



Edwardsville High School Band Handbook

2023-2024

TABLE OF CONTENTS

Instrumental Music Philosophy	3
Parent Support	4
Band Boosters	4
General Band Information	
Requirements of Band Students	5
Band Point System	6
Faculty Aides	7
Fund Raisers	7
Lost and Damaged Property of EHS Band	7
Academic Requirements	
Grading System	8
Percentage Weights per Semester	9
Rules Governing Absences	10
Rotating Sectional Lessons	11
Curricular Ensembles	
Marching Band	12
Band Camp	12
Squad Leaders	13
Marching Percussion	13
Fall Color Guard	13
Drum Majors	14
General Performance Procedures	14
Alternates and Challenges (Marching Band)	15
Symphonic Band	16
Concert Band	16
Pep Band	16
Audition Procedures	16
Spell Downs	16
Challenge System	17
Extracurricular Ensembles	
Jazz Band	17
Pit Orchestra	17
Winter Guard	18
Sax Ensemble, Flute Choir, and Brass Ensemble	18
Honor Ensembles and Festivals	
ILMEA All District	18
ILMEA All State	18
Bi-State	19
IHSA Solo and Ensemble	19
MPS (Music Performance Seminar)	20
MPS grading system	21
Senior Seminar	22
Senior Seminar grading system	23
Instruction Books	24
Contact and Website Information	25

DISTRICT 7 INSTRUMENTAL MUSIC PHILOSOPHY

Through music, drama, dance and the visual arts, Fine Arts is a unique means of communication and creative expression and is fundamental to the physical, cognitive, and social-emotional development of students.

It is the mission of District 7's Fine Arts curriculum to provide students with sequential participation in the fine arts consistent with the Illinois Learning Standards. The Fine Arts curriculum provides a balance to help develop the whole intellect and contributes to the promotion and integration of concepts common to other academic areas. It also provides additional opportunities for students who are particularly interested in the arts.

Through participation in District 7's Fine arts curriculum, students will be able to:

- ❖ Understand sensory elements, organizational principles and expressive qualities;
- ❖ Understand the similarities, distinctions and connections in and among the arts;
- ❖ Understand processes, traditional tools and modern technologies used in the arts;
- ❖ Apply skills and knowledge necessary to create and perform in one or more of the arts;
- ❖ Analyze how the arts function, shape and reflect history, society and everyday life.

As a result of each student's participation in District 7's Fine Arts curriculum, all students will develop a lifelong involvement, appreciation and joy of the arts.

PARENT SUPPORT

An essential ingredient in any successful public school music program is PARENTAL SUPPORT. It is just as important, if not more so, at the secondary level, as it is at the previous levels.

BAND BOOSTERS

The major purpose of the Band Booster organization is to act as a support group for the program. The Boosters help with purchases of equipment, materials, and services not ordinarily covered by the school district. Membership is open to anyone who wants to participate. Volunteer's help is needed all throughout the year at various fundraisers, and contests.

The group holds five major meetings per year in September, November, January, March, and May at 7:00pm in the high school band room. Please consult your band calendar for the exact dates.

GENERAL BAND INFORMATION

REQUIREMENTS OF BAND STUDENTS

1. Be responsible for music provided. Music lost or returned in unsuitable condition must be paid for at the students or parents expense.
2. Obtain a folding music stand for use at home practice.
3. Obtain the use of a instrument [buy, borrow, rent]. The school, at a very nominal rental fee, furnishes some larger instruments.
4. Obtain a tuner and metronome (or tuner/metronome combo) for a nominal price to use at home and at school during practice sessions, or utilize the online metronome which can be found on the band website.
5. Care for the instrument in a satisfactory manner by keeping it clean, properly lubricated, adjusted, and equipped. The student and parents must pay for damage and excessive wear to a school instrument if the damage or wear is contributed because of improper care.
6. Furnish other necessary equipment such as reeds, straps, flip folders, oil, mutes, etc., as needed, depending upon the instrument.
7. Take part in all public performances [see rules governing absences].
8. Attend all scheduled sectionals, rehearsals, and performances.
9. Practice at least 30 minutes per day. Students playing larger instruments, who find transportation inconvenient or impossible, should make up home practice regularly at school.
10. Furnish certain articles of the uniform [marching shoes, black socks, etc].

BAND POINT SYSTEM

Point totals will differ in relation to the number of performances and other functions of each group each year. A student receives points for participating in the following activities. Their point total will be calculated to determine if the criteria is met to receive a Varsity Letter, Bar, or Instrument Pin.

