



Holly Springs High School Band
5329 Cass Holt Road
Holly Springs, NC 27540
goldenhawksband.org
919-577-1444 ext. 23496

Syllabus for Band Classes
Michael E. Biasi Director

Welcome

Welcome to the Holly Springs High School Golden Hawks Band. There are many challenges facing high school students. Being in the band will help make this process a pleasant one. In addition, it will afford every student the opportunity to enter an advanced level of instruction with a host of talented friends who share a similar interest and a familiar language – *music*. Our upperclassmen will serve as a safe and supportive social family in the introduction to this new learning climate.

Now is the time when artistic investment begins to pay measurable dividends. The seeds of success are about to produce a harvest of exciting opportunities for your child as they take that all-important first step forward as a member of our organization. Choosing to join the high school band is one of the most significant and beneficial decisions they can make.

I look forward to creating positive memories for a lifetime and providing an environment for personal and musical growth. Welcome to our family. *Mr. Biasi (Mr. B), Director*

Purpose

The purpose of the Holly Springs High School Golden Hawks Band program is to educate young people through music performance and leadership opportunities. Time together will not be limited to purely learning about music, although that is the primary purpose. By your involvement in this organization, you will mature as a musician, a performer, a student and a person. The curriculum is cyclical in nature. The comprehensive program encompasses four years of study. Individual development of character, esteem, teamwork and group accomplishment can be additional rewards of the program.

About Mr. B

Mr. Michael E. Biasi is in his 32nd year of teaching and 20th as Director of Bands at Holly Springs High School in Holly Springs, North Carolina. During his tenure at Holly Springs, the band program has consistently had a membership of over 100 members and earned significant honors, including consistent Superior Ratings at the North Carolina Music Performance Adjudication and numerous awards at local and regional marching band events and indoor winter activities. Several members of the program have been selected to district, region, state and national honor bands. Recently, the Wind Ensemble was selected to perform at the Grand National Adjudicators Invitational in Atlanta, the NC Music Educators Conference,

and The President's Cup in Washington, DC. The marching band has performed at five Bands of America Regional Championships.

Prior to arriving at Holly Springs High School, Mr. Biasi served as the Director of Bands at Southwest Onslow High School (Jacksonville, NC), Associate Director of Bands at Jacksonville High School and Kecoughtan High School (Hampton, VA), and Director of Bands at Smithfield Middle School (VA).

Mr. Biasi is a native of Yorktown, Virginia and a graduate of Tabb High School.. He received his education at East Carolina University. While at East Carolina, Mr. Biasi was an honor student and held officer positions in the National Association for Music Education Collegiate, Phi Mu Alpha Sinfonia, Rudolph Alexander Performing Arts Series, and the Newman Catholic Student Center.

Mr. Biasi has also served as a performer, clinician, and adjudicator. He has performed as a clarinetist with the Triangle Wind Ensemble, the Virginia Wind Symphony, The Das Festhaus Band /Busch Gardens in Williamsburg, VA, The Onslow Winds, and in several musical productions. Mr. Biasi is a member of the North Carolina Bandmasters Association, East Central District Bandmasters Association, National Band Association, North Carolina Music Educators Association, National Association for Music Education and Phi Mu Alpha Sinfonia. He currently serves as the East Central District high school representative on the state Music Performance Adjudication committee and was the Fine Arts Department Chair at Holly Springs High School from 2006-2021. Mr Biasi has been recognized as a Teacher of the Year nominee for the 2021-2022 and 2024-2025 school years. He currently serves as the Fine Arts Representative on the School Improvement Team.

Mr. Biasi resides in Fuquay-Varina, with his wife Katie, and his children Clara (16) and Joseph (12).

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Curricular Ensembles

Wind Ensemble, Symphonic Band, Concert Band

These ensembles meet during the school day. Students enroll in one of these courses for academic (elective) credit. They comprise the core of the Holly Springs High School Band. Students develop the necessary skills in music performance in the curricular band ensembles, and these skills are applied toward the success of the extracurricular band ensembles.

Brass, woodwind, and percussion members (exception specialized jazz members) must be enrolled in at least one semester of a band class in order to participate in marching band or indoor percussion. Extenuating exceptions may be granted by the director. It is the preference of the director that students are enrolled in both semesters of a band class. Exceptions may be considered by the director in the case of schedule conflicts, graduation requirements, etc.

In order to maintain success in musical performance in all aspects of the band program, students should choose one main instrument to focus on throughout high school. If a student chooses to play a secondary instrument in one of the extracurricular ensembles, they should be sure to master the first instrument and take care of all responsibilities for the class on that instrument before committing to play a secondary instrument.

More serious music students should consider acquiring a private teacher as time and finances allow. A private instructor can help with remediation for a student who is switching to a new instrument, extra help for a student on their current instrument or help advance and enrich a student's abilities to the next level. A list of approved private instructors is available on the band website.

At times, a student will be asked to play a secondary instrument or possibly switch instruments completely by the director. This is either because the director feels that a student would be more successful on another instrument, there is a shortage in another instrument section and/or a surplus in the students' current section, or both.

Concert Band

The Concert Band was the first indoor ensemble established in 2006. The group remains the entry ensemble to the Holly Springs High School Band Program, and is the general path for band students unless through an audition, they are placed in the Wind Ensemble. Students work to bridge the gap between their middle and high school training, improving their fundamental skills. The ensemble primarily performs music on the Grade III-IV level. The Concert Band has earned Superior Ratings at the North Carolina Music Performance Adjudication five times in nine appearances. This ensemble meets in the FALL Semester and is an **Honors Course** for a HALF YEAR.

Instrumental Music III-Band Accomplished

Symphonic Band

The Symphonic Band was created in the fall of 2013, as the program's intermediate ensemble after the Concert Band had grown to over 85 members. The student will have the opportunity to advance in individual technique and grow in musical experience and concepts in preparation for more in-depth study. This ensemble requires an audition and has performed music on the III, IV and V level. The Symphonic Band has earned Superior Ratings at the Music Performance Adjudication six times in seven appearances. This ensemble also earned a SUPERIOR rating at the Charleston Music Festival Invitational in 2018. The Symphonic Band made its return in the Spring of 2025 and is an **Honors Course** for a HALF YEAR. Meets in the SPRING semester. - *Instrumental Music III - Band Accomplished*

Wind Ensemble

The Wind Ensemble is the most advanced ensemble in the band program. This ensemble requires an audition. Created in 2008, the group has placed many members in the All-District, All-State, and Bands of America Honor Bands. In addition to this, several members study privately and perform with various community honor ensembles. This ensemble is for the serious music student, and has performed both classic band literature and transcriptions by the leading orchestral composers. The student will learn advanced technique and musical concepts. The Wind Ensemble performs music routinely on level VI and Masterwork lists. The group has earned Superior Ratings at the Music Performance Adjudication ten times (six in a row) in sixteen appearances. The ensemble has received performance invitations to the Grand National Adjudicators Invitational in Atlanta, and the NC Music Educators Association State Conference, and the President's Cup in Washington, DC. This group commissioned and premiered "On Golden Wings" by Michael Oare in 2016. <https://www.youtube.com/watch?v=WTZTAffQIsM> This Ensemble is FULL YEAR and is an **Honors** Credit Course. *Instrumental Music IIIH – Proficient; Instrumental Music IVH-Advanced*

Chamber Ensembles

Many students choose to participate in small ensembles in their free time. Rehearsal space and some music may be provided. Assistance from the director may also be available when possible. But, primarily, this is a great chance for students to experience musical growth on their own or with their peers.

