MARSHALL HIGH SCHOOL BAND

Jeremy S. Root, Director of Bands
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Student and Parent Handbook

From Mr. Root

Since the beginning of civilization, music has been a crucial component of society. Formal music education prepares students for what life ultimately requires. Music education fosters creativity, teaches effective communication, and encourages the life-long values of self-discipline and commitment. The arts are unique to human capabilities. Creativity in the arts provides a means of self-discovery and self-expression. Music is a fundamental part of life itself.

The knowledge of music and its experience should be considered basic knowledge. Music teachers should believe this and must be able to defend this. A quality and disciplined program teaches responsibility. It is an area where the actions of one individual affect the success of the whole group. Students often express a feeling of "family" in our program. It will teach them about life, how to work with one another, and how to accomplish goals. They will learn how to get along, how to travel, how to properly dress for performance, and the process required to attain success. Students learn to rely on one another, and they ultimately learn to respect the discipline that makes them successful.

The Marshall Bands have enjoyed a long history and tradition of excellence. It is the special partnership of students, parents, teachers, school, and community that makes the magic of performance come alive. The entire process brings an aspect to our lives that is rarely found elsewhere. Memories built here will last for years. Performance and an appreciation of music will endure for a lifetime. Every band member and parent is important to the process.

This, our handbook, guides us uniformly through the year's program. To follow it intently will provide for quality and equity, while we preserve for students for years to come one of our community's unique treasures and traditions – the Marshall High School Band.

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Section

1

The Marshall Bands

1.1 Marshall's Band Directors

Mr. Root has been Director of Bands in Marshall since the summer of 2002. He also serves as the High School Music Department Chair. He holds both Masters and Bachelors degrees in Music Education from Michigan State University. Mr. Root plays the trumpet, and is currently a member of the Kellogg Community College Faculty Brass Quintet. While at MSU, he was a member of the MSU Wind Symphony and the Spartan Marching Band, where he was section leader and trumpet soloist. He has studied trumpet with Rich Illman (Professor of Trumpet, MSU) and Mark Thompson, and has studied conducting with John T. Madden (Assistant Director of Bands, MSU), Dr. Scott Lubaroff (Director of Bands, University of Central Florida), and Dr. Greg Wolynec (Director of Orchestras, University of Southern Mississippi). He is a member of the International Trumpet Guild, the Music Educators National Conference, and Phi Mu Alpha Sinfonia, an international music fraternity. In addition, he has served as conductor of the Marshall Community Band and is the Stage Manager for the Brass Band of Battle Creek. Mr. Root lives in Marshall with his wife, Stacy, who teaches elementary music for MPS, and their two sons, Andrew and Elliott.

Mrs. Peters joined the MPS family as Associate Director of Band in August of 2026. She previously served as Director of Bands at Quincy Public Schools and Gull Lake Public Schools. Mrs. Peters earned her Bachelors in Music Education from Western Michigan University and Masters in Educational Leadership from Michigan State University. Mrs. Peters is very active as a member of MSBOA, where she has served as District XI Secretary and Vice President of Band and Orchestra Festival. She also serves as an adjudicator for MSBOA Solo and Ensemble. Mrs. Peters enjoys spending time with her husband and two daughters, as well as being outdoors, practicing yoga, reading, and cooking. .

1.2 Structure and Description of Bands

1.2.1 Symphony Band is the top performing ensemble in the Marshall Band Program. Membership is determined by audition. Maintenance of performance standards on one's instrument, attendance at all

rehearsals, programs, and sectionals is required. Performance literature is selected in order to provide a variety of exposure to the best of wind and percussion music. Learning emphasis includes interpretation of musical styles, conducted performance, reading skills, and refinement of musical fundamentals. Symphony Band performance activities include local concerts, district and state festivals, and tours. Individual opportunities exist for participation in Brass and Woodwind Quintet and Solo and Ensemble.

1.2.2 Concert Band provides a quality band experience while performing excellent literature at a lesser difficulty level than the music performed by the Symphony Band, with more emphasis on the development of individual performance through fundamental development. Membership is determined by audition. Attendance at all rehearsals, programs, and sectionals is required. Concert Band participates in the same activities provided for the Symphony Band.

1.2.3 Marching Band will consist of the combined membership of the Symphony Band and Concert Band. Activities will include the required band camp in August of each year, football games, parades, and MSBOA Marching Festival. Attendance at all rehearsals, programs, and sectionals is required. Membership in the Marching Band is required and is not to be considered separate from membership in the concert bands. The musical and organizational goals of the band program that are taught and developed through the marching band season form the foundations of instruction for the rest of the year.

1.2.4 Jazz Band is an optional extension ensemble and will consist of students enrolled in the band program. Jazz Band will meet before or after school or during Seminar. Performances will include the jazz literature of various periods. Learning emphasis will include a survey of styles, and the theory of chords and scales leading to improvisation. Performances will include some of the following: 1) concerts, 2) school functions, 3) community functions. Attendance at all rehearsals and programs is required. Since no credit is given for Jazz Band, significant extra credit will be given to those students who participate.

1.2.5 Pep Band is a *required* extension ensemble and will consist of students enrolled in the band program. The Pep Band plays for select home boys and girls basketball games **after Christmas Break**. A schedule of games will be posted in early January and students will be allowed to sign up for games that fit their schedules. All students are expected to participate in a minimum of 3 pep band gigs to receive credit.

1.2.6 Brass Quintet, Woodwind Quintet, and Saxophone Quartet participation is an honored position for the principal performers on the appropriate instruments in the Symphony Band. These groups perform at contests and a variety of school and community functions. Significant extra credit is extended to those students who earn a position in the quintets. Rehearsal times are arranged.

