



*Dear Parents and Students,*

It is great to be in another year at Bluegrass High School! I am very excited about your interest in our band program; we have a long history of devotion to students, the community, and a high standard of musical achievement. I look forward to beginning a great working relationship with you and will do whatever I can for you to succeed. I feel that the experiences provided in a music program are priceless to the complete development of a human being, and offer a great deal in the way of expression, personal responsibility, teamwork skills, and enjoyment.

I hope that this handbook offers all of the information you desire for an overview of our program. I urge you to feel free to contact me with any further questions; I want to make myself available to anyone in our program, or interested in being involved. You will find my contact information on my biographical page.

*Musically Yours,*

Nicholas R. Denham,  
Director of Bands



## **Philosophy of Music Education Statement**

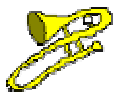
I believe that every person is a student, and therefore has the ability to develop and learn, not excluding myself as a music educator. Although not everyone learns in the same manner or at a comparative rate, as individuals, everyone has both strengths and weaknesses. I believe that as a music educator, I am challenged to communicate to each student, regardless of a student's personal upbringing, attributes both mental and physical, or ability, and must allow each student to present me with a type of response. Every student is both an equal and an individual, so I must cater to that by having a universal design to the way I teach music and build a curriculum or lesson. "There are no problem children, just problem curriculums."

The reason I have chosen to teach music is one, for my love of music, and two, because I believe that music allows for an experience that can affect a life in numerous immeasurable ways. The music curriculum provides an opportunity for students to develop in so many other aspects of life aside from music; students involved in music benefit by the opportunities to develop better math skills, be aided in social development, develop individuality and a sense of responsibility, learn about different cultures, and experience great deals of diversity. Along with all of those examples, music can fill places in the human soul which can give gratification by allowing students to be expressive.



## **A Note from Our Principal**

*On this page I would include a note from the Principal of the High School. I would ask the principal to write a paragraph or two to demonstrate his appreciation and support of the music program. This is to give the principal a sense of involvement in the program as well as show appreciation for his support.*



## Membership Requirements

All students involved in the band program must be enrolled in Bluegrass High School and enrolled in the respective class. Exceptions for non-enrolled participants such as alumni and home schooled students, etc. who plan on daily participation will be discussed on an individual basis with the directors after approval is sought by the principal and School Board. Other exceptions will be made for guest artists, alumni, and several recruited volunteers.

Any student can join an ensemble, even without previous musical experience; it is actually encouraged. **It is never too late to start!** No student will be discriminated from participation; all material can and will be adapted to different learning types, skill levels, abilities, and physical capabilities.

All new students and their parent/guardian will have an introductory interview with the directors to discuss goals, questions, and concerns. This interview not only serves as an informative meeting, but is the beginning of a personable relationship between the directors and their students.



## **Ensemble Opportunities**

The Bluegrass High School Band Program consists of a variety of musical ensembles to offer our students several options and learning experiences. Although students are required to have an entrance audition, students are not grouped by playing ability. There are no higher chairs in these ensembles, each student will rotate among the section to provide a wide range of experience as well as offer equal opportunity for growth of every level of musician. Here is an overview of each ensemble:

### *Bluegrass High School Concert Band*

This ensemble is intended as the freshman and sophomore ensemble. The performance level of this ensemble is not as advanced as the junior/senior ensemble in an effort to build important skills and teach beneficial knowledge, so the students of this ensemble may grow to the more advanced level. Students will encounter music from several different time and style periods, to include contemporary literature and standard band repertoire. This ensemble meets during the sixth period of the regular school day.

### *Bluegrass High School Symphonic Band*

This is the junior/senior ensemble, and performs an advanced selection of music. The music will be similar to that of the Concert Band. Students will encounter music from several different time and style periods, to include contemporary literature and standard band repertoire. This ensemble meets during the second period of the school day.

### *Bluegrass High School Jazz Band*

This ensemble consists of a traditional big band jazz instrumentation, although anyone interested in being a part of this ensemble is welcome and encouraged. Music will be adapted to suite the group's instrumentation. Students involved in this ensemble will get first hand experience of America's true art form, and be a part of passing the jazz style down as a musical art form of historical and patriotic importance. In addition, students will gain a high level of music theory knowledge as well as improvisatory skills.

### *Percussion Ensemble*

The Percussion Ensemble meets on Tuesdays and Thursdays at 7:15 for 50 minutes before the first class period of the day begins. This ensemble performs a wide range of styles to aid the musical growth of our percussion students. In this ensemble, the students will learn a great deal of technique, as well as become versed on several different instruments and cultures.

### *Chamber Groups*

Each student will be expected to participate in a chamber group. This experience is extremely valuable to a growing musician as it develops advanced aural skills and a better knowledge of style. This time also provides each member of the group to use and develop communication skills in a peer setting. These teamwork skills are essential to success in the world today. Every ensemble should meet twice a month and will have the opportunity of having a coach to add criticism, an experienced professional who will serve as an instructor. Ensembles available include, but are not limited to: Brass Quintets, Woodwind Quintets, Tuba / Euphonium Quartets, and Saxophone Quartets.



