



**ASHLAND
BAND**

www.grizzband.org

2017-18 HANDBOOK

Travis Moddison
Director of Bands
Travis.Moddison@ashland.k12.or.us

WELCOME to the 2017-18 school year, and to the Ashland High School Band Program. Band is an outstanding place to develop skills that will serve students for a lifetime. The impact of studying music on the development of the brain has been well documented, but I hope you are in the band program because you love music and have a growth mindset about your musical potential. The ultimate goal is a lifelong understanding and appreciation for quality music and musical artistry.

EVERYONE SHOULD READ THE INFORMATION IN THE HANDBOOK, even returning members. Some of the information has changed, so make sure you are informed. For new folks, this will help to guide you through the band program, and help us run more efficiently and smoothly. Most questions can be answered by consulting THE HANDBOOK and policies will be adjusted from year to year as the need arises to clarify issues within the band program. It is my hope that the information contained in this handbook will be both **informational** and **inspirational**. The advocacy articles are designed to give guidance to parents; read them carefully and with your student in mind. Students need to know that we think that what they do is important and this will help you engage in their musical interest.

The 2016-17 was full of successes by our students. In all areas of the program, we saw growth. From traveling to California to perform at Disneyland, to the percussion ensemble performing at the state contest; we are looking forward to even more wonderful opportunities for the coming school year. I'm looking forward to developing a chamber music program this year as well as working with local organizations to develop a private lesson program.

This handbook is designed to answer many questions you might have concerning the program. Please read all of the information and sign the form in the back of the book – this will be the first homework assignment. It is an honor to work for Ashland and to make music with these wonderful young artists. I am looking forward to a great year!

Mr. Moddison

General Calendar of Events

August:	Start of School Evening pre-season rehearsals	January:	All-State Convention Wind Ensemble Retreat
September:	Football Season All-State and WIBC Auditions	February:	West Salem Jazz Festival Band Concert Solo and Ensemble Festival
October:	Football games North Medford Jazz Festival	March:	Wind Ensemble Festivals Musical performances
November:	<i>Percussion Concert</i> WIBC (for accepted students only)	April:	Basin Band Festival Chamber music recital State Solo and Ensemble
December:	<i>Band Concert</i> <i>Winter Fine Arts Festival (WFAF)</i>	May:	<i>Band Concert</i> State Championships <i>Percussion Concert</i> Band Banquet

Course/Ensemble Descriptions

Wind Ensemble

This is an advanced and select ensemble. The music encompasses a wide range of musical styles with an emphasis on the latest band literature of a high technical and musical level. A variety of other experiences are available including solo and ensemble and honor bands. Students are expected to participate in all group performances and activities. This class will perform with Symphonic Band and Percussion ensemble for parades and home athletic events. This is the top band at Ashland High and is a year-long class.

Symphonic Band

This class is designed for wind instrumentalist who have had previous experience on their instrument. Students will study high quality music for winds from many different historical periods, from the Renaissance through 21st century compositions. The class will focus on individual musical growth in the context of playing in an ensemble. During the fall and winter, the Symphonic Band will perform at selected football and basketball games, in addition to at least six performances at concerts and festivals throughout the year. A full year commitment is required for this class.

Percussion Ensemble

This course focuses on reinforcing quality percussion technique and musicianship in many varying styles of music throughout the school year. A comprehensive percussion curriculum has been put in place to offer all percussion students individual development and improvement. Students in this class perform their own concerts, with the Symphonic Band and Wind Ensemble at local festivals, and concerts at Ashland High School. (In the fall, this class may be referred to as drumline.)

Jazz Band

This auditioned group primarily performs traditional and modern "Big Band" music, written for trumpets, trombones, saxophones, and rhythm section. In addition, smaller combos are formed throughout the year. The class will focus on performance as an ensemble. There will be a heavy emphasis on improvisation, including advanced jazz theory. The Jazz Band performs many times throughout the year, including concerts, festivals, community functions, and at selected football and basketball games. A full year commitment is required for this class.

