

Rocky Mountain High School

Instrumental
Music
Handbook



2019-20

Philosophy, goals, policies, operations, and expectations for
the instrumental music program at Rocky Mountain High
School.

Mr. Quentin DeWitt
Director of Instrumental Music

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WELCOME

Congratulations on your decision to continue your study of music at Rocky Mountain High School! This handbook details the philosophy, goals, policies, operations, and expectations of the instrumental music program at RMHS. You will find yourself part of a great program whose students are continually growing and improving.

If you ever have any questions about any aspect of the program, please do not hesitate to contact me in person, by phone or email. I look forward to getting to know all of you and the great experiences we will have together!

Sincerely,

Mr. Quentin DeWitt

Instrumental Music Teacher

Rocky Mountain High School, Room A3

(208) 350 – 4340 ext. 1601

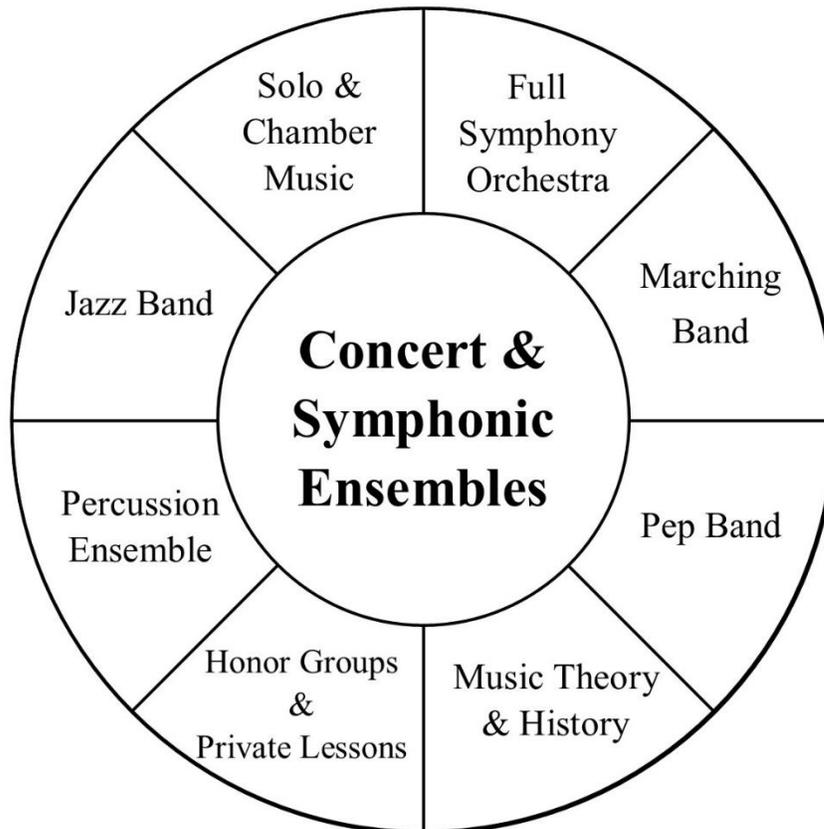
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THE MISSION OF THE INSTRUMENTAL MUSIC PROGRAM

The mission of the Rocky Mountain High School Instrumental Music Department is to facilitate every student’s personal and artistic growth through a rigorous, comprehensive, and musically enriching curriculum that explores the significant emotional, intellectual, and cultural value of music in our society.

THE TOTAL INSTRUMENTAL MUSIC PROGRAM

The diagrams below provide a visual representation of the “Total Instrumental Music Education” for band and orchestra. The Concert & Symphonic Bands & Orchestras are at the center of this wheel because they allow students to develop their core technical, artistic, and intellectual music skills. The ensembles located around the rim of the wheel build on those core skills and provide students the opportunity to explore specific styles or applications of their knowledge. If a student were to only focus on the rim of the wheel, they would lack the necessary foundation to find success. I encourage students to explore all these options during their time here at Rocky Mountain High School.