1.2.7 Solo and Ensemble Events are open to all Marshall Band students. Participation in Solo and Ensemble improves both the individual and the band. Significant extra credit is earned for participation.

1.3 Learning Emphasis of all Marshall Bands

Students will continue to build a foundation of correct tone with beauty, control, and balance. Learning emphasis will include embouchure development through correct exercises, intonation development, increased range, rhythm study, accents, meter, precision, general technique development, breathing, articulation, interpretation, phrasing, and style concepts. Music theory, music terminology, and the creative aspects of music will be explored. A variety of music will be performed.

Marching skills will be developed in the corps marching style. Pride and esprit will be fostered through emphasis on a disciplined approach to music learning and bandsmanship. An active, yet balanced, performance schedule will be maintained.

Section 2

Band Membership Pride

2.1.1 WHY BAND?

Band is a great activity! Not only will you learn how to play an instrument, you will learn about the "universal language" of music. No matter where you go in the country (or world, for that matter), you will be able to communicate through music. With its universal appeal, standardized symbols, and its "group" performances, music through band performance is one of the most popular and effective ways to learn music.

With the band, you will have the opportunity to meet new friends, perform for large and exciting crowds and develop your own musical talent. Many school band students have the opportunity to travel, not only throughout this country, but throughout the world. Tour bands, honors bands, and music camps, with all the fun of performing and the excitement of meeting new friends are opportunities available to every band student.

As a band member, you can develop your musical performance to your personal best. Opportunities for solo performance in solo festivals and on your own are many. Many students carry their performance into combos, church performances, and many perform in a variety of other performing groups. Learning an instrument through the school band teaches you music the right way – through a professional program taught by a college-trained expert in music. Learning this way, music learning can be life-long. Many people continue their musical performance all the way through their life. Like learning to ride a bicycle, most people never forget how to play their instrument. Unlike many activities, you can perform music at any age.

Band programs require responsibility. In band, there is no "bench". The actions of the individual student affect the success of the entire group. Students often express a feeling of "family" in a well-organized program. You learn more than music, you learn how to work with people, how to get along, and how to accomplish goals. Your fellow band members will rely on you to prepare and to perform.

2.1.2 YOU ARE IMPORTANT TO THE BAND

Your membership as an individual is very important to the band. Though it sounds like a cliché, every band is only as strong as its weakest member. You have "ownership" in the band, which means that it is *your* band. Since the band is yours, you need to believe that your actions, good or bad, make the band

good or bad. It is critical that you are proud of the group that you participate in. The following makes your band operate effectively.

2.1.3 **PRIDE THROUGH TIMELINESS**

If you are late to rehearsals or performances, everyone must wait for you. Your time is important, but so is the time of your fellow band members and your director. Make it your personal habit to arrive to rehearsals early. Be sensitive to the needs of everyone to start together and to be on time.

2.1.4 **PRIDE THROUGH ATTITUDE**

Be proud of your membership in the band. Not everyone can do what you do. Respect others in their activities, but be upbeat about your band experience. Remember, even the best of families have times when things don't go perfectly. Some of the finest families have disagreements. Quality band members understand that it is important to have a positive attitude and image. This will result in others outside of your band to become interested and supportive of you.

2.1.5 **PRIDE THROUGH UNIFORMS**

Be proud of your uniforms. Regardless of age, make sure it is clean, pressed, and well-fit. Wear the uniform according to instructions and wear it in its entirety. Store your uniform properly (in a garment bag) when not being worn. Use care to ensure that the uniforms are cleaned to the exact specifications given to you.

2.1.6 **PRIDE THROUGH INSTRUMENTS**

Be proud of your instrument. Take proper care of your instrument. Always store your instrument in its case when it is not being used. Avoid placing other items in your case unless a special place is provided for them. Clean your instrument regularly and keep it in proper playing condition. Always swab woodwind instruments after use. Remove reeds and store them in a reed case. Drain water from the brass instruments. Be sure to place instruments in their proper storage location. An annual check-up by your music dealer will go a long way to help preserve the life, playing condition, and beauty of your instrument.

2.1.7 **PRIDE THROUGH MUSIC**

Take care of the music provided to you. Always have all of your music with you at all rehearsals. If you must be absent from a rehearsal, get the music to rehearsal so that others who need it can rehearse. Do not place music in horn cases but store the music in a folder. Remember to keep a pencil with your music so that you can correctly mark you parts. Avoid marking music in ink.

2.1.8 **PRIDE THROUGH PRACTICE**

Be sure to learn your personal part before rehearsal. Valuable rehearsal time should be spent rehearsing the music from a large ensemble perspective. Rehearsal time is not intended to be spent learning parts.

Practice parts alone. Rehearse the music together. Set aside a regular practice time each day. Only then will practice become a valuable habit. Begin your practice session with a careful warm-up. Set a reachable goal for the learning of a section of difficult music. Practice slowly at first.

2.1.9 **PRIDE THROUGH PREPARATION**

Be sure to fix horns, oil valves, search for items, etc., before rehearsal. Once lost, valuable rehearsal time can never be regained. Woodwind players should have several reeds that perform well. Bring a pencil to all rehearsals to mark music and charts.

2.1.10 **PRIDE IN YOUR ROOM**

Your band rehearsal room is often a home away from home. Do your part to keep things orderly. Respect other members' equipment. As a musician, you understand the value and personal nature of equipment. Don't touch another player's equipment or expensive band electronic equipment without permission. Help out by not leaving things around the room. Take home uniforms after performances. The room is not a locker room (even though sometimes it smells that way). Allow non-members in the rehearsal room only with permission of the director.