Extracurricular Ensembles

Golden Hawks Regiment, Jazz Ensemble, Winter Guard, Indoor Percussion, Chamber Ensembles, Musical Orchestra

These groups meet outside of the school day. Further information is found in the extra-curricular handbook.

The Golden Hawks Regiment is the Holly Springs High School award winning marching band. The ensemble is open to ALL instrumental and guard members of the program, and is strongly encouraged for all freshmen, as many of the musical concepts covered over the entire year begin in late July rather than the first day of school. Instrumentalists are members of a concert ensemble during the day. (For scheduling conflicts, please contact the director). The GHR requires dedication, attendance, and financial commitments. The members begin their school year early – around the end of July – to get ready to perform and compete. Students must go through conditioning and exercise to be able to perform at top level and that is why they need those few weeks before the beginning of school. The GHR practices three days a week and performs at all home football games in the fall, as well as

Saturday marching contests in October and November, various parades and other performances requested by our school or community. A uniform/costume, and band t-shirt are provided by the organization. (Reference *season calendar* for specific days and times)

Color Guard is a combination of dance, equipment skills, theater and physical strength and stamina, a true sport of the arts! This group exists to foster positive life experiences for all those who participate by promoting education, creativity, and freedom of expression through the unification of pageantry and performing arts.

This group is a component of the Golden Hawks Regiment in the fall and performs solo in the winter and spring seasons.

Winter Guard is a competitive indoor version of color guard that takes place from late November through April. The main difference with winter guard is that the guard performs independently of the marching band. The competitions generally take place on a basketball court. Depending on enrollment, there are two Winter Guards (Varsity Gold, Junior Varsity Purple). Junior Varsity is open to any student enrolled in HSHS. Varsity is open only to those who are members of the marching band. Middle School students are allowed to participate on Junior Hawks. The Winter Guards practice 2-3 times a week and perform in 5-6 local, regional, and national competitions. Weekend obligations include camps and competitions. (Reference *season calendar* for specific days and times). The Varsity Winter Guard won the 2024 Winter Guard International Bronze Medal in the Scholastic A class and has been an Open Class (2025) and A Class (2023) World Finalist.

Indoor Percussion

The Indoor Percussion unit may either be a concert or marching ensemble that perform indoors, usually in a gym or indoor arena during the winter or spring season. Like the Winter Guard, they pick music and/or a routine that is exclusively theirs. Membership is open to any band student. They are adjudicated on their talent, precision, and creativity. The group rehearses from November-April three times per week and performs in 3-4 local and regional competitions. (Reference *season calendar*)

Jazz Ensemble – Instruments in the jazz ensemble include saxophone, trumpet, trombone, piano/keyboard, drums, guitar and bass. This group will begin in November and rehearses and performs from November-May. They rehearse 1-2 days a week after school or during lunch and will have 2-3 performances.

Musical Orchestra

The top Wind Ensemble members make up most of the musical orchestra. Other instruments (strings, guitars) may be needed depending on the production. Instrumentation varies from year to year. Rehearsals usually begin in December or January, depending on the show dates. Students will be required to attend weekly after school rehearsals and a full two weeks of evening rehearsals leading up to the show itself.

Rehearsal Facilities

All band classes at Holly Springs meet in the band room. We are fortunate to have one of the finest facilities in our area. The band room is situated in a music suite arrangement. The facility includes rehearsal space, director's office, a music library, instrument storage rooms, a uniform storage room, and practice rooms.

Hours of Operation

M-F – 6:55-2:18 PM (School Day Schedule)

Hot Lunch – Open – Most W, Th, or F (exception - Tri-M Meetings)

Closed – M, T or F (Tri-M Meetings - typically 1st F of month)

Office

The Director of Bands Office is located in the music suite. This office is off limits to students unless they have permission to enter. Band Council officers have access privileges to this space. Students are not to be in the office in the absence of the director, unless with permission.

Music Library

The Music Library is located in the music suite. It is used to store music and teaching supplies. This room also serves as the tuba and percussion storage room and a small practice room. Students should have permission of the band librarians or director before accessing music from the files.

Instrument Storage Room

The instrument storage room is located in the band suite and is used to store band instruments.

Sink Room

The Sink Room is located in the music suite. It is primarily used by the Band Boosters and other members of the Performing Arts PLT. Students should not be in this room without the permission of the director. The room must remain locked at all times.

Uniform/Guard Storage Room

The Uniform/Guard Storage room is located in the music suite. This room is used to house our school's band uniforms, hats, plumes, and our concert dress attire. Items used by the color guard are also stored in here. Only the Uniform Chair(s), Council Vice-President, and Guard Captains have permission to be in this room unless otherwise stated by the director.

Piano(s)

We are fortunate to have a Harmony Director and several electric pianos. These are delicate and expensive instruments and with care they will last a long time. Students with permission of the band director may use a piano. ASK FIRST!

Large Percussion Instruments

Large concert percussion instruments are located to the back of the band room. Only percussion students should be in this area. Percussion students are not to play these instruments without the correct stick, mallet, or indicated implement. Percussion students should see that all auxiliary equipment: sticks, mallets and music are stored properly after each rehearsal. Percussion students should also make a quick daily check of all percussion instruments and notify the director of any damage or repair needs.

Stereo/Dr. Beat

Students with permission of the band director may use this extremely expensive piece of equipment. ASK FIRST!

Leadership Opportunities

Student leaders are essential to any successful band program. Students must have fortitude and a desire to work very hard. In our program, we attempt to involve as many members as possible in a leadership position. These positions are elected, appointed, or auditioned.

STUDENT LEADERSHIP TEAM

The student leadership team will encompass positions that will be driven by a student-centered environment, and will be the student representation between the Director of Bands and Band Boosters. The main branch which is referred to as the Executive Branch, consists of the President, Vice-President of Attire, Publicity, Interband Relations and Recruiting, Secretary, Concert Manager, and Historian, and The second branch, referred to as the Marching Branch, consists of the Drum Major, Woodwind, Brass, Color Guard, and Percussion Captains. Descriptions are listed in the band handbook.

APPOINTED POSITIONS

Daily Attendance – Each indoor ensemble will have two students responsible for this task. We use a number system and an excel spreadsheet. Mr. Biasi uses this data to enter into PowerSchool each day for official attendance.

Stretching Coach - Daily stretches prepare the body for performance. Each ensemble will have two students responsible for this task.

Breathing Coach – Daily breathing exercises are critical for success as a musician. Each ensemble will have two students responsible for this task.

Student Conductor – Each ensemble will have two students responsible for this task. Responsibilities include: warming up the band, providing feedback, and preparing ensembles for performances. By default, the Drum Major is the conductor for the indoor ensemble that they are a member of.

Phone Receptionist – Each indoor ensemble will have two students responsible for this task. Mr. Biasi does not answer the phone during rehearsals (in band, each class is referred to as a rehearsal). Students in this role need to be friendly, courteous, and have the ability to communicate with school office staff and administrators. Responsibilities mainly involve relaying messages from the school receptionist to members. Mr. Biasi handles emergency and confidential phone calls.

