

Music Department Handbook

2018-2019

Canmore Collegiate High School

Director: Susan Gerrior



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Welcome!

Now, more than ever, we have information to justify why we participate in this demanding, yet rewarding activity. Experts have concluded that the study of music helps with spatial reasoning, test taking, and overall quality of life. Factor in social skills, aesthetic perception, music making, and the discipline of being in a band program, and you have an incredibly well rounded education delivered in one package. Our ultimate goal however, is a lifelong understanding and appreciation for high quality music and music making.

Everyone should read the information in this handbook. It should help keep most things running smoothly and efficiently. Many questions that you may have will be answered by consulting this handbook. It is my hope that the information you find here will inform and inspire you. We can accomplish a great deal (and have already) by working together, by communicating, by supporting each other and by looking forward. We have an incredible opportunity to provide great young musicians with wonderful experiences simply by being... “in the band”.

Please feel free to contact me with any questions. To get the quickest reply- please email me. To get the slowest reply, leave a voicemail message.

Email: susan.gerrior@crps.ca

School phone number: 403-678-6192, Ext. 3024



Mission Statement

The music program at CCHS aims to inspire and engage students in music appreciation. The program provides a space where students can express themselves individually through the music we make, but also experience a team atmosphere where they learn the integral role of all musicians in group performances. Furthermore, through the learning process they will recognize the impact music can have on their personal lives, as well as their responsibility to each other.

Upcoming Dates for the 2018-2019 School Year

September:

- Both Jazz and Concert band start the second week of school, Jazz practice: Monday and Tuesdays, Concert practice: Wednesday and Thursday, starting **Sept. 10th**
- Team Building Night at the Canadian Rockies Outdoor Learning Center (CROLC) Date: **Sept 21st.**

November: Vic Lewis Band Festival, hosted by CCHS. **Nov. 2nd, 3rd and 4th.**

December: Annual Christmas Concert, **DECEMBER 6TH at 7PM.**

January: Grade 12's only are excused from band practices due to diplomas. No band practices during exam week. Semester 2 begins January 31st. Band practice this day.

February: Band practices resume with the start of semester two.

March: Battle of the Bands. March 14th. This year it will be at CCHS!

April: Band trip! TBA

May: Annual Spring Concert TBA

June: Raven Awards- A celebration of arts at CCHS,

Graduation Ceremony. June 28th at 7pm, band students to be at school at 6pm.



Objectives of the Band Program

- To teach music fundamentals as applicable to wind and percussion instruments.
- To teach music theory and history by its actual performance.
- To provide for or contribute to the musical needs of the school and the community.
- To develop an appreciation and be able to analyze a variety of music selections.
- To acquaint student with music history (ancient to contemporary) and how history and musical composition relate to students' lives and musical experiences.
- To provide students with the opportunity for worthy use of their time, a means for self expression and a healthy social experience
- To develop the ability to function as a responsible member of a group, enhance interaction, and develop *esprit de corps*.
- To foster leadership skills within each student.

The Value of Music Education

There has been a lot of research conducted to see if there are benefits to studying music. Although it is not possible to say conclusively “*Mary does this well because she studies music*” I believe that for any education or school experience to be complete, it must include learning music. We need to remember that we are educating the whole person and need to involve the entire brain. Learning music has a positive effect on all aspects of thinking and processing.

Check out this Ted-Ed!: [How Playing an Instrument Benefits your Brain](#)

For Example: I think one of the most difficult aspects of music performance to teach students is expression. Teaching students how to portray or elicit a particular emotion simply by how they play a musical phrase, they have to be able to characterize that emotion, decide what it might sound like and then create that sound using air, their hands, mouths, and an instrument. This requires, most importantly, a maturity and a sensitivity that takes time, concentration and practice to develop. Think about how your vocal inflection changes as your mood or message changes, now try to do that using a piece of tubing and your breath. The skills acquired in attempting to master being “expressive” in performance can be applied in other areas of learning and life.

