develop a unified quality of sound. Section leaders will be responsible for organizing these events outside of class. These activities should be, in conjunction with regular individual practice, homework. A student-led sectional must last a minimum of 30 minutes and may not last longer than 60 minutes. +25 points will be awarded for each event, regardless of sectional length. Only one sectional per week (Sunday through Saturday) is allowed and may not be made up or doubled in future weeks.

Combo Weekly Assignments (250 points per semester max)

Each member of the Jazz Band will be assigned to a combo, with in class and out of class rehearsal times expected. Assignments will allow for a balanced instrumentation, appropriate playing levels, and provide musical growth and leadership opportunities. Mr. Slabaugh will assign literature for each ensemble and each combo is expected to perform at least one selection at each of the following performance events:

December 3rd, 2016: Delta Jazz Festival

December 12th OR 13th, 2016: Downtown Davis Combo Performances (TBA)

December 14th, 2016: Jazz Extravaganza

January 21st, 2017: Folsom Jazz Festival

February 19th, 2017: Applebee's Breakfast Fundraiser

March 4th & 5th, 2016: Coconut Grove

April 27th – 29th, 2017: Reno Jazz Festival

There is the possibility for more performances for combos at Mr. Slabaugh's discretion. More details about how these ensembles fit into the overall class schedule will be forthcoming.

*Special Note: Each combo will have assignments to complete and demonstrate to the class and/or Mr. Slabaugh. Points will be awarded for each completed assignment, with 250 total points divided by the total in-class combo assignments. Combos who do not perform at the aforementioned listed events will lose -150 points from their semester grade for each missed performance.

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“You Choose” Points (200 points per semester max)

All students will have an opportunity to earn up to 200 points towards their semester grade in an a la' carte, “You Choose” fashion that best supports their musical ambitions.

Grading System for the DHS Symphonic Band

The grading system is a point-based system where students earn points regularly towards a quarter and semester grade. There is no averaging or carry over in this system, just adding point as a reward for appropriate learning activities and subtraction of points for inappropriate actions. Below is a list of how students earn grade, as divided by categories.

Weekly Participation Points (500 points per semester max)

Each student may earn points per week for appropriate participation in classroom activities. These behaviors are clearly delineated in the aforementioned handbook. Likewise, students may lose these points for inappropriate behavior.

Due to a change in the DHS Fall Semester ending date, the weekly participation points will reflect the different weeks in each semester.

Fall Semester, August 26th through December 23rd, 2016 (17 weeks): 30 points per week

Spring Semester, January 10th through June 2nd, 2017 (20 weeks): 25 points per week

Below is a brief list of the most common infractions.

- Not engaged in the class activities (e.g. doing homework for another class during rehearsal) (-25 per incident)
- Have unexcused absences from class or rehearsal (-50 points per incident)
- Have any tardies/forgotten instrument/forgotten music folder/gum chewing/no materials (-25 points each per event)
- Are disruptive or are dismissed from class due to inappropriate behavior (-100 points for each incident)

** Special note: Members of the Symphonic Band are required to participate in chair placement auditions that will take place in early September. Satisfactory completion of the audition will result in +100 points towards your grade. If you do not show up for your audition time, do not submit a recording, or submit/perform an unsatisfactory audition (below 10 on the rubric) you will:*

- 1) lose -100 points from your Weekly Participation Grade.*
- 2) be placed at the bottom of your section.*
- 3) need to make special arrangements to submit the work late (you will receive +25 points for submitting a late audition).*

All Symphonic Band students are expected to complete a chair placement audition. This allows Mr. Slabaugh specific information to design an appropriate scope and sequence for the curriculum throughout the year.

Weekly Sectional Points (250 points per semester max)

Each section is expected to participate in weekly sectionals to master the literature and develop a unified quality of sound. Section leaders will be responsible for organizing these events outside of class. These activities should be, in conjunction with regular individual practice, homework. A student-led sectional must last a minimum of 30 minutes and may not last longer than 60 minutes. +25 points will be awarded for each event, regardless of sectional length. Only one sectional per week (Sunday through Saturday) is allowed and may not be made up or doubled in future weeks.