2.1.11 **PRIDE THROUGH LEADERSHIP**

As you advance in your band experience, you become an important keeper of the traditions of the band. You will have increasing opportunities to "hand down" to younger members important concepts, traditions of excellence, and attitudes. You can help others improve, while giving something back to the program. You learn more and improve yourself by assisting younger players on their instruments. Opportunities abound for section leaders, flag captains, drum majors, student directors, band officers, etc. Colleges and employers often look for band leadership characteristics in future candidates.

2.2 **Membership Policy**

Membership in the Marshall High School Bands is subject to the following:

1. Successful audition indicating competence for the student's grade level.
2. Practice, application, and progress.
3. Satisfactory playing grades and practice results.
4. Acceptable behavior and bandsmanship (citizenship and working attitude)
5. Attendance at all sectionals, rehearsals, and all performances.
6. Attendance at band camp.

Students not maintaining the requirements for membership may be placed on probation, dropped to a lower band, or dismissed.

2.3 **Auditions**

Auditions may consist of one or more of the following:

1. Selected sections from a prepared festival or concert music selection.
2. Assigned audition materials.
3. Scales or rudiments for percussion.
4. Sight-reading

Students will be evaluated on their performance of the above. The performance factors of tone, intonation, technique, rhythm, articulation, phrasing, and range will be considered. A numerical score will be earned and used to designate band/chair placement. Numerical scores do not indicate grades. Younger students might receive a lower score, but in considering their stage in development, they could receive a higher grade than an older student with the same score.

2.4 Band Attendance Policy

The band schedule, which is distributed each year in the summer or early fall, is the basic contract of membership in the Marshall High School Band Program. Simply put, students must attend all rehearsals, sectionals, and performances. The absence of one member adversely affects the performance and morale of others in the group. It is considered basic respect for all members to clear their schedules in order to adequately prepare for rehearsals and performances. Without this basic level of commitment, it will be impossible to maintain an organization of quality. For this reason, the schedule must be respected and adhered to.

Automatic excused absences are serious illness or a death in the family. Additional circumstances may require special consideration by the director. **Unexcused absences include, but are not limited to, work, babysitting, outings, social events, oversleeping, forgetfulness, or transportation problems**. Once again, it is imperative that each student clears his/her schedules far in advance so that conflicts will not arise. Unexcused absences will result in a substantial lowering of the grade, and possible demotion or dismissal.

Students must accept the responsibilities of membership. This means that students should put forth the best effort possible to make their multiple involvements work with all organizations involved (band, athletics, church groups, work, etc.). Students must keep pace with the course materials learned during rehearsals, regardless of outside involvement. It is expected that students will not be presumptuous or take advantage of compromises that have been made. I feel strongly that all students should be allowed to use their varied experiences to contribute in a positive way to the band membership.

If, for any reason, a student misses a performance, a substitute assignment will be given to make up the points from the performance. ½ of the points will be allowed to be made up for an unexcused absence. This assignment will be due one week from the performance, and should focus on an aspect of music that has been covered in class. All make-up assignments should be cleared through the director first.

2.4.1 A Special Note Concerning Driver's Education

In recent years, it has become more common for students to take Driver's Education classes during the school year, as opposed to during the summer. Changes in state requirements have made it more difficult and time-consuming for students to earn their drivers license. While this is an exciting time in a young

students' life, it is important to remember *all* obligations when scheduling these classes into your schedule.

When considering which Driver's Education class to enroll in, please keep the following in mind:

1. **Attendance at a Driver's Education class does not constitute an excused absence from a band function, including band camp, rehearsals, sectionals, or performances**.

2. Because of state laws, many "outside" businesses have a very strict policy on the number of times a student may miss a Driver's Education class.

3. Many "outside" vendors will not issue refunds after deposits are made.

Given these factors, please consult your schedules before scheduling a Driver's Education class. It is important to respect all schedules and activities, so that no confusion or hurt feelings occur.

2.5 **Athletics and Band**

Music and athletic schedules have been coordinated to accommodate student participation in both music and athletics. Though conflicts have been minimized, some schedule difficulties may occur. In the case of a conflict, it is vital that students communicate with the coach and band director so that misunderstandings will not result. **It is not the responsibility of the band director to communicate schedule problems with parents, coaches, or the Athletic Director.**

2.6 **Suggestions to Avoid Common Problems**

Notify employers well in advance of your band schedule – don't drop it on them. Give your employers a copy of your band schedule and highlight the problems that you foresee. Go one further step and suggest people who could trade times with you. Many employers like working with band students because they represent a disciplined and success oriented segment of your age group. When you are involved in an event, think of your schedule.

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than circumstances, than failures, than successes, than what other people say or think or do. It is more important than appearance, giftedness, or skill. It will make or break a company, a church...a home. The remarkable thing is that we have a choice every day regarding the attitude we will embrace for the day. We cannot change our past...We cannot

change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude...I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you...we are in charge of our attitudes"

-Charles Swindall

Section

3

Rehearsals and Performances

3.1 Rehearsal Expectations

1. Be to rehearsals early and take your seat before the bell. Students not in their assigned places are marked tardy.

2. No talking during rehearsals when conductor is on the podium or offering instruction. During marching rehearsals, stops are used to instruct. Students must remain in their spots.

3. Have a pencil and all proper materials. Have music on your stand, in order, and ready to go when rehearsal begins.

4. No studying for other classes in band.

5. All supplies are sold before class. Buy then!

6. Take care of personal business before and after rehearsal time.

7. Place books and cases in your locker, in the back of the room, or in the front of the room. Do not place cases in the set-up. Keep the aisles clear.