THE IDAHO ARTS & HUMANITIES CONTENT STANDARDS

Instruction in any music course is guided by the Idaho Content Standards for Arts & Humanities. The curriculum for music courses offered at Rocky Mountain High School follows the specific standards laid out under “Music Standards – Traditional and Emerging Ensembles”. The full document is available on the Idaho State Department of Education’s website at: <http://www.sde.idaho.gov/academic/arts-humanities/>. This document is organized around 11 Anchor Standards that provide guidance in how to make sure that every student can answer the following questions and demonstrate the following skills by the end of their high school music career:

1. Essential Questions

- a. How do musicians generate creative ideas?
- b. How do musicians make creative decisions?
- c. How do musicians improve the quality of their creative work?
- d. When is creative work ready to share?
- e. How do performers select repertoire?
- f. How does understanding the structure and context of musical works inform performances?
- g. How do performers interpret musical works?
- h. How do musicians improve the quality of their performance?
- i. When is a performance judged ready to present? How do context and the way musical work is presented influence audience response?
- j. How do individuals choose music to experience?
- k. How do we discern the musical creators’ and performers’ expressive intent?
- l. How do musicians make meaningful connections to creating, performing, and responding?
- m. How do the other arts, other disciplines, and daily life inform creating, performing, and responding to music?

2. Essential Skills

- a. Perform large ensemble, chamber ensemble, and solo repertoire at their highest individual and group levels.
- b. Demonstrate technical, musical, and artistic prowess on their instrument.
- c. Discuss the cultural and historical context for the music they perform
- d. Analyze and evaluate musical performances given by themselves and others.
- e. Compose, notate, arrange, and improvise music within specified guidelines.
- f. Demonstrate effective peer leadership and teaching techniques.

ENSEMBLE DESCRIPTIONS & CURRICULUM

Listed below you will find the description for each course along with the specific skills that students will be taught.

Concert Band

This full year course is open to freshmen. Students continue to develop their technical skills and musical knowledge while performing a wide range of music in a variety of settings. Students participate in regular class rehearsals as well as concerts, festivals, and rehearsals that occur outside of the school day throughout the year. Prerequisite is successful completion of 8th grade band or Mr. DeWitt's permission.

In addition to the large goals listed above, students will focus on the following specific skills:

1. Play their instrument with appropriate technique while producing a characteristic tone.
2. Read, write, and perform rhythms in simple, compound, and complex meters.
3. Read, write, and perform technical studies in all major and minor key signatures.
4. Define, identify, and demonstrate a full range of expressive techniques.
5. Identify, discuss, compare, and contrast prominent composers from music history and their contributions to the art form.
6. Evaluate, verbally and through written work, musical performances using appropriate music vocabulary.
7. Rehearse, practice, and present musical works for public performance.
8. Work with their peers in large and small ensembles to achieve stated goals within stated guidelines.

Concert Orchestra (*Orchestra I*)

This full year course is open to all grades. Students continue to develop their technical skills and musical knowledge while performing a wide range of music in a variety of settings. Students participate in regular class rehearsals as well as concerts, festivals, and rehearsals that occur outside of the school day throughout the year. Prerequisite is completion of 8th grade Orchestra, or Mr. DeWitt's permission.

In addition to the large goals listed above, students will focus on the following specific skills:

1. Play their instrument with appropriate technique while producing a characteristic tone.
2. Read, write, and perform rhythms in simple, compound, and complex meters.
3. Read, write, and perform technical studies in all major and minor key signatures.
4. Define, identify, and demonstrate a full range of expressive techniques.
5. Identify, discuss, compare, and contrast prominent composers from music history and their contributions to the art form.

6. Evaluate, verbally and through written work, musical performances using appropriate music vocabulary.
7. Rehearse, practice, and present musical works for public performance.
8. Work with their peers in large and small ensembles to achieve stated goals within stated guidelines.

Symphonic/Marching Band

This full year course is open to sophomores, juniors, and seniors (*freshman by audition only*). This ensemble performs as the Grizzly Marching Band in the fall (*August through October*). Students participating in Marching Band must be enrolled in Symphonic Band at their home school. Students focus on advanced technical skills and musical knowledge while performing a wide range of music in a variety of settings. Students participate in regular class rehearsals as well as concerts, festivals, and rehearsals that occur outside of the school day throughout the year. Prerequisite is successful completion of Concert Band or Mr. DeWitt's permission.

In addition to the goals stated for Concert Band, Symphonic/Marching Band students will focus on the following specific skills:

1. Define, identify, and demonstrate music theory and form concepts as they relate to their performance repertoire.
2. Perform more advanced repertoire using appropriate techniques on their instrument. Specifically playing in extended ranges, for longer duration, and at a greater range of tempi.
3. Identify, discuss, compare, and contrast prominent composers from music history and their contributions to the art form.
4. Participate in a more rigorous public performance schedule of events.

