

Henry M. Jackson High School

Band Program

Student & Parent

Handbook

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<https://jhsmusicartsboosters.com/>

Program Description & Opportunities

The JHS Band Program is dedicated to providing an extraordinary music education for all students within our community.

The Henry M. Jackson High School Band Program includes a variety of performing ensembles. Ensemble opportunities include Jazz Bands, Percussion Ensemble, Drumline, Concert Band, Symphonic Band, Wind Ensemble and Honors Wind Ensemble. Many students participate in Solo and Ensemble Festival in February, and various auditioned honor bands throughout the year.

Serving over 150 students, the JHS Band Program aims to equip students for success at the collegiate level musically, socially, and academically. Through music, students learn and develop traits that are essential for a well-rounded life full of depth and meaning. Band students are held to a high standard. The JHS Band Program is a safe place that fosters individual growth, which strengthens group performances.

Band is Performance-Based

- Daily class rehearsals prepare us for our performances
- Students are required to attend all band performances for their class
- Please try to plan ahead to avoid scheduling conflicts
 - Orthodontist
 - Vacations
 - Etc.
- Performance dates are posted on the band website, Canvas and in the syllabus.

Additional Band Opportunities

- ❖ Pep Band
- ❖ Private Lessons
 - Students who need extra help
 - Students who would like more of a challenge
 - Students who want to do solo contests
 - Students who hope to audition for honor bands or college scholarships
- ❖ Honor Bands
 - All-State/All-NW
 - WIBC
 - PLU
- ❖ Solo & Ensemble Contest
 - Small groups
 - Solos

Program Flow Chart

CONCERT BAND → SYMPHONIC BAND → WIND ENSEMBLE → HONORS WIND ENSEMBLE

Percussionists sign-up for Percussion Ensemble/Drumline

JAZZ BAND 2 → JAZZ BAND 1

Optional: Pep Band (Football/Basketball/other events)

Students will be moved to the next level of ensemble based on ability, daily learning targets, jury assessment, etc.

JURY ASSESSMENT:

Why:

Individual student achievement and accountability is an essential part of music education. While we are all part of a team and ultimately perform together, individual musical skills contribute to the success of the ensemble. The ability to receive feedback and criticism is a crucial aspect of being a musician. The student who takes this feedback/criticism, reflects and practices with purpose, will find much improvement in their musicianship and musical skills. The jury assessment will also serve as each student's "audition" for next year's bands.

How:

You will record yourself playing the jury music (each one as a separate file) and place the recordings in the Canvas assignment to be graded.

Grading:

- Each element of the jury will be scored separately in the EPS Gradebook
- Earning a passing grade for class is different than passing a level, consistent high performances in each category are required to pass a level.
 - Rubrics for each element are available on the next couple of pages
 - Use these rubrics to guide your practicing and as a way to keep track of your progress
 - Your goal is to pass each level by the time you graduate! If you do not pass a level, you will simply repeat the content again next year and continue to try to improve.

Daily Learning Targets

JHS Band Student Daily Self-Check – Daily Learning Targets

Students: evaluate your own progress daily. Where are you today, where would you like to be?

“I can...”

	GENERAL	BASIC	ADVANCED	EXEMPLARY
1	Attendance	Attend rehearsal regularly	Be on time & prepared	Be early & engaged
2	Resources	Have necessary resources	Use resources regularly	Share resources
3	Listening	Pay attention in rehearsal	Engage in active listening	Listen and act on learning
4	Personal Space	Put away distractions	Organize my space for learning	Set up for ultimate success
5	Facilities	Clean up after myself	Clean up after myself & others	Improve facilities

	TECHNICAL	BASIC	ADVANCED	EXEMPLARY
1	Posture	Sit up straight, feet on floor	Sit on front of chair, straight back	Be consistently advanced
2	Hand Position	Hold my instrument correctly	Bring my instrument to me	Be consistently advanced
3	Embouchure	Use correct embouchure	Use a supportive & stable embouchure	Be consistently advanced
4	Breathing	Breathe evenly & deeply	Do daily breathing exercises	Pay constant attention to breath
5	Fingerings	Use my fingering chart	Know the full range of fingerings	Know and use alternates