Emergency Leaders – Each indoor ensemble will have four students responsible for this task. Responsibilities include managing all emergency procedures and drill roles for each class.

Associate Librarians/Clerks – Each indoor ensemble will have four to six members (depending on the size of the ensemble) for this task. Responsibilities include assisting the council librarians with music literature, distributing handouts, etc.

Operations Crew – Each ensemble will have 3-5 members (depending on the size of the ensemble) for this task. Responsibilities include maintaining water coolers, measuring and lining of field, construction of marching tower, and general maintenance of field. For indoors, members will keep the order of the room: chairs and stands are set-up, trash is thrown away, floor is swept, and general upkeep, cleanliness of the band room and other performance spaces.

Music Is...

Music Is a Science. It is exact, specific, and it demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody, and harmony all at once and with the most exact control of time.

Music Is Mathematical. It is rhythmically based on the subdivisions of time into fractions that must be done instantaneously, not worked out on paper.

Music Is a Foreign Language. Most of the terms are in Italian, German, or French; and the notation is certainly not English-but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language.

Music Is History. Music usually reflects the environment and times of its creation, often even the country and/or racial feeling.

Music Is Physical Education. It requires fantastic coordination of fingers, hands, arms, lip, cheek, and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.

Music develops insight and demands research.

Music Is all of these things, but most of all, Music Is Art. It allows a human being to take all these, dry technically boring (but difficult) techniques, and use them to create emotion. That is one thing science cannot duplicate: humanism, feeling, emotion, call it what you will.

*This is why I teach music: Not because I expect you to major in music. Not because I expect you to play your instrument all of your life...But so that you will be human. So you will recognize beauty. So, you will be closer to an infinite beyond this world. So you will have something to cling to. So you will have more love, more compassion, more gentleness, more good – in short, more **Life**.*

Ten Lessons the Arts Teach (Elliot Eisner)

1. **The arts teach children to make good judgements about qualitative relationships.** Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
2. **The arts teach children that problems can have more than one solution** and questions can have more than one answer.
3. **The arts celebrate multiple perspectives.** One of their large lessons is that there are many ways to see and interpret the world.
4. **The arts teach children that in complex forms of problem solving** purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.
5. **The arts make vivid the fact that neither words in their literal form nor number exhaust** what we can know. The limits of our language do not define the limits of our cognition.
6. **The arts teach students that small differences can have large effects.** The arts traffic in subtleties.
7. **The arts teach students to think through and within a material.** All art forms employ some means through which images become real.
8. **The arts help children learn to say what cannot be said.** When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.
9. **The arts enable us to have experience we can have from no other source** and through such experience to discover the range and variety of what we are capable of feeling.
10. **The arts' position in the school curriculum symbolizes to the young** what adults believe is important.

SOURCE: Eisner, E (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp.70-92) Yale University Press. Available from NAEA Publications. NAEA grants reprint permission for this excerpt from *Ten Lessons* with proper acknowledgement of its source and NAEA.

Essential Standards of Music:

1. Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.
2. Interpret the sound and symbol systems of music.
3. Create music using a variety of sound and notational sources.
4. Understand the interacting elements to respond to music and music performances.
5. Understand global, interdisciplinary, and 21st century connections with music.
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Director's Responsibilities: What can you expect from me?

1. Approachability - Take your thoughts and questions seriously.
2. Show you clearly how to do the work I assign.
3. Why what we study is important and how it is relevant - to your present and future.
4. Never belittle your mistakes and errors, but will show you how to overcome them.
5. Firm and consistent expectations. Fair
6. Committed to individuals and the group. YOUR success means the GROUP's success. I want each of you to achieve YOUR personal potential.
7. Honest feedback.

8. Embrace all of our differences as strengths.
9. Hardworking. Lifelong learner and developer of my craft. I learn from YOU each day.

Supplies:

The following is a list of required class materials for students in the Holly Springs Bands.

Calendars are essential. Purchase one or use an online version that suits your needs and write all band dates as soon as you receive them. They are also posted on our website at www.goldenhawksband.org. Students should take caution when becoming involved in multiple organizations and activities. It is wrong to expect any program to lower its standards because you have over-committed yourself. Making wise choices based on your time, talents, and interests are a vital component of becoming an adult. Budget your time wisely.

☐ 2025-2026 HSHS Band Calendar (Full)

A working instrument. Larger instruments are provided by the school for rent (amounts range between \$45-\$90 per instrument). ☐ Instrument Loan Agreement Form

For smaller instruments, some families may choose to purchase a secondary instrument to use for marching band and use their primary instrument for indoor ensembles. All instruments used should be of high quality and in good working condition. Brass/silver instruments should be polished before each performance

- Woodwind Reeds, Brass Valve Oil
- Sticks and mallets for percussionists. A complete intermediate-level package can be purchased at <https://www.steveweissmusic.com/product/innovative-percussion-fp2-mallet-pack/stick-mallet-pack>.
- A music folder (provided by the school to store only ensemble music).
- A 3-ring binder with paper for notes and ability to keep handouts.
- Three tabs (notes; staff paper; handouts/scale sheets)
- Staff paper.
- Sheet music (hard copies and/or digital)
- Pencil
- Luggage style name tags on all instrument cases.
- Device with video recording capabilities for assessments outside of class
- Metronome/Tuner

Instruments:

Each instrument case must have a name tag and a soft cleaning cloth (part of an old cotton t-shirt).

Flutes – need a soft cloth and a cleaning rod

Clarinets – need a soft cloth, cork grease, swab (silk preferred), reed guard case, and 2-4 good reeds

Saxophones – need a soft cloth, cork grease, swab, neck strap, reed guard case, and 2-4 good reeds

Trumpets – need a soft cloth, valve oil, slide grease

Horns – need a soft cloth, rotor oil, slide grease

Trombones – need a soft cloth, slide oil, slide grease

Euphoniums – need a soft cloth, valve oil, slide grease

Tubas – need a soft cloth, valve oil, slide grease

Percussionists – must bring all sticks, mallets, practice pad every day (more info. below).

Mouthpieces/Equipment:

All students are encouraged to purchase step-up mouthpieces and/or reeds for their instrument. They cause a noticeable improvement in the quality of sound produced by the player and are an appealing option when compared with the cost of a step-up or professional level instrument. A beginner instrument with a step-up mouthpiece and/or reed will always sound better than the basic equipment. A professional instrument, however, with a beginner mouthpiece or reed will always sound like a beginner horn.

Reed instrumentalists should purchase quality reeds and should always have a *minimum of two, preferably four reeds that they rotate daily*. Reeds should be put in a reed case between rehearsals. This extends the life of the reed. Vandoren reeds (or equivalent) are recommended. Basic rico reeds or plastic reeds are generally not acceptable.