Symphonic Orchestra (*Orchestra II*)

This full year course is open to all students by audition only. Students focus on advanced technical skills and musical knowledge while performing a wide range of music in a variety of settings. Students participate in regular class rehearsals as well as concerts, festivals, and rehearsals that occur outside of the school day throughout the year. Prerequisite is a successful audition with Mr. DeWitt.

In addition to the goals stated for Concert Orchestra, Symphonic Orchestra students will focus on the following specific skills:

1. Define, identify, and demonstrate music theory and form concepts as they relate to their performance repertoire.
2. Perform more advanced repertoire using appropriate techniques on their instrument. Specifically playing in higher registers, using more advanced bow strokes, and performing repertoire at a greater range of tempi with more complicated structural elements.
3. Identify, discuss, compare, and contrast prominent composers from music history and their contributions to the art form.
4. Participate in a more rigorous public performance schedule of events.

Jazz Band (*listed as “Varsity Jazz Ensemble”*)

This full year course is open to all grades by audition. Concurrent enrollment in a “concert” ensemble is required (Concert Band, Symphonic Band, or Orchestra). Students study the specific historical and musical issues of Jazz while performing a wide range of music in a variety of settings. Students participate in regular class rehearsals as well as concerts, festivals, and rehearsals that occur outside of the school day throughout the year. Prerequisite is a successful audition with Mr. DeWitt.

In addition to the goals stated for all the ensembles, Jazz Band students will focus on the following specific skills:

1. Define, identify, and demonstrate music theory and form concepts as they specifically relate to their performance of jazz repertoire.
2. Identify, discuss, compare, and contrast prominent historical figures from jazz history and their contributions to the art form.
3. Compose and arrange music for public performance.
4. Participate in a rigorous public performance schedule of events above the demands of all ensembles listed above.

Percussion Ensemble

This fall semester course is open to all grades and anyone interested in percussion. Students study marching percussion, concert percussion, world percussion, and drum set. No prior experience is necessary. Students participate in regular class rehearsals as well as concerts, festivals, and rehearsals that occur outside of the school day throughout the year. Percussionists enrolled in either Concert Band or Symphonic will take Percussion Ensemble in the Fall, and then their corresponding band in the spring. Freshman will go to Concert Band and Sophomores through Seniors will go to Symphonic Band. Prerequisite is permission from Mr. DeWitt.

In addition to the goals stated for all the ensembles, Percussion Ensemble students will focus on the following specific skills:

1. Define, identify, and demonstrate a full range of techniques for Snare Drum, Mallet Percussion, Timpani, Drum Set, Concert Percussion, and World Percussion.
2. Define, identify, and demonstrate music theory and form concepts as they specifically relate to their performance of percussion ensemble repertoire.
3. Identify, discuss, compare, and contrast prominent figures from music history and their contributions to the percussion art form.
4. Work with their peers in large and small ensembles to achieve stated goals within stated guidelines.
5. Compose and arrange music for public performance.
6. Rehearse, practice, and present musical works for public performance.

Color Guard/Winter Guard

This is not an official course, but an ensemble that performs as part of the Marching Band in the fall and as a separate ensemble called Winter Guard during the spring semester. Students may join either semester and it is open to all students currently enrolled at Rocky Mountain High School by audition. Students participate in rehearsals, performances and competitions that occur outside of the school day throughout the year. Detailed fee information is available from Mr. DeWitt prior to joining the ensemble. Prerequisite is permission from Mr. DeWitt and a successful audition.

CLASSROOM EXPECTATIONS

There used to be a long list of expectations, detailing every eventuality. I think it really boils down to this: Be nice, be brave, strive for excellence, keep it clean, and don't forget to smile. If everyone does those five things, I think that we will have a really good time together. Each ensemble will decide on their own rules for day-to-day operations.

ELECTRONICS & THE V.A.U.L.T.

Personal electronics can be a powerful tool when used wisely and an overwhelming distraction if used poorly. In the instrumental music class students will use their personal electronics as an integral part of their educational process. If a student does not have a personal electronic device, there are classroom resources available for them. Some of the daily tasks that make use of a personal electronic include:

- Tuning your instrument
- Recording yourself during rehearsal for reference
- Submitting typed and video digital assignments
- Managing due dates
- Engaging in appropriate class discussion online
- Quick research projects

Rocky Mountain High School utilizes the V.A.U.L.T. (*Valuing Academics, Utilizing Limited Time*) system to help students learn the appropriate behaviors for the use of personal electronics. Here is the process:

1. As the student enters the classroom, they are to deposit their electronic into their assigned V.A.U.L.T. slot, unless they need it as part of their individual warm-up.
2. The student will use the first five minutes of class to set up their instrument and warm-up. If they are using their phone as part of this process, it must be on airplane mode.
3. At the end of the warm-up time, all phones are to be deposited in the V.A.U.L.T.
4. Class will continue through the day's lesson. If there is a component during the lesson that requires the use of a personal device, Mr. DeWitt will give specific instructions on when and how they will be retrieved from the V.A.U.L.T. and returned.

