

CROSS TIMBERS MIDDLE SCHOOL BAND HANDBOOK 2018 - 2019



Director – Mr. Paul Nájera
Assistant Director – Ms. Tessa Gartin

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PREFACE

This handbook has been written for the Cross Timbers Middle School Band members and their parents with the intent of providing information regarding the purpose, procedures, expectations and activities of the band program. **All band students and parents are expected to read the entire handbook carefully to avoid conflicts with the policies stated herein.**

As a member of the Cross Timbers Middle School Band you have the honor and responsibility of **maintaining** a band program with high standards of excellence. We are extremely fortunate to have parents, administrators, faculty, and school board members who are committed and dedicated to a quality band program. We look forward to you being a part of the band program.

PHILOSOPHY OF INSTRUMENTAL MUSIC

A well-rounded education is enhanced by one of the most basic of all studies... the study of **music**. Music teaches **discipline**. Music develops **self-confidence**. Music gives each student a feeling of **pride** and **accomplishment**. Playing in band teaches students the importance of working with others and helps them develop the **social skills** necessary to be part of a performing organization. Instrumental music engages students in a group activity, which allows them to use their **free time constructively**. Band instills **values**: responsibility, purpose & direction, devotion to duty, spirit of cooperation, and sensitivity to beauty. Not all band students become great musicians, but certainly all become more mature, cooperative, self-disciplined and hard working members of society with an **appreciation of the arts**. Music is a subject, which affects all areas of a student's personality. These include the intellectual, physical, emotional, psychological, spiritual and social aspects of a person.

Discipline, pride, and commitment to excellence are important elements of a quality organization. External discipline creates internal discipline. This **self-discipline** demonstrates each student's own initiative. **Pride** is having a **desire** to succeed in what you do while **respecting** yourself and others around you. It is taking what you do **seriously** while **enjoying** what you do. Pride is a **state of mind**. A person's **quality of life** is in direct proportion to their **commitment to excellence** - whatever their field of endeavor.

CTMS Band Web Page

The CTMS Band Web Page is a useful site to communicate information from the directors to the students and parents. Please take advantage of this communication tool. The web site will provide:

- Up-to-date calendar of band events (Google Calendar)
- General announcements
- Private lesson instructor’s contact information
- Useful links related to specific instruments & general music sites
- Direct link to Band Directors’ contact information

The Cross Timbers Middle School Band website is:

www.crosstimbersmsband.com

CONTACT INFORMATION

Mr. Paul Nájera	Email address	paul.najera@gcisd.net
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	Band hall phone	817-251-5320 ext.3267

BAND DESCRIPTIONS AND EXPECTATIONS

There are several performing groups in the band program at Cross Timbers Middle School. Each group listed below functions as an important part of the entire band program. Bands are divided into **five** separate groups in order to meet the **individual needs** of each student. Membership in the bands is determined by a thorough **audition** process to correctly place the student according to his/her own ability and experience level. Auditions will occur in May for the following year's band placement.

HONORS BAND

The Honors Band is the **first performing group**, which is made up of the most **advanced** 7th and 8th grade students. Students in this band must be proficient on their instrument and must be willing to commit to regular rehearsal and practice time. The Honors Band students will have one before/after school **60-minute sectional rehearsal** per week as well as some extra full band rehearsals throughout the year. Students in this band are **required to participate** in the scheduled rehearsals, concerts, pep rallies, and contests. In addition, each student will be required to try out for the **All Region & District Bands** and participate in the **GCISD Solo & Ensemble** contest. It is the responsibility of the student and the parent to check the **band calendar** and incorporate the scheduled events into their family calendar. In order to maintain a high level of performance, Honors Band students will need to practice **45 to 60 minutes daily** as well as **study privately** with the CTMS professional private lesson instructor.

SYMPHONIC BAND

The Symphonic Band is the second performing group, which is made up of intermediate 7th, and 8th grade students. Students in this band will have one before/after school **60-minute sectional rehearsal** per week as well as some extra full band rehearsals throughout the year. Students in this band are **required to participate** in the scheduled rehearsals, concerts, pep rallies, and contests.