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“You Choose” Point Events – Most opportunities are available for all students in the DHS Band Program. Please contact Mr. Slabaugh if you have questions about whether a “You Choose” activity is acceptable for the ensemble you are enrolled.

Below is a list of a variety of ways to earn points.

- Attend both DJUSD Elementary Band Nights, September 12 & 13, 2016 = +50 points total
- Participate in Pep Band (Games and/or rehearsals) = +25 points per event
- Participate in Pep Band for the Homecoming Parade AND Homecoming Football Game = +75 points
- Arrange a piece for Pep Band (must have prior approval from Mr. Slabaugh) = +50 points
- Create an A/V project/background for each concert (must have prior approval from Mr. Slabaugh) = +50 points per event. A maximum of +100 points may be earned per semester.
- Submitting audition recording for All-State, Nor-Cal, or Cap Section Honor Bands = +50 points per event
- Represent DHS in the All-State, Nor-Cal, or Cap Section Honor Bands = +50 points per event
- Perform with an outside ensemble (with proof of participation) = +50 points per event. A maximum of +100 points may be earned per semester.
- Write a program note for concert and announce this note during the concert (must have prior approval from Mr. Slabaugh) = +50 points per program note. A maximum of +100 points may be earned per semester.
- Serve as a section leader in the Symphonic, Concert, or Jazz Bands. All student leaders are appointed by Mr. Slabaugh. = +100 points per semester
- Serve as a student leader for the DHS Band program (e.g. Student Pep Band Leaders, Pep Band Librarian, Road Crew Captain, Stage Crew Captain, or Challenge Master). All student leaders are appointed by Mr. Slabaugh. = +150 points per semester
- Participate as a member of the Road Crew (Concert set-up/tear-down and/or tour road crew) = +25 points per event/day
- Giving private lessons to elementary/junior high students with a letter from their parent (required) = +50 points per semester
- Challenging (or being challenged) – Symphonic Band ONLY = +25 points per event
- Participate as a Challenge Judge – Symphonic and Jazz Band ONLY = +20 points per event
- Complete a Concert Write-up (see aforementioned Concert Write-ups information) = +50 points per event. A maximum of +100 points may be earned per semester.
- Optional Events as announced by Mr. Slabaugh = variable +30 to +50 points per event

SPECIAL NOTE

All DHS Band classes are performance ensembles. As performances are the major outgrowth of engagement in this academic class, all students are expected to attend all performances. If you miss a required performance for an unexcused reason (e.g. Severe illness, death in the family, religious obligation, family emergency), **you will lose -500 points from your overall semester grade.** In every instance, please contact Mr. Slabaugh immediately via cell phone (916.806.2790) of the absence so he is able to make alternative arrangements. Opportunities to make up this

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absence will be provided on an as needed basis by Mr. Slabaugh, utilizing the aforementioned "You Choose" point earning opportunities.

Performances & Rehearsals

See enclosed schedule

Grading Scales

For Quarter Grade

462 and above = A
437 - 461 = A-
412 - 436 = B+
387 - 411 = B
362 - 386 = B-
337 - 361 = C+
312 - 336 = C
287 - 311 = C-
262 - 286 = D+
237 - 261 = D
212 - 236 = D-
211 and below = F

For Semester Grade

925 and above = A
875 - 924 = A-
825 - 874 = B+
775 - 824 = B
725 - 774 = B-
675 - 724 = C+
625 - 674 = C
575 - 624 = C-
525 - 574 = D+
475 - 524 = D
425 - 474 = D-
424 and below = F

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Example of Grading Rubric & Rubric Descriptions