5. At the end of class, students are given 5 minutes to cool down, pack up their instruments, and clean up the room. Once everything has been stowed, students will be given permission to retrieve their personal electronics.
6. If an individual student has an urgent need to use their device for something outside of the day's lesson plan, they must ask for Mr. DeWitt's permission.

If a student chooses to use their personal electronic differently than this process, appropriate disciplinary consequences will follow.

LEAVING THE CLASSROOM

Students will adhere to following expectations when entering and leaving the classroom.

1. Students who are Tardy or Tardy Late to class will be admitted and it will be entered in PowerSchool.
2. Students will only exit from the classroom using the main entrance/exit after they have been dismissed by Mr. DeWitt.
3. If a student needs to use the library for an approved need during class time, Mr. DeWitt will issue a library pass.
4. If a student needs to see the school nurse during class time, a nurse pass will be issued.
5. If a student needs to use the restroom during class, they will ask permission to leave one at a time, sign out on the clipboard, and take the hall pass with them. They must sign in when they return.
6. I strongly discourage students from leaving during class unless it is an absolute necessity so that they don't miss content.
7. If a student leaves class without following the above procedures, the appropriate disciplinary consequences will be applied.

TECHNOLOGY

Students in the Instrumental Music Department will make use of a variety of technology resources to help us function as smoothly as possible. An overview of each piece is listed below. If you need more information, please contact Mr. DeWitt.

- **PowerSchool:** This software is used by the district for reporting student progress in each of their classes. It is your responsibility to make sure that your contact information is accurate. Your school counselor can help you with this.
- **Mr. DeWitt's Website:** You can find current schedule for the year, course descriptions, information about private lesson instructors, music summer camps, the Rocky Instrumental Music Boosters, and fundraising. www.westada.org/Page/9369
- **CHARMS:** This is an online database that we use to manage student roster information, school inventory, fundraising and fee balances, and our schedule. Information on how to access your profile and associated information will be available at the fall parent orientation.
- **Sign-up Genius:** Over the course of the year there are many opportunities for parents to volunteer to help with a wide range of projects. We use Sign-Up Genius to manage those needs.

- **Microsoft TEAMS:** This software is used to manage students' classwork. It is a hub that allows students to have online discussion, submit digital work, and receive feedback on their progress.
- **Microsoft OneNote:** Students use this software to organize their year's work into a digital portfolio.
- **Flipgrid:** Student's use this software to submit videos of their playing assessments.
- **Tonal Energy:** Students use this app on their personal electronics as a tuner, metronome, and to make audio recordings of their progress.

GRADING POLICIES

1. The music department's grading policies are designed to measure and report a student's level of proficiency in curriculum based on the Idaho Content Standards for Arts and Humanities in Music.
2. Student grades are defined as follows:

A	95 – 100%	<i>Advanced</i>
A	90 – 95%	<i>Proficient</i>
B	80 – 89%	
C	70 – 79%	<i>Basic</i>
D	60 – 69%	<i>Below Basic</i>
F	0 – 59%	<i>Insufficient evidence to demonstrate understanding</i>

3. A student's grade consists of three categories: Classwork, Assessments, and the Final Exam.
 - a. **Classwork (45%):** This category will include verbal response, written response, worksheets, and quizzes.
 - b. **Assessments (45%):** This category will include playing assessments, performances, and written tests.
 - c. **Final Exam (10%):** This assessment is given at the end of each semester and will include material from all standards taught that semester. The format of the exam will be designed to meet the needs of each class/ensemble.
4. **Late Work:** All work can be submitted up to two weeks before the end of the semester without penalty. Student work will not be accepted after this time, excluding the Final Exam.
5. In any effort to encourage students to focus on self-improvement, they may re-submit any course work for an improved score. Mr. DeWitt will provide actionable feedback for all work that is graded. The student must notify Mr. DeWitt that they have re-submitted the work for him to grade.
6. Work that is not submitted on time will be entered as "NHI" (*Not Handed In*) and will be scored as a zero until the student submits the work.
7. Extra credit will not be assigned or accepted.
8. Students who establish a pattern of not submitting their work on time will be assigned will be written up on a BRTI form. If the pattern continues, it may result in a parent conference with that student's vice principal to determine an appropriate intervention plan.