Symphonic Band students are required to participate in the District Band tryouts. All Region tryouts are also recommended. All students are **required** to participate in the **GCISD Solo & Ensemble Contest**. It is the responsibility of the student and the parent to check the **band calendar** and incorporate the scheduled events into their family calendar. In order to maintain a high level of performance, Symphonic Band students will need to practice **30 to 45 minutes daily**. It is also recommended that the student participate in the district private lesson program with a CTMS professional instructor.

CONCERT BAND

The Concert Band is the third performing group, which is made up of 7th and 8th grade students who will concentrate on the fundamental aspects of their instrument. The concert band will also participate in pep rallies, concerts, and contests. It is also required that the students participate in the **GCISD Solo & Ensemble Contest**. It is the responsibility of the student and the parent to check the **band calendar** and incorporate the scheduled events into their family calendar. Concert Band students will need to practice an average of **30 minutes** per day. It is also recommended that these students participate in the district supplemental private lesson program with a CTMS professional private lesson instructor.

BEGINNER BAND

The Beginner Band is a **fundamental** class designed for beginning 6th or 7th grade students. Students will meet in **like-instrument** classes and will learn the necessary skills for instrumental performance. The Beginner Band is intended as a training ground to prepare each student to participate in one of the 3 performing bands the following year. Students will learn many musical and instrumental concepts and will perform scales, music and band literature throughout the year. Basic music concepts such as rhythm notation, music note identification, instrumental fingerings and tone production will be covered in this class. The Beginner Band will also perform at the winter and spring concerts as well as participate in a contest for Beginner Bands in the spring. Students are also required to participate in the **GCISD Solo & Ensemble Contest**. It is recommended that each student practice an average of **30 minutes** per day. Supplemental private lessons are available and are recommended by the directors with a CTMS professional instructor.

JAZZ BAND

The Jazz Band is an **extra-curricular** band that is composed of players from the Honors, Symphonic and Concert bands. Students may audition for the Jazz Band on their band instrument, piano (keyboard), guitar, or electric bass. The Jazz Band will rehearse daily during the Wolf Time period and after school when needed. Jazz Band is a **full year commitment** and **rehearsal attendance** is critical. Students in Jazz Band need to understand that Wolf Time is the only "real" rehearsal time and each rehearsal is critical. Attendance is vital.

The CTMS Jazz Band has become a recognized and visible representation of our program.

CLASSROOM POLICIES

RULES: There are **five basic rules** that all students must follow:

1. **Look at the director when he/she is talking.** It is important that the director knows that they have your complete attention.
2. **Do not talk during rehearsal.** If you have any questions that need to be asked, please raise your hand and wait to be recognized.
3. **Respect your fellow band members and directors.**
4. **Be prepared for each rehearsal.** Bring the proper equipment and supplies. Practice your part so that you are ready for the rehearsal both mentally and physically.
5. **Communicate effectively and promptly** regarding conflicts with the scheduled calendar of events.

CONSEQUENCES:

The directors hold all members of the Cross Timbers Band program to **high standards of discipline**. The actions of each member of the band program affect the overall image of the band in both the school and the community. Students who choose band as their elective are among the "**best students**" in the school and discipline problems are rare in the Cross Timbers Band program. However, if discipline actions are needed, the following consequences will occur.

1. Verbal warning
2. Student and or Parent Conference
3. Office referral

ATTENDANCE POLICY

Regular **attendance and participation** is important for your daily progress and development. Participation in rehearsals and performances outside normal school hours is a required part of the band program. Absences for personal illness, and other extenuating circumstances are sometimes unavoidable. **Advance notice** to the director of any absence is expected.

Unexcused absences from class or from any rehearsal or performance may result in a lowered grade or a zero for that performance. Remember - **you** are an important part of the band and others depend upon you!

Communication of attendance conflicts is an important skill for students to develop. Adequate and thorough communication skills will require the assistance of both the parent and the director. Please remember that it is always helpful to have both a **written** and **verbal** communication plan. Please e-mail the directors so that we are aware of the absence. It is the responsibility of the student to then give a verbal reminder and to check on any possible make up work. Performances cannot be re-fabricated, therefore cannot be made up.