## **Private Lessons Program**

Every student is required to participate in our private lessons program. Every student will have one, half-hour lesson every month from an instructor hired by the school and Band Boosters. More time is available and encouraged. Students will learn mastery in solo performance on their instrument as well as an advanced knowledge of their own instrument. Another goal of private lessons is to aid in the growth of the student as a musician. Performance in these lessons is weighed into the student's overall grade. These lessons will be scheduled at the beginning of the semester and will be either in morning before school, or after school from Monday through Friday. If the student is enrolled in private lessons at a different studio, please let the director know to work out a special arrangement. Students in this situation will not be held at any different standards or receive any negative repercussions. If there are any questions regarding the private instructors, please contact the director.



## Rehearsal Guidelines

1. Every student is expected to be prepared for rehearsal. This means that every day, in order to receive full participation credit for the day, must have all of the listed items when the class begins: music, folder, pencil, staff paper, notebook paper, music text, and instrument (this includes reeds, mouthpieces, and other essential materials). These items will all be given out during the first week of classes, with the exception of music, which will alternate throughout the semester.
2. Being prepared for rehearsal also includes having any homework assignment or project completed before the appropriate class time.
3. Being prepared may also include having practiced a certain selection of music and being able to demonstrate a particular competency level on it.
4. Business will be dealt with at certain specified times during the school week, otherwise, business such as purchasing materials, getting music copies, instrument repair, or money payments will not take up class time. (See Forms section of the handbook for more details on business procedures)
5. A rehearsal is no different than any other class in the respect that all students should be respectful of the teacher and whoever else has the floor. Class is for rehearsal, learning, and accomplishing goals; there is no place for unnecessary disruptions.
6. Disruptive or disrespectful behavior will be handled in the manner discussed in the student handbook.

### General Rehearsal Format

Setup	5 Minutes
Warm-up	10 Minutes
Sight Reading / Chorales	10 Minutes
Basic Music Rehearsal	30 Minutes
Cleanup	10 Minutes



## **Performance Expectancies**

Every ensemble will perform two to three concerts a semester. Chamber groups and student recitals will also be expected from every student. Performance is a large part of the musical experience, so attendance at concerts is a must (later discussed during the grading portion of this handbook). The dress will be concert black, otherwise known as a tux for men, and a conservative black outfit for ladies. There may be one or two occasions where the dress for a concert will be in the band polo and khakis.



## Grading Policy

Grading for a performance based ensemble is very involved and may seem subjective. To best suit the student, this policy has been developed to assess the student's content knowledge on several levels, performance skill/playing ability, and musical concept, while providing a variety of assessment methods to accompany different learning types.

Attendance/Participation	100 points
Attitude	100 points
Preparation	100 points
Quiz Grades	100 points
Written Reviews	100 points
Practice Log	100 points
Lessons	100 points
Scales	100 points
Research Paper	100 points
Playing Evaluation	100 points
<b>Total</b>	<b>1000 points</b>

### **Grading Scale:**

900-1000 points – A

800-899 points – B

700-799 points – C

600-699 points – D

0-599 points – F

## Fees

Before discussing any fees associated with participation in the Bluegrass High School Band Program, it should be made clear that money is not an issue if it would limit a student's participation in the band program. Funding is available and will be negotiated on an individual and confidential basis. Fees should not deter anyone from participation. Contact the Director of Bands for more information.

Tux Purchase (men only) – one time expense	\$50.00
Instrument Rental (if necessary)	\$35.00
Private Lessons	\$25.00
Polo Shirt	\$15.00
Trip Expenses	\$25.00
<b>Total - First Year Men</b>	\$150.00 the first year
<b>Total</b>	<b>\$100.00 a year</b>
<b>Total (<i>no instrument rental</i>)</b>	\$65.00 a year

## **b** Parent Interaction

Parent interaction in a student's musical life is extremely important. Support in their progress as a musician is essential in the growth of every student. As a parent, there are several ways to take part in your student's musical life. Band Boosters is an organization that supports the band program by raising funds and organizing activities for the band program. There will be information about the Boosters at the first meeting noted in the calendar. Encouraging practicing and involvement is another great help. This can be demonstrated by understanding time commitments, providing transportation, and just making sure you are there to support your student at concerts and other such activities. Education of the student is the priority of the band program, and in order to provide the best education, all resources must pull together in support of the student. We ask that the parents realize this statement, and agree to do their best to accommodate the needs of the student.



## Biographical Information



Mr. Nicholas R. Denham  
Director of Bands

Growing up in Maysville, Kentucky, Mr. Denham was a member of the Mason County High School Band. He is hoping to graduate from Morehead State University with a Music Education Bachelor's Degree. His primary instrument is the saxophone, but he also enjoys playing the recorder. Due to his Kentucky roots, traditional music has a special place in his heart.

Work: 606-783-2001  
Home: 606-780-1091  
E-mail: [n\\_astro@hotmail.com](mailto:n_astro@hotmail.com)



Mr. Theether Guy  
Assistant Director of Bands

*This would be a place for another such biography.*

## Forms

*This is where I would include all of the school forms for the students to fill out. Transportation Forms, Health Forms, and the Agreement of Compliance should be completed and turned in for filing.*

### **Agreement of Compliance**

I \_\_\_\_\_ (student's name), have read the Bluegrass High School Band Handbook and understand the information included. I agree to comply with all the rules and objectives presented, and understand the consequences in the case that I do not follow the rules stated.

\_\_\_\_\_ Student Signature

\_\_\_\_\_ Parent / Guardian Signature