



Hartford Union
High School District



Handbook
2019-2020



Orchestra Department Handbook

TABLE OF CONTENTS

A Note from the

Director.....
.....2

HUHS Mission

Statement.....
.....3

HUHS Music Program Mission

Statement.....3

HUHS Nondiscrimination

Statement.....3

Philosophy.....
.....4

Learning

Objectives.....
.....5

HUHS Instrumental Course

Descriptions.....6

Other Performance

Opportunities.....7
Classroom

Guidelines.....
.....7

Performance Attendance

Policy.....8

Alternate Assessment

Options.....9

Attire.....

.....10

Additional

Information.....

.....11

Grading.....

.....12

Lessons and Lessons

Scheduling.....14

Music Department Behavioral

Expectations.....15

More Additional

Information.....

16

Instruments and Classroom

Supplies.....17

Travel and Fundraising

Information.....20

Point

System.....

.....25

Solo and

Ensemble.....

.....26



Contact and

Communication.....

.....27

Supply

Prices.....

.....28

Handbook Signature

Sheet.....29

A Note from the Director

Dear Students and Families:

Welcome to the new school year at HUHS! Our faculty are thrilled to be working with you all!

This handbook has been created as a tool to outline all the policies and procedures that will be in use during the school year. Please review materials carefully and mark all dates in calendars. Much of what will be communicated with parents and students will be posted on [Charms Office Assistant](#). Please make sure to check the webpage, [Charms Office Assistant](#), and Skyward weekly for information pertaining to schedules, grades and your child's performance in class.

Our vision for our orchestra is simple but powerful. We will focus on growth: musical growth, personal growth, leadership growth and that will guide our program growth. This will happen when we invest in each of these areas. We will grow exponentially when we invest time into our practice with lessons, playing in honors groups, a commitment to daily practice, and determination to raise our skills.

Looking forward, whatever we do as an orchestra, we have to commit to ourselves and our school to do it to the best of our abilities and together. I would like to have our overriding philosophy be simple. Quality. Whatever we do, we will focus on the highest quality level. Whether we are rehearsing together, performing together, or learning together, we have to commit to it at the highest quality.

Our time together will be great fun but that great fun will happen because we invest time, talent and a lot of work into what we do as an orchestra. As the face of the school, we need to build Oriole pride through personal pride. That is where our overarching idea of quality will come into play. No matter if we are working in orchestra, other academics, clubs, athletics, or at jobs in our community, we must commit to living and working with high-quality actions for high-quality outcomes.



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Hartford, WI
Andy.Hacker@huhs.org

If for any reason, you have questions or concerns throughout the school year, my email address is andy.hacker@huhs.org. I will do my very best to answer all questions during the school year businessweek within 24 hours.

I am very excited about our music program at HUHS! I hope you take advantage of everything that is presented to you.. I look forward to a great year!

Sincerely,

Andy Hacker
Director of Instrumental Music
Hartford Union High School

"When you are not practicing, remember, someone somewhere is practicing, and when you meet him he will win" -Ed Macauley

Hartford Union High School Mission

We engage and support all learners to discover their passions, achieve high academic goals, and contribute to a global society.

Music Program Mission Statement

Music Education is an integral part of the school curriculum which provides an outlet for auditory creativity and self-expression. Our mission is to help all students, regardless of musical talent, establish a solid and permanent relationship with music, which will contribute to personal growth and satisfaction throughout life.

Nondiscrimination Statement

It is the policy of the Hartford Union High School District, pursuant to s. 118.13, WI Stats., and PI 9 that no person, on the basis of sex, race, color, age, national origin, ancestry, religion, creed, pregnancy, marital or parental status, military status, genetic information, sexual orientation or physical, mental, emotional, learning disability or handicap, may be denied participation, be denied admission to any school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any co-curricular, pupil service, recreational, or other program. This policy also prohibits discrimination as defined by Title IX of the Educational Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

The Hartford Union High School District has adopted a policy of nondiscrimination. In addition, the District has adopted procedures regarding the processing of

discrimination complaints. Copies of the policy, procedures and complaint forms are available, upon request from any administrator.

It is the policy of the Hartford Union High School District, pursuant to PI 41.04(1)(a), to provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations may be directed to any administrator.

Questions or concerns regarding the District's nondiscrimination policy and procedures should be directed to the Coordinator of Discrimination Complaints, Hartford Union High School, 805 Cedar Street, Hartford, WI 53027, (262) 670-3200.

Philosophy of the HUHS Instrumental Music Program

The study of music is both an aesthetic and academic education. Aesthetically, it is the education of human feeling through the development of a responsiveness to the qualities of musical sounds.

Music involves learning in the major domains: cognitive (knowledge), psychomotor (skills), affective (attitudes and feelings), and kinesthetic (the senses). Music students are engaged in the entire learning process by developing keener insights as to how these domains interrelate. Music also provides an important means for developing self-expression and creativity. When students experience significant works of music, they are more able to appreciate the richness and beauty of life.

The goals of the Hartford Union High School Instrumental Department are to graduate students who:

- Make music alone and with others;
- Improvise and create music;
- Use the vocabulary and notation of music;
- Respond to music aesthetically, intellectually and emotionally;
- Acquaint themselves with a wide variety of music, including diverse musical styles and genres
- Understand the role music has played and continues to play in the lives of human beings
- Make aesthetic judgments based upon critical listening and analysis;
- Develop a commitment to music;
- Support the musical life of the community and encourage others to do so;
- Continue their musical learning independently; and
- Learn skills that provide a foundation for a vocation or avocation in music performance

**Learning Objectives for All Students involved in the HUHS Instrumental
Music Program**

Below are the characteristics that reflect the student who has evolved into an independent and sophisticated musician in the Hartford Union High School Instrumental Program:

Students will develop the characteristic tone and fundamental techniques required to perform on his or her instrument in the ensemble appropriate to his or her skill level.

Students will exhibit the attitudes and behaviors of a professional musician.

Students will understand the importance of individual accountability in music performance and commitment.

Students will demonstrate the ensemble skills of a highly accomplished musician.