Performing music is like acting. It is about taking risks, thinking and acting in a manner that is not usually the norm. By helping students think about expression in

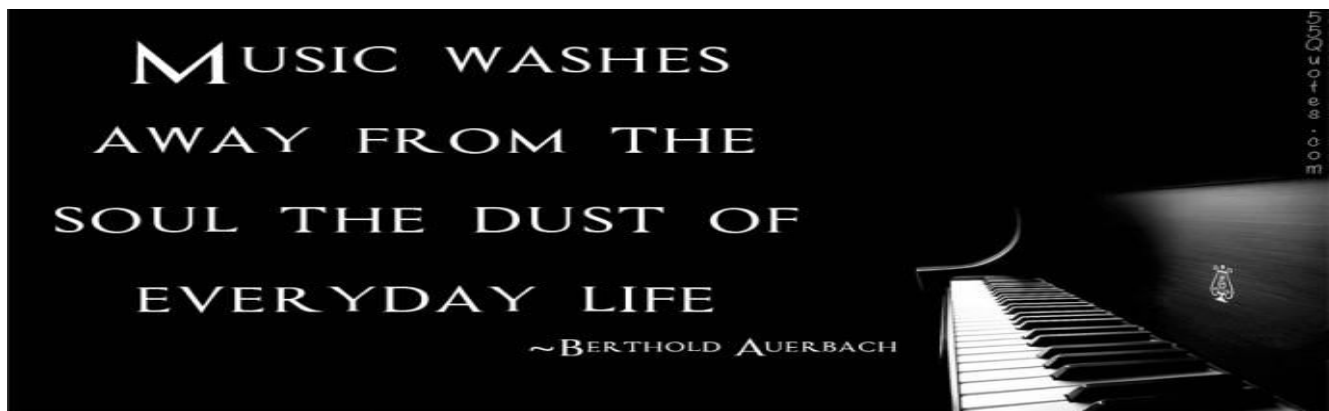
order to perform effectively, we provide them with a challenge. Once the students have the opportunity to experience that expressive sound and be a part of creating it, they become musicians. It is guaranteed to inspire and motivate them. It is such an incredibly rewarding feeling to be part of performance at that level.

Here are some universally accepted benefits that are products of music education:

- Success in society
- Success in school
- Success in developing intelligence
- Success in life

Also, check out the [Royal Conservatory of Music](#) for more benefits of music. **Click on the infographic!**

More specifically, experts have said that music education also enhances problem solving, goal setting, self-expression, coordination, memory skills, concentration, poise, time management, cultural understanding, communication and quality of life.



Literature and Websites

Music Advocacy

- [Children's Music Workshop](#) has listed many articles and videos for you to peruse regarding music advocacy.
- [National Association for Music Education](#), American based.
- [International Society for Music Education](#), based in the UK, has a few articles to browse on why music education is so important.

- [National Association of Music Merchants \(NAMM\)](#) has lots of literature worth checking out.

Websites for your instrument

- [Flute.com](#)
- [Clarineat.com](#) –everything Clarinet with podcasts!
- [Saxophone.org](#)
- [International Trumpet Guild](#)
- [Tombone.org](#)
- [Jazz Guitar Forum](#)
- [Talk Bass Forum](#)
- [Drummer World Forum](#)
- [Piano World](#)
- [A Passion 4 Jazz.net](#)

There are many, many more out there. Check out social media as well for all things related to your instrument!

Post Secondary institutions that offer Music Programs in **Alberta**

These websites will take you directly to the music department in each school.

- [University of Alberta](#)
- [University of Calgary](#)
- [University of Lethbridge](#)
- [Red Deer College](#)
- [Grant MacEwan College](#)
- [Mount Royal College](#)
- [Grand Prairie Regional College](#)

And two music schools in **Nova Scotia** because I'm biased.

- [Dalhousie University](#) (Great classical program and my school!)
- [St. Francis Xavier](#) (Good jazz program)

Dalhousie University



Band Curriculum

Music Appreciation Classes in the timetable, first semester only.

Open to any student in the school. Discover how playing and learning about music can be fun! Students will discover, develop and evaluate their talents and abilities while playing a musical instrument or by singing. Everyone will be asked to play an instrument of their choice-either learning from scratch or continuing with an instrument they already know how to play. If they do not have their own instrument, some may be provided by the school or alternatively, you can just sing! No previous experience is necessary. This course is designed to develop an appreciation of music while making and composing music at the same time. Some of the topics covered are theory, listening, composition, history, different genres of music and current events.

Course Name: General Music 10, 20, 30.

Prerequisite: No prerequisite for General Music 10.

General Music 10 is required to be accepted into Music 20 and so forth.

Credits: 5

Concert Band 3:30-4:30pm Wednesdays and Thursdays

The concert band is open to any student in the school who is able to play an instrument that is appropriate for Concert band. (Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, Percussion, String instruments such as violin, cello and double bass).

Performance is a required component including annual school concerts, festivals, trips and workshops. The music we perform is generally grade 3, starting with a couple grade 2 pieces at the beginning of the year.

Course Name: Instrumental Music 10, 20, 30.

Prerequisite: No prerequisite for Instrumental Music 10.