Pep Band (Combined Band)

If you are in a band class, you are in Pep Band and Combined Band. Think of it as ALL the student musicians getting to perform in one large ensemble. This combined group makes it one of the largest organizations on campus. The Pep Band performs at the homecoming parade, all home football games, and many of the home basketball games. We may also perform at away games if possible

Musical Pit Orchestra

Advanced students will be selected to perform in this ensemble which performs with the AHS Theatre department in the early Spring. Students will be selected based on the orchestration of the given musical. They will perform alongside professional musicians.

Solo and Ensemble/Chamber Music Ensembles

These are groups formed in class, and represent a co-curricular offering at AHS. These groups are duets, trios, quartets, etc. and usually feature one performer on a part. They will participate in Solo and Ensemble festival in the early Spring, the Chamber Music ensemble in April, and will be available to play at weddings and other events around town.

Student Expectations

Conduct

Follow the AHS handbook guidelines for conduct at all times. Violations of the code of conduct will result in the same consequences as with any other school activity. We work closely with the Athletic Department to ensure we align our expectations and communicate about scheduling issues. To be a successful member of the AHS band, you must have the motivation, desire, and willingness to put in the time and energy to strive for excellence. The three P's will help to guide your conduct.

Punctual

- Be at every event.
- Arrive 15 minutes before the call time.
 - To be early is to be on time, to be on time is to be late, and to be late is unacceptable.

Prepared

- Have everything you need for class or rehearsal including a pencil, your instrument, mouthpiece, music, uniform (for performances), reeds, mutes, etc. This is the responsibility of the student NOT the parent or band director.
- Practice!! Students are expected to practice at least 3 times a week for 30 minutes each time. It is best for students (especially brass players) to practice daily for at least 20 minutes.

Positive

- Be mentally and emotionally prepared to learn.
- Be ready for constructive feedback from directors, clinicians, peers, and yourself.
- Have a positive attitude and be willing to try new things. Especially with a clinician our guest conductor.
- Treat the band as a family, respect authority and act out of love for one another.
- Have fun!!

Rehearsal

Rehearsal is for learning everyone else's part, practice is for learning your own. Rehearsal is all about listening, and if you're struggling to get your music out of your instrument, it will be nearly impossible to listen. Talking while others are playing is poor etiquette for several reasons. One is that it is rude and sends the signal that you aren't willing to listen to them. The second is that it is distracting for the performers and the director. Instead, listen in a manner that is encouraging to a section or individual that may be struggling with a part.

Listen with an attitude like you are FOR them, that you want them to learn and grow and be successful. Why? Because it creates an excellent atmosphere for safe risk taking, and the better everyone sounds, the better the ensemble sounds. We SHOULD BE all for one another to grow as a musician and artist.

Concert Etiquette (as an audience)

We will have the opportunity to attend a wide array of performances throughout the year from watching other bands at festivals, to chamber groups performing in the classroom. There are a few common things to keep in mind:

- No talking during a performance.
- Be seated prior to the beginning and stay there throughout a performance.
- Do not hum or sing along with the music.

Student Expectations (continued)

- Applaud when appropriate. Be aware of the difference between applauding after a jazz soloist, and a multi-movement symphonic piece, for instance.
- If you arrive late to a concert, stand by the door and wait for the current piece to end before taking a seat.

Performance

Arrive early before a performance to give yourself time to calm your nerves. If we are at a festival, give yourself some time to do your own breathing routine to control anxiety – do not underestimate the power of deep breathing. Before any performance, make sure you know where you are to sit; that is your responsibility alone, own it. Some other things to remember include:

- Performers should sit up and look professional throughout the performance.
- Performers should refrain from talking while on stage.
- Performers should wear their full uniform for the entire concert, even before and after performance.
- Shoes, socks, undershirts, underclothes, etc. must match the uniform style, be “dressy” and appropriate for public performance.
- Students are representatives of the school and the band program whenever they perform, and should conduct themselves accordingly.