Students will study, appreciate, and perform a wide variety of literature.

Students will develop a common and comprehensive music vocabulary.

Students will understand the historical and cultural significance of the music that he or she performs.

Students will identify, describe, and analyze music that they perform and hear.

Students will evaluate the critical merits of musical performances in preparation for a lifelong appreciation of music.

Students will have the opportunity to further enhance their musical experience.

Students, faculty, and staff will have a positive attitude.

Instrumental Performing Ensembles

Concert Band:

Open to Grades 9-12, 1 credit. Non-audition group.

An applied music lesson is required each week by each student. Applied lessons are scheduled during the student's study time, before or after school, or pulled during class. Concert Band and Symphonic Band combine for field marching. This group performs a minimum number of concerts each year. All performances are required.

Symphonic Band.

Open to grades 10-12, 1 credit. Audition and/or director recommendation prerequisite.

An applied music lesson is required each week by each student. Applied lessons are scheduled during the student's study time, before or after school, or pulled during class. In the fall, Concert Band and Symphonic Band combine for field marching. This group performs concerts each year, along with various other competitions and special events. Symphonic Band is the "flagship" group for the HUHS Band program. It is expected that students who are involved in Symphonic Band demonstrate exceptional leadership and playing abilities on their instruments. Students are encouraged to participate in private lessons outside of the school day. This class may also be taken for Honors Credit.

Jazz Ensemble:

Open to Grades 9-12, 1 credit..

This ensemble meets daily during the week. Students must be concurrently enrolled in band or orchestra, or upon director of instrumental discretion be permitted into the ensemble. This group performs a minimum number of concerts each year. All performances are required.

Orchestra: Open to grades 9-12, 1 credit.

Literature for this ensemble is some of the finest time tested literature from master composers such as, but not limited to, Brahms, Mozart, Beethoven, etc. An applied music lesson is required each week by each student. Applied lessons are scheduled during the student's study time, before or after school, or pulled during class. This group performs a minimum number of concerts each year. All performances are required.

Symphonic Orchestra: By appointment to the ensemble. Open to string players and Symphonic Band winds and percussion only.. Winds and Brass are included in this ensemble to form the Symphonic Orchestra. Literature for this ensemble is some of the finest time

tested literature from master composers such as, but not limited to, Brahms, Mozart, Beethoven, etc.. This is a very elite group of individuals who will be selected by the director of instrumental music. Reliability, musicianship and overall ambition will be factors that the director of instrumental music looks to have from musicians in this ensemble. Students must be concurrently enrolled in band or orchestra, and meet all requirements of the co-curricular code.

Musical Pit Orchestra: By audition and/or director recommendation only, no credit. Selected players, based upon instrumentation needs and ability level, will perform in the musical pit for this year's fall musical. Students must be concurrently enrolled in band or orchestra, and meet all requirements of the co-curricular code.

Pep Band: Open to all students, Grades 9-12. No credit

Pep Band is a co-curricular activity open to music students. Exact performance dates and rehearsal information will be distributed when the basketball schedule arrives. Pep Band performances earn letter points. Performances will be with the boys and girls varsity Basketball schedule. The band may also tour with the teams during playoff season. Students need to be concurrently enrolled in band, choir or orchestra, and must meet all requirements of the co-curricular code.

Honors Offerings: Students enrolled in honors sections will go above and beyond the daily expectations of the course. All honors students will perform at solo and ensemble both as a soloist as an an ensemble member. Students may be called upon for extra performances outside of the school day that represent our program both in and outside of the school and are expected to perform with pride.

Examples of Other Performance Opportunities available outside of class.

If you would like more information about these, please contact the director of instrumental music.

Milwaukee Youth Symphony Orchestra www.myso.org

UW-Milwaukee Youth Wind Ensemble www.uww.edu

YSO <http://www.schauercenter.org/CSA/Orchestra/index.html>

WSMA Honors Bands and Orchestras www.wsmamusic.com

Youth Wind Orchestra of Wisconsin www.ywow.info

Classroom and Performance Guidelines

1. Please refrain from bringing food and drink into the music suite.
2. Please be in your seat one minute after the passing bell, ready to perform with your instrument assembled, music and pencil on your stand, and begin warming up. Use the restroom and water fountain before the bell. At the end of class, I dismiss you-the bell does not.
3. Here are some tips for successful rehearsals- Always have a pencil to make notes in your music. When waiting for instruction or when the instruction is being given to another section, follow along with your part, "air play" your instrument without sound, tap your rhythm softly on your lap, and study your part to understand how your part fits into the ensemble.

4. Please keep phones, MP3 players, laptops, and all other technology devices powered off and put away unless called to use the device as an instructional tool by the director.
5. Do not store personal items, other than instruments and your music supplies (in your case or with your case) in the music suite. Do not bring in jackets, coats, sporting equipment, or anything not related to music into the music suite.
6. Quite simply, talking during rehearsal is unnecessary and distracting, as it takes away from the feedback the director is trying to give the ensemble. Time will often be given during class for students to offer feedback on the ensemble's progress and talking should be reserved for these moments when the entire ensemble can benefit from a student's thoughts.

Rehearsal Procedure

A typical rehearsal involves learning about our instruments and the ensemble, studying the concepts within our pieces, and making beautiful music. We warm-up our instruments while working on technique and ensemble skills. We study the music theory, its meaning and significance, the history around the literature we perform and those who composed the pieces we turn into art. All of this is mixed together with learning our individual parts, discovering our ensemble sound, and turning it into beautiful and soulful music making. In order for this to happen, musicians must regularly attend rehearsal and be ready to work inside and outside of class. Every musician's sheet notation must be in good order and organized. A pencil should also be handy to write important expression markings and notations in scores. If any one member of an ensemble is missing, or not participating at their best, the ensemble is unable to perform its best.

Performance Attendance Policy

Every performer in this program is important and critical! It is not only expected that you be in attendance, but it is being respectful citizen of the by being in attendance at all concerts and required events.

Concerts and all calendar, unless otherwise specified, events are REQUIRED!

