

Charles W. Flanagan High School



**Wind Orchestra, Symphonic Band,
Jazz Band 1, Jazz Band 2, and String Orchestra**

2019-2020

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Quotes to live by:

“Everyone who can do something at one point could not. You are not going to get anything as quickly as you want.”

Mallory Thompson

“You control the environment which in turn controls you.”

Clifford Madsen

“Society constantly expends its efforts to correct effects instead of causes, which is one reason why the evolution of human consciousness proceeds so slowly.”

David Hawkins

“As our area of knowledge grows, so too does our perimeter for ignorance.”

Neil deGrasse Tyson

"If appreciation were a measure of merit and cause for self-esteem, it would long ago have been time for me to shut up shop, class myself as a failure, and turn to something of what the world is pleased to call a more ‘useful’ nature."

Gerald Finzi

“Don’t impose *your* restrictions on *my* music.”

David Maslanka

“I will always cherish the misconceptions I first had about you.”

Anonymous

“To achieve greatness, two things are needed: a plan and not quite enough time.”

Leonard Bernstein

Letter to Parents and Students

Dear colleagues:

Welcome to what will be an exciting year for the bands at Flanagan High School! Music is my passion, and my goal is to share this desire for artistry and expression with all of you, and with members of our community. I hope that you will support our mission to create one of the most successful programs in the country. This starts now: I challenge you to make this program the best that it can be, and the best that it ever has been. It is my goal to provide a comprehensive music education for every student in this program. I hope that you will help me in this first year together, by encouraging one another to reach the zenith of your potential.

In this handbook is information regarding the operating procedures of the Flanagan High School Band Program, including ensemble syllabi, expectations, grading policies, and uniform information.. I ask that you fill in student information and signatures where prompted. Please read this carefully and thoroughly.

I am sincerely looking forward to making music with every single one of you.

Yours,

Michael A. Gabriel

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The School Board of Broward County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.



Educating Today's Students to
Succeed in Tomorrow's World

Mission Statement:

It is the mission of the C.W. Flanagan High School Music Program to allow all students the opportunity to create artful and aesthetic experiences at a high level in a positive and supportive learning environment.

This will involve:

- Plentiful opportunities for varied performances
- Exposure to the highest quality of instructors, clinicians, and guest performers
- Community engagement through activism and performance
- A thorough education on supportive aspects of the artform, including music history and music theory
- To acquaint the students with music theory/history and how history and musical composition relate to students' lives and musical experiences
- A student leadership structure, to allow the student body to be the driving force of the program.

Performing Ensembles:

Wind Orchestra:

Description:

The Wind Orchestra is the premier performing group of the Flanagan High School Band Program, designed for advanced players to focus on high-level aspects of musical performance. This group is set to "true" Wind Ensemble instrumentation, meaning that there will only be one player assigned to a part. This smaller ensemble of about 45 players will allow for an intense rehearsal atmosphere, with a possibility of playing a wide variety of repertoire from different time periods.

Priorities:

- To hone individual musical communication skills.
- To refine aspects of musicianship including phrasing, tempering, ornamentation, and listening skills, to elevate players to a pre-professional level.
- To expose students to the highest attainable quality of repertoire.
- To allow students the opportunity to play new music and interact with composers.
- To allow students conducting and leadership opportunities.

Expectations:

- Students in this ensemble will be held to a professional standard of preparation and deportment.
- The conductor expects each student to come to each rehearsal with their individual "parts" adequately prepared. As a courtesy to the players, the conductor will post the rehearsal schedule for a given week at least 3 days prior to that coming week, to allow students ample opportunity to prepare.
- Students will be expected to participate in many performances throughout the school year, aside from just large ensemble concerts. Those performance dates will be published on a calendar at the beginning of each term.
- Students will be expected to perform a solo work for their instrument at least once per year.
- Upon entry to the ensemble, students will be expected to know their 12 major scales and will carry a characteristic tone on their instrument.

Symphonic Band:

Description:

Symphonic Band is designed to be a central large ensemble to the Flanagan High School Band Program. Just as the Wind Ensemble is designed to perform the highest possible literature for the small one-on-a-part wind ensemble instrumentation, the Symphonic Band will be the primary group to perform standard "classic" Band works, with a larger symphonic band instrumentation. This band will rehearse just as intensely as the Wind Ensemble, with a focus on building critical performance fundamentals necessary to thrive as an individual musician.

Priorities:

- To hone individual musical fundamentals, including tone, sight-reading, and music theory
- To allow students plentiful opportunities to perform as a large ensemble and as individuals.
- To expose students to the highest attainable quality of symphonic band repertoire.
- To allow students conducting and leadership opportunities.