Bus

We will frequently travel by bus to festivals/events. Please keep the following expectations in mind.

- When riding the bus, stay seated.
- Students should wait until told before getting up or leaving the bus.
- Buses should be clean, free of trash, and left in the same condition (or better!) when trip is done.

Hotel Situations

- Parents and students will be responsible for paying any incurred charges, including lost room keys.
- Rooms are to be locked whenever feasible.
- There will be no one of the opposite sex in your room, unless accompanied by a chaperone.
- Please refrain from playing instruments in the room, even warming up.
- All school rules will be enforced on trips.
- All students and chaperones should realize that when traveling with a large group, individual concessions may be necessary to facilitate group travel and control.
- No one is to leave the hotel alone. Any student found leaving the premises without permission will be dealt with a disciplined appropriately.
- Profanity is not a part of our organization. Choose better that reflects your intelligence.
- Band members are expected to be at the right place, at the right time, ready to go! This is your job, not the job of your chaperone or director.

Football/Basketball Games

- It is OK to talk in the stands, but stay attentive and be ready to play at any time.

Student Expectations (continued)

- Never switch instruments during a game.
- It is encouraged that band members cheer and support the team during the game.
- Students are to stay in the band seating area throughout the game unless permission for a bathroom break.
- Have your own flip folder and lyre or the basketball band book during a game, never share music.
- Have fun!! Playing at Athletic events is a raucous and crazy time. Be loud and enjoy!!

Academic Eligibility

In order to compete in any Oregon School Activities Association (OSAA) event, band students must be academically eligible. The OSAA state academic guidelines for participation in activities are:

- The student must have earned 5 credits in the previous semester. This does not apply to incoming freshman for fall and winter sports.
- The student must be enrolled in and passing 5 credits in the current semester.
- The student must be making satisfactory progress toward graduation, defined as having completed 9 credits prior to their sophomore year, 21 prior to junior year and 35.5 prior to senior year.

Participation Requirements

OSAA Basic Eligibility Rules

Must not be older than 19 on August 15.

- Must reside in the Ashland school district or be on an inter-district transfer. All transfer students must check to see if they meet OSAA requirements.
- Must have passed five AHS credit classes the previous semester. This does not apply to incoming Freshman for fall and winter sports.
- Must be enrolled in, and currently passing, five AHS credit courses.
- All athletes must have a physical examination form on file in the Athletics Office. Physicals are required in the 9th and 11th grades.

Ashland High School Academic Policy

Students will be eligible to be on the team and practice based on the above state standards.

However, to be eligible to participate in competition on a weekly basis, student-athletes will be required to have 5 classes in which they have a grade of "C" or better and no "F"s.

Our Academic Coaches will monitor grades on a weekly basis. Students who are not meeting the standards will be required to meet with them twice weekly to work on individualized plans for improving their academic performance. In certain cases, they may allow students to play who are below the district standard but are working hard and showing satisfactory progress toward meeting standard.

*Failure to maintain academic eligibility may lead to missed performances and/or may be grounds for removal from the band program.

Student Expectations (continued)

School Instruments

The Ashland School District does own a variety of instruments. We do our best to match supply with demand, however, there are circumstances where the student need does not align with our supply. We work closely with the middle school program to make sure good records are kept, and that instruments are maintained to the best of our ability.

- Every student in the HS band program is expected to have an instrument in good working order. The quality and condition of the instrument is directly proportional to student success.
- To use a school owned instrument you must have your own reeds and mouthpiece, and fill out an instrument use form.
- All instruments require certain things that are not provided by the school to function – mouthpiece, lubricants, neck strap, sticks/mallets, etc.
- School owned instruments are essentially *your* instrument and must be treated as such. You may be required to pay for repair or replacement of instruments beyond the normal wear and tear.
- Instruments owned by the school are checked out on a first come, first serve basis. Seniority is a consideration when selecting upper end instruments.
- Repair and replacement of instruments is very costly and takes time. You may end up without an instrument for a time if repairs are needed and the shop is busy. Maintain your instrument and take every precaution to keep it in working order.