We understand that in rare circumstances, emergencies do occur. Examples of emergencies are severe illness, death in the family, or noted emergencies in which the director must be notified within the day of the scheduled event. For instance, if someone dies in the family on the day of a concert, we do not expect that a student to be present, but we do expect to be notified within 24 hours of the event and the reason for absence.

This is a performing class, so it is critical that students participate in all performances during the year. **MARK CALENDARS NOW and REQUEST DATES OFF AT WORK to avoid future conflicts. Work conflicts are not considered emergencies and are not excusable.** If there are conflicts with an employer, the music directors are happy to speak with an employer to come to a resolution that works for all parties involved.

Dates have been distributed to all students before the start of the school year as well as at the beginning of the school year.

All music ensembles that have students enrolled during the school day are classes in which students receive a grade. Therefore, absence from school does not negate a student's ability to perform in a required event. This varies from our athletic expectations.

Performance Attendance

Ensemble members are expected to remain for the entire duration of any performance in which they are involved. Seating is provided for students and students are expected to be exemplary audience members with active ears. Listening is a key component in becoming a better musician.

Learning how to be a supportive musician, listener and audience member is an important part of music education, and an important part of the course objectives. Written homework for the class will be based on the entire concert, including activities such as evaluations on another group from the concert.

We do our best to finish within a 90 minute time period but this is only an approximation. Please plan accordingly.

The next section of the handbook details the alternate assessment options for students who miss a required music event for an emergency.

Alternate Assessment

A performance is the most effective way of assessing a student's achievement of the learning targets. Music ensembles are classes and the learning targets are ideally assessed in the context of a performance, but sufficient demonstration of the achievement of learning targets can be done individually if necessary.

An excused absence (which is extremely rare) is able to be alternately assessed with the potential for earning full credit. Students will receive the individually tailored assignment from the director of instrumental music based upon the learning targets needing assessment. Make up assignments may also include community service hours.

A reasonable due date for the alternate assessment will be communicated to the student by the director of instrumental music. Failure to complete an alternate assessment for an excused or unexcused absence will be reflected in the student's grade.

Please check Skyward regularly to ensure that grades are entered and accurate.

Work schedules are not an acceptable excuse for missing a scheduled commitment - School events come first.

Outdoor Performances

At times outdoor performances may be affected by adverse weather conditions. In general, the marching band will try to march through minor weather issues like wind, but if the weather does turn bad there are strict guidelines which will be followed.

We will not participate in outdoor performances when the temperature is determined to be



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detrimental to either students or equipment. Such weather conditions do not allow a healthy atmosphere for students without appropriate attire. Frostbite factors may enter in during inclement weather conditions. It is also very difficult for wind instruments to perform, as valves and slides begin to freeze, making the instrument unplayable. Please note that our first concern is for the welfare and safety of our students' health.

We will not perform in rainy conditions. Again, the health of our students becomes jeopardized when they are exposed to wet and cold. Parents and taxpayers invest a great deal of money in instruments, uniforms, and other equipment that can be damaged if exposed to rain. If we happen to be caught in the rain, students are responsible to ensure that the uniform is hung properly, outside of the garment bag, to air dry.

Attire

Concert Attire

All orchestra members are required to wear the following attire for concerts unless otherwise specified by the director of instrumental music:

Men:

School issued uniforms
Solid Black Dress Shoes
Solid **Tall** Black Socks

Women:

School issued uniforms
Solid, Closed Toed Black Dress Shoes

Additional Music Department Information

Music Suite

The music suite is available for musicians before and after school, as well as during resource, lunch, and flex times. We encourage all musicians to take advantage of our practice rooms to work on their individual music skills or ensemble music. The music suite provides an environment that musicians can explore, discover, and grow their love and experience with music. The music suite includes 15 Wenger practice rooms. These practice rooms are for practicing and no more than two students may be in them at any time. When you are done practicing, please clean up the room and vacate it so other musicians may use them. Please refrain from having food in music suite. Special circumstances may arise where the music directors make exceptions but the general rule is that no food is allowed in the music suite.

Music Library

The music library is a workspace specifically for the music librarians. The music library is off limits to all other students to promote cleanliness and order.

Challenge Guidelines

Chair placements have been completed for one week (5 business days).

1. You may only challenge one spot at a time with a one week window in between challenges.
2. You may only challenge one spot at a time with a one week window in between challenges.
3. Both the student challenging up in the section seating and the higher seated student must notify Mr. Hacker together of the challenge. The higher seated student cannot deny a challenge; challenges are open per the direction of Mr. Hacker.
4. The student challenging up in the section seating must prepare the music from the part of the student being challenged if it is not the same as the challenger's own part in the music.

5. Once Mr. Hacker is notified, the challenge will be one week later by appointment as determined by the challenging parties and Mr. Hacker.
6. Music excerpts will be determined by Mr. Hacker the day of the challenge and will consist of pieces currently being rehearsed in band class. All scales are also fair to request for material.
7. Any number of excerpts and/or scales will be used to determine the challenge outcome per Mr. Hacker.
8. Mr. Hacker has the final placement determination.
9. If placement does not change for the challenger, he/she may only attempt the challenge three times total with the same person being challenged.
10. Challenges will not take place the week of a concert.
11. Stay positive and maintain a professional learning environment full of respect for everyone involved.
12. "When you are not practicing, remember, someone somewhere is practicing, and when you meet that person, they will win" -Ed Macauley

Grading

Late Work

- Any work submitted after the due date may earn a MAXIMUM of a C (75%/3)
Late work will only be accepted up to two weeks after the due date- after which time it will be a zero.

Reassessments

- A MAXIMUM of a C (75%/3) may be earned on a reassessment
- Students are allowed FOUR reassessments per semester per course
- Students must complete the required re-learning activities/work prior to reassessing
- Reassessments on Feedback/minor Proficiency are up to teacher discretion - labs, etc.
- Students must have put forth full effort on the initial attempt to reassess

- Reassessments may be in a different form from the original assessment but will cover the same learning objectives

Final Exams

- This course will have a cumulative final assessment at the end of each semester
Final assessments will count 15% towards the semester grade.