Purchasing good reeds for oboe and/or bassoon can be difficult and expensive. Store bought reeds don't always work. I recommend you find a good source for good reeds and stick with it. I recommend the following sites for high quality and relatively inexpensive double reeds:

*Singing Dog

*Bocal Majority

*[Wildflower Reeds](#)

[A.Lakota Reeds](#)

[RDG Woodwinds](#)

A list of recommended mouthpieces and/or reeds is provided below:

Instrument	Mouthpiece	Reed	Approx. \$
Clarinet	5RV Lyre, M13 Lyre, M13 Black Diamond BD5 (Rovner ligature)	Vandoren 3-3 ½	\$80-\$90 (Blue or Silver Box)
Bass Clarinet	CM344, Selmer Paris Focus BD5 (Rovner ligature)	Vandoren 2 ½- 3	\$175-\$312
Alto Saxophone	A4, C*, Meyer 6, Rousseau NC4, Vandoren Optimum AL3/TL3/BL3 (Rovner ligature)	Vandoren/Hemke 3	\$140
Tenor Saxophone	Vandoren T25/Selmer C* Meyer 6/Otto Link 6 (Rovner ligature)	Vandoren/Hemke 2 ½	\$140
Baritone Saxophone	Vandoren B25/Selmer C* (Rovner ligature)	Vandoren/Hemke 2-2 ½	\$250
Trumpet	Bach 3C or 5C		\$45
French Horn	Holton Farkas MDC (medium deep cup), Schilke 30 Yamaha 30C4		\$45
Baritone/Euphonium	Schilke 51D (check shank size)		\$75
Trombone	Bach 5G (check shank size)		\$60
Tuba	Bach 18, Schilke 66 or Helleberg		\$75

Note: All prices are approximate quotes. Parents are encouraged to check with several stores and online sources to find the best prices on mouthpiece purchases. Rovner ligatures range in price from \$25-\$30

Note: Students should never accept substitutions from music retailers without first checking with your band director. Be safe; buy the mouthpiece listed for your horn above.

Percussion Equipment

Percussion students are responsible for the purchase of their own personal collection of sticks, mallets, and a mallet bag. The band provides mallets to be used for different effects, however, each percussionist should have their own equipment. A complete intermediate-level package can be purchased at:

<https://www.steveweissmusic.com/product/innovative-percussion-fp2-mallet-pack/stick-mallet-pack>.

For the more advanced percussionists, and advanced-level package can be purchased at:

<https://www.steveweissmusic.com/product/innovative-percussion-fp3/stick-mallet-pack>. This could be used throughout high school and in a college music program.

All percussion students will learn how to play all percussion instruments. Please buy the mallets.

Purchasing new instruments

As a student advances in their school music career, their interest and commitment to band may intensify. When this happens, oftentimes parents seek to purchase a higher quality instrument. Students should not purchase a step-up instrument without first trying out the instrument and consulting the director or his/her private lessons instructor. Typically, instruments that students began playing on are not best suited for a student's continued growth as a musician through high school. There are three basic types or "grades" of equipment.

Beginner Level – Used by elementary and middle school students. These instruments are designed with the smaller child in mind and will withstand a moderate amount of abuse.

Intermediate Level – Usually played by high school students or advanced middle school students. These instruments are of a higher quality than beginner models and are built for the older student. They will have nicer features and will not take as much abuse as the beginner level instrument. A significant improvement in sound quality can be noticed when the student moves to this level of instrument.

Professional Level – Used by serious music students, college music majors, and professionals. These instruments are of the highest quality and craftsmanship and will not take any abuse from the player. They produce the truest symphonic sounds and cost substantially more than beginner models.

Parents, if you are considering purchasing a new instrument for your child, first check with your private teacher for their suggestions and recommendations. Then PLEASE consult with Mr. Biasi or a member of the band staff, PRIOR to the purchase of the instrument. We will be happy to suggest a make and model that will suit your child's needs, as well as some **cheaper** cost options in the purchasing.

Note: When a step-up or professional instrument is purchased, it is ***strongly suggested*** that the beginner model be ***kept*** for use during Marching Band.

Wooden oboes, bassoons, clarinets and piccolos should never be kept in a car or used in marching band, as the weather elements will damage them.

Music Stores

The following is a partial list of the music stores in our area. These are all reputable dealers with factory backing who offer a variety of goods and services

Music & Arts Center
426 Crossroads Blvd.
Cary, NC 27518
(919) 854-0024
Instrument sales/rentals/repairs, sheet music and method books

Sam Ash
3131 Capital Blvd.
Raleigh, NC 27604
(919) 855-9581

2112 Percussion
5250 Capital Blvd.
Raleigh, NC 27618
(919) 833-0046

Rental programs can be advantageous for young players due to the fact that they allow for the students' growth. A good rental plan will allow the student to trade up in size as their needs change. Take this into consideration if you are planning to buy a used instrument. It may save you some money in the long run.

Repairs

- At this time, we are using Tuba Exchange and Flying Squirrel to handle school repairs. The below shops are recommended in our area.

Local repair shops:

Flying Squirrel Music
2828 Capital Blvd.
Raleigh, NC 27604
(919) 615-3117
flyingsquirrelmusicnc@gmail.com

Jim Fixes Horns
(919) 833-0129

Morse Instrument Repair (brass)
(919) 624-1623

Sweeney Brass
(919) 617-6340

Resources:

Canvas and Infinite Campus (online)
www.musictheory.net (for theory and ear training exercises)
www.sightreadingfactory.com (for additional practice in sight-reading)
<http://audacity.sourceforge.net/> (recording software)

Procedures

You are tardy to class if you have not entered Room 1300 of the Band Suite by the bell. The main door to the classroom will close at the bell. The school tardy policy will be enforced at that time. You are tardy to rehearsal if you are not in your seat by the bell (1st block), or three minutes after the bell (2nd and 4th blocks).

- Before class, students should make their way through the instrument storage room (***Under consideration currently***) in an organized fashion. Instruments should be taken out the cases, cases left on the shelves, and backpacks and other items left along the side walls. Cases should never block doorways or other means of exit. Only items allowed on shelves in the instrument storage room are your instruments, band music/music binders, and other items needed for rehearsal. This is not your personal locker. **No one should sit on a shelf at any time.** Water coolers and marching band items *should not* be stored in your cubby.
- You will enter the rehearsal space quietly. During the 2nd block, the pledge of allegiance and brief school announcements will take place. You are silent and respectful to what is being said, even if you are still in the instrument storage rooms. Chairs and Stands are moved to place quietly. Do not adjust stands until after band announcements.
- Personal needs- *restroom, filling water bottle, instrument maintenance* will be completed PRIOR to rehearsal. Students are prohibited from leaving the classroom within the first ten and last ten minutes of a class.
- Check to the board for materials and assignments for the day, and set-up accordingly. (This includes percussion). Method Books will be obtained by the principal player of each section, distributed quietly.
- Leave your cell phone OFF and in. ****Hotel Cell**** - This includes ear buds and headphones.
- No writing or defacing of music suite walls or music stands.
- All students should be silent when the conductor or other leaders reach the podium. This includes guest artists.
- Attendance, Band Announcements, Stretching/Breathing Drills, Daily Focus (Warm-up Routine). Smooth, Quiet, and Efficient transitions will take place daily.