Use of the Band Room

The use of band facilities before, after, and during school is a privilege. Students who abuse the facility will forfeit that privilege. Any abuse or damage will be considered vandalism. **NO OUTSIDE STUDENTS ARE PERMITTED IN THE BAND ROOM** except for business with one of the teachers. There will be no horseplay or throwing things or other inappropriate behavior in the room. There are many thousands of dollars of equipment here, students are to treat it with respect.

Practice Rooms

Practice rooms are to be used for practice or private instruction. Rooms are not to be used for lunch areas, but students may come in and practice once they are done eating. All students are responsible to help keep practice rooms neat and tidy.

Library, Band Office, Phone

The library/storage area is private and to be used only by the library staff. Materials may be checked out through the librarian; this includes Solos, Ensembles, and Etude Books. The band office is private and is not to be entered by any student without permission from the director or staff member. All students should keep in mind that this is a professional space. If the door is shut, knock first. Use of the phone should be kept to a minimum and is not for long personal calls. If you need to call home for a ride, please ask first. Essentially, with all three areas, ask for permission first.

Practice Expectations

Music classes are the original flipped classroom. Students come to class to learn the music of the *other* performers to *study the work of art as a whole*. As with any activity, you get out of it what you put in. Band will be more fun and exciting with regular practice.

Students are required to complete a Practice Log. This will be collected every three weeks (or 6 times per semester) **and will be graded.** Think of it as being put on a practice ‘program’ similar to a workout program. It is designed to give young musicians a structure to track progress.

Although this will not immediately happen, persistent practice will lead to enthusiastic, and driven practice. Remember: “Perfect practice makes perfect!” Here are some extra tips for practice:

Pick a set time each day	Use a tuner for at least a portion of your session
Have an acoustically dry place of practice	Increase dynamic range (pianississimo to fortissimo)
Use our daily warm-up and think “tone”	Increase endurance (15 minutes of full tone playing)
Take a break every 20 minutes	Use a metronome

Remember – practice requires a growth mindset, that part that you can’t do yet, will be achievable through slow and diligent practice.

Activities and Sports

The AHS band program has students who are involved in every activity and sport offered. Diversity is a major asset to the band, and we encourage students to be active. Being an active and involved student has many benefits, and we encourage students to get involved in other activities.

Staying involved in activities and doing band involves a great deal of time and energy, and requires you to be proactive in anticipating conflicts. ***In order to successfully be involved in many activities, you must plan ahead.***

- Notify your sponsor/advisor/coach of the band schedule.
- Notify the band directors of your club schedule.
- When conflicts arise, weigh the importance of each event carefully and discuss options with both sponsors.
- Be open and honest about your activities, and PLAN AHEAD!

Required Materials

A Binder

Pencil(s)

Supplies needed for instrument (see below)

Attendance Policy

The band program will use and implement the same policy for attendance articulated by the school in the student handbook. The same filter of excused vs unexcused will be applied and used for determining absence type.

Cell Phone Policy

The band program will use and implement the same policy for cell phone usage as articulated by the school in the student handbook. This will include having your phone privileges revoked if you can’t be responsible with your phone.

Public Performance Philosophy

The goal of our performing ensembles is the presentation of music in concert. A public performance is, therefore, the culmination of a large segment of our work and is directly comparable to a test.

However, while a test is a measure of individual accomplishment, a public performance is more. It is a special kind of teamwork that requires the presence and contribution of every member of the band.

Participation at all performances is required for each student enrolled in class. A calendar listing the concert dates is included with the syllabus and also available on the band website (www.grizzband.org).

While participation at all concerts is required, I recognize that there may be circumstances which would exclude a student from a concert, for example, illness or a death in the family.