Student Name/Number: _____ Due Date: _____
Performance Goal: _____

<i>The Instructor will mark the highest level achieved in each category.</i>				
CRITERIA				
5 = Advanced (above 90%)	90%		70-	60-
4 = Proficient Average (above 80%)	and	80-89%	79%	69%
3 = Emerging (above 70%)	above			
2 = Basic (above 60%)				
1 = Below Basic (below 59%)	4	3	2	1
Tone Quality				
Intonation				
Technique				
Rhythmic Accuracy				
Interpretation				

Comments (Instructor Response): _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Total Score:</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Grading Key</td> </tr> <tr> <td style="padding: 5px;">17 - 20 A</td> </tr> <tr> <td style="padding: 5px;">14 - 16 B</td> </tr> <tr> <td style="padding: 5px;">10 - 13 C</td> </tr> <tr> <td style="padding: 5px;">10 and below Unsatisfactory</td> </tr> </table>	Total Score:	Grading Key	17 - 20 A	14 - 16 B	10 - 13 C	10 and below Unsatisfactory
Total Score:							
Grading Key							
17 - 20 A							
14 - 16 B							
10 - 13 C							
10 and below Unsatisfactory							

<p><u>Tone Quality</u></p> <p>Level 4: The performance of the piece is consistently strong with regards to control, projection, vibrato (where appropriate), and posture. (Outstanding)</p> <p>Level 3: Most of the performance of the piece is strong with regards to control, projection, vibrato (where appropriate), and posture. (Satisfactory)</p> <p>Level 2: Some of the performance of the piece demonstrates control, projection, vibrato (where appropriate), and posture. (Needs Improvement)</p> <p>Level 1: The performance of the piece demonstrates poor control, projection, vibrato (where appropriate), and posture. (Unsatisfactory)</p>

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Intonation

Level 4: The performance of the piece is consistently in tune and the performer demonstrates superior knowledge of the instrument's intonation tendencies and discrepancies. **(Outstanding)**

Level 3: Most of the performance of the piece is in tune and the performer demonstrates above average knowledge of the instrument's intonation tendencies and discrepancies. **(Satisfactory)**

Level 2: Some of the performance of the piece is in tune and the performer demonstrates average knowledge of the instrument's intonation tendencies and discrepancies. **(Needs Improvement)**

Level 1: Much of the performance of the piece is out of tune and the performer demonstrates little knowledge of the instrument's intonation tendencies and discrepancies. **(Unsatisfactory)**

Technique

Level 4: The performance of the piece consistently demonstrates proper fingerings, articulation, and technical precision. **(Outstanding)**

Level 3: Most of the performance of the piece consistently demonstrates proper fingerings, articulation, and technical precision. **(Satisfactory)**

Level 2: Some of the performance of the piece consistently demonstrates proper fingerings, articulation, and technical precision. **(Needs Improvement)**

Level 1: Little or none of the performance of the piece consistently demonstrates proper fingerings, articulation, and technical precision. **(Unsatisfactory)**

Rhythmic Accuracy

Level 4: The student confidently performs all pitches and rhythms correctly. **(Outstanding)**

Level 3: The student performs most of the pitches and rhythms correctly with few errors and tracks well in musical score. **(Satisfactory)**

Level 2: The student performs many of the pitches and rhythms are incorrectly, but tracks well in musical score. **(Needs Improvement)**

Level 1: The student performs most pitches and rhythms incorrectly and is not able to track within musical score. **(Unsatisfactory)**

Interpretation

Level 4: The performance of the piece is beautifully executed with both appropriate style and interpretation, with appropriate dynamics, phrasings, and articulation to support the interpretation. **(Outstanding)**

Level 3: Most of the piece is performed using correct style and interpretation, and most of the articulation signs are observed. Most phrases are performed correctly to support the interpretation. **(Satisfactory)**

Level 2: Some parts of the piece are performed using both style and interpretation. Some dynamics are observed. Some articulation is performed. Some phrases are complete and musically accurate to support the interpretation. **(Needs Improvement)**

Level 1: The style and interpretation of the piece is not executed during performance. No dynamics. No use of articulation. Most phrases are performed incorrectly. **(Unsatisfactory)**