

# **2018-2019 Burke Instrumental Music Handbook**

(Honors Orchestra, Honors Jazz Band, Honors Concert Band, Honors Color Guard, Prep Band)

Directors: Mr. Kyle Brubaker and Ms. Amber Bock

Welcome to the Burke High School Instrumental Music Department, where you can be *instrumental* at Burke! The following is an outline of policies, procedures, and expectations as well as a timeline for the semester (including performances). We ask that both parents/guardians and students read all sections of the handbook that apply to your course(s). You are also asked to return the last page by **Wednesday, August 22 (for Odd Day classes), Thursday, August 23 (for Even Day Classes)**, signed by the parent(s)/ guardian(s) and the student. If you have any questions please feel free to call or email.

## CONTACT INFORMATION:

Instrumental Music Office: 402- 557-3252

Main Office Phone: 402-557-3200

Plan Periods: 5th & 6th Block (11:08am-1:23pm)

Office\Classroom: Instrumental Music Room, Auxiliary Gym

Best time to contact: Plan time and after school

Email addresses: [kyle.brubaker@ops.org](mailto:kyle.brubaker@ops.org), [amber.bock@ops.org](mailto:amber.bock@ops.org)

Instrumental Music Website: [www.omahaburkeband.com](http://www.omahaburkeband.com)

## **Burke Instrumental Music Vision Statement**

With excellence at its core, the Burke Instrumental Music Program is committed to serving students through providing high-quality education, providing enriching performance and musical experiences, and promoting continued involvement in the performing arts.

### **Core Values**

Our core values shape our planning for, interaction with, and instruction of students. They play a vital role in the development and growth of the instrumental music program.

- We believe that music and visual repertoire are not what we teach but rather the application of the concepts we teach.
- We believe it is important to develop intrinsic motivation at the individual level.
- We believe that we should model and set the example of the behavior that we wish to see from our members.
- We believe in holding our students to high expectations through accountability.
- We believe that all students can achieve if given the tools to be successful.
- We believe that individual and accurate feedback is most the effective when working with students.
- We believe that our job is never done. Once we have achieved one task, we move on to the next.
- We believe in doing things the correct way from the beginning.
- We believe in not selling out the long-term goal for short-term success.
- We believe in sticking with problems until we can find a solution.
- We believe in doing everything to the best of our abilities at all times.

### **Expectations**

1. **Positivity:** Everyone will maintain a positive attitude about the program, their group, their section, each other, and individual ability. This is done by giving and receiving constructive feedback in an appropriate tone and following instruction without comment or complaint, etc.
2. **Respect:** Everyone will show respect to the program, their group, their section, their equipment, each other, and themselves. We do this by showing up on time, listening to others in discussion, not distracting from instruction, taking care of and maintaining equipment, showing common courtesies (please, thank you) to everyone, and more.
3. **Integrity:** Everyone will do what is right and good at all times, even when no one is looking. This includes staying on task during sectional time, regular practice and/or having music learned prior to rehearsal, and more.
4. **Determination:** Everyone will work to overcome new tasks, challenges, and opportunities. This includes not giving up when we are stuck on a challenge, practicing a skill until we become proficient, and more.
5. **Excellence:** Everyone will strive to achieve at the highest level of their abilities. This is done through regular practice, efficient use of rehearsal/practice time, and more.