Expectations:

- Students in this ensemble will be held to a professional standard of preparation and deportment.
- The conductor expects each student complete "homework" practice tasks that are assigned between class periods. These may include fundamental exercises, or repertoire selections. Formal assessments will be scheduled to monitor individual student progress.
- As a courtesy to the players, the conductor will post the rehearsal schedule for a given week at least 3 days prior to that coming week, to allow students ample opportunity to prepare.
- Students will be expected to perform a solo work for their instrument at least once per year.

Jazz Bands:

Description:

The Jazz Band, also known as a "Big Band" is an ensemble of approximately twenty players, including Saxophones, Trombones, Trumpets, Bass, Guitar, and Drum Set. Players may also be split into smaller chamber groups of about 4 or 5 players called "Combos" for certain performances.

This ensemble meets in class during the school day, and will be supplemented by scheduled after school rehearsals. This group is open to all individual players without audition, with the intent of providing an advanced music-making experience for driven players, in a different American style: Jazz.

Priorities:

- To hone individual musical communication skills.
- To educate students on fundamentals of the Jazz style (history, jazz chords/scales, improvisation, etc.)
- To refine aspects of musicianship through jazz-centered aural skills.
- To expose students to the highest attainable quality of jazz repertoire.
- To allow students plentiful opportunities to perform, both in the "Big Band" and "Combo" settings.

Expectations:

- Students in this ensemble will be held to a professional standard of preparation and deportment.
- The conductor expects each student to come to each rehearsal with their individual "parts" adequately prepared.
- Students will be expected to participate in many performances throughout the school year, both in Big Band and Combo settings; Students will be expected to be open to learning how to improvise on their instrument. This will require a command of a variety of different scales and modes.

Chamber Music (all classes):

Description:

During the school year, small groups ranging from 3-12 players will be arranged, to play a wider variety of serious repertoire. Chamber Music is a vital part of the band program, because players have an opportunity to learn exponentially more about their instruments and about music-making than in a traditional large band setting. Most of these chamber ensembles will be student-run, meaning that students will have the opportunity to practice leadership skills through music, and will have the opportunity to create their own micro-scale supportive environment. The exposure and challenge associated with these small groups can be extraordinarily rewarding when treated seriously. Rehearsals for these groups take place outside of class time, announcements for which will be published at the beginning of each term.

Priorities:

- To hone individual musical communication skills.
- To refine aspects of musicianship including phrasing, tempering, ornamentation, and listening skills, to elevate players to a pre-professional level.
- To expose students to the highest attainable quality of serious repertoire by acclaimed composers.
- To allow students leadership and problem-solving opportunities.

Expectations:

- Students will be expected to act professionally and arrange their own rehearsals.
- Students will be expected to be productive and on-task during their individual rehearsals, even when they are not in the direct presence of a conductor.
- Students will be expected to come to each rehearsal with their individual “parts” adequately prepared, as a courtesy to the rest of the students in the ensemble.
- Students will be expected to ask for help if they feel that they are unable to mitigate a problem by themselves.

String Orchestra: Phil Tempkins, Instructor

Description:

The String Orchestra is the central orchestra to the Flanagan High School Music Program. The class will teach fundamental techniques through standard repertoire, catered to the ability of the students. This group will rehearse just as intensely as our other ensembles, with a focus on building critical performance fundamentals necessary to thrive as an individual musician.

Priorities:

- To hone individual musical fundamentals, including tone, sight-reading, and music theory
- To allow students plentiful opportunities to perform as a large ensemble and as individuals.
- To expose students to the highest attainable quality of orchestral repertoire.
- To allow students conducting and leadership opportunities.

Expectations:

- Students in this ensemble will be held to a professional standard of preparation and deportment.
- The conductor expects each student complete “homework” practice tasks that are assigned between class periods. These may include fundamental exercises, or repertoire selections. Formal assessments will be scheduled to monitor individual student progress.
- Students will be expected to perform a solo work for their instrument at least once per year.

FALL SEMESTER GRADING

Grading Rubric: Quarter 1

30 points Written Assessments
Repertoire assignments, readings, and quizzes

30 points Musical Assessments
Playing tests, and aural skills assessments

35 points Class Participation and Progress
Assessment of attitude, work ethic, and productivity; NOT attendance. Recorded Daily.

5 points Interview/Lesson with Director
Students will be expected to schedule a 20 minute interview/micro lesson with Mr. Gabriel in the first weeks of the school year. This can be scheduled after school, or during a lunch/free period.