8. Store all equipment in the proper locations. EVERYONE is expected to pick up their area before leaving. Instruments must be kept in cases and in lockers. Do not leave instruments sitting in the room!

9. No gum, candy, or pop in the band room. No food of any kind in rehearsal or storage area without permission of director.

10. Do not leave the rehearsal, music hall, or start to pack up until dismissed by the director.

11. Help keep the room clean. Have respect for the students, staff, and custodians who follow you into the room. Respect all equipment – no writing on stands, walls, chairs, etc. This is your room – respect it!

12. Support one another.

13. Approach our band with professionalism and you will look and sound more professional!

3.2 Football Game Procedures

3.2.1 Game Night Schedule

5:00 PM	Report to Pavement (across from tennis courts)
5:35 PM	Dinner
6:10 PM	Get Dressed
6:20 PM	Uniform Inspection
6:25 PM	Performance Preparation
6:30 PM	March to Stadium
6:45 PM	Pregame Performance
Halftime	Halftime Performance
Postgame	March to Band Room and Dismissal

3.2.2 Game Night Procedures

1. Place any belongings in the stands before 5:00. Everyone must be on the pavement ready to go at 5:00.
2. Percussion will warm up with the band. Any additional warming up that is necessary should be done before 5:00.
3. The band will be together as a unit from 5:00 until dismissal.
4. Sit in the sections indicated in the stands. No students are to visit or to leave for any reason without permission.
5. Non-members will not be allowed to sit with the band.
6. No refreshments while in uniform unless provided by the band. We will make every effort to make sure that band students are comfortable.
7. All playing of instruments will be as an organized ensemble. No individual blasting or drum solos (hacking). Improvising will be dealt with harshly and will result in a grade reduction.
8. The band will be dismissed after the game and following the march back to the band room.
9. Change out of the band uniform after the game and place it in a protective bag, hanging up. Do no change in the car or otherwise mistreat the uniform.
10. You are responsible for your own equipment. When the band travels, you are responsible for making sure that your instrument is loaded and unloaded.

3.2.3 A Note Concerning Football Games

Football games are often the most difficult times for students to understand the structure of the band. Friends of band members are enjoying total freedom, while the band is in a performance role. The band must function in a disciplined atmosphere at all times; otherwise it appears to be a "free-for-all."

3.3 Bus Procedures

1. All personal music devices must have headphones.

2. No coolers will be allowed on the bus, except those used for food for the whole band.
3. Keep the bus clean. On extended trips (tours, etc.), everyone will be on the bus the entire trip. The bus must be thoroughly cleaned before the band will be dismissed.
4. Keep the aisles clear.
5. Be on your bus on time to avoid delays.
6. The front seats of the buses are reserved for directors and chaperones.
7. On longer trips, students will be allowed to sign up for buses. On shorter trips, buses will be assigned. There will be *no* trading of bus assignments once the official list is posted.
8. All Marshall Public Schools bus rules apply on Marshall Band trips.
9. When roll is taken on the bus, politely answer "here" when your name is called.
10. Students should take smaller and more delicate instruments with them on the bus.
11. All students must ride the bus provided when participating in school-sponsored band trips. Unless given permission by Mr. Root and administration, students are not to drive to school-sponsored band activities.
12. After an event, students may leave with a *parent* if the director receives a note saying that the student will be picked up by a parent. Students *will not* be released to friends, boyfriends or girlfriends, or other students (even with a note).
13. Students who have made alternate transportation arrangements will not be left anticipating a late pick-up. If parents are not available to pick up students at the time of departure, students will be taken with the group to the next destination.

3.4 Band Members as School Representatives

Marshall Band students represent the band and the school in all activities in and out of school. Personal standards are often identified with the band organization. As such, student conduct at camp, on tour, or during festivals and performances need to be at the highest level. Students are expected to exhibit quality citizenship in and out of school.

Student suspensions, discipline issues, etc., will impact award selection regardless of musical achievement. Student musicians presented to the public will reflect the expectations for members of the band.

In accordance with the High School Student Handbook,

1. Students suspended for a violation of school rules may be kept from participating in sponsored trips. Students involved in violations of school or band policies during a trip may be denied the opportunity to perform or participate. If student behavior impacts a performance, the student's grade will be lowered.
2. If a school suspension takes place over the period of a performance, the student will be unable to perform and the student's absence will be considered unexcused. Any student who misses vital rehearsals before a performance will possibly not be able to perform.
3. Students who continually disregard band or school rules may be dismissed from the program.

Section 4

Student Leadership

4.1 Band Council

The Band Council is a student advisory group in the Marshall Band program. This group will meet from time to time to discuss policy mattes, plan activities, and assess student input regarding the Band program. Students elected to the Band Council should possess the following attributes:

1) Be committed to the Marshall Band Program.
2) Exhibit the personal qualities of positive bandsmanship.
3) Be representative of the best musicians in the band program.
4) Be able to express concerns and seek solutions.
5) Be able to represent the concerns of the band in dealing with other groups in the school and community.

The following offices comprise the Band Council:

President
Vice-President
Secretary
Treasurer
12th Grade Representative
11th Grade Representative
10th Grade Representative
9th Grade Representative
Drum Majors/Field Commanders (The Drum Majors and Field Commanders are selected by audition and are also members of the Band Council. The band students select the other members of the council.)

4.2 Section Leaders

Band members who serve the band as section leaders multiply the efforts of the director by administering to their section. Many of the duties that section leaders perform are directives of the band director, designed to improve operation or musical efficiency. For this reason, reasonable directions from section leaders need to be respected. Concerns about "overzealous" section leaders should be discussed with the director.