## Policies

### Absences:

1. Conflicts with other activities/sports at Burke: High school is the time of life to try many things and to participate in many activities. The instrumental music directors make it a priority to cooperate with coaches and activity sponsors to ensure that you can be a member of multiple activities. At Burke, we *all* work together for the good of the student! Students are asked to do their part by recognizing that an increase in the number of activities increases the need for communication in all directions. All students involved in multiple activities are expected to communicate to both coaches and the directors when there is a conflict at least 2 weeks in advance. Let us help you arrange your schedule so that high school is a wonderful experience for you!
2. Illness: If a student is going to miss rehearsal outside the school day or a performance, it is expected that a parent/guardian notify one of the directors of the absence at the earliest convenience. All assessments can be completed upon the student's return to the classroom.
3. Emergency: If there is an emergency, we ask that a parent/guardian contact one of the directors at the earliest convenience. All assessments can be completed upon the student's return to the classroom.
4. Unexcused/Uncommunicated absences: If an absence is not communicated or is unexcused (e.g., work, Taylor Swift concert, etc.), the grade will be marked as a 0. This may lead to the overall lowering of a grade for a semester and/or a student not receiving a letter at the end of the year.

### Grading:

1. FlipGrid – The website FlipGrid will be utilized to collect playing assessments throughout the school year. When 1:1 devices are distributed, we will spend time in class getting acclimated to this program.
2. Grading Weights – As aligned with Omaha Public Schools grading procedures, formative assessments are 35% of the cumulative grade, and summative are 65% of the cumulative grade.
3. Rehearsals – Every rehearsal leading into a performance will be a formative assessment that uses the same rubric as performances. This is not a weighted grade.
4. Performances – Every performance is a summative assessment. Football games and basketball games are weighted x2. Competitions and concerts are weighted x3. Concerts will be considered a completion of a unit. All reassessments (both formative and assessment) must be completed within a week of the concert.
5. Fundamentals – During the course of each semester, three primary fundamentals (e.g., rhythm, etude, scales) essential to performance in each class will be assessed. For every playing summative assessment, there will be 2-3 written and/or playing formative assessments. The formative assessments for each unit will not be weighted. The summative assessments will be weighted x2. Students may reassess any formative assessment within a unit and the summative within one week of the completed summative assessment.
6. Honors Projects – Each instrumental music class, with the exception of prep band, will be given the opportunity to earn honors credit by completing an honors project (see below). This will be a summative assessment that is weighted x3 and is an accumulation of the work over the entire course of each semester.

7. Final Exams – Each student will sight-read for their final exam. This will be a weighted x3 summative assessment.

### Concerts

1. Concert performances are scheduled at Burke High School as an extension of the regular classroom. Part of the learning process includes live performance. \*Call time for concerts is normally 30-60 minutes prior to the concert. Plan for enough time to be dressed in concert attire, assemble your instrument, and to warm up and tune. We will also make additional announcements at that time.
2. Most concerts will last approximately one hour. The students are expected to be present for the entire program. We also encourage the audience to be courteous to all of the students performing on the program by staying for the entire concert.
3. Proper concert etiquette is expected of the entire audience. You should only enter or exit between musical selections, so as not to disturb those listening or performing. Only use cameras between musical selections, so the flash or winders do not distract the performers. Ringers on cell phones and pagers should be turned off. Applause is appropriate at the end of concert pieces or the end of an entire multi-movement work. Applause is appropriate for jazz and marching band soloists, but not for concert/symphonic soloists until their recognition at the end of the piece.
4. Male students will wear a black suit and tie outfit for all performances. Students will provide these outfits, which should include a dress shirt, black socks, and black dress shoes. Female students will wear a black dress or black skirt and black blouse.

### Marching Band Uniforms:

1. Shorts - Students will wear athletic shorts or long johns only underneath the uniforms! Students cannot wear any type of jean shorts, blue jeans, or long pants because they will pull out the seams and damage the uniforms.
2. Show Shirts - Students will wear Burke Marching Band 2018 show shirts only under the jacket. The show shirt is part of the uniform. Occasionally, in hot weather, the directors will give permission for students to open their jackets. The band MUST still look uniform. This also prevents the wearing of inappropriate t-shirts.
3. Socks - Students must wear BLACK ATHLETIC/DRESS SOCKS. The socks CANNOT be ankle-high socks. If students are unable to obtain socks or lose them, they can purchase black socks at a cost of \$2.00 per pair. If they are unable to pay for the socks at that time, their name will be put on a list, and they will be expected to pay as soon as possible. All unpaid fees will be placed on the fine list at the end of the semester.
4. Shoes - Students must use BLACK MARCHING SHOES. Burke High currently uses the Drillmaster Marching Shoe. Students can order these shoes through the large-group order done at the beginning of the school year. No other shoes are acceptable.
5. Jewelry - Students MAY NOT wear jewelry. Part of marching band is having everyone be uniform in appearance. Students who have piercings must remove them for all performances. If the student recently got their piercing and is unable to remove it, they are expected to cover it with a flesh-colored band-aid or use clear studs. Students with gauges must replace them with clear gauges for performances. Students may not wear watches or rings.