If a student has to miss a concert, a written note or email from a parent listing the reason for the absence is required. If the absence is excused, the student will be able to make up the points missed. For information on how to make up the points, please see the Grading Policy section. If you know beforehand that you will not be able to make the concert, please let me know (in writing, signed by parents) as soon as possible prior to the concert.

Photocopy Machine Policy

The photocopy machine is not a free service. We pay for each copy made in addition to the paper used. Therefore, it is to be used only by the music librarian(s) and any other leadership students that have been approved to make copies. We simply cannot waste these resources, it is irresponsible.

OSAA State Competition

If your ensemble should make it to OSAA State Competition, the school may be able to help with hotel accommodations. If you choose to book your own hotel, we will not be able to reimburse you. Please be advised that if the Wind Ensemble should make it to state, there may be extra costs incurred.

Chair Challenges

Chair placement is an essential element to band classes. During the audition process, members are placed into chairs and parts. This is not permanent. If you would like to challenge someone above you for a chair, please use the chair challenge form.

After the band director has received a chair challenge form, both parties (the challenger, and the challengee) will be given music (or a selection will be made from music currently being studied), and be notified of the date for the challenge. The challenge will happen like a blind audition. Both students will perform in the hall between the classroom and the entry way. The class will vote on which performance is superior. If you lose a challenge, you must wait at least two weeks to challenge again.

Chair challenges are a fun way to have healthy competition within the ensemble. Be positive regardless of the outcome, and embrace the growth and maturation process that comes from healthy competition.

Grading

Grade Breakdown

Performances/Rehearsals	60%
Proficiencies	20%
Practice Log	10%
Quizzes/Additional tasks	10%

Performances

This is a performance class, and as such, major curriculum outcomes are ensemble performances. All students are members of the Pep Band which performs at Football and Basketball games. Yes, this is a commitment, and yes, there will be conflicts.

Rehearsals are a needed, from time to time, in order to prepare for performances. Daily in class rehearsals will also factor into the class grade and will be based on participation and preparation. These are listed on the calendar and will be kept up to date on www.grizzband.org.

Proficiencies

Proficiencies are a way for students to be assessed on a variety of skills. These will be on their instrument, and will be graded using the performance rubric. All proficiencies are due by 5pm on the date they are assigned. Students who are taking private lessons with an approved instructor can waive their proficiencies. These students need to fill out a proficiency waiver form (see forms in this handbook).

Practice Log

Practice logs are a way for students to track progress, and measure outcomes for micro or macro goals. Practice logs are collected periodically and are assessed using the practice rubric. Practice logs are expected to be in your folder on a daily basis so you can write reminders to yourself of what needs to be practiced.

Quizzes

Quizzes are smaller projects that need to be prepared, but may include pop quizzes. They may be written, or performed on your instrument. These are primarily used as summative assessment to encapsulate student learning.

Makeup Work

Makeup work is subject to the guidelines set forth by the student handbook. It is always best to speak with Mr. Moddison right away if you have work that needs to be made up.

Tiered Student Flexibility Plan

Classes

Wind Ensemble, Symphonic Band, Jazz Band, Percussion Ensemble

General

This flexibility plan is being offered because I recognize that students learn at various rates and levels of understanding, and it is my goal to challenge students so that the content and curriculum is appropriate, engaging, and fulfilling. In my classroom I will be using strategies that support all students, including TAG identified ones, such as appropriate scheduling, differentiation of curriculum, compacting, and clustering. In addition to these teaching practices, this Flex Plan outlines how I will assess your student's rate and level of learning, and the types of accommodations that might be appropriate as your student moves through the curriculum.