- All written assignments handed in must be on loose-leaf paper, written in standard blue/black ink or typed and printed using a word processor. (Times New Roman Font 12 pt) These may be submitted to your respective teacher as attachments in Microsoft WORD or as .PDF files only. Some of these items will be required to be submitted using online resources such as Google Classroom and/or Canvas.
- Students will be acknowledged when they have questions and will wait to be called upon.
- ***ABSOLUTELY NO NEGATIVE COMMENTS*** about other students' performances will be allowed. It is hard enough to perform in front of your peers, much less be concerned about their feedback. The band room has to be an environment to take risks. This is the only way positive growth occurs. (This includes social media)
- Students will be given time to put items away five minutes prior to the end of class. You will not line up for the bell in the band suite. (Exception 2nd block All-Timely Checkpoint) You will not excessively socialize in the instrument storage rooms. Remain in the band room.
- After rehearsal, all percussion equipment should be put away in proper places, covered, etc. Instruments should be put in cases in their proper storage areas. Method Books will be collected by the section leader and returned to their proper place. Chairs and stands should be left neat and orderly (4th block will put all stands and chairs away following rehearsal).
- Personal items should not be left in the band room/band suite at any time. Items left are at the student's own risk and may result in being donated to a charitable organization after a reasonable length of time in Lost and Found. (located in front right corner of the band room)

GRADING

HSBS Grading Scale:

- A** - 90-100
- B** - 80-89
- C** - 70-79
- D** - 60-69
- F** - Below 60

Grading:

- 45% Major assessments/Performances/Projects (Solo/music excerpts)
- 40% Minor assessments (Scales/fundamentals, daily musicianship progress)
- 15% Extended Practice (Theory/History Quizzes, Note checkpoints, Beginning of the Year Material)

Students are expected to submit work by the due date, per school policy. If a student has a planned absence on the day of an in-person assessment, the student should turn in the assignment on or above the due date (or communicate a plan with the teacher). Video assessment will also have a posted due date and are to be submitted using the Google Form that is shared in Slack or Canvas the week of the date due. If a student has an unplanned absence on the day of an assessment, *it is the student's responsibility to communicate with the teacher on the first day they are back in class.*

Major assessments - 45%

Evaluations will be made regularly on a student's playing ability and will either be based on skills/fundamentals (ex. scales) or on more substantial musical excerpts or etudes. Students should make every attempt at a high-quality performance, focusing on improving every time they play. Performance-based assessments will be submitted each week; half of them will be considered "major assessments" (solo or music excerpts and half of scales).

For all assessments, students must either 1)submit the assignment online by the due date 2)perform the assignment live in class on the due date, OR 3)make up the assignment on the next live assessment opportunity. Video or Live assessments will be communicated to students in advance.

For most weekly assessments, grades of 100, A (95%), A- (90%), B (85%), B- (80%), or incomplete (0%) are given. More specific numerical grades are given if the assessment is used for audition placement or percussion assignments. Students may redo an assessment with Mr. Biasi for a higher grade. Students receiving an “incomplete” grade should work to replace the grade as soon as possible. There is no deduction for turning in assignments late as long as a first attempt was made by the due date; however, students should try not to acquire two “incomplete” grades working with Mr. Biasi or a peer outside of class. Students must meet the minimum proficiency level of an 80 to receive credit for any one performance assignment.

Assessments are evaluated on the following criteria:

Accuracy (playing as written)

1. Notes
2. Rhythms
3. Articulation
4. Dynamics
5. Technique
6. Intonation
7. Tempo

Musicality

1. Expression/phrasing
2. Tone Quality

Performances are required as a part of the grade for this course. This may be in the form of a booster informance, chamber performance, or scheduled concert. If a student is unable to attend, the director should be contacted immediately. Excused absences will only be granted for illness, death in the immediate family, court or administrative proceedings, religious observances, or school-related activities that in the director’s opinion take precedence. *Work, transportation issues, driver’s ed, or studying for a test or completing homework are not considered excused absences.* A make-up assignment will be given for excused absences.

Members are expected to attend the entire performance and support their fellow musicians. A section rotation will be established for set-up and strike of the stage. This will be led by the operations manager. Students who leave before the concert is over or do not help with the set-up/strike will have their grade penalized.

Examples of projects include:

Written project (ex: program notes; research assignment)

Self and Peer Evaluation Projects

Video Projects

Chamber Project (Informance; performances in class)

Minor assessments - 40%

Performance-based assessments will be submitted each week; half of them will be considered “minor assessments” (scales or fundamentals). Minor assessments are performed in a live performance setting. *See the criteria above for proficiency levels.*

During live instruction, students are to be actively engaged at all times and perform their best effort. Students will be informally assessed on their musical development and growth. This could be demonstrated by applying feedback given during class or being engaged in class sessions and discussions.

Students will electronically sign a participation contract outlining specific expectations. It is the understanding that all students fulfill the basic expectations of participation for all band classes. Students are encouraged to go above and beyond by selecting other opportunities to improve their experience in band.

Basic expectations:

- We are a team.
- Come to class on time and prepared. Have your instrument assembled and ready to play at the start of class. Log in 2-3 minutes early so class can start on time (*virtual only*)
- If you are using sheet music, have a pencil handy. If you are reading music digitally, have a way to mark things in the music or take notes to refer to later.
- Be prepared with instrument, music, supplies (including valve oil, 2-4 playable reeds that you rotate daily, etc.)
- Your instrument should be maintained *prior* to class (valves oiled, slides greased, instrument cleaned). Take care of your instrument.
- Practice regularly to ensure constant improvement. If you are struggling or if you aren't seeing improvement, let me know so I can help. Be committed to learning outside of class.
- Be ready to complete other assignments, written or playing.
- Stay alert, pay attention, focus, stay engaged in every minute of our live instruction time. Commit 100% of your attention to our class time; no multitasking (phones, eating/snacking, additional tabs/apps open)
- Don't miss a count-off or cut-off.
- Always play your best, for the sake of the band, yourself, and the music. Sit up straight, always produce your best possible sound, breathe, don't accept less than your best.
- Find a place in your house where you will be uninterrupted, you are able to play your instrument without disturbing others (if possible), and you can use good posture while playing your instrument and looking at your device/music.
- (Virtual) Position your camera so you and your instrument can be seen on the screen so I can give you meaningful feedback.
- Know your instrument (background/history, pitch tendencies and solutions, alternate fingerings, etc.)
- If you need help, ask me or a peer. We can set up a time to meet outside of class to work on a skill or a concept or you can set up a peer group to practice or study together virtually.
- Follow school rules.
- **No cell phones (even on stand).** They are to be turned off or in Airplane mode during class, and placed in cell hotel located in the front of the classroom. All phones will be placed here by attendance number. For those who choose not to place them in the hotel, they will be asked not to bring them to class. Tuner apps or other music apps may be used at the director's approval and discretion.
- No gum, food, candy, drinks, etc. Bottled water is allowed. (*school rule. Allowed during lunch)
- No wasted time – all time between bells is playing, preparing to play, or working on music theory/history/vocabulary. On rare occasions, students will have a "free" day, and this usually only occurs after a concert performance.
- Keep your band room neat and organized – put music, instruments, and supplies away after rehearsal. No personal items or other non-band items should be left on the floor or out of place. *Pick it up, Straighten It, and Wipe your Feet!*
- Communicate – Not prepared? Not feeling well? Conflicts with schedule? Etc.