Students are responsible for submitting the online form to calculate points earned. Failure to submit the form according to director guideline may result in points not counting. Letter points are cumulative, and *points must be submitted the year they are earned.*

POINTS EARNED:

Activity

Points can be earned by participating in the following activities for example:

All-District Auditions, All-District Band Participant, All-State Participant, Bi-State Festival, Color Guard Member, IHSA Contest – Ensemble [per ensemble , maximum of 2], IHSA Contest - Solo [per solo, maximum of 2], Craft Fair [per extra shift worked, max 5], Drum Major, Flute Choir, Sax Ensemble, Jazz Band, Percussion Ensemble, Piano Accompanist, Pit Orchestra, Private Lessons [per semester], Winter Guard, Pep band [per extra game played] , and other activities as determined by the director

Points needed for a Letter, Bar, Star, and Pin (winds and percussion):

Varsity Letter	200
Bar	350
Star	475
Music Pin	600

Points needed for a Letter, Bar, or Star (Guard)

Varsity Letter	200
Bar	300
Star	400

Students receive awards in the order of qualification. Students must receive a Letter to qualify for a Bar. They must have received a Letter and a Bar in order to qualify for the Star.

FACULTY AIDES

Student faculty aides are drawn from band students who are enrolled in study hall. Students are given the option to come to the band room each day instead of attending study hall. These students assist with the daily running of the band program, where appropriate.

FUND RAISERS

The band typically has three to four student fundraisers each year. The profits from these fundraisers are recorded and placed in each individual student's account. This account accumulates until the student uses the money towards the cost of a band trip or other band/music-related expenses. If the student does not use all of the money in his/her account before leaving the band program, the remaining money will be transferred into the band's general activity account.

LOST OR DAMAGED EQUIPMENT OR SUPPLIES

Students should take care of all band equipment and music. Instruments or uniforms that are damaged due to student misuse or negligence will be repaired at the student's/parents expense. Any lost pieces of an instrument or uniform will also be charge to the student/parents for replacement. The typical charge for lost or damaged music is \$3.00.

ACADEMIC REQUIREMENTS

GRADING SYSTEM

This informational page is an effort to clarify the band grading system used at the high school. Since the term “band” indicates much more than simply playing a music instrument [includes membership in a large, performance-oriented organization] an effort has been made to categorize the most important aspects of being a part of this program. Percentages have been assigned to the major aspects of the program to indicate their relative importance, which collectively contributes to the whole- that is, being a contributing member of a musical organization. These major categories aid in determining the grades for the course.

1. Musicianship
 - A. Improvement
 1. Comparison to self
 2. Comparison to others
 3. Comparison to group
 4. Comparison to standard improvement expectations
 - B. Skills
 1. Musical Interpretation
 2. Tone
 3. Rhythm
 4. Technique
 5. Intonation
 6. Articulation
 7. Sight-reading
 8. Sectional assignments
 9. Performance materials
 10. Assigned scales
2. Participation
 - A. Performance Attendance
 1. Concerts
 2. Home Football Games
 3. Basketball Games (pep Band)
 4. Parades
 5. Marching Band Contests
 6. Large Ensemble Contests
 - B. Dress Rehearsals
 1. For Concerts
 2. For Marching Band
 - C. Sectionals [see page 11 for explanation]
3. Grading Scale
 - A = 90-100
 - B = 80-89
 - C = 70-79
 - D = 60-69
 - F = 59 and lower

PERCENTAGE WEIGHTS PER SEMESTER

1st Semester Coursework:

Concert/Symphonic Auditions	5%
Sectional Assignments	30%
Class Participation	15%
Performances	<u>50%</u>
	100%

1st Semester:

1st Semester Coursework	80%
Semester Final	<u>20%</u>
	100%

2nd Semester Coursework:

Sectional Assignments	30%
Performances	50%
Class Participation	<u>20%</u>
	100%

2nd Semester:

2nd Semester Coursework	80%
Semester Final	<u>20%</u>
	100%

RULES GOVERNING ABSENCES AT PERFORMANCES AND REHEARSALS

Every individual in an instrumental ensemble is important to the group. An absence within a section interferes with the balance and dynamics, leaves a space in the drill/formation, and causes numerous other problems that negatively affect performance situations. In our ensembles, others depend on the individual to carry the part he/she has mastered in practice. A good performance is dependent upon attendance of the entire unit.

When a member is aware of an upcoming absence from a performance or a scheduled after-school rehearsal, he/she must fill out the absence form on the bands website at least three weeks prior to the absence. This does not mean the absence will be considered excused; it just keeps the line of communications open. All absence forms submitted will be reviewed by the directors and will be decided upon on a case by case basis. In some cases, we will try to work out the best possible solution to the conflict, while minimizing the amount of rehearsal/performance time missed. In case of an absolute emergency, a written excuse from the student's parents or guardians should be rendered upon the student's next school attendance day or rehearsal.