Grading - Please [Review the HUHS Grading Policy](#)

- Academic Feedback will become 10% of student's academic quarter grade
- Academic Proficiency will now be 90% of of a student's quarter grade
- Semester Grades will be calculated as follows:
- Final Exams will be the final 15%
- Academic Feedback and Proficiency grades will make up the other 85% of the semester grade.

- In order to be successful in our instrumental music ensembles, students are expected to practice a minimum of 20 minutes each day per performing ensemble instrument and prepare for class/performances.

Lessons - Weekly lessons are required. Lessons will be scheduled during class, lunch, resource, or after school. Lessons are entered as an academic proficiency grade. Lesson points will be earned by demonstrating: preparedness, engagement, and achievement. Missed lessons will be made up whenever possible, with a minimum of six lessons required per quarter unless otherwise communicated.

Rehearsal Skills- will be assessed weekly as an academic feedback grade or academic proficiency grade. Students will be made aware when a rehearsal skill is being assessed for an academic proficiency grade the Friday before the start of the week in which a rehearsal skill is being assessed for an academic proficiency grade. Rehearsal skills include:

- Readiness and preparation for rehearsals
- Expressive performing
- Posture
- Appropriate breathing techniques
- Score marking
- Tone
- Articulation
- Recognition of note names and rhythmic values
- Sight Reading
- Memorization of music (when applicable)
- Engagement and focus during rehearsal
- Any other skills and/or concepts that are addressed in the ensemble rehearsal

Citizenship Grades- will be given throughout the grading period for attentiveness, cooperation, and courtesy in rehearsals and at concerts. Citizenship will be reported on a minimum of a bi-weekly time period. Review the HUHS citizenship information by clicking this link.

ATTENDANCE AT REHEARSALS AND CONCERTS ARE MANDATORY.

Written Assessments- will be given from time to time within and outside of class. These assignments may or may not be graded.

45% Lessons

Weekly lesson grade

Combinations of missed lessons and missing assignments WILL impact grades. Stay on top of things, and be organized. Be your own advocate by checking Skyward frequently. Feel free to ask questions.

10% Formative Assessments – used to track student progress on concepts

- rehearsal skills grade (being on time, cooperating with students and director, having required materials, preparing music)
- extra worksheets/drill exercises

45% Concert Performances, reflections, and playtests.

- concert performances (required)
- Concert Music playtests
- Written concert reflections and/or learning plan
- End of quarter playing assessments

Grading Scales

The following grading scale and grade marks will be used for music ensembles:

100-Point Scale			
A+	98.00 - 100.00%	C+	77.00 - 79.99%
A	93.00 - 97.99 %	C	73.00 - 76.99%
A-	90.00 - 92.99%	C-	70.00 - 72.99%
B+	87.00 - 89.99%	D+	67.00 - 69.99%
B	83.00 - 86.99%	D	63.00 - 66.99%
B-	80.00 - 82.99%	D-	60.00 - 62.99%
		F	0.00 - 59.99%

Lessons and Lesson Scheduling

All students involved in Band, Orchestra and Choir receive weekly small group/individual lessons from our lesson staff at HUHS. These lessons are graded weekly, and are a very significant part of our music curriculum at HUHS.

Much of the individual growth and progress comes from these individual or small group lessons. It is expected that outside of class practicing be done in preparation for these lessons.

Lessons can consist of tone studies, scales, solo literature, lesson book work, ensemble excerpts or anything else the lesson teacher deems necessary for student growth.

When are lessons? How are they scheduled?

Schedules are created by a combination of student input, teacher schedules, and ability levels. Small group lessons are grouped by ability levels and student needs.

During the first few days of classes, instructors will work with students to set individual or small group lesson times during resource, before or after school, during class as a pull out, flex time, or during their study halls if they have them.

All students are highly encouraged to sign up for private lessons with another instructor outside of the school as well to progress even more quickly.

Missed/Absent Lesson Make-Up policy

All lesson staff will adhere to the following policies in regards to missed lessons and make-up lessons

- **if a teacher/school schedule cancels a lesson**
 - the teacher will attempt to make up the lesson with the student.
 - the lesson will be graded as a “no count” comments are teacher cancellation, this will not impact grade calculation in the gradebook.
- **if students miss a lesson due to school related activity or sickness (as notated in Skyward)**
 - you are required to make that lesson up – but it can be at the discretion of the teacher regarding time frames/method
 - students are expected to notify their lesson teacher 24 hours in advance of a missed lesson. Failure to do so will result in an “un-excused” lesson. Grade calculations will be impacted. An unexcused absence may only receive a maximum of 75% of full credit upon completion of an alternate assessment. Please review the late work section.
- **if students miss a lesson and are in-school (as notated in Skyward)**
 - you are required to make up that lesson as soon possible but no later than one week or the lesson becomes a “0.”
 - The lesson will be graded as “missing” and will impact the calculation in the gradebook. An unexcused absence may only receive a maximum of 75% of full credit upon completion of an alternate assessment.

All make up lessons must be completed one week after the missed lesson.

- An unexcused absence may only receive a maximum of 75% of full credit upon completion of an alternate assessment.

Music Department Behavioral Expectations

"The best discipline is self-discipline." Therefore, a policy that takes into account the attitude of a performer is *vital* to the development of a performance group that maintains a positive, professional atmosphere in rehearsals and performances. Participation in a performance based class is clearly connected to Hartford Union High School's goal of developing students that demonstrate ethical conduct and global citizenship. It is important that the students understand exactly what is expected of them if grading for attitude is to be effective. Attitudes almost always translate into actions. The following could be used as a checklist when grading the conduct and citizenship of individual members.