- If you are unable to play for medical or dental reasons, a doctor's note must be presented to Mr. B within 24 hrs. of the directive. You are still expected to remain attentive during the rehearsal by following your music and fingering your musical parts.
- Only touch/play your own instrument (unless a special situation has been approved by Mr. Biasi).
- Have a good attitude. You don't have to like every piece we play, but you must learn to appreciate and respect it for its artistry.
- *Respect* – your peers, your conductor, your band, the music, your instrument, and yourself.
- Be an active consumer of music - beyond just learning to play your instrument really well.

Going above and beyond:

- Virtual Private Lessons are huge right now! There's no better time to support a local artist and boost your own playing through private lessons. A list of teachers available is located here <https://goldenhawksband.org/private-lessons/>
- Expose yourself to music performances outside of class.
 - Suggested listening list – professional soloists, great ensembles.

Listen to recordings of pieces we are playing. Find background information.

- Attend other concerts in our area. Explore the many resources located online.
- Learn music outside of class (solos/etudes, chamber music, etc.)
 - Band music should not be the most difficult music you can play.
- Audition for Honors Band Clinics
- Summer Music Camps
- Private Lessons
- Tutor other students
- Perform outside of class
- Be involved – in band, throughout school, in the community.

Regular (daily) practice is expected. Students should not merely strive to master the notes and rhythms of the music from class. Students should constantly work toward mastery of their instrument, and they should take the initiative to find etudes or solos outside of the normal class curriculum to master and perform. Consistently working on material inside and outside of class will improve each student as an individual musician as well as improving our ensemble sound.

Practice

Band is a very challenging and rewarding class. It offers students the opportunity to develop a skill that can be enjoyed for a lifetime. However, like any skill, band requires a commitment to practice and patience to allow the skill to develop. *Every student must **practice daily** to notice steady improvement.* A practice journal is suggested for personal reflection. It is suggested 20-30 minutes minimum a day. The following ideas may help parents in providing the necessary support for your child's success in music:

1. *Set a specific time to practice each day. A consistent time is important for the student and for the family.*
2. *Set a specific space to practice with proper lighting and ventilation without distractions. Have a music stand, metronome, and tuner (if possible) when practicing.*
3. *Reinforce practice sessions by listening and making positive comments (consider recording for private reflection)*
4. *Be prepared to respond to "I don't want to practice" with positive comments about commitment and responsibility. Reinforce the understanding that success in all endeavors takes time and effort.*
5. *Relax requirements during vacation times. A break from the routine will result in a return with renewed vigor.*
6. *If you notice any change of attitude towards the band, discuss this change with your child and contact the band director as soon as possible to discuss what can be done to get the student "back on track".*

Student Guidelines

Do's and Don'ts:

Do:

-Find a routine:

Brass – Mouthpiece and free buzzing – long tones, then lip slurs (5 minutes)

1. Be sure that the pitch stays steady during long tones
2. Use lots of air, especially though sustained notes
3. Work for fast note changes on lip slurs, center on pitch

Long tones with dynamic changes

1. Be sure pitch stays steady as dynamic changes

Woodwinds – Chromatic/scale exercises

Play etude, solo, or melody from music or warm-ups

*Work for phrasing, dynamics, proper breath support/tone quality

Articulation study/rhythms

Scales (all major scales and chromatic)

Sight-read something (borrow a method book or use sightreading factory)

Practice solo piece or parts from music

End with your favorite thing to play

-Count yourself off in the tempo of the piece before you play.

-Practice exactly like you want to perform.

-Spread out your practice time throughout the week.

Don't:

-Spend all of your time on music you know.

-Just play through a piece over and over. Isolate your problem areas, then run the whole selection.

-Practice for less than 15 minutes at a time.

Practice Tools:

- Tuner
- Metronome
- Recording device – listen to yourself often
- Internet – research the pieces you are playing, your instrument for pitch tendencies, alternate fingerings, tips on improving tone quality and intonation, etc.
- Mirror-be sure that there is no superfluous movement in your embouchure.

Extended Practice 15% (Theory/History Quizzes, Note checkpoints, Beginning of the Year Material)

Students will be responsible for maintaining a band notebook that we will add to each day of class. Entries include concepts relating to music history and theory and are crucial to the comprehension of the curriculum material.

Written assessments will be derived primarily from notebook entries. Students may also be asked to complete online music theory and aural dictation assignments.

Students are expected to make up all missed work, *including daily journal entries. Students must initiate completion of make-up work on the first day that the student returns after being absent.* If possible, students should see the teacher before absence regarding assignments.

****Late Work Policy*** - 1-5 school days late = the grade will be reduced by 15%.

6 days or more - the grade is a permanent 0.

I apply the school late work policy for all written assignments. For scales, solo brackets, and other performance assignments, see policies under Major and Minor Assessments. Students have opportunities to retest on performance assignments until the end of the quarter.

A zero will be entered immediately when the teacher is entering the grades for the assignment/assessment if the student has yet to complete the assignment/assessment. This will show up as a missing assignment in Infinite Campus (automatically records a zero)

Make-Up Work for Absent Students/Retesting

Make-up work for written assignments is permitted and will be graded for full credit provided that it is turned in within one day after a student returns to school. Performance work that is missed will be worked out between the student and the director. In most cases, opportunities will be provided via class time or Hot Lunch to make-up any performance assignments until the completion of the quarter. It is the student's responsibility to request work missed and to turn in or perform within the above guidelines.

All students will be allowed to retest to demonstrate mastery on all major written assessments. Before the student is given the opportunity to retest, they must:

1. Have completed the original assessment.
2. Completed required assignments.
3. Completed the reteaching/relearning objectives.

Written Assignment Guidelines

All written assignments should be double-spaced and Times New Roman font. You should use 1-inch margins on all four sides of the paper and it should fit all pages required by the assignment (ex. A two-page assignment should fill up two full pages). Your paper should include a Works Cited page (not included in the page count) that lists all references from the paper. As a general rule, you should attempt to diversify your sources (in other words, do not get all of your information from one website). Wikipedia is *not* an accepted source.

Academic Honesty

Academic honesty is expected in all classes at HSHS. Cheating and plagiarism, including giving or receiving any unauthorized assistance on academic work or copying and representing another's work as one's own, is prohibited. Board Policy states that any student who engages in or attempts to engage in cheating, plagiarism, falsification, violation of software copyright laws, or violation of computer access shall be given disciplinary action. The following factors are specifically prohibited:

- ***Cheating:*** Cheating is giving or receiving of any unauthorized assistance on academic work.
- ***Plagiarism:*** Plagiarism is copying the language, structure, or idea of another's textual, visual, or audio work and representing it as one's own without citing the original source and/or obtaining copyright permission as necessary. Students are prohibited from the use or duplication of any copyrighted materials not allowed by copyright law, fair use guidelines, licenses or contractual agreements.
- ***Falsification:*** Falsification is a verbal or written statement of any untruth, which occurs when one intentionally deceives another through words, actions, or omissions.

Papers may be checked by the teacher using plagiarism detection software. Consequences for infractions of the above may include: reduction in grade on assignment, repeat assignment, no grade (zero) on assignment or others as deemed appropriate. Academic dishonesty will be reported to a school counselor and a parent will be notified.