	MUSICAL	BASIC	ADVANCED	EXEMPLARY
1	Tone	Use a steady/even/resonant tone	Use a characteristic/controlled tone	Use a focused/consistent/open
2	Pitch	Be accurate and check tuning	Play correct notes and adjust quickly	Play correct notes, in tune
3	Rhythm	Be accurate and in time	Be rhythmically consistent	Sight read accurately
4	Time	Perform the accurate tempo	Consistently perform correct tempos	Adjust my time & lead
5	Articulation	Be accurate with articulation	Use clear and distinct articulation	Be consistently clear & distinct
6	Dynamics	Follow written dynamics	Listen & adjust to the ensemble	Prioritize balance & musicality
7	Expression	Follow the phrase direction	Interpret phrase direction	Performs expressively daily

	ENSEMBLE	BASIC	ADVANCED	EXEMPLARY
1	Balance	Balances within section	Balances within ensemble	Balances within music
2	Blend	Matches tone of section	Matches timbre between sections	Matches within music
3	Intonation	Adjusts with tuner & unisons	Adjusts within chords & intervals	Constant checking & adjusting
4	Time	Stays with ensemble	Subdivides & stays in the groove	Consistently in the groove

Musician Professionalism

Listed below are the ideal dispositions from the National Association for Music Education (NAfME) for all students to possess throughout their musical career in education.

Collaboration	Working with others to perform a task and to achieve shared goals.
Flexibility	Demonstrating the ability to see multiple perspectives and monitor and adjust work based on differing conditions.
Goal Setting	Establishing specific and timely goals for completion of work.
Inquisitiveness	Having curiosity and drive to learn more about known and unknown strategies, techniques, concepts, ideas and phenomena.
Openness and respect for the ideas and work of others	Listening with understanding and empathy to others expressing differing ideas and/or cultural backgrounds.
Responsible Risk Taking	Willing to chance making mistakes while tackling challenging problems that do not have easy, obvious or conventional solutions – seeing these challenges as opportunities for learning rather than potentials for failure.
Self-Reflection	Applying self-knowledge and objective evaluation to personal work through questioning and introspection.
Self-Discipline and Perseverance	Demonstrating independence and self-motivation, managing impulsivity, and being comfortable with delayed gratification as they strive for excellence.

Although band is a group activity, each individual student is an integral and valued musician in the full ensemble.

It is important that students understand the essential qualities of being a good ensemble member, and to strive for excellence in the following areas:

- Punctuality/Reliability
- Preparedness/Accountability
- Respect/Collaboration

In addition, student musicians will learn about the Ideal Student Musician Dispositions from the National Association for Music Education.

Daily Musician Professionalism:

Punctual/Reliable	Prepared/Accountable	Respect/Collaboration
<ul style="list-style-type: none">- On time- Consistent Work Ethic- Growth Mindset	<ul style="list-style-type: none">- Practiced- Functional Instrument- Correct Materials	<ul style="list-style-type: none">- Self- Peers- Directors/Guest Artists- Equipment/Supplies

Assessment Categories

Types of Assessments:

IN CLASS	CANVAS	ASSESSMENT JURIES
<ul style="list-style-type: none">- Music Excerpts- Scale/Rhythm Tests- Daily Observation	<ul style="list-style-type: none">- Scale/Rhythm Tests- Music Excerpts- Reflection Assignments	<ul style="list-style-type: none">- Individual Recordings

Wind Instruments:

TONE	TIME	ACCURACY	EXPRESSION
<ul style="list-style-type: none">- Characteristic Sound- Open & Clear- Resonant- Consistent	<ul style="list-style-type: none">- Rhythm- Tempo- Consistency- Groove	<ul style="list-style-type: none">- Pitch- Rhythm- Articulation- Posture	<ul style="list-style-type: none">- Nuance- Style- Dynamics- Time