An individual with a positive attitude and self-discipline:

1. Is considerate of the needs and feelings of others;
2. Leaves his or her "ego" at the door and becomes a team player;
3. Helps others to learn their part;
4. Is helpful and attentive in situations when the director is not present (e.g. sectionals, student or substitute teachers);
5. Refrains from making jokes at the expense of others;
6. Is courteous to the non-teaching school employees as well as members of the faculty;
7. Turns in all music when requested, so as not to become a burden to others who must refile parts returned late;
8. Refrains from using profanity in and around the Music Department, or anywhere he or she can be identified as an ensemble member including around the community;
9. Tries to support other members of the department by attending concerts presented by peers;

10. Treats all performers with respect, understands what it means to be a "good audience member," and appreciates all performances with appropriate, supportive behavior;
11. Is present at all concerts and dress rehearsals;
12. Does not act in an immature manner when in public places while with or without the ensemble;
13. Always employs the best technique and sensitivity in warm-up, rehearsal, and concert;
14. Is on time to rehearsals and concerts;
15. Always brings necessary materials to class/performance/rehearsal;
16. Approaches all new music with an open mind seeing each piece as an opportunity to learn;
17. Recognizes warm-up time as an important part of class;
18. Uses a pencil to mark parts;
19. Is quiet at the proper times during rehearsals;
20. Acts as a professional when rehearsing and performing;
21. Practices music regularly;
22. Attends concerts away from school of groups performing music similar to that of his ensemble;
23. Maintains in proper condition, and wears the appropriate uniform for concerts;
24. Participates in extracurricular music activities;
25. Assists in keeping the rehearsal and performance areas neat, clean, and orderly;
26. Does not participate in or encourage vandalism of school property, or the belongings of others;
27. Assists after performances or rehearsals with equipment that needs to be *moved* or attended to;
28. Abides by school rules and regulations;
29. Does not deface signs posted in the building;
30. Does not mistreat school instruments, pianos, etc.;
31. Turns in forms, completed and on time;
32. Does not thrive on complaining or finding fault with the direction or leadership of the ensemble, or the efforts of its members;
33. Employs creative thinking skills to *solve* problems and *voice* concerns.

Classroom Safety: *We all come to this class as unique individuals. Behavior based on courtesy, respect, and an appreciation of our differences and similarities will create an environment in which each of us can grow and learn. Together we will create a safe place for everyone regardless of gender, race, religion, sexual orientation, class, or level.*

More Additional Information

How Can I Help My Student Succeed?

Parent and home support are strongly linked to success in all classrooms. While the guidelines below are music related, they are easily adapted for other classes.

Here are some suggestions that would help your child improve in music class:

1. Show an interest in the music study of your child. Attend your child's performances!
2. Arrange a regular time for him/her to practice.
3. Find a quiet place where he/she can practice without interruption.
4. Help as much as possible through encouragement and patience.
5. Give him/her a safe place in which to keep his/her instrument.
6. Help him/her keep a daily record of their practice time.
7. Keep the instrument in good repair with reeds, rosin, etc.
8. Teach him/her to be on time at rehearsals and lessons, etc.
9. Make faithful attendance at all activities important.

10. Encourage him/her to play for others when the opportunity arises – in the home, at school, church and in the community.

The best thing that you can do as a parent is be ENCOURAGING! Music is a very demanding activity, and at times students will be frustrated with their progress. Encourage them to stick with it, and work through the issues that they have. Every musician has moments – you can support them by being present and encouraging them through these tough times.

Check local resources related to finding a good private lesson teacher. Due to the nature of the program, and limitation with time and staffing, private lessons are always a great idea. If you have the ability to do so, a private weekly lesson with a qualified musician will increase your child's success and ability 10 fold in music classes. The harder you practice, the better music you can make! Instill in your children a work ethic, and remind them that this is a process of trying, failing, working through problems, and eventually being rewarded for their efforts. Be as supportive as you can, but also remind them that they need to do the work in order to improve.

Instruments and Classroom Supplies

School Rental Instruments

Students with school rented instruments will receive a rental contract.. Please make sure you read the contract, sign on the necessary lines and return to the HUHS Orchestra room along with a check payable to HUHS for the \$35.00 maintenance fee during the first week of school. ***Please inform the instrumental music staff of any maintenance related problems with a school rental instrument throughout the course of the year. If you need to have something fixed, bring it in first! We will send it to the music store for you!!***

**Some of you may find that you are looking to purchase your own instruments over the year. Feel free to contact Mr. Hacker or your lesson teacher if you have any questions.*

Students may rent these instruments from HUHS

- Cello
- Double Bass

Rental contracts and rental payment must be received before students are administered and assigned a rental instrument. Rentals are on a first come, first served basis.

All other instruments must be supplied by students prior to the start of the school year.



Individually Owned Broken Instruments

It is your responsibility to have the instrument fixed. If you are renting from a music store this year, I recommend purchasing any maintenance and repair program the music stores are offering. Repairs can get pricey, and the insurance is a nice feature to have – especially for woodwinds.

When and if you do have to have your instrument repaired in a store, please ask the music store for a “loaner” instrument so you can continue to practice and play in the ensembles. Most music stores will lend one out for free if you ask. Please ask!

Yearly Maintenance

The music staff strongly suggests purchasing ANY maintenance insurance through your local music store. Instruments are very similar to owning a car – they wear out, pads need to be replaced, springs need to be adjusted, keys need to be adjusted. It is important that instruments go in at least once a year to have basic maintenance. Yearly maintenance is much CHEAPER than ignoring the problem. Be proactive, and take your instruments in on a yearly basis. Summer or over Winter/Spring break are GREAT times to take instruments in.

Step-Up Instrument Purchases (or other instrument purchases)

Please let us know if you are planning on purchasing a new instrument. During the year, students will be experimenting with step-up instruments. A more intermediate/advanced level instrument will assist in helping your child reach his/her musical goals. Truly, these intermediate/advanced level instruments play better, are made better and are a very good investment in your child’s musical future.