BAND GRADING POLICY

1. Grades will be calculated based on the following categories:
Tests – 35% Homework/Practice Cards – 15% Participation – 50%
2. The lowest practice card grade will be **dropped** at the end of each grading period.
3. **Extra credit** will be given for attending any approved instrumental performance.

Grades Include

- * Practice Cards - due every **Monday**
- * Playing & Written Tests, SmartMusic assignments (final average at end of grading period)
- * Extra rehearsals, performances, sectionals, contests.

Practice Card Grades

Your practice card is designed to help you establish an **organized routine** for daily practice. **A practice card is not needed to be able to tell if you have practiced!!** How you improve from day to day and week-to-week reveals that fact. **Honesty** is the best policy concerning practice time. It is helpful for **parents** to be involved in the student's practice and progress. Your **encouragement and support** is important for their **success**.

1. Write down the total number of **minutes** per week.
2. A parent **must sign** the card for a grade.
3. Turn in your card every **Monday**.
4. **Late practice cards will not be accepted.**
5. **The lowest practice record grade will be dropped at the end of each **nine weeks grading period.****
6. All time **outside of class** may be counted on your practice card; for example: private lessons, sectionals, extra rehearsals, clinics, etc.

Grade	Total Weekly Minutes
70	Up to 59
80	60 - 119
90	120 - 179
100	180 +

PRACTICE GUIDELINES FOR PARENTS

Your child's progress in band will depend a great deal on what is achieved during **daily home practice sessions**. **Learning takes place in school, but proficiency is gained at home.** You can use the following guidelines to help your youngster at home.

TIME SCHEDULE

A **half-hour** a day is the **minimum** amount of practice time recommended for the average student. Practicing at the **same time** every day is good, but some **flexibility** should be built into this schedule. Don't bring the world to a halt at 6:30 PM every evening because it's practice time - kids need time for fun and relaxation just as adults do. If the situation allows, **reschedule** the practice session to an earlier or later time.

CLIMATE

Practicing should be done in an area that is **free of distractions** away from all electronic devices including cell phones. Good **lighting**, a straight-backed **chair**, **mirror**, **metronome**, and a **music stand** are definite assets. Reed players should have several reeds available during the practice session.

ENCOURAGEMENT

Spend some time **listening** to your youngster practice. Offer **constructive** criticisms. You do not need to be a former band member or musician to be able to hear **improvement**. Encourage them to play **assignments and tests** for you. Each time the student plays for a friend or relative, it helps them to feel more **comfortable** with a performance or competitive event.

IS YOUR CHILD PROGRESSING?

For the **beginning band** student, the field of instrumental music is **new** for your child. They are learning to use their **facial muscles** in a different way and their **breathing apparatus** for a different purpose. There is a new language of symbols (notes) that require the use of his mind and body to translate this into **musical sounds**. All this takes **time!** Even parents who have had former instrumental experience have probably forgotten the struggle of producing those first few notes and songs.

Parents can evaluate practice sessions by asking:

1. What is your **assignment** for today?
2. Am I hearing the same **daily warm up** each day? It **is** important to play the same daily warm up and drill before beginning the assigned material.
3. Am I hearing music that they can **already play**, or am I hearing attempts at **new** material?
4. Is the **tone quality** becoming more characteristic of the instrument, or is the tone harsh, unmusical, and unpleasant?
5. Does the familiar tune or exercise move along **steadily** with some sort of fluent **rhythm**, or is it halting and jerky with no steady rhythm?

**Learning how to practice is an important part of playing an instrument!
Quality of practice time is more valuable than Quantity of time!**

PRACTICE GUIDELINES FOR STUDENTS

IT'S HOW YOU PRACTICE THAT COUNTS

Incorrect **habits** are sometimes more easily developed than correct habits, and a habit is hard to change so **THINK** when you practice. Avoid simply going through the motions! Remember that the playing of your instrument comes through development of **coordination**, just like any athlete. **Patience** is a virtue for the ambitious player.