The reasons for requiring absences to be completed with the Online form?

1. To keep the home-school line of communications open.
2. Parents know when their child has missed or skipped an event.
3. Directors have lasting records of absences and excuses directly from home, which are kept on file for the year.

Failure to submit a written excuse for an absence will result in the absence being considered unexcused. An excused absence will be granted in the case of serious illness on the part of the student or death in the immediate family. Other situations such as a serious emergency or situation may arise that could be termed excused and will be handled individually. All other absences will be considered unexcused.

When a student misses a Concert Performance for an excusable reason, the student will be expected to complete an alternate assignment. This alternate assignment will serve as that student's Concert Participation Credit. A typical alternate assignment may be a 4-5 page paper typed about a piece or composer of the directors choosing.

A public performance by the band, or any similar organization, is part of their regular class work; similar to vocabulary tests in an English class. Band is not a required subject; therefore, when a student elects to accept all the advantages of band, he/she is also accepting the obligations and responsibility.

Students are expected to be present for the entirety of the bands performances at concerts and contests. Leaving before the end of a concert is poor concert etiquette, something that we strive to instill as a positive experience for all students and parents. If a student leaves a concert performance prior to the conclusion of the concert, the maximum grade the student can receive for that concert grade will be a 50%.

ROTATING SECTIONAL – LESSONS

Behind every outstanding successful program there are well-planned, well-thought out determinants. One of the prime factors influencing the program is the rotating sectionals (small group lessons). Sectionals allow students to receive instruction in a small group setting once each week and at home through the use of MusicFirst (MusicFirst is a required part of the curriculum). The scheduled sectional rotates each week so students are not missing the same class more than once every five to six weeks.

Procedure

1. The student receives the sectional schedule and marks all of their lesson times.
2. The day preceding the lesson, the student informs the classroom teacher of the upcoming sectional [some teachers prefer to handle this differently-be flexible].
3. On the day of the lesson, the student goes to the classroom teacher first, turns in any assignments, gets the new assignment and then reports to the band room for their sectional.
4. Students must be sure to attend their scheduled time on the sectional schedule.

Suggestions

1. Remind others in your group of sectional dates and periods.
2. Find a friend in your regular class who takes clear, concise notes from whom you can get information concerning what material you missed.

MusicFirst Sectional Procedures

1. Students will play between 10-20 sectional assignments per semester which are assigned by the Band Directors. Some of the assignments are permissible for students to submit through MusicFirst from a home computer. Some assignments students will need to attend a sectional during the school day (These are called “in person” sectionals).
2. During every semester, the Directors will select **at least** two assignments students will need to complete as an “in person sectional in the band room. Students will not be able to “submit” that sectional for grading until they have attended this sectional with the Directors. Once the Director has assessed the student’s progress and playing mechanics, the Director will assign the student their grade for that sectional assignment. “In Person” sectionals allow Directors to see and assess all aspects of the students playing (ie- posture, embouchure, care of reeds, mouthpiece placement, etc)
3. These required “in-person” sectionals will be announced to students at the beginning of each semester. Students will also have notification of the exact assignment through MusicFirst in the “instructions” box.
4. N.O. Nelson students will have the option to play all of their MusicFirst sectionals at home when the directors have a 4th hour Prep. On occasion the directors will ask to see N.O. Nelson students during their prep period to address musical issues. N.O. Nelson students are the only students that will be granted authorization to play all sectionals through MusicFirst, all other students must attend the in-person sectionals scheduled by the directors, and will need to complete them before the assignment removal date.

Missing a Sectional

At times, there are projects, tests, labs, quizzes, and etc. happening in a classroom that is difficult to make up at a later date. When those occasions arise, first let your Director know of the conflict, then plan on attending the “Make-Up” Sectional Period which is a designated period once each rotation for students that need to play missed assignments. Students are not allowed to attend sectionals of other instrument groups.

Grading

Sectionals are critical to the success of the group. Sectionals are one of a few times Directors have an opportunity to hear students play individually, correct individual errors, fix incorrect playing problems, and provide an accurate assessment of the students ability.

Sectionals are expected to be played on time, or before, the assignment is due in MusicFirst. **Students will have up to one week to make up the assignment.** One week after an assignment’s due date, the assignment is automatically removed from MusicFirst. Once an assignment is over one week late, it becomes ineligible to be played and the final grade for that sectional assignment becomes a zero. The last day to play a sectional for a grade will be the last day and period noted on the sectional schedule. Any assignment not played by the last assigned sectional/late submission date will not be eligible for credit towards a student’s grade. Students are expected to play their assignments on time. Sectional Assignments are worth 35 points. Assignments which are submitted late will receive a 3 point deduction from the student’s assessed grade for the given assignment.