9. “Griz” Intervention Period is held from 7:15 – 7:45 AM on Monday, Tuesday, Thursday and Friday of each school week and is set aside for students needing extra help or who were gone and missed information.
10. Students are expected to demonstrate their proficiency on the music standards through a variety of means including:
 - a. Concert & Festival Performances (both on and off campus)
 - b. Playing tests
 - c. Part checks
 - d. Digital tools (listed above)
 - e. Worksheets (Music Theory, Music History, Vocabulary, etc.)
 - f. Reflective writing
 - g. Guided research
 - h. Portfolios
 - i. Notebooks (physical and online)

DISTRICT PARTICIPATION POLICY & ACADEMIC ELIGIBILITY

Page 6 of the “High School Student-Parent Handbook”: A student who is absent during any part of the day may not participate in any practice, performance, or function that day unless deemed an extraordinary absence/waived. A student suspended in school for more than one period or out of school on the day of an activity will not be allowed to participate in that activity, game, or practice.

Extraordinary absences are defined on page 9 of the “High School Student-Parent Handbook” to include: Approved school activities (games/tournaments), Court Appearances, Professional Appointments (requires Doctor’s note), Extended Family Trip Absence (prior approval required), Bereavement, or Religious Observances. Students enrolled in instrumental ensembles at Rocky Mountain High School must be passing all their classes with a **60%** or better to participate in performances and activities. This excludes rehearsals, the Fall Concert, Winter Concert, Festival Concert, and End of Year Concert.

DISTRICT PERFORMANCE ATTENDANCE POLICY

Rehearsals, concerts, performances, and district events are required. For such events, students are expected to be on time, stay for the entire concert, performance, or event, and maintain excellent performance behavior. Every person is an important part of the whole and one student’s absence weakens the entire ensemble. There are three instances where an absence will be excused.

Illness – If a parent has called to excuse the student from school due to illness on the day of the concert, performance, or event, the absence will be excused. In addition, Mr. DeWitt asks that parents or guardians provide direct notification via phone, text, or email so that adjustments may be made as soon as possible. *Also note that students that are absent from school on the day of a concert, performance, or event may not participate in the concert, performance, or event per the Student Handbook Policy.*

Family Emergency – We understand that family emergencies arise from time to time. If a student misses a performance due to a family emergency, a note from a parent or guardian is required to excuse the student from the concert, performance, or event.

Preplanned Absence – When students, parents, or guardians know ahead of time that they will miss a concert, performance, or event please notify Mr. DeWitt at least two weeks in advance using the “**RMHS Performing Arts Application for Modified Attendance Advance Notice Form**” (*available on your Microsoft Teams site*). Approval must be verified by all parties two weeks prior to the concert, performance, or event. In the case of a funeral, notify the instructor or director as soon as possible.

Students that miss a performance or event due to an *unexcused* absence will no longer be eligible to travel (including marching competitions), audition for advanced ensembles, apply for leadership positions, audition for honor ensembles (All-State, All-Northwest, etc.), or apply for Varsity Letters. Additionally, if the student requests a letter of recommendation from Mr. DeWitt, it will include information about the unexcused absence.

The following student expectations apply to all performances:

- Check-in with the designated student leader no later than the posted call time with all necessary equipment, supplies and attire.
- Attend the full duration of sound check/dress rehearsal at your posted time.
- Follow professional expectations throughout the course of the event.
- Listen to all other performing groups on the program following appropriate audience etiquette.
- Stay through the event, help with tear-down until cleared to leave, and sign-out with the designated student leader.
- *Please note:* Any student missing sound check/dress rehearsal without **prior** clearance from Mr. DeWitt, will **not** be allowed to perform.

Varsity Lettering

Students enrolled in Symphonic Orchestra (*Orchestra II*), Symphonic Band, Jazz Band and/or Color Guard can apply for a Varsity Letter. The application, with details about requirements and the application process, is available on Mr. DeWitt’s website. Applications need to be submitted to Mr. DeWitt no later than **April 1st** of each school year.

BAND AWARDS

John Philip Sousa Award – Awarded to the top senior music student, recognizing excellence in musicianship, dedication and contributions to the ensemble.

Director’s Award for Band – Awarded to the outstanding senior music student that demonstrates musicianship, leadership and dedication to the band program.

Outstanding Band Instrumentalist – Awarded to the outstanding senior music student who performs at an exceptional level.