1. **Warm up correctly.** Each instrument should have a separate warm up for home practice that differs from the band warm up. Use a **mirror** and concentrate on **tone quality** and **embouchure** during the long tone warm ups.
2. Set a **goal** for the practice session. Don't try to do too much at one sitting.
3. **Isolate** a problem or a section in a piece of music. It may be a rhythm, a measure, or a line of music. **Repeat** it over and over many times - just like shooting baskets in the basketball goal. Practice it **slowly** at first, and then **gradually** build up the speed using a **metronome**. Before you finish the practice session, play the difficult measures with the rest of the line or exercise.
4. **Repetition** of a problem area reinforces muscle and mental **memory**.
5. In difficult **technical passages**, change the **rhythms** and **articulations** in the practice session to develop even, accurate, and fluid technique.
6. Practice involves **learning and reinforcing** areas that are difficult for the student. **Practice**, therefore, is not always **fun** because you must play music that you have not yet mastered. Try to **end** each practice session with something that **is** fun to play and that has already been mastered!
7. **Structure** your practice session to get the most benefit out of your time!

EXAMPLE OF A STRUCTURED 30 MINUTE PRACTICE SESSION

<u>MATERIAL PRACTICED</u>	<u>TIME</u>	<u>GOAL</u>
Warm up and daily drill:	10	Fundamental development long tones, scales, arpeggios, thirds, tonguing, vibrato, etc
New material and assignments	10	Develop new technique, increase range, expand capability of student
Previous and continuing material	5	Improvement of finger dexterity, tonguing, tone, musicality, etc.
Personal music choices	5	Enjoyment!

Your practice session will vary depending on the assignments. The more consistent you are with practice time, structure, and climate, the better your results will be. Efficient use of time is important in your busy schedule!

ELIGIBILITY REQUIREMENTS

Band students will become **ineligible** to participate in **extra-curricular** activities following a grade of 69 or less in **any** subject. However, if a student is passing all of his classes after the next opportunity that a student can regain his eligibility, per UIL rules, he becomes eligible. This "no pass - no play" rule affects all **extra-curricular** events. Band rehearsals, sectionals, and concerts are an extension of classroom activities, **not** extra curricular, so the "no pass, no play" rule does not apply. Students are **required** to continue to attend these events.

Students have a responsibility to pass their classes and be eligible for band contests.

Each student plays a vital role in the band and we are dependent upon each other for success! It has been our experience that most students who fail a class are simply not turning in their work.

SECTION REHEARSALS

Section rehearsals are important in a quality band program. Small group work with like instruments ensure adequate individual attention and section development. All **Honors and Symphonic Band** students are **required** to attend **one 60-minute** section rehearsal per week. Section rehearsals are scheduled before or after school. During sectionals students will work on the fundamental skills of their instrument, practice difficult sections of the band music, learn the All-District/All-Region music, and have chair tests.

Section rehearsal days will be scheduled during the first week of school. In order to accommodate the student athletes, sectional days and times may need to **change** at the beginning of each new sport. **Every attempt will be made to schedule around athletic games and practices as well as other school activities.**

Please try to schedule doctors' appointments, etc. at times that do not conflict with section rehearsals. If unavoidable conflicts occur, please communicate these conflicts promptly **in writing** along with a **verbal explanation** from the student and/or parent. **Communication** is vital to your success in the program.

At the Band Director's discretion, if an absence from a sectional is unavoidable, attending another similar instrument may make up the sectional grade sectional during the week of the absence. **Communication** is still expected.

MATERIALS

1. **Instrument** with appropriate **supplies.**
2. Every student is expected to have a **pencil** on his or her stand at all times. Marking music helps students to learn faster and increases productivity.
3. **Band binder** including all books, daily drills, and music.

SOCIAL & INCENTIVE TRIPS/ACTIVITIES

Throughout the school year, there will be social and incentive activities planned. Some of these activities will be both on and off campus. For both types of activities however, students will not be allowed to participate unless all three of the following criteria are met:

- Student must be in good standing with the Band Program and CTMS
- Student's Band account must be up to date (if funds are owed and monies are turned in for an activity, those funds will be applied to their account balance rather than that activity)
- Student must meet any additional requirements that may be set for each individual activity/trip

SUPPLIES

All students are required to have the appropriate supplies for their instrument. Supplies may be purchased from Music & Arts music store.