CURRICULAR ENSEMBLES

MARCHING BAND

All band members are required to be in the Marching Band. Varsity football players, varsity cheerleaders, managers, Pom Poms members and those with medical exemptions do not always perform in half-time shows. Depending on the circumstances, many of these individuals are able to participate in some fashion.

The marching band season begins with summer rehearsals and a two-week camp held within the school district. Once school begins, marching band meets during the regularly scheduled class period. Additional marching band practices are scheduled once or twice a week in the evening from 6:00 – 8:30 pm. These rehearsals are required for all marching band members.

The Marching Band traditionally performs at all home football games and local parades. The band also competes in four to six Marching Band Competitions. The Marching Band Contests are held on Saturdays in August, September, and October.

1. BAND CAMP

In preparation for the marching band season the band will hold rehearsals throughout the summer, culminating with a two-week intensive camp and an exhibition performance for the band parents on the Friday evening of the second week of camp. The basic goal of the camp is to learn the music and drill for the field show. Camp is very crucial to the success of the marching band season. Attendance at camp is vitally important and has a large bearing on the camp’s

success. Lack of attendance at camp does not affect the student's grade but will have an impact on the student's standing within the ensemble. See the section regarding marching band substitutes and challenges for more details.

2. SECTION LEADERS

Section Leaders are student leaders within the Marching Band. Their purpose is to provide positive motivation, Director Assistance, and serve as mentors for the other band students. When Squad Leaders are chosen, they are selected based on an interview process with the following items taken into consideration:

1. Attendance
2. Attitude
3. Work Ethic
4. Dependability
5. Instrument Skills
6. Leadership Skills

3. MARCHING BAND PERCUSSION

The marching percussion section is the rhythmic backbone of a marching ensemble. A strong sense of rhythmic comprehension and pulse are needed in order to be successful as a percussion member. In order to audition for the Percussion Section, the student is required to have studied percussion in the past for a minimum of one year. We do not start beginning level percussionists at the high school level, therefore, incoming 8th graders must be a member of their respective schools percussion section already.

Students will audition in the spring and will be placed on an instrument best suited to their ability and how they can best benefit the percussion section. The audition is a required part of being in band for all incoming and returning members. Students that do not attend auditions or do not reschedule an audition before the actual audition dates will automatically become alternates for the ensemble for the upcoming season. During the marching season, the percussion section may rehearse separately from the band.

4. Fall Color Guard

The Fall Color Guard is a vital part of the Marching Band and provide visual enhancement to the music performed. The auditions for fall guard are held during the Second Semester of the previous school year. Anyone interested must be able to attend after-school or evening rehearsals. The audition will cover basic skills and material taught during the training sessions. The number of students selected into the guard varies based on ability and desired numbers for the field.

The audition is a required part of being in fall color guard for all incoming and returning members. If a student is selected to participate in the fall color guard, they must enroll in the band class for the first semester to be eligible to participate. During the marching season, the Color Guard may rehearse separately from the band.

Only students that are not currently enrolled in 'band' may audition for the Fall Color Guard. For example, a student is in 8th grade band at the middle schools and plays the clarinet, that student is not eligible to 'quit' their wind instrument to then join guard. Wind players are an integral part of the band and need to stay on their wind or percussion instruments in order to bring about the success of the program. However, those interested in guard that play a band instrument will have every opportunity to audition for the indoor winter guard, which is an extra-curricular ensemble. Students will audition in the spring for participation in the fall color guard program.

5. DRUM MAJORS

The Drum Major position is a position of high degree of responsibility. These individuals are Student Directors and have the responsibility of conducting the marching band at performances. Drum majors have a large impact on the success of the entire program as the marching season often sets the tone for the rest of the school year. During the Second Semester, there will be an announcement concerning Drum Major auditions. Anyone who is enrolled in the High School Band Program is eligible to audition. Students who served as a Drum Major the previous year and would like to be retained as a Drum Major for the next Marching Band Season must also audition.

The first phase is an interview with the Directors and graduating Drum Major(s). No more than six students will be selected and trained for the audition. Those selected will need to attend **all** after-school training sessions in order to prepare themselves to audition. Included in the audition are evaluations of their marching and maneuvering skills, ability to give instruction, vocal commands, whistle commands, strut, salute, and conducting of a prepared selection. The number of Drum Majors selected will be determined by the quality of the students who auditioned and the size of the marching band.