Instrumental Music 10 is required to be accepted into Music 20 and so forth.

Credits: 5

Instrument: There will be \$100 fee for using a school instrument for the year, \$50 for half year.

Jazz Band 3:30-4:30pm after school on Mondays and Tuesdays

The jazz band is open to any student in the school who is able to play an instrument that is appropriate for jazz in a big band style. (Saxophone, Trumpet, Trombone, Bass, Guitar, Piano, Drums. Other instruments may be considered). **Performance is a required component** including annual school concerts, festivals, trips and workshops. The music we perform is generally grade 3, starting with a couple grade 2 pieces at the beginning of the year.

Course Name: Jazz 15, 25, 35

Prerequisite: To obtain Jazz 15, a student must also be enrolled in Instrumental Music 10.

Same for Jazz 25 and 35 with Instrumental 20 and 30.

Credits: 5 *****Students who only participate in Jazz will not receive credits.

Instrument: There will be \$100 fee for using a school instrument for the year, \$50 for half year.

Private Lessons

All students are encouraged to enrol in private instruction on the instrument that they use in school. This will provide the best instruction available for improving performance skills. Students are more inclined to practice for weekly music assignments, which provide discipline that increases the student's enjoyment with the instrument. I can help you find a private instructor that work locally.

Attendance Policy

Students are expected to attend all rehearsals and performances. I must be consulted regarding any issues related to attendance. We work through each semester at perfecting performance of selected pieces. EVERY PART IS IMPORTANT. **Attendance at performances is absolutely required!**

- Absences must be excused by a parent. Please email me at susan.gerrior@crps.ca
- I would ask parents to try not to schedule doctor's appointments during rehearsal time as our time together is limited as it is.
- With regards to sports, I ask that students talk to both myself and their coaches to see how best to resolve conflicts.

Student Expectations

- Be on time to all rehearsals and performances. **Early is on time- on time is late.**
- When you arrive, start warming up and getting your instrument ready to play so we do not waste rehearsal time. You should be tuned and ready to go when I get to my music stand.
- Come to the rehearsal with a positive attitude.
- Come to rehearsal knowing your part. Band practice is not the time to learn your own part but to practice putting your part with the rest of the band.
- Try to establish your own warmup and practice routine.
- ALWAYS HAVE A PENCIL IN YOUR FOLDER!
- Leave your cell phone in your bag. No phones will be tolerated during practice.
- At the end of rehearsals, please ensure that everything is put away and that the band room is left better than when you found it.
- Be responsible for your own actions.
- Have respect for yourself and everyone around you.
- Read and play music with heart.

The Importance of Attitude

The greatest factor that will affect your success is attitude. The kind of person you are is an individual choice and how you feel about something is one of the few actual independent choices you have in life. It takes dedication to reach goals. You will learn discipline when you work at practicing regularly. A positive attitude must be present along with sincerity, concentration and dedication are the basic foundations of being a confident, reliable band member. If the attitude is maintained and encouraged, great artistic performances will result. Playing in the band can do a lot for you. Try to make the most of it. Like any relationship, you will get out of it what you put into it.

The Importance of Discipline

Simply due to the nature of our activity, self-discipline is crucially important. You must believe in the ideals, principles, and philosophy of our group. This discipline is required in rehearsals, in performance and any time that you are in public as a member of the band. You must always try to be an example of good behaviour and responsibility. Your behaviour reflects on the band, on me, on the school and on our town. It takes a good amount of maturity to be self-disciplined and not require constant supervision or direction. We must be the example for others to follow.

How Parents Can Help

I rely on you to reinforce the importance of being committed and responsible to the band. Your role can vary depending on your ability to dedicate time. Chaperoning trips, helping with fundraising and being interested in the program are some of your options. Here is a list of other things you can do to help:

- Show an interest in your child's musical study
- Arrange a regular time for your child to practice
- Find a quiet place where he or she can practice without interruption
- Keep the instrument in good repair and be sure there are reeds available if need be. Get a music stand, tuner and metronome
- Make attendance at all band activities important
- Try to provide private instruction if possible
- Notify me if an absence is necessary (susan.gerrior@crps.ca or 403-678-6192)
- Attend parent meetings to be informed, offer your opinions and learn how you can participate by being on the board or be added to the Band Parent Association email list if you want to be kept up to date with planning.
- Attend as many of our concerts as you can.
- We have a casino fundraiser every 3 years. We expect every student have one person work a shift at the casino on their behalf. Anyone 18 years and older can participate. **Next casino is 2020.**
- See the "Band Parents Association" below.