Past students have had success finding used intermediate/professional instruments off such sites like craigslist. **PLEASE let us know BEFORE you purchase something off of these websites. We would love to help out!**

HUHS Percussion Policy and Permission Form

1. Equipment is owned by HUHS – an equipment rental fee will be assessed to all students at the beginning of the fall. Per the contract:
 - a. If you break it, you are responsible for up to \$150 of replacement costs
 - b. Equipment will be put away and covered after each use – failure to do so will result in a lowered citizenship grade
 - c. Checks should be made payable to HUHS for \$35. No cash

2. Students are required to have their own stick bags/mallets. Bags should have the following:
 - a. Snare sticks – wood tips – 5B
 - b. Xylophone mallets – with phenolic heads (hard plastic or rubber)
 - c. Medium yarn mallets – Mike Balter mallets are the ones in my personal bag
 - d. Timpani Mallets

** Stick bags and mallets should be labeled with your initials/names. I recommend putting a nylon footie on top of timpani mallets to protect the felt from hand grease.*

3. It is expected that all music be put back into the music folder assigned to each student and then stored in their specific assigned spots. Failure to do so will result in a lowered citizenship grade

4. At the end of each rehearsal, students will be given the last two minutes of class to cover and put away all used percussion equipment in assigned spots. Failure to do so will result in a lowering of citizenship grade. This is an expectation of playing a percussion instrument. Please keep your areas clean.
5. After concerts, all members of the percussion section will move equipment back into the ensemble room. Failure to do so will result in a lowered citizenship grade.
6. Students will only play on their own equipment – and will not use other player’s sticks, etc.
 - a. Theft of stick or stick bags will be processed through the front office and police reports will be filed. Please only use your equipment.
7. Marching Percussion equipment will be carefully stored and taken care of during use. Failure to return equipment to storage spots will result in a lowering of your citizenship grade.

Music staff and faculty have the right to ask you to leave the music suites at anytime in which they perceive your actions as not being respectful to either the music room or to other students/faculty in the music room.

Rules and Expectations during Resource

1. You may use the music suites for the following activities
 - a. Practice sessions – either small group or private
 - b. Extra help with parts from music staff
 - c. Listening to music/related musical activities
2. Students are expected to practice the first 30 minutes during Resource. Failure to do so will eliminate the student from the music room during Resource for a time determined by music faculty and/or staff.
3. Teachers have the authority to remove you from the practice rooms and or the music suite for any reason. Negative actions include: horsing around, running, touching other people, playing with instruments that are not assigned to you, or being in rooms in which you have no access or authority to be in (instrumental library, offices, instrument storage rooms)

Class Supplies

- ✓ Please make sure that your instrument is in playing condition before school starts!

Resource Binders

All students will need to provide either a pocket folder or a binder for use in music class.

Pencils

Students should always have a pencil in rehearsal and lessons to properly mark music and make notes in the music or in their practice journals as needed. This is an expectation of the class.

Travel and Fundraising Information

For all school related events, students are required to ride the bus unless parent(s)/guardian(s) personally request, in writing to take the student home from the event per school board policy #8640. The parent or guardian must check out the student with the director of instrumental music at the predetermined meeting location at a set time. Only parent(s)/guardian(s) of the student may transport their own student. Students will make arrangements to be picked up at the announced time of return to school.

Trip performances are offered periodically, contingent upon student interest. Permission slips are needed in order to attend any out of school field trip. Periodically students will be required to perform as a group during the school day. As an example, Marching Band will perform for the Homecoming Pep Rally or the Jazz Band will perform at a local school or business. All students are expected to attend required performances with their respective performing groups and complete any necessary paperwork on time.

Trip Eligibility

The instrumental courses are credit courses involving daily rehearsals, applied music lessons, and formal concerts throughout the school year. Band/Orchestra trips are above and beyond the scope of normal classroom activities and, as such, fall into the category of co-curricular activities and/or their own handbook. Thus, students involved in Band/Orchestra trips are subject to the HUHS Co-Curricular Code.

Students must understand that simply being enrolled in a Band/Orchestra course does not automatically make them eligible to participate in a Band/Orchestra trip. Participation in this activity is a privilege, not a right. All students must comply with two sets of requirements in order to be eligible:

General Requirements

1. Quality under the HUHS co-curricular code
2. Submit parent permission (in writing)
3. Meet financial requirements, if any on the given deadlines.
4. Provide emergency medical information
5. Meet all deadlines for turning in materials, medical card, trip payments, etc.

The Music Staff and HUHS Administration expect that discipline be emphasized when traveling with students, and that the safety and security of students is the number one priority. All school policies apply while on trips.

Travel Guidelines

The most important rule, of which everybody is a part: Behave at all times in a manner that will reflect favorably on your parents, your families, your community, your school, and your band or orchestra.

On a Bus/Coach

1. Follow all directions of the driver or any other bus service employees.
2. Be courteous to others on the bus. Keep the volume of your conversations at a normal level.
3. Be ready to board and exit the bus at the designated times. All times will be announced, so *it is your responsibility* to pay attention.
4. Attendance will be taken by chaperones.
5. Portable music devices are allowed, but you must use headphones!
6. When we travel, you may be given information regarding sites along the way, even if you're not interested please be courteous and quiet because others may want to hear. When we do our tours there will be a great deal of really fun and useful information that our guides will give us. Please be courteous to those who want to hear this information. During that tour you may see something that you will want to come back and visit during your free time.

On an Airplane

1. Follow all directions of the flight attendant or any other airline employees.
2. Be courteous to others on the flight. Keep the volume of your conversations at a normal level. Remember, there will be passengers who are not with our group and we want to respect them.
3. Be ready to board and exit the plane at the designated times. All times will be announced, so it is your responsibility to pay attention. Don't you dare miss your flight because you didn't pay attention to directions.
4. Attendance will be taken by chaperones.
5. If you need to use the restroom in the airport, make sure that your chaperon knows where you went and check back with that chaperon when you get back.
6. Portable music devices are allowed, but you must use headphones!
7. Your Passport is your lifeline. Do not lose it. My advice is to have a device that you can wrap around your neck and tuck it inside your shirt. That's also a good place to keep money and other important documents. You will need to show your passport and another form of identification when you go through security at airports.

Other Information

1. All members will help with loading and unloading luggage equipment from buses/equipment trucks.
2. The tour operator and hotel will determine curfew for each night. This is a tour curfew and it will be adhered to. Quiet hours in the hotel are usually 11:00 p.m. to 7:00 a.m.
3. No playing of instruments in hotel rooms.
4. Do not engage in sex, drugs, or alcohol. There are no exceptions.