6. GENERAL PERFORMANCE PROCEDURES

All marching band performances require students to be dropped off and to be picked up at Edwardsville High School. Transportation will be provided by the school for travel to and from the Marching Band Competition site. Schedules for competitions will be posted on the website during the week of the scheduled performance.

For football games, band members are to be at school by the designated time. Members will change into their uniforms at the high school. After the game students are returned to the high school where uniforms are checked in and equipment stored. These major investments must be properly cared for.

Students should arrive for ALL performances dressed in their show shirts. They are also required to have black socks and the MTX marching band shoes. Uniforms are worn over the t-shirts (keep in mind that dressing for contests takes place in parking lots, on busses, and preparation fields). Students are responsible for proper care of uniforms and their equipment.

7. ALTERNATES AND CHALLENGES (MARCHING BAND)

An alternate is an active member of the Marching Band. He/she is expected to march pre-games and parades. He/she is required to be at all performances, in uniform, whether actively involved in the actual performance or not. He/she will be given a support job necessary to the successful completion of the performance at hand. The Alternate will also perform for some home football games throughout the season.

A person may be designated as an alternate for one of the following reasons:

1. Limited number of drill positions available
2. Lack of attendance at the summer marching camps
3. Unexcused absence at a rehearsal or performance during the season
4. Disciplinary problems
5. Problems with music performance skills
6. Problems with drill execution skills
7. Absent during placement auditions (percussion / guard)

An alternate may earn a position in the field competition show in the ways listed below.

1. Replacing a person who for one of the above-mentioned reasons was given a substitute status [directors' discretion].
2. Challenge – After demonstrating a satisfactory level of proficiency in basic drill techniques, music proficiency, and continued evidence of a healthy, cooperative attitude toward the organization as an Alternate. The Alternate may tender a challenge using the following procedures.
 - a. The Alternate informs the director of desire to challenge.
 - b. The director will inform the student being challenged.
 - c. The challenger will march behind (shadow) the challengee for three daily rehearsals after which the director will determine the field show proficiency.
 - d. The field show music must be performed from memory.
 - e. If a challenger loses, he/she may re-challenge after waiting a period of one week.
 - f. If a challenger wins, the challengee may re-challenge immediately using the same procedures outlined above.

SYMPHONIC BAND

The Symphonic Band is designed for experienced instrumental students who have mastered fundamental techniques and have proven themselves to be advanced in musical abilities and maturity. Symphonic Band members are challenged with the finest and most demanding band literature of varying styles commensurate with the ability level of the group. Students are required to perform at all scheduled concerts, are members of the marching band, and must attend rotating sectionals. Opportunities and materials are available for participation in IHSA solo and ensemble contest, Illinois Music Educators Association's All District and All State Festivals, and the Bi-State Music Festival. Auditions are given for placement within the band.

CONCERT BAND

The Concert Band is a performance group which emphasizes fundamentals basic to correct instrumental technique. Students will be required to perform in all concerts, will be part of the marching band, and must also attend rotating sectionals. Beginners at the high school level may participate and will be included as a part of this group. Opportunities and materials are available for participation in IHSA solo and ensemble contest, Illinois Music Educators Association's All District and All State Festivals, and the Bi-State Music Festival. Auditions are given for placement within the band.

PEP BAND

The band will be divided into two performing groups. Each group will perform at all home boy's basketball games as well as some girl's basketball games. If a student is unable to attend an assigned game, he/she is required to notify the Director, find a student from the other pep band to substitute with them, and perform at a scheduled game for person he/she substituted with.

INDOOR BAND AUDITION SYSTEM

Auditions are individual evaluated critiques of prepared material involving the entire band, resulting in seating and band placement by ability level.

Audition material is selected from instruction books and are based on the ILMEA audition materials. In addition, students will perform a sight-reading example. All materials (except the sight-reading) will be reviewed in sectionals prior to auditions. Auditions are held at the end of October/early November.

INDOOR BAND SPELLDOWN SYSTEM

SPELLDOWN: An evaluated critique of prepared material, involving the entire section within a specific band, resulting in seating placement by ability level within that band.

A spelldown may be exercised by the director to enable an entire section to alter its chair placement at any time.

INDOOR BAND CHALLENGE SYSTEM

CHALLENGE: A competition between two or more members who play the same instrument for seating placement within the section.