Percussion:

ACCURACY	TIME	EXPRESSION
<ul style="list-style-type: none">- Rhythm- Sticking- Grip- Pitch	<ul style="list-style-type: none">- Rhythm- Tempo- Consistent- Groove	<ul style="list-style-type: none">- Nuance- Style- Dynamics- Time

Student Materials for Class

Students will need the following every day for class:

- 1) Instrument
- 2) Pencil
- 3) (Optional) Tuner with contact microphone
- 4) Music

Instruments may be personal, rented from a music store or may be rented from JHS while we have enough. Please See Mr. Lundquist if you need a school instrument.

JHS charges a one-time fee of \$120 for each school year for instrument rentals, to help pay for the cost of maintenance and repair. Students who need help with rental fee costs, please contact Mr. Lundquist.

Concert Attire & Attendance Requirements

We work hard to prepare music for our performances.
It is important that we present our hard work in a professional manner.

Every Student Must Wear:

- Dress Black Slacks (not leggings, not jeans, not sweats), Black Dress Shoes, Black Socks
- Black Button-up dress shirt with black tie (not bow tie)
- OR
- Black Shirt/Cardigan combination (at least $\frac{3}{4}$ length sleeves)

This required attire is called "Concert Black."



Band is a performance-based academic class. Daily class rehearsals are structured to prepare for upcoming performances. Each band is a team that relies on every individual player to be present.

- We do not "bench" players in a band, every student is essential to our success. Band is a year-long commitment, each event & performance has been scheduled in advance to allow for ample planning time by students and families.
- Students who are involved in extracurricular activities and athletics are expected to communicate our band performance dates in advance with their advisors/coaches.
- Exceptions to missing concerts will be considered on a case by case basis.
- Students who work during the school year are expected to communicate our band performance dates in advance to their employers.
- Parents are expected to consider our band performance dates when scheduling orthodontic procedures, doctors appointments, etc. The week of a band performance may not be the best time for a student to miss rehearsals to get their braces tightened or wisdom teeth extracted.
- Our top performance ensembles (Jazz Band I and Honors Wind Ensemble) are no different from varsity sports. Students and parents need to commit to every performance. In a given sports season athletes may have 10-12 games, the band "season" is all year with our performances spread out.

Parents: The importance of your support for you child's music education cannot be underestimated. The process of creating and performing cannot be duplicated anywhere in education, the only thing that may be more important is YOUR involvement in your child's music.

- We can rationalize our excuses as parents for our absences from concerts, but it will not change the fact that parents are the most important audience members at our performances.
- Whether or not you value music, or like/dislike the music we perform does not change the fact that your child has chosen to invest a lot of time and hard work into their music. Consequently, you validate their choice by supporting them in participation.
- Attending concerts is the best way to show that you value your child's music education and the work they have put into our performance.
- Our time with our children is limited, once they are in college we may not have opportunities to watch them perform, see them on stage or clap for them from the audience. These four years will go fast, please take the time to support your child's music education and attend their performances.

Band Boosters

Fundraising:

- Mattress Sale, Butter Braids
- Other Fundraisers

Supporting Events:

- Concerts
- Possession Sound Jazz Festival (formerly Mill Creek Jazz Festival)
- Community Events

Scholarships/Guest Musicians:

- Band Trip Fees
- Honor Band Fees
- Solo & Ensemble Fees
- Guest Musician performances, clinics and coaching

Contact Information

Communication is key to sustaining and supporting a successful band program. Please take advantage of these resources for staying in touch with our band program. Students will automatically be added to our Canvas classrooms and parents are encouraged to check-in on Canvas as well.

Band/Teacher Website

<https://www.everettsd.org/Page/29901>

Contact Mr. Lundquist

mlundquist@everettsd.org

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<https://jhsmusicartsboosters.com/>