5. During free time, students must always be in groups of four or more. This is for your safety, please respect this.
6. Anybody going off in small groups must check out with the chaperones on duty with your destination and time of return. You will check in with the same person you checked out with.
7. Chaperones and directors have the right to enter your room at any time.
8. No members of the opposite sex are in your rooms at any time.
9. Property of the hotel must remain with the hotel and not in your suitcases. This includes towels. *Anything taken from your rooms will be billed to all students staying in that room.*
10. If you make any phone calls, watch pay-per-view movies, play video games, etc. it will be charged to the individual rooms and paid for at the time of check-out. Please be aware that costs of phone calls are very expensive. Our advice is to not make any phone calls from your rooms. If you want to call home, purchase a calling card and use a local pay phone.
11. Do not leave money in the rooms, or anything else of value. The rule is if you can't afford to lose it, don't leave it unattended. There are safes in each room and you may use them, but please don't forget the combination that you use.
12. Let your chaperones know of any illnesses or problems as soon as they arise. They are there to assist you at all time.

Hotel Behavior

1. Be considerate at all times.
2. If a problem arises, call your chaperone. Don't be afraid to seek help.
3. No running in the hallways because that disturbs the other guests.
4. No telephoning between rooms.
5. No shouting or loud noises in the hotel—anywhere, that too disturbs the other guests.
6. No one is to venture outside the hotel without the group and without permission of the chaperones.
7. NEVER allow security guards in your room. The only people that are allowed in rooms are those staying in the room, the school teachers and the chaperones.
8. No members of the opposite sex are in your rooms at any time – no exceptions.
9. If someone knocks on your hotel door, ask who it is before opening it. Make sure you have positively identified the person. If there is a peephole, use it. Use the security chain to secure your door when you are in the room.
10. Each day before leaving, check the weather and dress accordingly. Bring everything you think you will need for the entire day, as we usually do not return to the hotel until the day's activities are completed.
11. Don't leave valuables in your room.
12. When we travel overseas, make sure you have the correct currency for the country we visit.
13. Never leave your room without checking to see that it is locked and that you have your key(s).
14. Keep your rooms clean. Remember, we want your behaviors to reflect positively on all of us.
15. If the hotel has pay TV movies, do not turn them on or you will have to pay for them. Adhere to the "in-room" and "lights out" times. "Lights out" means lights off and all in bed. You need to rest. We keep you busy and we don't want you to get sick.

Discipline Policy

"Three strikes and you're out" policy:

805 Cedar Street
Hartford, WI
Andy.Hacker@huhs.org

1st strike: WARNING

2nd strike: CALL HOME

3rd strike: *YOU MAY BE SENT HOME ON NEXT AVAILABLE FLIGHT WITH A CHAPERONE AT YOUR OWN EXPENSE FOR BOTH YOU AND THE CHAPERONE!*

Some infractions can count as three strikes. Examples: causing harm or injury to someone, harassment, sex, cigarettes, drug and/or alcohol use, etc.

Group Togetherness

1. BUDDY SYSTEM: You had better not be found by yourself. Stay in groups of at least three.
2. PUNCTUALITY: It is important to be on time so that the rest of the group does not have to wait for you.
3. STAY TOGETHER: Follow your leader closely; do not lag behind main group while touring on foot.
4. Be courteous to those giving information or instructions.
No talking or side conversations, please.
5. Get your rest and be kind to your friends. We will be together 24-7 ... learn to give and take.
6. Strangers are to remain strangers—do not pick them up. This is vital.
7. Do not leave any of your possessions out of your sight. You are responsible for them. If you leave something somewhere, we won't be able to go back for it.
8. Food: Take all you want, get a balanced meal, and eat all you take. Bus your own dishes when asked to do so.
9. Name badges/medical releases: All participants must wear their badge.

Seat Assignment

We cannot guarantee seat assignment requests. Do not switch seats.

Hotel

You will not be allowed to switch rooms. Please stay in the room you were assigned.

Fund-Raising Policy

Students and parents will be provided with a variety of fund-raising projects when a band or orchestra trip is approved by the school board. Depending on the nature of the trip, a specific cost per student will be established well in advance. Each student is obligated to meet this goal by:

1. Pay in the form of a check. No Cash will be accepted.
1. Use profits from fundraising via the Hartford Orchestra Parents (HOP) or Hartford High Band Boosters (HHBB).
2. Combination of #1 and #2.

A series of payments will be established on a predetermined schedule. Students must meet all deadlines. Each student will have an account to keep track of their personal payments. Once a commitment has been made, should a student at any time during this process decide not to participate, no refunds will be made. All students are subject to the HUHS Co-Curricular Code. These accounts are established for extended music trips only and may only be used for that purpose.

Student Fund-Raising Account Policy

Trip Year	The fundraising money is used for the trip. If a student does not go on trip the fundraised money remains in the student's account until departure from the program. If the student has a sibling in the HUHS district's respective music program, the money can be transferred to that student. If there is no sibling, the money remains with the program. Students who elect not to participate may fundraise and have their money kept in their account for future trips.
Non-Trip Year	If a student does not go on trip the fundraised money remains in the student's account until departure from the program for a future trip. If the money is not used for a trip, the money will return to the program account.

Orchestra Letter/Merit Award Point System

Every year students have the opportunity to earn points towards an orchestra letter and other awards. Awards and Orchestra Letters are presented at the final spring concert.

Points needed

- Orchestra letter – 100 points
- Orchestra trophy – 200 points
- Engraved Plaque – 300 points

“Point” System

All points earned by students are cumulative from grades 9-12. Points are recorded once each year before the final spring concert. Failure to record points in any given year results in the forfeiture for that year. Points are recorded on your accumulative record. We suggest students keep a record as well. Awards will be presented to eligible students in the music department who are actively enrolled in the accredited courses to which the award applies.