Honors Band Clinics

There are several in our area such as UNCG, UNCW, Triangle Youth Ensembles that are available to students by audition.

All-District Band

Auditions are in January. This is a great way for students to showcase their individual talent and hard work through a competitive audition and selection process. Students are also representing the HSHS Band program. All honor credit members are required to prepare for this audition. You must pass a screening process prior to the audition. Students will need to pass these with an A or B on all assessments to be allowed to proceed with the audition. More info can be found at <https://www.ncecdba.com> and <https://www.ncbandmasters.org/audition-requirements>

Private Lessons – Five Reasons why Private Music Lessons are important:

1. Working with a private teacher can help a student keep up with peers in the group setting. Every child learns at a different pace. Because of the many aspects of performing an instrument, children will progress differently.
2. Private lessons help to minimize frustration. I believe the less frustration the better when it comes to learning; who doesn't? Though frustration can create determination in some people, it can discourage others. It's sad to see a child give up learning an instrument when all that was needed was a little personal attention. Every child deserves the opportunity to enjoy and not be frustrated with making music. It is a challenge to provide individual attention to over 100 members in the group setting.
3. Private lessons set up the student for success. With a private instructor, a student learns more quickly the fundamentals of playing. A solid foundation is built, and the student can keep learning, playing and succeeding. Succeeding is fun! The young musician builds confidence and doesn't give up. Furthermore, once the student is strong in instrumental skills, he/she can perhaps focus more on learning ensemble skills from the band director.
4. The student learns how to practice. A young musician needs to learn HOW to practice. I often spend more time with a student on practice skills than anything else when I teach a lesson; and not only with freshmen, but advanced members as well. A student spends more time weekly alone in a practice room (or at home) with the instrument than he/she does with a private instructor each week, so that time needs to be well spent. By sending the student home weekly with the proper practice skills, the private instructor can help the student get the most out of practice time alone. Also, the student will not dread practice time, because he/she will have control over it and confidently expect results.
5. It is easier to stay motivated with the help of a private instructor. I find this benefit most applicable to students who have been performing more than a few years. Once out of the middle-school stage of playing, a music student may not know what to do next. A private instructor is knowledgeable about different music literature and styles and can help the student discover what new music to learn, what goal to pursue next. The instructor can direct a student to certain recordings, because listening is so vital to becoming a good and motivated performer. Sometimes, all a student needs in order to remain stimulated is someone to report to on a regular basis. It is always easier to work for something when you know someone is counting on you and you're accountable to someone-your teacher.

Private lessons are for anyone, not just music-career bound musicians. A private instructor can maximize a young musician's opportunity for musical success and fun. A complete list of local instructors is located in the band suite and on the band website.

REHEARSAL AND PERFORMANCE EXPECTATIONS AND POLICIES – see handbook

TRIPS

Our ensembles occasionally take our performances on the road. This may be a local, regional, or national trip. We plan to take at least one national trip with at least one ensemble each year. Not all members will travel each year, but it is a goal of the program for all members to enjoy a national trip at least once during their four year involvement in the band program. Recent destinations have included Powder Springs, GA, Charleston, SC, and

Disney World in Orlando, FL. The purpose of the trip is for the students to participate in a national band event and in their free time visit area attractions. The costs of these trips typically average between \$400-\$800, and last for four-five days. When a trip is proposed, a commitment form is sent home during the fall semester. This should be returned promptly with a required deposit. After paying the deposit, there are monthly payments due towards the trip that will begin in November. The trip cost is all inclusive, including hotel, most meals, transportation, festival fees, excursions, and activities. We do have financial aid available if there is a financial hardship. In order to be eligible for financial aid, the family must actively participate in the fundraising opportunities provided by the Band Boosters. Requests are made to the Treasurer. More info. can be found in the constitution and bylaws on the website.

PERFORMANCE ATTIRE -

The presentation of our students in any performance is important. This organization stands for excellence and the appearance of our young people is essential to the presentation of the music we perform. Therefore, specific uniform policies are in place for all members of the Holly Springs High School Band Program. We must work together to guarantee that the students of this organization are aware of these policies and procedures and properly wear and care for the uniforms of the Holly Springs High School Bands.

There are two types of dress with the band: Golden Hawks Regiment (marching band) related, and non-marching/concert band related. For indoor concert performances, the band will wear what is known as concert black. This is further described below. For outdoor performances, the band will normally wear band uniforms. On occasion, the band will need to wear band show-shirts for an event. Nice looking white athletic shoes will also be worn with khaki pants, shorts, or in some cases blue jeans. (You will be informed in advance of which choice the band director has made.) Band T-shirts are given to each marching member and the cost is incurred in the student's fair share.

Students will be required to wear a standard outfit when performing with the Holly Springs High School Bands. When students dress alike, it creates an atmosphere of class and dignity; it communicates a unified sense of purpose. Standard attire also prevents the occasional embarrassment caused when students have "unique" tastes in clothing. The following concert attire is required for all members of the Concert Band, Jazz Band, Symphonic Wind Ensemble and any other ensemble, excluding the Golden Hawks Regiment.

Required Concert Attire

THE HOLLY SPRINGS BAND BOOSTER UNIFORM CHAIRPERSON WILL HELP YOU WITH PURCHASING YOUR CONCERT ATTIRE. Information regarding the easiest way to purchase (in bulk through the band) will be given to all members. Students will be responsible for purchasing the following to satisfy concert attire requirements:

Concert Band/Symphonic Band

Refer to concert attire information - [2025-26 Concert Attire Information](#)

(Provided by members)

Black pump style dress shoes; flats are permissible but must be dressy. (The director must approve of your selection prior to the performance)

Wind Ensemble –

Refer to concert attire information - [2025-26 Concert Attire Information](#)

(Provided by members)

Black flats or 2-inch (No higher) covered pump style heel. NO STILETTOS (The director must approve any shoe that you own, that you think may satisfy this requirement)

Abella Judith pump (DSW), and A2 by Aerosoles Redwood 2 Pumps are examples that will satisfy this requirement.

Professionalism, neatness, consistency, and unity are among the core values of the HSHS Band and are an important part of a young performing musician.

- No obscuring the concert attire with a jacket or other covering or wearing an article of clothing with the uniform that doesn't belong to the uniform (ex. Baseball hat, tennis shoes, wrong color socks, etc.)
- Wear concert attire in its entirety. Always wear every part of the outfit the correct way (including bowtie, belt, etc.)
- No large or sparkly jewelry. Females may wear small earrings for CB/SB. All may wear a watch and no more than one ring per hand.

Jazz Ensemble

The Jazz Ensemble will wear two styles of dress depending on the performance obligation. Traditionally the band will wear a modified concert attire similar to that of the concert ensembles. At times, the group may wear a polo shirt (ordered through the band boosters), khaki pants, and nice white athletic shoes.

Musical Pit Orchestra –

Men and Women

Black short or long sleeve shirt (no designs), solid black pants (no jeans), black socks, black shoes.

Fundraising Info

In order to run a successful band program at Holly Springs High School there are some costs incurred but not covered by the school. Therefore, we have several fundraising activities each year to provide supplemental funds.

Spiritwear

A selection of shirts, shorts, hats and sweatshirts with Holly Springs Band logos are available to all students and parents to purchase. All profits go to the band.