1. One can only challenge the person immediately seated ahead.
2. The challenge is only official after it is confirmed with the band director who is to hear the challenge.
3. The person challenging must tell the person being challenged before registering the challenge with the director.
4. A minimum of three school days will be allowed for preparation. The director will schedule, with the student's input, the time and date for the challenge.
5. The challenge must be "played off" on the agreed upon date. There may be some variations due to illness or scheduling problems.
6. Both parties do not have to be present at the time the challenge takes place.
7. A challengee may decline the right to defend his/her chair; however, he/she must forfeit the position.
8. If the challenger wins, the challengee has the option to challenge back immediately. If that option is declined, the challenger may continue to challenge ahead, and the challengee may be challenged by the person seated behind.
9. Should the person being challenged win, the challenger must wait a week (five school days) before re-challenging. This allows the next person in line an opportunity to challenge.
10. There will be no challenges heard within ten school days (two weeks) of a major performance.
11. Sight-reading will be included.

EXTRACURRICULAR ENSEMBLES

JAZZ BAND

The jazz band is an extracurricular group the purpose of which is to familiarize students with the aspects of swing, rock, jazz, blues, Dixieland, Latin, and other styles of music associated with or arranged for bands with a "big band" instrumentation. The group uses an instrumentation similar to the bands of the "big dance band era" numbering anywhere from 18 to 25 musicians. To be a member of the jazz band, a student has to be a member in good standing with the E.H.S. Music Department. Members must have an instrument in good working condition, practice parts, and attend rehearsals and concerts as scheduled. There are one to two rehearsals per week, usually in the evenings. The jazz band plays three or four concerts per year, perhaps a tour of local schools, and perhaps a jazz festival. Admittance is by audition and or selection.

PIT ORCHESTRA

The pit orchestra is the ensemble that performs with the drama club for musicals. This ensemble begins rehearsals three months prior to the performance weekend, usually once a week after school or evenings. The amount of rehearsal time needed depends on the difficulty level of the musical. The director of the pit orchestra will determine who will

participate in the ensemble, either by selection or audition. Students also receive Thespian points that accumulate toward becoming a member of the Thespian Society.

WINTER GUARD

The Winter Guard program provides students with opportunities to advance their skills in Dance and Color Guard skills. This is a competitive ensemble competing in the MCCGA (Mid Continent Color Guard Association) and WGI (Winter Guard International) Circuits. This ensemble is open for any EHS student who would like to audition. Selection for this ensemble will be based on the quality and number of students who audition. Members must meet and maintain IHSA academic eligibility requirements to participate. The Winter Guard travels to different states to compete between January and March. There are additional monetary fees associated with this ensemble.

SAX ENSEMBLE, FLUTE CHOIR, and BRASS ENSEMBLE

These ensembles are open to students who would like to expand their repertoire and skills. They will meet as the schedule allows. Performance opportunities are available for these ensembles and various venues.

HONOR ENSEMBLES and FESTIVALS

1. I.L.M.E.A. ALL-DISTRICT

Interested students can receive music to audition for the ILMEA All-District Band. Students from Southern Illinois [District 6] compete for the honor of participating in this ensemble. Auditions are held on Columbus Day (second Monday of October). The concert band performance is usually the second Saturday in November; the jazz band performance is usually the first Saturday in November. Audition materials may be requested from the band directors.

2. I.M.E.A. ALL-STATE

If a student makes a high chair in All-District and is a junior or senior, the student may be eligible for All-State. The top students are selected from all of the districts in the state. These students come together during the last weekend in January to rehearse and give a performance. Being selected for the ILMEA All-State Conference is one of the largest honors that can be bestowed upon a high school musician. Students selected for the conference will complete an additional audition for placement in the either the All State or Honor Ensembles.

3. BI-STATE

Southern Illinois University at Edwardsville hosts a Bi-State Music Festival every year in January or February. Students are selected by their director and submitted to the University for their Consideration. Students who are selected must then audition for band and chair placements. After rehearsals, the festival ends with a performance from the three Bi-State bands and the SIU-E Wind Ensemble. This gives our students a wonderful opportunity to perform and share experiences with musicians from Missouri.

4. IHSA SOLO AND ENSEMBLE CONTEST

Students are encouraged to participate and experiment in all phases of good musical experiences. Performances as a soloist or in small ensembles provide excellent opportunities for development of student skills. The annual IHSA Solo and Ensemble Contest is an excellent opportunity for students to be critiqued by knowledgeable adjudicators. Criteria and availability will be discussed with those interested. Students who are interested will begin signing up in January. The date for Solo and Ensemble contest is usually the first weekend in March.

MUSIC PERFORMANCE SEMINAR [MPS]

MPS is designed for students in major performance groups who wish to earn advanced “weighted” credit through music performance and research. To earn this credit, students must complete the following extra assignments each semester:

MPS Guidelines

1. First Half, First Semester: ILMEA All-District Audition
 - a. Perform audition material for Director(s) to receive your grade.
 - b. Audition for ILMEA on the scheduled audition day
 - c. If selected to be in the All-District ensemble, attendance is required.