The section leaders may call special rehearsals, meetings, or offer their time to help people with special music problems on an individual basis. Section leaders should take great pride in their role and try to make the section "shine" in the operation of the band.

No more than one additional group section meeting per week may be called unless permission is secured from the director. Any extra meeting should be scheduled in advance and the director should be notified. Extra meetings should be scheduled at a time when everyone (or almost everyone) can attend. Section leaders must be in attendance at these meetings.

4.3 **Drum Majors**

The Marshall Band features 2-3 Drum Majors, depending on the size of the group. Every student is given the opportunity to audition for drum major of his or her class at the end of their sophomore year. The selected student(s) will attend the Michigan State University Performing Arts Camp in the summer and will assume the role of junior drum major(s) the following fall. The selected student(s) will progress to senior drum major the following year, when a new junior drum major will be selected.

4.4 **Field Commanders**

The role of Field Commander includes a primary focus of visual aspects of marching band. Students are encouraged to audition during their sophomore year. Selected students will attend leadership camp over the summer. The selected student(s) will progress to senior Field Commander the following year, when a new junior Field Commander will be selected.

4.5 **Color Guard Captains**

The director and Color Guard Coordinator appoint color guard captains. Any student desiring the position of color guard captains should express that desire to the director by the end of their sophomore year. One or two junior color guard captains will be chosen. Much like the drum majors, the junior captains will progress to senior captain. Color guard captains will attend the MSU Performing Arts Camp. They are responsible for coordinating the routines with the color guard.

Section

5

Band Equipment and Storage Regulations

5.1 General Equipment Considerations

5.1.1 **The band supplies** marching and concert coats, marching and concert pants, concert shirts, bow ties, cummerbunds, hats, plumes, flags, flag poles, raincoats, garment bags, large and specialty band instruments, percussion equipment, and music.

5.1.2 **Students and parents supply** band shoes, gloves, flip folders, reeds, lyres, personal instruments, and instrument supply items.

5.1.3 **Percussionists supply** snare sticks for concert and marching, one pair of timpani mallets, one pair of yarn mallets, and one pair of bell mallets.

5.1.4 **Any student who uses a school-owned instrument must supply** their own individual mouthpiece, which should be kept with the student.

5.2 Symphony Band Equipment Requirements

In order to achieve the highest quality results as a group, it is vital that each student plays on an instrument of high quality. There are many, many poor quality instruments out there, and their use in the band would be a detriment to the group. It is important to note that an instrument purchased for a beginning band student is not appropriate for a performer in a top high school band, much like a bike with training wheels is not appropriate for the Tour De France.

1. Students need to practice individually with a tuner and metronome.
2. Clarinets must play Vandoren B-45 mouthpieces (or equivalent) with Gigiotti or Rovner ligatures. Avoid metal rail ligatures.
3. Trumpet players should progress from 7C to 5C to 3C mouthpieces. Most high school trumpet students use 5C or 3C mouthpieces.
4. Trombones and baritones must play 6 ½ A, 6 ½ AL, 5G or 5GB mouthpieces. Shilke mouthpiece equivalents are ok.

5. Saxophones and Bass Clarinetists must play HS Star Mouthpieces – hard rubber – no metal mouthpieces.
6. All clarinets must be wood. Selmer Signet would be the minimum level of quality. Buffet R-13 is the recommended artist clarinet.
7. Trumpets must provide a metal straight mute – Tom Crown is best, Vacchiano is ok.
8. All saxophones require the use of a neck strap.
9. It is expected that all instruments will be maintained in top working condition.
10. It is encouraged that "step-up" instruments be considered for better players. Consult the director for proper choice.
11. A supply of at least four working reeds must be available for all woodwind players.
12. Clarinets use at least a Mitchell Lurie 3 ½ or 4 reed. Vandoren V-12 is the preferred clarinet reed.
13. Bass Clarinets use La Voz medium reeds.
14. Saxophone use La Voz, Hemke, or specialty reeds.
15. Your director tries to keep abreast of changes in reed quality from year to year. Please work with me to play on the best reeds. Double reed players should work with a teacher and make their own reeds.

5.3 Suggested Instruments

To preserve the quality and uniformity of sound in the band, all equipment used must meet the approval of Mr. Root. Please check with him before you are "sold" an instrument. I have the experience and expertise to point you in the right direction. An instrument may look wonderful, but could have uneven scales or notorious maintenance problems that would limit musical performance. Many manufacturers have several lines of instruments. Some manufacturers turned out great horns at one time, but the newer models are not as good. The following list specifies a few of the best brand choices.

Flutes	Armstrong 80B with silver head joint (others possible)
Oboes	Loree
Clarinets	Signet 100, Noblet 40, Buffet R-13
Bass Clarinets	Selmer (school issue)
Saxophones	Yamaha or Selmer Mark series
Trumpets	Bach Stradivarius Medium-Large bore (important)
Trombones	Bach 42 with F Attachment
Baritones	Yamaha YEP or Willson
Tubas	Miraphone 186 or Yamaha upright (school issue)

5.4 School Equipment Issued to Students

All school equipment is issued to students in good playing condition. It is expected that equipment will be properly maintained and that any damage be reported to Mr. Root **immediately**. Students are responsible for repair costs beyond normal wear and tear of the instrument until the instrument is returned. Instruments are very personal and should not be loaned, borrowed, or experimented with. School equipment is to be played and handled only by the student to whom it is issued.