Louis Armstrong Jazz Band Award – Awarded to the outstanding senior jazz musician.

Quincy Jones Award – Awarded to the outstanding senior music student that demonstrates the same energy and versatility as the award’s namesake.

Most Dedicated – Awarded to the band student that demonstrates a continual dedication to excellence, regardless of the circumstances during the current school year.

Most Improved – Awarded to the band student that has shown the most musical and personal growth during the current school year.

COLOR GUARD AWARDS

Most Dedicated – Awarded to the color guard member that demonstrates a continual dedication to excellence, regardless of the circumstances during the current school year.

Most Improved – Awarded to the color guard member that has shown the most performance and personal growth during the current school year.

Outstanding Performer – Awarded to the outstanding senior color guard member who performs at an exceptional level.

ORCHESTRA AWARDS

National School Orchestra Award – Awarded to the top senior music student, recognizing excellence in musicianship, dedication and contributions to the ensemble.

Director’s Award – Awarded to the outstanding senior music student that demonstrates musicianship, leadership and dedication to the orchestra program.

Outstanding Orchestra Instrumentalist – Awarded to the outstanding senior music student who performs at an exceptional level.

Quincy Jones Award – Awarded to the outstanding senior music student that demonstrates the same energy and versatility as the award’s namesake.

Most Dedicated – Awarded to the orchestra student that demonstrates a continual dedication to excellence, regardless of the circumstances.

Most Improved – Awarded to the orchestra student that has shown the most musical and personal growth during the current school year.

STUDENT SERVICE OPPORTUNITIES

Students have many opportunities to serve their peers through the following positions. These positions are awarded on different schedules depending on the ensemble and time of year. Mr. DeWitt will post audition schedules as they are set. The opportunity to serve as a student leader is a privilege that is subject to the discretion of Mr. DeWitt.

POSITION	DESCRIPTION	CRITERIA
Librarian	<ul style="list-style-type: none"> • Assist director with filing and distribution of music 	<ul style="list-style-type: none"> • Volunteer basis by semester • Demonstration of organizational skills
Section Manager (Band & Color Guard)	<ul style="list-style-type: none"> • Perform repertoire accurately and in the correct style • Assist section in learning repertoire • Facilitate sectionals • Attend weekly leadership meetings 	<ul style="list-style-type: none"> • Academics • Service record • Performance ability • Interpersonal skills • Recommendations
Drum Major (Band)	<ul style="list-style-type: none"> • All duties of Section Leader • Direct band in rehearsals and performances. • Coordinate student help • Assist Director as needed 	<ul style="list-style-type: none"> • Academics • Service record • Performance ability • Interpersonal skills • Recommendations
Principal Chair (Orchestra)	<ul style="list-style-type: none"> • Perform repertoire accurately and in the correct style • Assist section in learning repertoire. • Distribute bowings and fingerings to section • Lead sectionals • Attend weekly leadership meetings 	<ul style="list-style-type: none"> • Academics • Service record • Performance ability • Interpersonal skills • Recommendations
Concert Master (Orchestra)	<ul style="list-style-type: none"> • All duties of Principal Chair • Perform Violin 1 solos • Lead rehearsal in the absence of the director 	<ul style="list-style-type: none"> • Academics • Service record • Performance ability • Interpersonal skills • Recommendations
Council	<ul style="list-style-type: none"> • Plan and execute activities and service projects related to the Instrumental Music Department. 	<ul style="list-style-type: none"> • Volunteer/elected by peers • Open to all students in Instrumental Ensembles

MATERIALS NEEDED IN DAILY REHEARSAL

Percussionists

Percussion students must supply all their own sticks and mallets. The list below builds on the collection that they should have started in middle school. If you have questions, please contact Mr. DeWitt.