2. Second Half, First Semester: Arrangement
 - a. Students will select from a list of teacher approved repertoire to arrange for Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, Tuba, and Percussion. Instrumental substitutions will only be allowed with prior approval by the Director.
 - b. The arrangement will be 32 measures of 4/4 time, 48 measures of 3/4, or 64 measures of 2/4 or 6/8 time.
 - c. The score must be written using approved notation programs (Sibelius, Finale, etc.).
 - d. The following criteria will be used for grading the arrangement:
 1. dynamics
 2. breath marks
 3. articulations
 4. musical phrases
 5. melodic shape
 6. playability
 7. instrument ranges
 8. part writing rules and concepts

3. First Half, Second Semester: Solo and Ensemble
 - a. Students will prepare a solo for the IHSA Solo and Ensemble Contest
 - b. Students will perform their solo at the IHSA Solo and Ensemble Contest
 - c. The selected solo must be pre-approved and meet the contest rules and guidelines governing by IHSA
 - d. The Student’s grade will be derived from the Judge’s adjudication score at contest.
 - e. If a student is involved in Winter Guard and they are also performing in a competition on the same day as the Solo and Ensemble contest, those students will perform their solo for the Directors and their grade will be derived from the Director’s adjudication.

4. Second Half, Second Semester: Composition
 - a. Students will create an arrangement for Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, Tuba, and Percussion. Instrumental substitutions will only be allowed with prior approval by the Director.
 - b. The composition must be 32 measures of 4/4 time, 48 measures of 3/4, or 64 measures of 2/4 or 6/8 time.

- c. The score must be written using approved notation programs (Sibelius, Finale, etc.).
- d. The following criteria will be used for grading the composition:
 - 1. dynamics
 - 2. breath marks
 - 3. articulations
 - 4. musical phrases
 - 5. melodic shape
 - 6. playability
 - 7. instrument ranges
 - 8. part writing rules and concepts

MPS PERCENTAGE WEIGHTS PER SEMESTER

1ST Semester Coursework:

*MPS Project	30%
Sectional Assignments	20%
Performances	30%
Concert/Symphonic Auditions	5%
Rehearsals / Class Participation	<u>15%</u>
	100%

2nd Semester Coursework:

*MPS Project	30%
Sectional Assignments	30%
Performances	30%
Class Participation	<u>10%</u>
	100%

1st Semester:

1st Semester Coursework	80%
Semester Final	<u>20%</u>
	100%

2nd Semester:

2nd Semester Coursework	80%
Semester Final	<u>20%</u>
	100%

* - MPS projects

- All-District Audition (100 points)
- Arrangement (300 points)
- Solo and Ensemble (100 points)
- Composition (400 points)
- Worksheets and etc.

This is not an additional course to band but rather affords the advanced students an opportunity to earn weighted credit for the advanced work they are doing while they are members of the band. To be able to enroll in this course, a student must be at least a Junior, have demonstrated advanced instrumental musical proficiency, and have the recommendation of the Band Director(s).

SENIOR SEMINAR

Like MPS, Senior Seminar is not an additional course to band but rather affords the advanced students an opportunity to earn weighted credit for the advanced work they are doing while they are members of the band. To be able to enroll in this course, a student must be a senior, have demonstrated advanced instrumental musical proficiency, and have the recommendation of the Band Director(s). Senior Seminar is a co-taught class; allowing teachers to expand the musical knowledge of students in Band, Orchestra, and Choir. Students will attend one sectional every two weeks to discuss the unique needs of band, choral, and orchestral ensembles. Attendance at sectionals will be essential to the completion of the following assignments.

Senior Seminar Guidelines

1. First Half, First Semester: ILMEA All-District Audition
 - a. Perform audition material for Director(s) to receive your grade.
 - b. Audition for ILMEA on the scheduled audition day
 - c. If selected to be in the All-District ensemble, attendance is required.

2. Second Half, First Semester: Arrangement

Students will select from a list of teacher approved repertoire to arrange for full orchestra and choir or full band.