5.5 Uniform

Students are issued a high quality and expensive set of band uniforms. Students are asked to remember the pride associated with the uniform and the tremendous tradition established by those who came before you. The current marching and concert uniforms were purchased in the summer of 2004, after an $80,000 fundraising campaign by students, parents, and the community. They are a symbol of quality, pride, hard work, and accomplishment. They need to be respected by all members.

5.6 Uniform Regulations

5.6.1 ALL OR NONE OF THE UNIFORM MUST BE WORN. The director may allow sweaters or jackets on trips or may excuse hats on certain occasions.

5.6.2 PANTS MUST BE CLEAN, PRESSED, AND PROPERLY ADJUSTED. Pants must extend to the marching shoe. As students grow, pants should be adjusted or exchanged for a different pair.

5.6.3 COATS MUST BE CLEAN, PRESSED, AND PROPERLY FIT. The coat must be spotless. Sleeves need to extend to the wrists. If your size changes, arrange to exchange your coat for one that fits.

5.6.4 GLOVES MUST BE BRIGHT WHITE. New gloves are available through the band office. Wash gloves until they are clean. If they will not clean or have shrunk, replace them.

5.6.5 REGULATION BAND SHOES MUST BE WORN. Shoes must be purchased through the band office before the start of the season.

5.6.6 SHAKO (HAT) MUST BE WORN TIGHT TO THE EYES AT AN INTERVAL OF TWO FINGERS. Wipe and clean dirt from the shako. Use a mild soap if necessary. Store the shako in its box when not in use.

5.6.7 PLUMES will be passed out and collected at performance sites. They are made from bird feathers and are quite fragile and expensive. At no time should a student have a plume in their possession after an event.

5.6.8 HAIR MUST BE OFF THE COLLAR. Put hair up if it touches the collar of the marching coat. Boys and girls have the same regulation. Hair must be put up so that it stays in place when the hat is off.

5.6.9 THE USE OF HEAVY MAKE-UP, SUCH AS COLORED NAIL POLISH AND EXCESSIVE LIPSTICK WILL NOT BE TOLERATED.

5.6.10 NO JEWLERY SHOULD BE WORN WITH THE UNIFORM. A clear post with pierced ears is ok.

5.6.11 UNIFORMS MUST BE PROPERLY STORED WHEN NOT IN USE. Store uniforms on a hanger in the school-issued garment bag provided to you. Do not place uniforms in any other bag. Accessory items (gauntlets) should be placed in the bottom of the bag. **DO NOT** place marching shoes in the garment bag.

5.6.12 IT IS EXPECTED THAT UNIFORMS WILL BE DRY CLEANED AS NEEDED WHILE ISSUED TO STUDENTS. Do not attempt to launder any part of the uniform except for the gloves. All uniforms must be dry cleaned at the end of each year before they are turned in.

5.6.13 ALL UNIFORMS MUST BE DRY CLEANED BEFORE THEY ARE RETUNRED AT THE END OF THE YEAR. Uniforms must be in their dry cleaning bags and accompanied by the dry cleaning receipt to be returned. The uniform turn-in date will be announced at least one month in advance, and no uniforms will be accepted after the uniform turn in date.

There are no shortcuts to any place worth going

-Beverly Sills

"The greatest enemy of tomorrow's success is today's success.

The second greatest enemy of success is "good enough".

Section

6

Grading Procedures

Student grades will be subject to the school policy regarding attendance in addition to the band attendance policy. Student learning will be assessed on an individual basis. ***All*** students will perform for the director at designated times. Music performance assessment will consider mastery of assigned material. Assessment will consider the participation in quality extension activities. Evaluation of students will consider their commitment and attitude as exemplified through performance, rehearsal, and attendance during and after school.

6.1 Grading Policy

Rehearsals and Sectionals **30%**

Students will receive points for each rehearsal during class time or after school. To receive points, students must be on time and participate as expected. Students who are tardy will receive partial credit.

Mastery of Assigned Music **30%**

Students will receive performance points through periodic playing tests and memorization grades (marching band).

Performance Attendance and Reflection **40%**

Students are expected to attend all performances. To receive full credit, students must arrive on time, with all necessary materials (music, instruments, uniform). In addition, there may be times where an assignment is given after a concert to reflect on the preparation and the performance itself.

Extra Credit

Students can earn extra credit in many ways, including: Private lessons, jazz band, assisting younger students, Solo and Ensemble, and attendance at other concerts. Extra credit is variable, and is determined by the director.

6.2 Tardy Policy

Tardiness is defined as not being ready to go when rehearsal begins. Band students will be considered tardy and receive partial credit for rehearsal for:

1. Not being ready to rehearse at the assigned time.
2. Not being in the attendance block after the 2nd whistle.

3. Not being in one's seat during morning announcements.
4. Entering class late without a pass.

6.3 General Notes Regarding Band Grades

6.3.1 General Description

The band grade is determined by accumulating the points indicated above. Points are earned as indicated unless expectations are not met.

6.3.2

In each of the above categories, points earned will be divided by points possible. This results in a percentage for each category. The percentages are then averaged and assigned a letter grade.

6.4 Band Rubrics

This rubric has been designed to assist students and parents in understanding band grades. The following provides general descriptions of behaviors that might result in the indicated grade.

A A letter grade of "A" indicates an EXCELLENT band student who:

- Attends all rehearsals, section classes and performances on time and prepared (proper attention to music, instrument, uniform, etc.)
- Learns all parts at an excellent performance level
- Practices outside of band in excess of 20 minutes per day (2-3 hours weekly)
- Exhibits marked improvement and continually improves individual performance skills
- Hands in all practice reports and other assignments on time
- Maintains correct focus and discipline in rehearsals at all times
- Exhibits correct tone, tuning awareness, rhythmic proficiency, technical facility, and interpretation appropriate to age level
- Participates in some or all extension activities (solo and ensemble, jazz band, pep band, orchestra, choir, etc.)