- **Flute**- cleaning/tuning rod, soft cloth
- **Reed instruments** - a minimum of (4) four good playable reeds - (2) for oboe and bassoon, a reed guard (case), cork grease, & a swab for cleaning.
- **Brass instruments**- a soft polish cloth for cleaning, a cloth for grease & oil, valve oil, slide grease, a cleaning snake, mouthpiece brush, and a water spray bottle for trombones.
- **Percussion**- each percussion student has been provided with a list of recommended mallets and sticks.

The CTMS band hall offers a few of the supplies students may need for sale. We stock a few reeds, reed guards, oils, lubricants, drum sticks/mallets, mouthpieces, metronomes, and other miscellaneous items. We are fortunate to have a local music company in our area where you can purchase instruments and supplies.

Music and Arts

<http://www.musicarts.com/>



BAND EQUIPMENT

1. STUDENT INSTRUMENTS

Your instrument is extremely **valuable** and proper care should be taken to maintain its value. Should your instrument be in need of **repair**, you must always check with your director before taking it to the repair shop. **Never** try to repair the instrument yourself, as you do not have the proper tools or skills required. All instruments must have a permanent nametag on the case handle. **NO ONE SHOULD PLAY OR HANDLE AN INSTRUMENT THAT DOES NOT BELONG TO HIM/HER.**

2. SCHOOL OWNED INSTRUMENTS

Students who play school owned instruments should take the same care as they would their own instrument. These students, as well as all **7th & 8th** grade **percussion** students are required to pay a **semester** maintenance fee of **\$50.00 (\$100.00 per year)**. The student **is** liable for damage due to negligence, carelessness or loss. The student must always inform the director of any repairs needed.

3. INSTRUMENT STORAGE LOCKERS

Each student will be assigned an instrument storage locker to keep his or her instrument in during the school day. These lockers should be used for instrument and folder storage *only* (not for other school books). Locks are not required and discouraged since they also serve as a student's "mailbox" for items that need to be delivered to them.

Please keep your lockers **NEAT AND CLEAN!!!!** No instrument should be left in the instrument locker over the weekend or on weeknights. This is a security measure for the safety of your instrument as well as the home practice requirement.

4. MUSIC AND BINDERS

Show the proper respect and care for your music and binder. All markings on the music should be done in **PENCIL and/or highlighter**. You will be charged a fee for any lost music.

5. BAND HALL AND PRACTICE ROOMS

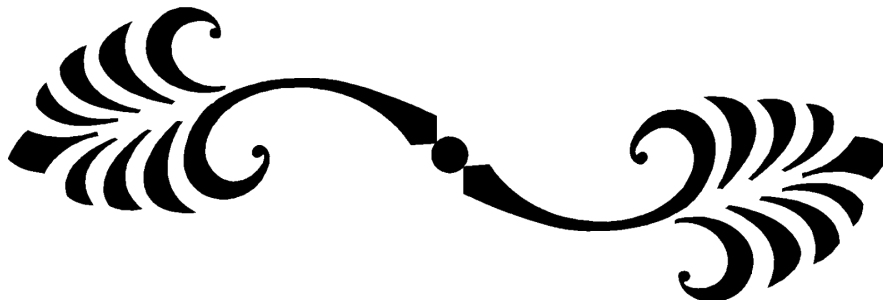
These are your rooms and they should **reflect your attitude** towards the band program. Show respect and pride by keeping them neat and clean. **No food, soft drink, or gum** is allowed in the band hall. **Water will** be allowed during rehearsals and class. Remember - we will have over **200 people** going in and out of the band hall each day! We need **your help** to ensure that each band member follows the policies and procedures.