100 points Total

Each unexcused class absence will deduct 8 points from a student's final grade.

Extra Credit Opportunities:

3 points Audition for All-State Honor Band

2 points Accepted to All-State Honor Band

5 points Participate in a Chamber Ensemble

Present at least one performance at the end of the quarter. Any further performances--with the exception of Solo and Ensemble-- may be presented for 1 extra point each (maximum of 3).

Grading Rubric: Quarter 2

30 points Written Assessments
Midterm and Final Exams

35 points Musical Assessments
Playing tests and exams

35 points Class Participation and Progress
Assessment of attitude, work ethic, and productivity; NOT attendance. Recorded Daily.

100 points Total

Each unexcused absence will deduct 8 points from a student's final grade.

Extra Credit Opportunities:

3 points Audition for All-County Honor Band

2 points Accepted to All-County Honor Band

5 points Participate in a Chamber Ensemble

Present at least one performance at the end of the quarter. Any further performances--with the exception of Solo and Ensemble-- may be presented for 1 extra point each (maximum of 3).

SPRING SEMESTER GRADING

Grading Rubric: Quarter 3

25 points Music Performance Assessment Performance

See Below

25 points Musical Assessments

Playing tests and exams

25 points Class Participation and Progress

Assessment of attitude, work ethic, and productivity; NOT attendance. Recorded Daily.

25 points Solo & Ensemble Performance

See Below

100 points Total

Each unexcused absence will deduct 8 points from a student's final grade.

Extra Credit Opportunities:

5 points Participate in a Chamber Ensemble

Present at least one performance at the end of the quarter. This may not be the same piece as a Solo & Ensemble entry, though it may be the same combination of players. Any further performances may be presented for 1 extra point each (maximum of 3).

5 Points Present a Solo Performance at Solo & Ensemble

Students may present additional performance for an additional 1 point each (maximum of 3)

Music Performance Assessment Details

Every year, each of our concert ensembles are evaluated by the Florida Bandmasters Association in an event called a Music Performance Assessment (MPA). This MPA performance is mandatory for our school, and is mandatory for all students registered in the course.

MPA **for Symphonic Band/Wind Orchestra** will be held on either March 4 or March 5, 2020. Time TBA.

MPA **for Both Jazz Bands** will be held on either February 19 or February 20, 2020. Time TBA.

****Solo & Ensemble Performance Details****

Every year, the county offers music students the opportunity to play solo works or small group pieces for a qualified expert adjudicators. This is the best way for a student to improve on their instruments.

Students are required to perform at least one Solo & Ensemble festival entry. This may include a large ensemble (brass or woodwind choir), chamber ensemble (trio, quartet, quintet, etc.), or solo (a solo performance will count towards extra credit—see above). Students are encouraged to perform as many entries as possible.

Performance is mandatory: Solo & Ensemble will be held on 2/21 and 2/22 (you are able to request to play on either day).

Associated costs (mandated by district): \$8 per entry if paid by 1/13; \$12 per entry if paid after 1/13--1/27: final payment deadline.

Students who do not attend their scheduled performance will receive a failing grade. Students who do not pay their entry fee will not be permitted to perform.

Grading Rubric: Quarter 4

30 points Written Assessments

Midterm and Final Exams

30 points Musical Assessments

Playing tests and exams

30 points Class Participation and Progress

Assessment of attitude, work ethic, and productivity; NOT attendance.

Recorded Daily.

10 points **Either:**

Attend at least ONE Marching Band Spring Training Rehearsal in the month of May

OR

Produce a written reflection on what you have learned in band this year, and what your goals are for next year in music. 2 pages double-spaced, 12-pt font. Due last day of school.

100 points Total

Each unexcused absence will deduct 8 points from a student's final grade.

Extra Credit Opportunities:

5 points Participate in a Chamber Ensemble

Present at least one performance at the end of the semester (not Solo & Ensemble). Any further performances--not Solo and Ensemble-- may be presented for 1 extra point each (maximum of 3).

3 points Participate in a Second Chamber Ensemble

Present at least one performance at the end of the semester.

5 Points Present a Performance at STATE Solo & Ensemble

Students have the opportunity to perform at the State Level of Solo and Ensemble if they receive a "Superior" rating at the District Level in February. *Students may present additional performance for an additional 1 point each (maximum of 3)*

Uniform/Concert Ware Tiers:

Formal Dress:

For formal performances of the concert ensembles.

Option 1:

Tuxedo: Black Shoes (polished!), Long Black socks, long black dress pants or tuxedo pants, Black cummerbund, White tuxedo shirt, Black bowtie, Black tuxedo jacket.