Tips on How to Practice

1. Pick a time to practice everyday and stick to it.
2. Use a tuner. This helps with learning how to tweak your instrument.
3. Start with playing whole notes, soft then loud, up the scale in a mid range.
4. Develop your own warm up routine. This can and will change depending on the music being played in band and what you need to work on.
5. Make sure that routine includes scales and this will help with your range.
6. Practice playing higher notes than you normally would, same for lower.
7. Make sure to include a breathing exercise. Try playing a line of music without taking a breath. Too easy? Play that same line slower than normal without taking a breath.
8. Use a metronome to help with tempo and consistency
9. Practice using various dynamic ranges. Generally, practice should be loud.

10. Work on expression- listen to yourself, how can you make it even MORE expressive?

Focus points:

- Dynamics
- Range
- Articulations
- Intervals
- Breathing
- Tonguing
- All types of scales (major, minor, chromatic)
- Percussion-rudiments

Grading system

Students will be assessed twice each year. Since the band program is a full year course, the students will be given a mid term mark, then a final mark.

Rubric is as follows:

PITCH ACCURACY (Rudiments)	Pitch is performed accurate 100% of the time. (Performs rudiments accurately 100% of the time) 5points	Performs every pitch as written and in tune MOST of the time (Performs rudiments accurately MOST OF THE TIME) 4points	Pitches are sometimes performed accurately and in tune (Performs rudiments with accuracy sometimes) 3points	Melodic contour is similar to melody (Performs rudiments with minimum accuracy) 2 points	Melodic contour is not present (Unable to perform rudiments) 1 point	Unable to assess 0 points
RHYTHMIC ACCURACY (same for percussion)	Rhythm is precise and follows the steady beat 5points	Rhythm is mostly precise and mostly follows the steady beat 4points	Some rhythmic differences and follows a steady beat 3points	Some rhythmic differences and strays from a steady beat 2 points	Major rhythmic differences and strays from a steady beat 1 point	Unable to assess 0 points
TEMPO (same for percussion)	Performs entire selection at the correct tempo. Very rarely makes mistakes. 5points	Performs entire selection at the correct tempo. Few mistakes are made 4points	Performs under/over tempo for some of the selection 3points	Performs under/over tempo for most of the selection 2points	Performs at varying tempos 1point	Unable to assess 0 points

TONE QUALITY
(Following the conductor)

Full breath support is used consistently. (Maintains eye contact always and follows conductor's beat consistently.)
5points

Notes are mostly played with full breath support (Mostly maintains eye contact and always follows conductor's beat)
4points

Notes are sometimes played with breath support (sometimes maintains eye contact and generally follows conductor's beat)
3points

Tone is sometimes unsupported (Rarely maintains eye contact and occasionally follows conductor's beat)
2points

Unsupported tone (Does not follow conductor's beat)
1points

Unable to assess
0points

ARTICULATION and PHRASING
(Same for percussion minus PHRASING)

Articulation is always clear and accurate. Phrasing is always applied correctly.
5points

Articulation is mostly clear and accurate. Phrasing is mostly applied
4points

Sometimes articulation is clear and accurate. Phrasing is sometimes applied
3points

Attempt made at using correct articulation and phrasing but some articulation is inaccurate
2points

No attempt made to use written articulation or phrasing
1points

Unable to assess
0points

MUSICAL SYMBOL APPLICATION
(same for percussion)

Consistently reads and applies musical symbols.
5points

Reads and applies most musical symbols
4points

Reads and applies some musical symbols
3points

Can recognize symbols but does not apply when playing
2points

Does not recognize musical symbols
1points

Unable to assess
0points

DYNAMICS (same for percussion)

Applies all dynamic expression when playing
5points

Applies most dynamic expression when playing.
4points

Applies some dynamic expression when playing
3points

Applies little dynamic expression when playing
2points

Applies no dynamic expression when playing
1points

Unable to assess
0points

PLAYING POSITION (Same for percussion)

Performs with impeccable posture and instrument placement
5points

Performs with proper posture and instrument placement
4points

Performs with mostly proper posture and instrument placement
3points

Performs with some proper posture and/or instrument placement
2points

Performs with improper posture and/or instrument placement
1points

Unable to assess
0points

PREPARATION
(Same for percussion)

Always prepared with MUSIC, instrument and materials
5points

Mostly prepared with MUSIC, instrument and materials
4points

Inconsistently prepared with instrument and materials
3points

Often NOT prepared with music, instrument and materials
2points

Never prepared with materials which leaves instructor running around looking for student's materials.
1points

Unable to assess
0points

FOCUS (Same for percussion)