6. CHAIRS / STANDS

The chairs in the band hall are for sitting only. Please keep all four legs on the floor and do not lean back in the chair. The band hall chairs are set for the largest band class and are placed in the appropriate place before school begins. **Do not move chairs** from the rows at any time. Music stands are for holding music only. Please do not lean on the stand or write on the stand. Learn the appropriate way to put the stand in the stand rack. **You may be asked to set up your own stand for rehearsal and put it away at the end of the rehearsal.**

BAND MEMBER'S RESPONSIBILITIES

1. Follow all CTMS Band rules as well as all school rules. Learn to accept the consequences of your behavior.
2. Learn to **work well with others** to enhance individual and group progress.
3. Have the proper **respect** for those in authority and for your fellow classmates.
4. Show the proper respect and **care** for all band equipment, music, and instruments. You are responsible for replacing material that you damage or destroy.
5. Regular **practice** is your responsibility in order for daily progress. Set a realistic goal for yourself and work to achieve success. Good things will happen if you can attain your goal. A portion of your grade will be determined by your practice time.
6. You are responsible to be at all band concerts and performances. Keep your **calendar** in an important place so you may refer to it often. **Remember you are an important part of the band.**
7. Make a real effort to learn and improve daily. Build a habit of success.
REMEMBER IT IS MORE IMPORTANT TO MAKE CONSISTENT IMPROVEMENT, NOT TO BE THE BEST.
8. It is expected that each student conduct himself properly with regard to his/her actions, manners, and dress. The appearance of the band at football games, pep rallies, parades, and performances is very important. Every effort is made to make sure that the Cross Timbers Band portrays a positive image. The impression that the band makes has a great deal to do with the **spirit, pride, and reputation** of our school, district and our band. Each student must do his/her part to make our image a favorable one to the community.



PEP RALLIES & GAMES

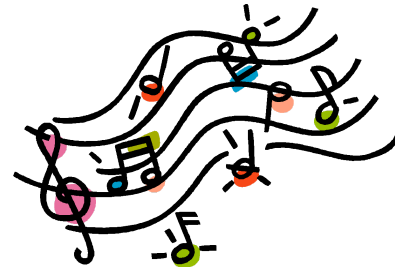
The Honors, Symphonic and Concert Bands will combine and perform together at all pep rally and football game performances. In addition, we will perform at **1-2** football games. Many students are involved in sports, cheerleading, dance and other activities. If a band student is required to perform with another group, he/she will need to speak with the Band Director for direction. **All Honors & Symphonic Band students are required to perform at pep rallies.**

PEP RALLY PROCEDURE

1. **Dress** in your Band T-shirt. It is important that you wear your band shirt for the **entire** school day to promote **band pride**.
2. Bring your binder with all music and your **instrument**. You are also responsible for setting up and putting away your music stand.
3. You will be **dismissed early** from class in order to warm up together.
4. Come to the band hall and get all of your equipment and then **quickly** proceed to the **gym**.
5. During the band's performance it is important that you watch the conductor so that we can play **TOGETHER** with good precision!
6. You may **not** make noise on your instrument or mouthpiece during the cheers.
7. Stand and participate **enthusiastically** to show that the band supports our school.
8. All band students are expected to **participate** in the pep rallies. A pep rally is a **required performance** and grades will be given for all performances. Cheerleaders will perform on the feature song only. Athletes will perform for the entire pep rally.

FOOTBALL GAME PERFORMANCE PROCEDURE

1. Dress in your **Band T-shirt**.
2. Each person is responsible for his or her **equipment** at all times.
3. Report time will be announced in advance.
4. **Refreshments** may be available at the **end** of the game. You will be provided a drink at no charge. Snacks may be purchased at the concession stands **after** the game. **Water** is permitted in the stands during game time.
5. No one except **band members** is allowed to sit in the stands with the band.
6. **Watch** the director when performing music. Get your music ready **rapidly** when it is announced for performance.
7. You are allowed to cheer with the cheerleaders. Treat visitors, cheerleaders and other directors with respect and politeness. Maintain your **self-discipline** at all times.
8. Handouts with detailed information will be given to students before game days. Please make it a **priority** to share information with your parents!