Patrons

Campaigns ongoing throughout the year, these are donations by private individuals and families.

Sponsors

Ongoing throughout the year, these are donations from corporate and local businesses. Different levels of sponsorship come with different recognitions.

Holly Springs High School Performing Arts PLT

BAND | CHORUS | DANCE | THEATRE ARTS

Guidelines

General Hallway Expectations

- All students use low voices in the hallway at all times ~ before, during, and after school.
- Risers, the genie lift, storage cabinets, stage blocks, and band cases are prohibited to all students unless permission was given by a PLT Director.

Band Room

- Only members of the band and guard program are allowed in the band room at any time unless supervised by a performing arts PLT director or with verbal permission by a student director and Mr. Biasi.

- Food, Gum, and Drinks are never allowed in the band storage rooms. Food and Drinks are only allowed in the band room before school and during lunch. This includes after school rehearsals. Water is always allowed. Exceptions on special occasions when supervised by a director.
- Only band percussionists should touch or play percussion instruments.
- The percussion instruments (including the piano) are not tables. At no time should personal items be placed on top.
- Students should not sit on the back ledges.
- Students should not place personal items on the tables. These are for rehearsal items only.
- All personal items should be placed along the side walls and out of traffic areas.

Chorus Room

- Students are only allowed to eat in the chorus room during a required lunch rehearsal or while using the chorus room space productively at lunch
- No eating on the wooden risers
- Students are not allowed to use the chorus room space at any time without permission from Mrs. Patchett
- No students should be in Mrs. Patchett's office without her permission
- Do not enter the chorus room before 7:15 am unless have an appointment with Mrs. Patchett
- Do not play the pianos without permission.

Dance Studio & Small Bathrooms

- No food or drink other than water in the Dance room.
- All bags and personal belongings should be neatly hung on the hooks as you enter the double doors. Please try to avoid blocking entrance to the bathroom, theatre and entrance/exit doors.
- To protect the dance floor, no sharp heels or chairs on the dance floor.
- Students should not enter the dance studio until the 7:15 bell.
- Studio space during lunch and afterschool is reserved for dance program rehearsal use. Requests for space usage should be made the day prior.
- The desk and office space area are off limits for student use.
- The small bathrooms are for daily director use and occasionally used for theatre productions. Cabinets and any dance storage in those spaces are off-limits. Counters and sinks should be wiped down and overhead lights used ONLY when necessary for make-up application. All trash should be removed at the end of use and lights turned off when exiting.

Auditorium / Auditorium Spaces

- Students must enter the auditorium through the side door in the arts hallway.
- Students are not allowed to be in the auditorium space without permission from Mr. MacFarlane or another director. This applies to before school, during lunch, and after school.
- Students are not allowed to enter the auditorium until 7:15 AM. 'Student Leaders' for the 1st block class are allowed to enter after 7:00 AM.
- Students are not allowed to eat in the auditorium, concessions, box office, scene shop, and tech booth. Non-water beverages, gum, and candy are also prohibited. The 'coves' in front of Mr. MacFarlane's office and the 'props closet' are not collection areas for food and drinks.
- Students are not allowed in Mr. MacFarlane's office without his permission.
- Students are not allowed to climb on railings and ledges.
- All students must refrain from resting their feet on an auditorium seat/back.
- All personal belongings must remain in a seat. Do not store your bags, jackets, etc., on the auditorium floor.
- Students must use the stairs on either side of the stage to enter / leave the stage. Students are not allowed to jump on/off the apron.

HOT Lunch Expectations

- Students are not allowed to sit in the arts hallway on Wednesdays and the 3rd Monday of each month during the HOT Lunch PLT meeting. Students must find alternative spaces for lunch.
- Students are allowed to eat in the arts hallway, however students must create a pathway for traffic. Lunch trash must be thrown away before leaving the arts space.
- Students are not allowed to eat in the auditorium and its corresponding spaces during lunch. Students are NOT allowed in the auditorium without their director's permission.

Auditorium Concessions

- Concessions are absolutely off limits to students at all times without an adult escort.

Outside Areas

- All 'outside' spaces behind the auditorium, band room, and dance studio are 'professional' zones. Students are not allowed to 'horse play' and behave in a questionable way. It is not a playground.
- Students are not allowed to work in these outside spaces without permission from their director.
- Students are required to return all rehearsal items to their designated storage space (band stands, chairs, stage blocks, etc.).

Restroom Expectations

- Restrooms are available for students to take care of personal needs. It is not a space to socialize.
- Students must clean up after their personal makeup application, etc. during productions.

Odds and Ends

- Constructive feedback is essential to developing your technique. Acknowledge feedback with a positive response. Listen to all critiques. You will learn from listening and observing others.
- Any inappropriate use of social media (such as Facebook, Instagram, Twitter, Snapchat) or technology directed towards a fine arts student, director or program in general will not be tolerated, and may result in probation, suspension, or dismissal from the group at the direction of the director.
- Students from all disciplines should be prepared to start rehearsals ON TIME, this means to allow personal time to prepare before the actual start time.
- Students should have transportation arranged to arrive 5 minutes prior to rehearsal dismissal.

Communication Information

All email communication with Mr. Biasi should be done via his WCPSS email (mbiasi@wcpss.net). You may also call the band room at 919-577-1444 ext. 23496. To meet in person, please schedule an appointment.

All email communication with students must be from the student's WCPSS email account.

- Booster Address:
Holly Springs High School Band Boosters
5329 Cass Holt Road
Holly Springs, NC 27540

Money Deposits Send To: The above address or have students deliver sealed envelopes to the locked "drop-box" located in the band suite next to the uniform room. This box is checked periodically by the Band Booster Treasurer.

Communication: Websites and Social Media

There are many forms of communication used by the band program at Holly Springs.

- **Slack** - Professional chat service that both band members (using WCPSS email accounts) and parents can utilize.
- **Remind** – this service can either be sent through text, on the Remind App, or through email. To sign up, you need to text the number **81010** and, in the message, type the code below for your class.
Wind Ensemble - **@hshswe**
Concert Band - **@hshscb**

If you would rather sign up for email, simply go to the following internet addresses to sign-up:

Wind Ensemble – **rmd.at/hshswe**
Concert Band – **rmd.at/hshscb**

- Follow us on Facebook: **HSHS Band Boosters**
- Instagram: **hshsband**
- **IContact** - Weekly updates are sent to all members and parents based on the email address information in your Charms account. In addition to the website, this is your source for receiving information regarding our program. Rarely, will paper information be shared with students that does not have a electronic component, as it seldom makes it home.
- **The Holly Springs Band Website** – www.goldenhawksband.org – This website has many items of interest. It lists upcoming events, news, band calendar, photos of concerts and competitions, and other important forms and documents.
- **Band Booster Meetings** – *If you have a child in the band program, you're a band booster.* These meetings are held a few times each semester at 7 PM in the media center or auditorium. This is a great way to get involved as well as know what events or fundraising activities are coming up. On occasion, one of the ensembles will perform at these meetings. A reminder email will be sent via the IContact or other means of communication.
- **During Class** – Each ensemble has a student leader who is in charge of giving announcements in class as needed.

Excerpts in this syllabus unless otherwise noted were taken from:

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