Always focused on performance and adjudicators instructions <i>5points</i>	Mostly focused on performance and adjudicators instructions <i>4points</i>	Sometimes focused on performance and adjudicators instructions. <i>3points</i>	Rarely focused on performance and adjudicators instructions <i>2points</i>	Does not always attend performances and/or clinics/workshops with adjudicators. <i>1points</i>	Unable to assess <i>0points</i>
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Leadership and ownership

Fully takes on the leadership role within their section and beyond. Student fully immerses themselves in their part and plays with pride. <i>5points</i>	Student will mostly take on a leadership role. They mostly immerse themselves in their part and mostly plays with pride. <i>4points</i>	Student sometimes takes on a leadership role and sometimes takes pride in their playing. Confidence is lacking <i>3points</i>	Student sometimes does not participate in their leadership role. They may immerse themselves in their part but might not play with pride. <i>2points</i>	Student does not take on a leadership role. They do not always take pride in their playing. Confidence is lacking <i>1points</i>	Unable to assess <i>0points</i>
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Sight reading

Plays the selection with no mistakes. All musical symbols are applied <i>5points</i>	Plays the selection with 1 mistake. Applies almost all musical symbols. <i>4points</i>	Plays the selections with a few mistakes. Some musical symbols are applied <i>3points</i>	Plays the selection with numerous mistakes. Many musical symbols have been ignored <i>2points</i>	Plays only a few notes correctly. No musical symbols have been applied. <i>1points</i>	Unable to assess
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*******Designation of individual instrument parts (eg. flute 1, flute 2) will be ability-based and not seniority-based. This also pertains to solos in both bands.**

Credits

Instrumental Music 10, 20 and 30: 5 credits each, for a total of 15 credits if the student participates in band throughout their high school career.

Jazz 15, 25 and 35: 5 credits each for a total of 15 credits ONLY IF the student is also enrolled in Instrumental music as well.

Obtaining an Instrument

Most students in the senior high band program have their own instrument (own or rent). I have a variety of instruments available for students at a fee of \$100 for borrowing the instrument for the year and \$50 for one semester only.

If a student needs to rent an instrument, you can check out these two major dealers in Calgary:

[Long and McQuade](#)

[St. John's Music](#)

Band Parents Association

The Band Parents Association is a non-profit organization that was incorporated on March 17th, 2003.

The purpose of the group is to support high school music student in their goals:

1. To develop a degree of mastery on a musical instrument;
2. To work toward performing as an ensemble at a high level when evaluated by music educators and performers in a festival context;

And, to provide educational and motivational experience for music students.

The **mandate** of the group is to raise sufficient funds so that all students can participate in music program events on an equal footing. Goal is to keep student portion of the expenses to an affordable family contribution.

The BPA is able to do this through casino fundraisers that are organized by the Alberta Gaming and Liquor Commission (AGLC). Generally, we raise roughly \$45,000 at each event which happen every three years.

Our current board members include:

- President: Marcy Casselman
- Vice President: Linda Brett
- Treasurer: Chris Turner
- Secretary: Kat Weibe
- Members at Large: Sarah Lowry, Katherine Symington, Annie Tredray

We have a minimum of four meetings a year, one of which is our AGM which is held in September.

As students graduate and move on, we are always looking for new members to join the board.

All parents are asked to attend the annual AGM to hear our plans for the year.

Final thoughts

Looking back on the mission statement, our goal is appreciating music.

We can achieve this goal with everyone's help and commitment.

Please feel free to contact me via email at any time and please note that anything sent to me is strictly confidential.

I look forward to hearing from you and having the best year in band!

Thank you!

Susan Gerrior

Susan.gerrior@crps.ca

403-678-6192, Ext.3024



Canmore Collegiate High School Band Medical Form

Student: _____

Birth Date: _____

Alberta Health Care Number: _____

Parents Names and Phone Numbers: _____

Please complete the questions below. It is imperative that we have medical information to care for the student in case of emergency.

Does the student have chronic health problem?

Is the student allergic to any medicines?

Does he or she have allergies?

Is she or he currently taking any medications?

What is the date of the student's last tetanus shot?

(Students normally get the dTap {diphtheria, Pertussis and Tetanus} shot in grade 9)

Please list any additional pertinent information: _____

Family Physician: _____

Telephone and address: _____

In case of minor illness, the CCHS band director or chaperones have my permission to give over-the-counter drugs such as Tylenol, Pepto Bismol, Ibuprofen, Benadryl or Dramamine to my son or daughter.

Yes _____ No _____

(Please fill out and return to Ms. Gerrior ASAP)