BUS AND TRAVEL RULES

1. When you are dismissed to the bus, walk **quietly** in a single file line to the bus.
2. **Do not talk** on the bus until an officer, director or chaperone stands up and gives you permission to do so.
3. Do not **move from your seat** or stand up while the bus is moving.
4. Keep your hands and feet **inside** the bus at all times.
5. Do not use **loud** voices at all.
6. No gum, food or drinks are allowed on the bus.
7. Music listening devices must be used with **headphones**.
8. As we approach our destination, you will see an officer, director or chaperone stand up. **Stop all talking.**
9. Unload the bus when it comes to a complete stop and the officer, director or chaperone **dismisses you.**
10. All students must ride **to and from** the activity on the bus. Students who need to request a ride with their parents need to get director approval and fill out the appropriate GCISD form.
11. Always be **courteous** to drivers, chaperones, and other passengers.
12. Tell the driver thank you as you exit the bus for the day. **Clean up the bus!**

DRESS CODE FOR PERFORMANCES

Casual dress (7th & 8th grade bands)

The **Band T-shirt and jeans** are the required dress for all pep rallies, football games, parades, any other band functions requested by the band directors. The band shirt will be purchased at the beginning of the school year.

Concert dress (Beginner Band)

Boys: slacks, collared shirt, dress socks & shoes, and a tie.

Girls : dresses or nice slacks and blouse with dress shoes.

Uniforms (Honors Band, Symphonic Band, Concert Band)

In keeping with a **professional** look, the performing bands will wear a black collarless tuxedo shirt, black pants. Each student and their parents will be responsible for purchasing the shirt and pants from director approved vendor. In addition, each student will need to provide black dress socks (or hose), a black dress belt and black dress shoes. These uniforms will be worn for all **competitions** and concerts.

It is important to look proud, project a positive first and lasting impression, and portray a sincere respect for the audience and public. We want to represent Cross Timbers Middle School with a professional, organized appearance in concert situations.

CONCERT ETIQUETTE

1. Students and parents are expected to stay for the **entire** length of the concert. Listen and be **supportive** of all groups in the band program.
2. If it is necessary for you to **leave** during the performance, please leave **between** musical selections or between the band changes.
3. If you **arrive late**, do not enter the auditorium during a performance. Wait until the selection ends and take your seat quickly during the applause.
4. **Immediately** leave the performance if you have a crying baby or noisy youngster. Recordings are usually being made of the performance and the noise is also **distracting** to those around you.
5. Cell phones, pagers, and other electronic devices should be silenced and not used during a performance.
6. Do not **walk** around or **talk** during a performance. You are to stay seated and quiet when a group is performing. Be **respectful** to each performing group; they have all worked hard.
7. Whistling and cheering are **not** appropriate for a concert performance. Show your appreciation by **clapping**. An exceptional performance can be recognized by extended applause and/or standing while applauding.



GRAPEVINE-COLLEYVILLE BAND BOOSTER CLUB

We are fortunate to have a district wide band booster organization. By virtue of having a child in the band program, all parents are eligible and encouraged to pay one of a variety of membership fees and volunteer whenever possible. The main objective of the GCISD Band Booster Club is to provide funds and support for the various projects in our band programs. Some of these projects include private lesson scholarships, social activities, guest clinicians, senior scholarships, etc. It takes a great deal of work and cooperation from parents at **all levels** to accomplish our goals. We appreciate your help and support whenever possible. **YOU - the parents - make it happen for your children!**

Grapevine-Colleyville ISD Band Directors

Grapevine High School	Shannon Gill, Barry Janicula, Patrick Bowman, Nhu Trinh
Colleyville-Heritage High School	Nick Thomas, Laura Hunt, Nick Beaudet, Taylor Goodwin
Colleyville Middle School	Laura Jones, Joey Prescott
Grapevine Middle School	Jennifer Fisher, Thomas Holmes
Heritage Middle School	Kimberly McCutcheon, Brenda Hinton
Cross Timbers Middle School	Paul Nájera, Tessa Gartin