6. Hair - All students, female and male, with LONG HAIR must braid it or put it up so that it is off the shoulders and can be placed inside the hat.

### **Honors Projects**

#### **Orchestra:**

Semester 1 – Due the week of December 10

Perform within a chamber ensemble (quartets/quintets/etc. – one person per part) in front of your peers in class. Music and practice will take place outside class under student direction. Music for performance is available from the directors. Students will be assessed using the adjudication rubric used by the NSAA District Music Contest.

Semester 2 – Due the week of April 8 or May 6

Perform an instrumental solo in front of your peers in class for NSAA Districts Music Contest. Music and practice will take place outside class under student direction. Music for performance is available from the directors. Students will be assessed using the adjudication rubric used by the NSAA District Contest.

#### **Concert Band:**

Semester 1 – Due the week of December 10

Perform within a chamber ensemble (quartets/quintets/etc. - one person per part) in front of your peers in class. Music and practice will take place outside class under student direction. Music for performance is available from the directors. Students will be assessed using the adjudication rubric used by the NSAA District Music Contest.

Semester 2 – Due the week of April 8 or May 6

Perform an instrumental solo in front of your peers in class for NSAA Districts Music Contest. Music and practice will take place outside class under student direction. Music for performance is available from the directors. Students will be assessed using the adjudication rubric used by the NSAA District Contest.

#### **Jazz Band:**

Semester 1 – Due the week of December 10

Transcribe and perform for your peers a famous jazz solo on your instrument. All songs must be approved by the director. Transcriptions will be assessed on accuracy, and performance will be assessed using the performance rubric.

Semester 2 – Due May 3

Arrange and perform a show tune in cooperation with the Music Ensemble class at the Musical Theatre Cabaret. The performance will be assessed using the performance rubric.

#### **Color Guard:**

Semester 1 – Due the week of December 10

Watch a winter guard show from a WGI finalist from the past five years. Write a four-page paper explaining the difference between execution and design and their impact on this group's scores. All papers should be double spaced and size 12 Times New Roman font. This will be assessed using a writing rubric.

Semester 2 – Due the week of May 6

Write and perform a winter guard show that is approximately 4-5 minutes in length. Think through all components, including drill, work, and choreography. This will be assessed with the WGI judges sheets.

**Lettering Award Policy and Point System**

Burke Varsity Marching Band/Concert Band/Symphonic Band/Jazz Band/Orchestra students have the opportunity to earn a Varsity letter based on their performance and participation in class. Varsity Band students must apply for their letter by submitting the tally sheet by Friday, April 19, 2019, with all points tallied according to activities they participated in. Guard, Jazz Band, and Orchestra letters are awarded at the discretion of the directors and do not use a points system. Missing performances may be excused for academic/grading reasons but may be unexcused for letter points. A chenille letter is awarded at Instrumental Music Honors Night or in orchestra class, with an award pin being issued for each subsequent year. Letters may be taken away if not treated appropriately.



We have read the 2018-2019 Burke Instrumental Music Syllabus/Handbook and understand the requirements of the Burke Instrumental Music Program.

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<b>Student Signature</b>	<b>Parent/Guardian Signature</b>	<b>Date</b>
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