- High Fidelity Ear Plugs (worn at all rehearsals)
- Chromatic Tuner & Metronome: You may use traditional devices or the "Tonal Energy" app.
 - Please note that all playing assessments are performed with a metronome, so regular practice with a metronome is required for success.
- Neoprene Practice pad (12" is preferred)
- Stick Bag, labelled with your name, containing the following
 - 1 pair Vic Firth Model SD1 snare stick *or equivalent* for daily technique and concert playing.
 - 1 pair Vic Firth M140 xylophone/bell mallet *or equivalent*
 - 2 pair Vic Firth M183 marimba/vibraphone mallets *or equivalent*
 - 1 pair Vic Firth T3 Staccato timpani mallets *or equivalent*
 - GMB Snares & Tenors use Vic Firth Model SRH Ralph Hardimon Snare/Tenor Sticks
 - GMB Bass Drums use Vic Firth Corpsmaster Bass Drum mallets
 - Jazz Band students will need 1 pair Vic Firth 7A drum sticks *or equivalent* and 1 pair Vic Firth Heritage Brushes *or equivalent*
- "Foundations for Superior Performance in Band" by Williams & King
- "Exercises for Ensemble Drill" by Raymond Fussell
- 2" 3-ring "D-style" binder with page protectors (black is preferred)
- Pencil pouch with pencils & highlighters
- Students will need these supplies specifically for Marching Band:
 - 1 Purple & 1 Gray GMB Shirt (Available from the Spirit Wear store until 7/29/2019)
 - School appropriate athletic clothing that permits comfortable movement.
 - Undergarments that provide support for strenuous movement (i.e. compressions shorts, sports bras, and similar)
 - Close-toed athletic shoes. No flip-flops.
 - Hat, sunglasses, and sunscreen
 - Water jug (1 gallon is super handy)
 - Healthy snacks: We will take multiple breaks throughout the day. All members are expected to eat throughout the day to stay healthy. The best snacks are whole-grain and low in sugar and saturated fats.
 - 1 roll colored duct tape for marking drill dots
 - Large "beach towel" for yoga/pilates

String Instrumentalists

- Instrument in good working order with fine tuners where practical.
- Instrument accessories (chin rest, rosin, extra strings, mute, end pin stop, etc.)
- Soft cloth for cleaning your instrument.
- “Expressive Techniques for Orchestra” by Brungard, Alexander, Dackow & Anderson
- 2” 3-ring “D-style” binder, preferably black, with page protectors
- Pencil pouch with pencils and highlighters
- Chromatic Tuner & Metronome: You may use traditional devices or one of the several excellent apps. “Tonal Energy” is an excellent choice.
- *Optional* Access to a smart phone for submitting classwork and assignments. Technology will also be available should a student not have their own.
- *Optional* Homeowner’s insurance policy coverage of your instrument.
- *Optional* Case humidifier.
- *If financial issues limit your access to materials, please contact Mr. DeWitt.*

Wind Instrumentalists

- Instrument in good working order with appropriate accessories (reeds, swabs, valve oil, etc.)
- “Foundations for Superior Performance in Band” by Williams & King
- “Exercises for Ensemble Drill” by Raymond Fussell
- 2” 3-ring “D-style” binder with page protectors (black is preferable)
- Pencil pouch with multiple pencils & highlighters
- Chromatic Tuner & Metronome: You may use traditional devices or the "Tonal Energy" app. Please note that all playing assessments are performed with a metronome, so regular practice with a metronome is required for success.
- Homeowner’s insurance policy coverage of your instrument
- ***Percussion Needs are listed under "Percussion Ensemble"***
- Students in Marching Band will need these supplies in addition to those already listed for their instrument:
 - 1 Purple & 1 Gray GMB Shirt (Available from the Spirit Wear store until 7/29/2019)
 - School appropriate athletic clothing that permits comfortable movement.
 - Undergarments that provide support for strenuous movement (i.e. compressions shorts, sports bras, and similar)
 - Close-toed athletic shoes. No flip-flops.
 - Hat, sunglasses, and sunscreen
 - Water jug (1 gallon is super handy)
 - Healthy snacks: We will take multiple breaks throughout the day. All members are expected to eat throughout the day to stay healthy. The best snacks are whole-grain and low in sugar and saturated fats.
 - 1 roll colored duct tape for marking drill dots
 - Large "beach towel" for yoga/pilates

Color Guard

Please visit the website for the most current listing of needed materials and ordering information. *If financial issues limit your access to materials, please contact Mr. DeWitt.*

CONCERT ATTIRE

Ladies – All ladies will need to purchase the concert dress that is worn for concerts, festivals, and other performances. Measurements will be taken at the beginning of the year. Specific model and ordering information is available on the website. If a student does not want to purchase a new garment, there is a bulletin board in the music room where students may list their used concert attire for sale to other students. Students not wearing the correct concert attire will not be allowed to perform. *If financial need is a concern, please contact Mr. DeWitt.*

Gentlemen – All gentlemen will need to purchase tuxedos that will be worn for concerts, festivals, and other performances. Measurements will be taken at the beginning of the year. Specific model and ordering information is available on the website. If a student does not want to purchase a new garment, there is a bulletin board in the music room where students may list their used concert attire for sale to other students. Students not wearing the correct concert attire will not be allowed to perform. *If financial need is a concern, please contact Mr. DeWitt.*

Marching Band & Color Guard – Marching band members will be provided a uniform. Band members are to wear the specified band shirt underneath the uniform. In addition, they will need to purchase specified gloves and shoes. Specifics of Color Guard attire will be discussed each season based on the design of the current show's uniform.