 - a. The arrangement will be 32 measures of 4/4 time, 48 measures of 3/4, or 64 measures of 2/4 or 6/8 time.
 - b. The score must be written using approved notation programs (Sibelius, Finale, etc.).
 - c. The following criteria will be used for grading the arrangement:
 1. dynamics
 2. breath marks
 3. articulations
 4. musical phrases
 5. melodic shape
 6. playability
 7. instrument ranges
 8. part writing rules and concepts

3. First Half, Second Semester: Solo and Ensemble
 - a. Students will prepare a solo for the IHSA Solo and Ensemble Contest
 - b. Students will perform their solo at the IHSA Solo and Ensemble Contest
 - c. The selected solo must be pre-approved and meet the contest rules and guidelines governing by IHSA
 - d. The Student's grade will be derived from the Judge's adjudication score at contest.
 - e. If a student is involved in Winter Guard and they are also performing in a competition on the same day as the Solo and Ensemble contest, those students will perform their solo for the Directors and their grade will be derived from the Director's adjudication.

4. Second Half, Second Semester: Composition
- a. Students will compose a selection for full orchestra and choir or full band.
 - b. The composition must be 32 measures of 4/4 time, 48 measures of 3/4, or 64 measures of 2/4 or 6/8 time.
 - c. The score must be written using approved notation programs (Sibelius, Finale, etc.).
 - d. The following criteria will be used for grading the composition:
 1. dynamics
 2. breath marks
 3. articulations
 4. musical phrases
 5. melodic shape
 6. playability
 7. instrument ranges
 8. part writing rules and concepts

SENIOR SEMINAR PERCENTAGE WEIGHTS PER SEMESTER

1ST Semester Coursework:

*Seminar Projects	50%
Auditions	5%
Performances	30%
Rehearsals / Class Participation	<u>15%</u>
	100%

2nd Semester:

*Seminar Projects	50%
Performances	30%
Class Participation	<u>20%</u>
	100%

1st Semester:

1st Semester Coursework	80%
Semester Final	<u>20%</u>
	100%

2nd Semester:

2nd Semester Coursework	80%
Semester Final	<u>20%</u>
	100%

* - Senior Seminar projects

- Sectional (35 points)
- In class work (25 points)
- All-District Audition (100 points)
- Arrangement (300 points)
- Solo and Ensemble (100 points)
- Composition (400 points)
- worksheets and etc.

INSTRUCTION BOOKS

Although sectional assignments are given through the use of MusicFirst. Some assignments are derived from students band music repertoire, these books are great to use for practice. These books are also used for auditions. The following is a list of instruction books.

- Flute - Foundation to Flute Playing, E. Wagner
Studies and Melodious Etudes for Flute [level 3], D. Steensland
Melodious and Progressive Studies for Flute [Book I], R. Cavally
- Oboe - Theodor Niemann Method for Oboe, Bruno Labate
Studies and Melodious Etudes for Oboe [Level 2], B. Edlefsen
48 Famous Studies for Oboe and Saxophone, Ferling
- Bassoon - Practical Method for Bassoon, Wessenborn
Studies and Melodious Etudes for Bassoon, H. Paine
- Clarinet - Celebrated Method for Clarinet, Klose
- Saxophone - Foundation to Saxophone Playing, Vereecken
Studies and Melodious Etudes for Alto Saxophone, Coggins
48 Famous Studies for Oboe and Saxophone, Ferling
- Trumpet - Arban's Conservatory Method for Trumpet, Goldman
- French Horn - Rubank Intermediate Method, Skornicks
Rubank Advanced Method for French Horn, Vols. 1 & 2, Gower
Melodious Studies for French Horn, Miersch
- Trombone - Arban's Famous Method for Trombone, Randall
- Baritone - Bass Clef same as Trombone
Treble Clef same as Trumpet
- Tuba - Rubank Intermediate Method for BBb Bass, Skorniak/Boltz
Rubank Advanced Method for BBb Bass, Vol. 1, Gower/Voxman
Second Book for Practical Studies for Tuba, Getchell
- Percussion - 14 Modern Contest Solos for Snare Drum, John Pratt
The All-American Drummer, Charlie Wilcoxon
Rudimental Cookbook, Edward Freytag
Audition Etudes, Garwood Whaley
Stick Control for Snare Drummer, George Lawrence Stone
Modern School for Snare Drum, Morris Goldenberg
Portraits in Rhythm, Anthony Cirone
Modern School for Xylophone, Marimba, Vibraphone, M. Goldenberg
Studies in Solo Percussion, Morris Goldenberg
Portraits for Multiple Percussion, Anthony Cirone

CONTACT / WEBSITE INFORMATION

Band Office	618-655-6766
Mr. Lipscomb	RLipscomb@ecusd7.org
Mr. Anderson	DAnderson@ecusd7.org
Band website	www.edwardsvillebands.com
Band Boosters	bandboosters.ehs@gmail.com
MusicFirst	https://edwardsville.musicfirstclassroom.com
ILMEA	http://www.ilmea.org