B A letter grade of "B" indicates a GOOD band students who exhibits most of the qualities described above, however one or a few of the following applies:

- With a slight exception, attends all rehearsals, sectionals, and performances on time and prepared
- Learns all parts at an acceptable level with a few minor performance issues
- Generally practices outside of band, but does not practice every day or 2-3 hours weekly
- Exhibits general instrumental competence, however , improvement is static
- Fails to turn in some practice reports (lack of practice) or other written assignments
- Rehearsal focus or discipline is sometimes lacking
- Musical deficiencies exist in the areas of tone, tuning, rhythm, technique, and interpretation
- Little participation in the extension aspect of the total band experience

C A letter grade of "C" indicates a BELOW AVERAGE band student because some of the following:

- A few missed rehearsals or sectionals, or excessive tardiness, unprepared rehearsals, etc.
- Learns most of the parts, however is unable to perform all of the music due to lack of application
- Little practice outside of band
- Little or no improvement of musical skills due to lack of application
- Few or no practice reports or missing assignments
- Rehearsal focus or discipline is lacking
- Several grade level musical deficiencies exist
- Avoids the extension aspect of the total band experience
- Instrumental performance is not a high priority and is reflected through attitude, lack of application, or performance

D A letter grade of "D" indicates a POOR band student because of several of the following:

- Several missed rehearsals or section classes and/or absence from a performance
- Has not learned all the music due to lack of application
- Excessive tardiness, unprepared rehearsals, and general lack of concern for band
- Little or no practice outside of band
- No improvement of instrumental skills due to lack of application
- No practice reports and missing assignments
- Poor rehearsal focus and discipline
- Musical deficiencies exist related to lack of application and effort
- No participation in extention activities of band

E A letter grade of "E" indicates a FAILURE of the band class because of disregard for the band, trip, camp, and/or school rules and/or several of the following:

- Blatant disregard for the attendance policy of the band including skipping classes/sectionals, rehearsals, or performances
- No musical application outside of class
- Disregard for personal performance level and performance quality of the band
- No practice reports and missing assignments and/or blatant dishonesty concerning these items
- Poor rehearsal focus and discipline
- Discipline issues impacting other students in band

Section

7

Band Camp

7.1 General Description

The Marshall High School Marching Band operates a one-week band camp in Marshall, held at MHS. This camp is always the first full week in August. This intensive program develops the band before school starts and is the beginning of the band year. Through hours of instruction by qualified specialists on the various instruments, more instruction is accomplished during this period than any other period of time during the year. Additionally, many of the strongest traditions of our group are developed during this week. Students are exposed to a quality camping experience.

7.2 Band Camp Policy

In order to be a member of the Marshall Band, students must attend band camp. Students will not be allowed to come late or to leave early. Students who do not participate in band camp may not be eligible to participate in band, pending a conference between the parents, director, and principal.

7.3 Rationale for Band Camp Requirement

1. Band camp is an intensive six-day instructional portion of the band curriculum where students are taught by a professional teaching staff, hired for this specific period of time. The bulk of the marching program is learned and rehearsed during this time. Often, the band performs before the official start of school.
2. A complex scheduling priority determines the time of camp. Camp is held based on the availability of MHS, in addition to scheduling around official MHS athletic practices and camps. Band camp will always be the first full week in August, and if there is any change, a notice of at least 12 months will be given.
3. Band camp upholds and intensifies many of the historical traditions of the Marshall Band program.
4. Marching Band is an activity in music education that reinforces the rhythmic-physical music connections. Students become better performers in all music through participation in marching band.

Section

8

Student Recognition and Band Awards

8.1 John Philip Sousa Award

Since 1954, thousands of high schools have honored their top band students with the John Philip Sousa Award. The pinnacle of achievement in a high school band program, the Sousa Award recognizes outstanding achievement, dedication, superior musicianship, and high qualities of band membership. This is the single highest honor a band student can achieve, and there can only be one winner each year. Sousa award winners are recorded on a plaque that hangs in the band room. Past award winners are:

1998 – Sarah Martz
2001 – Joe Kubicek
2002 – Shae Redfield
2003 – Laura Maher
2004 – Megan Richey
2005 – John Driscoll
2006 – Cam Lake
2007 – Kristin Hydon
2008 – Jon Davis
2009 – Maegan Gauthier
2010 – Jennifer Slaght
2011 – Eric Frost
2012 – Chris Wilson
2013 – Peter Richey
2014 – Johanna Murray
2015 – Casie Stuut
2016 – Jontaj Wallace II
2017 – Andrew Warriner
2018 – Jack Merucci
2019 - Nicholas Slaght
2020 - Lexie Holt
2021 - Mitchell Taylor
2022 - Grant Rupp
2023 - Sam Jennings
2024 - Hallie Machalka
2025 - Anderson Welker

8.2 Patrick Gilmore Award

The Patrick S. Gilmore award was established in 1994 to honor the legendary 19th century bandmaster. Among his many achievements, Gilmore organized concerts with thousands of musicians and performed to audiences of over 30,000 at a time. This award is presented annually to the top performing musicians in a band program based on dedication, musical ability, and effort. Winners are recorded on a plaque that hangs in the band room. Past award winners are:

2003 – Ken Sink
2004 – Mitch Jennings
2005 – Kipp Caron
2006 – Cassandra Wissink
2007 – Kurt Juday & Katie Murphy
2008 – Britta Seifert
2009 – Jason Thelen
2010 – Quincy Suehr & Allison Weingarden
2011 – Patrick Carrell & Nick Vetter
2012 – Ryan McFadden
2013 – Lauren Long & Devon Warriner
2014 – Alex Klingel
2015 – Eli Arnold &Allison Brownell
2016 – Keegan Elliott
2017 – Michael Vezmar & Laura Willard
2018 – Natalie Stiner
2019 - Jacob Kershaw & Jack Vezmar
2020 - Nate Machalka & Jacob Martinson
2021 - Kyler Brothers, Parker Gilbertson & Larin Long
2022 - Jonah Benson & Annabelle Machalka
2023 - Micah Martinson
2024 - Micah Morehouse
2025 - Makayla Hammond

8.3 Director's Award

The Director's Award is presented to the senior band member(s) who has exhibited musical and personal qualities worthy of special recognition. The award provides an opportunity for the conductor to acknowledge musical merit and the spirit of cooperation necessary to achieve quality in instrumental music. Award recipients are recorded on a plaque that hangs in the band room. Past award winners are:

2003 – Bill Sleeper, Devin Hurst
2004 – Megan Iobe, Eric Richey, Ali Wills
2005 – Joe Caron, Lindsey Merkel
2006 – Ryan Harvey, Danielle Hurst
2007 – Kyle Collins, Andrew Kellogg
2008 – Kierstin Elliott, Gabi Fratta, Amy Baranowski
2009 – Sarah Kellogg, Zach Deitrich, Abby Watters
2010 – AnneMarie McCarthy & Austin Zapata
2011 – Nick Hamil, Emily Mickus, Drue Wagenschutz
2012 – Lyle Dew, Delaney Hurst
2013 – Nick Beardslee & Cassidy Crouch
2014 – Zane DeGraw, Ella Kramer, Hannah Wheeler
2015 – Ben Elyea & Olivia Graves
2016 – Sydney Bies & Nick Stevens
2017 – Thomas Hellman & Maria Ruedisueli
2018 – Trace Reincke & Meena Ritchie
2019 - Grace Lunger & Ray Snyder
2020 - Nate Machalka & Jacob Martinson
2021 - Jaylyn Jones & Reagan Winnie
2022 - Marshall Nicholson & Marley Voke
2023 - Helena Gombas & Sam Rodgers
2024 - Chloe Collings & Matt Wills
2025 - Leeland Murphy & Margaret Rodgers

8.4 Semper Fidelis Award

The Semper Fidelis Award is awarded by the Marine Corps Youth Foundation. Two awards are given each year – one to a girl and one to a boy. The award is presented to a "first chair" senior band member. This prestigious award is presented to students who exhibit high personal qualities of conduct, represent some of the best musicians in the band program, and who excel in school. Past award winners are:

2003 – Randy Sims, Dawn Estep
2004 – Sara Potter, Noah Kerr
2005 – Dawn Estep, Tearyne Glover
2006 – Alison Carlton, Terry Rudd

8.5 MSBOA Scholar Instrumentalist Award

The Michigan School Band and Orchestra Association Scholar Instrumentalist Award is given to one student in each graduating class who best exemplifies a high level of academic achievement along with outstanding musicianship.

2025 - Ben Baker

8.6 National School Marching Award

The National School Marching Award is presented annually to recognize a person in the Senior class who has contributed to the success of the Marching Band. Winners are recorded on a plaque that hangs in the band room. Past award winners are:

2007 – Katie Maynard
2008 – Mitch Kirylo
2009 – Roni Ranville
2010 – Roger Graves
2011 – Simon Barrosso
2012 – Maya Kerr
2013 – Carly Miko
2014 – Lelah Davis
2015 – David Smith
2016 – Eliza Goben
2017 – Joseph Kurtz
2018 – Ally Johnson
2019 - Iris Hunter
2020 - Ashley Ottjepka
2021 - Andrew Westphal
2022 - Kordell Irish
2023 - Isabelle Burnham
2024 - Malena Johnson
2025 - Ben Baker & Isabella Rupp

8.7 American Musical Foundation Award of Excellence

The American Musical Foundation is an organization designed to support music programs across the country. The Award of Excellence was created in 1954 to recognize up to four outstanding students in each grade level for musical excellence, leadership, and work ethic.

8.7 Senior Drum Major Award

This award is presented to the senior drum major at the end of each year. This award is to recognize the dedication of oneself to the quality of the band. The student who receives this award will be recognized for dedication to the band through attendance at summer camps and leadership within the band. Past senior drum majors are:

1994 – Jill Crosby
1995 – Theresa Hoyt & Larry Vining
1996 – Sara Goedde
1997 – Carrie Conklin & Jeremy Root
1998 – Sarah Bedient
1999 – Kate Goedde
2000 – David Saber
2001 – Heidi Bramble
2002 – Megan Adams
2003 – Randy Sims
2004 – Megan Richey
2005 – Lindsey Merkel
2006 – Ryan Harvey
2007 – Katie Murphy
2008 – Lorne Juday
2009 – Maegan Gauthier
2010 – Roger Graves
2011 – Ashley Esselink
2012 – Maya Kerr
2013 – Lauren Long
2014 – Morgan Koetje
2015 – Olivia Graves
2016 – Jontaj Wallace II
2017 – Veronica Klingel
2018 – Natalie Stiner
2019 - Brady Perian
2020 - Emmett Rosenzweig & Mara Wilson
2021 - Jaylyn Jones & Mary Kurtz
2022 - Isaac Culp
2023 - Elliana Ebner & Sam Rodgers
2024 - Leah DeLoof
2025 - Ledger Dale & Anderson Welker