FUNDRAISING

Fundraising is an essential method in ensuring that every student has access to the best possible experience in the Instrumental Music Department. All students and their families are expected to participate in opportunities that our Rocky Instrumental Music Booster Board plan.

Mr. DeWitt will share specific information regarding fundraising goals and projects at the start of each semester.

SCHOOL INSTRUMENT RENTAL AGREEMENT & FEES

RMHS has a small inventory of instruments for use by students enrolled in ensemble courses. All students using school instruments need to complete a signed “**Instrument Rental Agreement**” (*available on the website or from Mr. DeWitt*) prior to using the instrument. The fees for use, which are used to offset regular cleaning and maintenance, are detailed below.

INSTRUMENT	CHARGE
Wind Instrument – Students that use a school-owned instrument. If they are requested to play a new instrument by Mr. DeWitt, then the first semester fee is waived.	\$62.50 per semester
Marching Winds – Students using Sousaphones, Marching Baritones or Mellophones.	No charge
Violins & Viola – Use at school and at home.	\$62.50 per semester
Contrabass or Cello – Use at home (<i>pending available inventory</i>)	\$62.50 per semester
Acoustic Guitar – Use at school and at home	\$62.50 per semester
Short term replacement – If a student’s instrument is in the shop and they would like to use a school instrument while it is being repaired.	No charge
Dings, Dents, or Other Damage – If damage occurs to an instrument that is deemed by Mr. DeWitt and an approved repair technician as beyond normal wear and tear, the student is responsible for that damage.	Varies
Waivers – If a student is asked to switch to playing a new instrument by Mr. DeWitt, the first semester’s rent is waived.	

INSTRUMENTAL MUSIC BOOSTERS

The Rocky Instrumental Music Boosters exist to support all aspects of the Instrumental Music Department at Rocky Mountain High School. The parents of every student enrolled in the program at Rocky are *automatically* members and can help in several different ways throughout the year.

The Boosters are led by the Booster Board. The Board meets at least once a month to plan out the activities and needs of the Instrumental Music Program with guidance from Mr. DeWitt. Vacancies are posted each spring and nominations are accepted at the end of each school year. The positions on the Board are:

- President
- Vice President
- Secretary
- Treasurer
- Band Liaison
- Color Guard Liaison
- Orchestra Liaison
- Fundraising Liaison

The parents of each student can expect to be invited to help in a wide variety of activities throughout the year. Our students' experiences are directly impacted and enhanced by the willingness of parents to participate actively in the Rocky Instrumental Music Boosters. If you have further questions regarding the Boosters, you can either contact Mr. DeWitt or read more on his website.

SUPPORTING YOUR CHILD’S MUSICAL EDUCATION

Your decision to provide your child with a quality musical education is an investment in their future. We’ve all heard about the numerous studies touting the lifelong benefits of participation in arts, including cognitive, creative, and social benefits. The suggestions listed below will help you further facilitate this opportunity for your child.

What to do:

- Remind your child to bring their instrument and materials to class every day.
- Keep your child’s instrument well maintained by scheduling annual checkups by a qualified technician.
- Encourage your child to perform for family and friends.
- Offer compliments and encouragement regularly.
- Expose your family to a wide variety of musical experiences.
- Listen to your child practice and acknowledge improvement.
- Attend your child’s performances with enthusiasm!

Encourage quality practicing:

- Provide a music stand in a quiet place for your child to practice.
- Remain nearby during practice times to help them stay on task and to help them document accurate practice reports.
- Assist with scheduling consistent practice time each day. For example, always practice after dinner, immediately after school, etc.
- Praise your child’s efforts and achievements.

Encourage private lessons and summer camps:

Private lessons and summer music camps provide students with a level of individual attention that simply cannot be given during ensemble rehearsals at school. Our rehearsals are for blending parts together to create the sound of the group, whereas private lessons focus on an individual’s part and the necessary techniques to be successful. Students who take private lessons find more success in rehearsal as well as opportunities with auditioned ensembles. Ultimately, the more information they have about their instrument the more enjoyment they will have!

Become an active music booster:

Music programs rely on volunteers like you to facilitate the wide range of experiences that our students enjoy.