PRIVATE LESSON PROGRAM

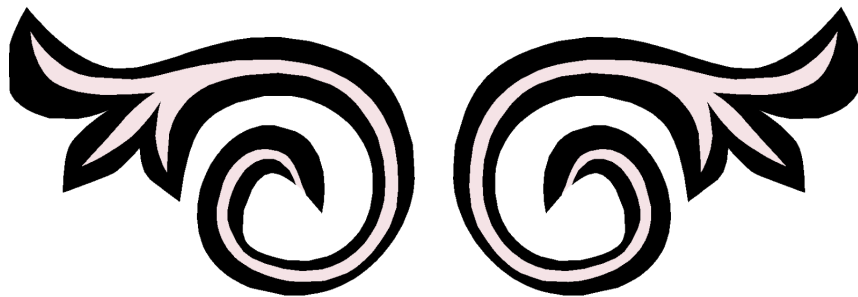
Supplemental lessons are available through the band program to **all** band students. Individual instruction is extremely beneficial due to the **one on one** teaching environment. The supplemental teacher is able to design a program that meets each individual's needs and each student is able to progress at his/her own rate of ability.

Professional teachers on each instrument will be available to teach these lessons during band class, wolf time, before school or after school. Lessons will be scheduled at your convenience on a first come basis. Students will be taught once a week during the school day. The cost of these lessons is **\$20** per 25-minute lesson. Financial aid is available if needed.

Much of the success throughout the GCISD Band Program can be attributed to the supplemental lesson program and the superior supplemental lesson staff. The high number of students enrolled in the program throughout the district has allowed the bands to maintain a **high standard of performance**. Supplemental lessons are not required, but are strongly recommended.

Student's/Parent's responsibilities to the supplemental lesson teacher:

1. Be fully prepared for each lesson.
2. Bring a pencil, method books, and any other required material to each lesson.
3. Keep a written assignment for each lesson.
4. Notify the supplemental teacher **24 hours in advance** in the event a lesson must be missed. Failure to do this results in an un-excused absence and the lesson must still be paid for. Excused absences by the student or the teacher shall be rescheduled or the money will be refunded.
5. The cost of each lesson is **\$20**.
6. **Payment should be made by check directly to the supplemental teacher.** Lessons should be paid one month **in advance**. Please give the check to the supplemental teacher or put the check in the **band collection envelope** and place it in the **money box** located in the band hall.



Signature Page

I acknowledge that I have been made aware of the Cross Timbers MS Band Handbook on the Band's website. It is our responsibility to read and understand this Handbook. By signing below, I agree to follow and abide by the guidelines and procedures therein.

Student Name – Printed Neatly

Student Signature

Parent Signature

Mr. Paul Nájera, Director of Bands

Ms. Tessa Gartin, Assistant Band Director

Mr. Alex Fingers, Principal

It's all in the state of mind

If you think you are **beaten**, you are;



If you think you **dare not**, you don't
 If you think you'd like to **win**, but you can't,
 it's almost a cinch you won't;
 If you think you'll **lose**, you've lost;
 For out in the world you'll find
Success begins with a fellow's **will**--
 It's all in the **state of mind**.
 For many a race is lost
 ere even his work's begun.
Think big and your deeds will grow
 think small and you fall behind.
 Think that **you can** and you will
 It's all in the **state of mind**.
 If you think you are **outclassed** you are;
 You've got to think **high** to rise;
 You've got to be **sure of yourself** before
 you can ever win a prize.
 Life's battle doesn't always go
 to the stronger or faster man;
 but sooner or later, **the man who wins**
is the fellow who thinks he can.

~Author Unknown

Time...

"Without music to decorate it,
 time is just a bunch of boring deadlines and bills."
 ~Frank Zappa

Thoughts on Victory and Defeat

The credit belongs to the man who is actually in the arena,
 who **strives valiantly**;
 who knows the great **enthusiasms**, the great **devotions**,
 and spends himself in a **worthy** cause,
 who at the best, knows the triumph of **high achievement**,
 and who, at the worst, if he fails, at least fails
 while **daring greatly**, so that his place
 shall never be with those cold and timid souls
 who know **neither victory nor defeat**.

~Theodore Roosevelt