District Solo-Ensemble Festival

Solo				Ensemble (single)				Ensemble (multiple)			
	1 st	2 nd	3 rd		1 st	2 nd	3 rd		1 st	2 nd	3 rd
A	20	15	10	A	15	10	8	A	8	6	4
B	15	10	6	B	10	5	4	B	6	4	2
C	10	5	2	C	8	3	2	C	4	2	1
Accompanist – 2 points											

State Solo Ensemble

Solo		Ensemble (single)		Ensemble (multiple)	
1 st	2 nd	1 st	2 nd	1 st	2 nd
10	6	6	4	4	2
Accompanist – 2 points					

Solo and Ensemble

Students must meet all deadlines for registration to be eligible for solo and ensemble festival(s).

It is the policy of the Hartford Union High School Music Department that the following ensembles who receive a *1 rating at the WSMA District Solo and Ensemble Festival will not participate in the WSMA State Solo and Ensemble Festival.

2119 Violin Choir	5918 Misc. Percussion Ensemble
2219 Viola Choir	4858 Brass Ensemble
2319 Cello Choir	4859 Brass Choir
2419 String Bass Choir	4868 Brass and Percussion Ensemble
2859 String Choir	5839 Keyboard Mallet Ensemble
2959 Misc. String Ensemble	5859 Steel Drum Band
3839 Flute Choir	5918 Misc. Percussion Ensemble
3849 Clarinet Choir	8119 Handbell Choir
3859 Saxophone Choir	8218 Guitar Ensemble
3869 Recorder Ensemble	8318 Creative Electronic Instrument Ensemble
3878 Woodwind Ensemble	9119 Misc. Special Ensemble
4858 Brass Ensemble	9218 Mostly Winds Folk, Ethnic, Heritage Ensemble
4859 Brass Choir	9228 Mostly Perc. Folk, Ethnic, Heritage Ensemble
4868 Brass and Percussion Ensemble	9238 Mostly String Folk, Ethnic, Heritage Ensemble
5839 Keyboard Mallet Ensemble	9248 Mostly Vocal Folk, Ethnic, Heritage Ensemble
5859 Steel Drum Band	6458/6459 Jazz Ensemble

Public Appearances

Points for public appearances only count once for each preparation and must be authorized in advance. You may earn a maximum of 10 public performance points per year.

Solo		Ensemble		Accompanist	
Per event	3	Per event	2	Per event	1

Private Lessons/MYSO, SYSO, UWAY, YWOW, etc. Involvement

If you are involved in private lessons or another musical organization, you may receive points for that as well. We believe in these activities, and feel that they greatly impact the music program. Here is the point system for them:

Private Lessons – 1 point per lesson (please provide the name of the lesson teacher)
Honors Ensemble (MYSO, SYSO, UWAY, YWOW, etc.) – 5 points per concert (please provide the concert program to the director of instrumental music)

Student Responsible Recording of “Merit Points”

Charms Office Assistant will log the points. Please check these updates periodically.

Contact and Communication Information

Make sure a home contact email is listed correctly with school. Please update this information via Skyward under My Account in Family Access. We send out a lot of information via email, if your address isn't listed correctly you won't receive it!

Staff:

Director: Andy Hacker: andy.hacker@huhs.org

Lesson Staff:

High Strings -Allen Russell:allen.russell@huhs.org

Cello - Alicia Storin: alicia.storin@huhs.org

Bass - Barry Clark: barry.clark@huhs.org

Department Chair: Ernest Brusubardis: ernest.brusubardis@huhs.org

"When you are not practicing, remember, someone somewhere is practicing, and when you meet him he will win" -Ed Macauley

Let's practice hard this year so we can play with musical excellence and high quality!

Instrumental Music Supply Prices (2018/2019)

Reeds	
Oboe.....	\$15.00
Bassoon.....	\$30.00
Single Reed Instruments.....	\$5.00
Legere Signature Synthetic Reeds.....	Quote
Percussion Supplies	
Concert Drumsticks.....	\$5.00
Marching Drumsticks.....	\$10.00
Stick Bag.....	\$20.00
Accessories	
Rosin.....	\$5.00
String Instrument Mute.....	\$5.00
Valve Oil.....	\$5.00
Slide Grease.....	\$5.00
Trombone Water Bottle.....	\$5.00
Trumpet Straight Mute.....	\$35.00
Trumpet Cup Mute.....	\$35.00
Trumpet Harmon Mute.....	\$40.00
Tenor Trombone Straight Mute.....	\$45.00
Tenor Trombone Cup Mute.....	\$65.00
Swabs.....	\$5.00
Neck Strap.....	\$15.00
Polishing Cloth.....	\$5.00
Reed Guard.....	\$5.00
Shoulder Rest.....	\$15.00
Strings	
Violin - Whole Set.....	\$65.00
E.....	\$15.00
A.....	\$15.00
D.....	\$15.00
G.....	\$20.00
Viola - Whole Set.....	\$80.00
A.....	\$20.00
D.....	\$20.00
G.....	\$20.00
C.....	\$20.00



Cello - Whole Set.....	\$120.00
A.....	\$30.00
D.....	\$30.00
G.....	\$30.00
C.....	\$30.00

Handbook Signature Sheet

Signatures indicate agreement to the handbook. We further acknowledge that by providing permission to the student to participate in the above-referenced activity that the school may take photographs and other reproductions of the activity and may use those reproductions in school newsletters, promotional materials, on its website, or may otherwise disseminate said photographs including identification of the student depicted. This authorization is provided notwithstanding any opt-out election made with respect to student directory data.

Students: Please review the course syllabus and handbook we discussed in class and share it with your parent(s)/guardian(s).

Then, you and your parents must sign this sheet to acknowledge that you have read and understand our policies. Please return this sheet by Friday, September 7th.

By signing this form, it acknowledges we have read the course overview, including required readings, expectations, and policies for Band and/or Orchestra.

Parent/Guardian Printed Name:

Parent/Guardian Signature:

Date: _____

Student Printed Name:



805 Cedar Street
Hartford, WI
Andy.Hacker@huhs.org

Student Signature:

Date: _____