Option 2:

Black Dress: Must be ankle-length with a high neck-line; Black close-toed shoes.

Semi-Formal Dress:

For formal performances of the concert ensembles and Jazz Band.

Option 1:

Black Suit: Black Shoes (polished!), Long Black socks, long black dress pants, black belt, black shirt.

Option 2:

Black Dress: Must be ankle-length with a high neck-line; Black close-toed shoes.

**PLEASE REMOVE THIS SHEET FROM THE PACKET AND SUBMIT TO MR. GABRIEL
BY 8/23/19**

Attendance Policies:

Please read carefully

Full ensemble attendance is vital to the success of any performing group. Unlike traditional classrooms, students in a musical ensemble depend on one another for progress. It is simply not possible for a group with individual attendance/tardiness problems to be successful. For this reason, the program has adopted the following policies:

For an absence from a rehearsal (during or after school) to be excused, an excuse must be communicated to the director at least 24 hours before any given rehearsal. Absences will not be excused retroactively. Excuses include (but are not limited to) illness (with documentation), family emergency, Observance of a religious holiday, required court appearance (documentation required), and a school-sponsored field trip/obligation with the appropriate documentation (not homework). Other absences may be excused at the director's discretion. It is critical that students and/or parents communicate anticipated absences to the director at least 24 hours before a given rehearsal, so the director may craft an appropriate rehearsal plan to serve the rest of the students in the ensemble.

Student work/job conflicts will not be considered excused absences (aside from exceptions at the discretion of the director). After-school rehearsal and concert dates will be posted well in advance so students will have the opportunity to de-conflict work obligations. This is a critical part of time management.

Each unexcused absence will deduct 8 points from a student's final grade.

In fairness to every student in the program's ensembles, student tardiness cannot be tolerated. Students who arrive late to rehearsals will receive a deduction in their class participation and progress grade. Grades for this category are collected daily, and grade reductions will be made commensurate to the extremity of the tardy. Excessive tardiness may prompt a phone call or requested phone call from the director to the student's parent/guardian.

By signing below, I acknowledge the above grading policies and grading rubrics, and agree to their enforcement:

Student Name _____

Student Signature _____

Parent Name _____

Parent Signature _____

Extra-Curricular Acknowledgements:

By signing below, I acknowledge the need for certain after-school requirements of the music program including:

- Required Concert Music Camp participation (1/16-18) *Wind Orchestra and Symphonic Winds only*
- Required Jazz Band Camp participation (1/23-25) *Jazz Bands only*
- Required Solo & Ensemble Performance (see page 9)
- Required Music Performance Assessment (see page 9)
- Some required after school rehearsals (frequency dependent on the ensemble). A calendar with dates will be provided at least 3 weeks in advance.
- After school individual student practice/preparation time, which affects daily participation grade.

I hereby agree to the enforcement of the attendance policy, which includes the above extra-curricular considerations.

Student Name _____

Student Signature _____

Parent Name _____

Parent Signature _____

Instrument Rental Information:

All students are expected to come to each class session and rehearsal with a working instrument, and appropriate accessories. This includes the instrument, mouthpiece, reeds (where applicable), and proper maintenance supplies.

All-County Music is the standard instrument rental outfitter for Broward County. Their instruments are high-quality, and their rental plans include maintenance checkups by their repair shop. They also include rent-to-own plans for students who are serious about having an instrument to play after high school.

Instruments may be rented from Flanagan High School, when available. See over for the applicable contract. Upon completing this contract and submitting with the county mandated fee of \$20, the student will be assigned an instrument for the full school year. As explained by the contract (over), the student will be responsible for its care and maintenance.

Please see the box below to select your instrument rental option:

_____ I plan to rent an instrument from All-County Music ASAP

_____ I plan to rent an instrument from Flanagan HS (see over for contract)

_____ I already own an instrument, which I will use for class

Oboe, Bassoon, Clarinet and Saxophone Players:

You are expected to have at least 2 working reeds on you at all times (more is recommended).

Clarinet reeds can be purchased from Flanagan HS: \$3 each OR from All-County: \$28 for box of 10

Alto Saxophone reeds can be purchased from Flanagan HS: \$4 each OR from All-County: \$35 for box of 10

Tenor Saxophone reeds can be purchased from Flanagan HS: \$5.50 each OR from All-County: \$26 for box of 5

Baritone Saxophone reeds can be purchased from All-County: \$30 for box of 5

Oboe reeds can be purchased from All-County: app \$15

Bassoon reeds can be purchased from All-County: app \$15