Assessment

Eligibility for modification will be based upon the following evidence:

- A. Mastery performance on Supportive Learnings (proficiencies)
- B. Results on summative or formative assessments (performances)
- C. Observation of participation, motivation, engagement in class, or hands-on activities
- D. Depth of assignments (exceeding expectations or making connections in the learning)
- E. Completion rate of assignments (quickly and accurately reading and interpreting music)
- F. Demonstration of acquisition (new concepts are grasped quickly, few repetitions are needed, challenge problems are easily completed even without prior practice)

Curriculum Accommodation

Based on the above evidence, the student may have the opportunity to participate in modified activities for a more challenging learning experience. A TAG student will not be required to do extra work to achieve this goal, but the specific course requirements may be adjusted to allow the student to meet the objective differently. Any necessary modification to the curriculum to better meet the needs of a student's educational growth will be done through one or a combination of the following:

- A. Requirement to meet Mastery level expectations on existing assignments
- B. Alternative method or rate of completing an existing assignment
- C. Alternative choice of topics within the subject field, when appropriate (the student will study a topic not normally covered in the course, but still within the subject's focus)
- D. Independent study through a learning contract (in consultation with the teacher the student may choose a project or research topic to pursue in lieu of the normal unit of instruction)
- E. Other modification upon mutual consent of the student, family, and teacher

Communication

Please contact me if you have any questions about this Flex Plan or if you'd like to discuss other ideas you have for specific adjustments or accommodations.

AHS BAND

Activity Letter Criteria

A Varsity Letter is an award earned for **excellence** in school activities. A varsity letter signifies that its winner was a qualified team member, and is awarded after a certain standard is met.

SECTION ONE

4 semesters in Band with a grade of A or A-

SECTION TWO (Must earn at least **25 points EACH semester** from the following)

- *Private lessons on performing instrument (at least 5 during the semester) = 10
- *Audition for Honor Music group (i.e.: All-State or All-Northwest) = 10
- *Perform with Honor Music group (All-State, All-NW or SOU) = 10
- *Member of YSSO (Youth Symphony of Southern Oregon) = 10
- *Member of community music ensemble on Band instrument = 5
- *Perform a solo at District Solo & Ensemble Contest = 10
- *Perform as an ensemble at District Solo & Ensemble Contest = 10
- *Perform at the State Solo Contest = 15
- *Perform a solo at a community function = 10
- *Perform in an ensemble at a community function = 10
- *Perform in the pit orchestra for an AHS musical = 15
- *Participate in a summer music camp = 10
- *Hold a leadership role in or organize a special activity in Band = 10
- *Mentor a younger musician for a semester (no fee/Community service) = 10
- *Enrolled and took an SOU music class = 10
- *Helped with the AMS Band (at least 5 classes in a semester) = 10

Example of what you would turn in:

1. Earned 'A's for my Freshmen and Sophomore years: Four Semesters

2. Semester 1 Freshman:

- Private lessons 10
- Solo at church on Contra Bassoon 10
- Auditioned for All-State group 10

Semester 2 Freshman:

- Private lessons 10
- Solo at district contest 10
- Member of community music ensemble 5

Semester 3 Sophomore:

- Music Camp over summer 10
- Auditioned for All-Northwest 10
- Member of YSSO 10

Semester 4 Sophomore:

- Member of YSSO 10
- Gave lessons to an elementary student (no fee/Community service) 10
- Performed in an ensemble at a community function 10

Please complete and turn in form to Mr. Moddison by May 1st

Students who have already received their letter are eligible to receive a Pin.

Appendix A

Practice Log Rubric				
Grade	Mastery (15/5)	Approaching Mastery (12/4)	Proficient (10/3)	Not Yet Proficient (8/2)
Frequency (15)	Student clearly demonstrates regular practice. It is clear the instrument is being played on a regular basis and the student may go as far as designing their own regular practice program.	Student demonstrates regular practice. There is some evidence the instrument is going home on a regular basis.	Regular practice is happening, but one week may have only two practice sessions.	Student is not practicing regularly, and more than one week has one or fewer practice sessions.
Scope (5)	The student is practicing a wide variety of skills and occasionally expands on the program.	The student practices and has developed many of the skills of the practice program.	The student has developed a few of the skills and works on them in the practice routine.	There are very few skills being worked on and several areas have large gaps in them.
Self-Assessment/ Reflection (5)	The student is taking insightful notes and clearly working on growth. The student has an artistic vision.	Growth is a part of the process, but insights into practice habits, artistic needs, and a vision are not fully developed.	There is some attention to growth, but little thought given to artistry or a vision of self-improvement.	There is little to no self-assessment or reflection happening. Student is simply repeating a pattern.

Appendix B

Proficiency Rubric				
	Mastery (10)	Approaching Mastery (8)	Proficient (6)	Not Yet Proficient (4)
Tone (10)	Achieves superlative tone quality. Tone is well-focused full, open, resonant, consistent, uniform in color.	Excellent tone achieved most of the time. Lapses are infrequent, usually caused by the most demanding musical passages.	Good basic approach demonstrated. Harshness and distortion are problems at upper volumes and registers. Fuzziness or lack of resonance are problems at softer dynamics.	Basic tone concepts are developing. Upper volumes and registers are often harsh.
Intonation (10)	Instrument is well tuned, melodic intonation is superior. Excellent control of pitch in all registers.	Instrument is well tuned, melodic intonation is very good. Problems sometimes occur in range and volume extremes and difficult passages.	Instruments tuned relatively well. Intonation is often good with inconsistencies. Less demanding melodies and intervals are well handled.	Intonation skills are developing. More demanding passages and difficult intervals are not performed well.
Rhythm (10)	Superb control of pulse, tempo, and rhythmic patterns.	Rhythmic accuracy is excellent. Pulse and tempo are under control most of the time.	Rhythmic accuracy and understanding of subdivision is good, but rhythmic flaws are still evident.	Rhythmic accuracy demonstrated in simple passages. Pulse and tempo control is sometimes achieved.
Precision (10)	Precision and clarity are exemplary. Flaws, if any, are very minor and quickly corrected.	Precision is excellent. Clarity is excellent most of the time, with minor inconsistencies only during very difficult situations.	Precision is good most of the time. Simple passages are precise and show good clarity.	Precision is lacking and little clarity is achieved.
Musicality (10)	Interpretation, style, phrasing, expression, sensitivity, and dynamics are all superior.	Interpretation, style, phrasing, expression, sensitivity, and dynamics are excellent most of the time.	Interpretation, style, phrasing, expression, sensitivity, and dynamics are apparent but not achieved consistently.	Musicality is generally lacking and little attempt is evident of meaningful interpretation.

Ashland Band Department

Proficiency Waiver Form

Semester _____ Year _____

Name of Private Teacher _____

Private Teacher Email _____

Private Teacher Cell Phone _____

Student Name _____ Ensemble _____

In order for the student to obtain a proficiency waiver, they must take an average of one lesson per week to qualify. Please indicate how many lessons this student took this semester and sign below. If lessons begin after the semester has started, prorating the proficiencies is possible. Please also verify that this student is prepared for lessons and practicing and improvement is evident.

Number of lessons this student took this semester (full semester is 18): _____

Is this student prepared for lessons and improving based on their level?: _____

Private Teacher Signature _____ Date _____

Please list any books or solos this student has been working on this semester:

This page intentionally left blank.

Ashland High School Band Handbook

Signature Page

Please print/sign and return this form the end of the second week of school.

(Keep all other materials for future reference)

Student Name _____ Band Class _____

Student:

I have read and understand the Ashland High School Band Syllabus and will adhere to the policies stated therein. I have made note of the concert schedule and will do my best to be in attendance at each concert and festival.

Signature _____ Date _____

Student cell phone number _____

Parent/Guardian:

I have read and understand the Ashland High School Band Syllabus and will do my best to support my child in this class. We have made note of the concert and festival schedule and will do whatever it takes to ensure my child's attendance at each concert.

Signature _____ Date _____

Address _____

Phone _____ Cell _____

Email 1 _____

Email 2 _____

This completed page is worth 10 points.