



HURON HIGH MUSIC DEPARTMENT 2021-22

Symphony, Concert Green, Concert Gold, MYP Varsity, and Jazz Band Classroom Policies/Syllabus

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For conference times: please email to arrange an appointment with the teachers

(please note we are still working on correcting voicemail issues – if we do not call you back, please email and we will respond asap)

At Huron High School we recognize the importance of a balanced education and believe that the music curriculum plays a vital role in nourishing our students' intellectual, physical, social, and emotional growth. The IB music curriculum of Huron High School centers around fostering compassionate, thoughtful, and respectful communities of learning. Through the rehearsal process students are inspired to make musical discoveries through the use of inquiry and collaboration and learn empathy for those in their ensembles in our school, community, and world. Students communicate with others by creating music that elevates, enlightens, and inspires those around them.

The Huron High School Bands – Course Descriptions

Symphony Band (Audition is required)

(Year Long Class – Meets During the School Day)

This select group of wind and percussion instrumentalists is our finest ensemble in wind and percussion performance. Repertoire consists of outstanding band literature encompassing various styles and periods of music. The Symphony Band presents numerous concerts throughout the year and participates in festivals. The Symphony Band serves as one half of the Marching Band during the fall quarter and appears at home varsity football games. After school rehearsals and performances are required. Band members participate in Band Camp in August.

Jazz Band (Audition is required)

(Year Long Class – Meets During the School Day)

This select group of wind and percussion instrumentalists provides opportunities for the performance of outstanding jazz literature and the study of jazz styles, jazz history and improvisation. The Jazz Band presents numerous concerts throughout the year and participates in festivals. After school rehearsals and performances are required assignments.

Concert Band Green (Audition is required)

(Year Long Class – Meets During the School Day)

This ensemble is a select group of wind and percussion instrumentalists. Repertoire consists of outstanding band literature encompassing various styles and periods of music. The Concert Band presents numerous concerts throughout the year and participates in festivals. The Concert Band Green serves as the second half of the Marching Band during the fall quarter and appears at all home varsity football games. After school rehearsals and performances are required assignments. Band members participate in Band Camp in August.

Concert Band Gold (Audition is required)

(Year Long Class – Meets During the School Day)

This ensemble is a select group of wind and percussion instrumentalists. Repertoire consists of outstanding band literature encompassing various styles and periods of music. The Concert Band presents numerous concerts throughout the year and participates in festivals. The Concert Band Gold works on marching fundamentals in the fall, joining the regular Marching Band on the field at the game designated as Band Senior Recognition Night in October. After school rehearsals and performances are required assignments. Band members participate in Band Camp in August.

MYP Varsity Band (Previous experience in band is expected)

(Year Long Class – Meets During the School Day)

An International Baccalaureate, Middle Years Program Course, this ensemble is open to all wind and percussion instrumentalists. The Varsity Band appears in four concerts throughout the year. Repertoire consists of quality band literature encompassing various styles and periods of music. After school rehearsals and performances are graded assignments. Band members may attend Band Camp in August.

Huron Bands Goals and Objectives

The goal of the Huron High School Band Program is to produce a knowledgeable musician. A musician is knowledgeable when he or she knows: musical styles and terms, how to perform music in multiple styles, how to sight-read a piece of music, compositional construction music, historical elements of music, rehearsal techniques, and how to improve one's self as a musician.

Evaluation of these goals will be broken down into three components:

Rehearsal Techniques
Personal Practicing
Performance Techniques

1. **Rehearsal Techniques.** (*Daily Classroom Behavior and Rehearsal Techniques*)

To achieve maximum success in the classroom, the band member must be prepared for each class. Preparation includes having your music and knowing your part in the ensemble music. A band member is prepared if they have a pencil, the correct music, and a readied mind for music making. Preparation also includes being in your seat with your music at the ready and warming up prior to the start of each class.

The attitude of the band member is essential. The student cannot be engaged in music making without an open mind. Patience in the rehearsal setting, respecting other ensemble members and the director, and being open to the music at hand is essential in building creative interpersonal relationships within the ensemble, without which, music cannot flourish. The ensemble member, who is open to suggestion and willing to connect within the ensemble, will grow as a musician.

2. **Personal Practicing.** (*Performance Standards*)

It is essential that ensemble members are practicing everyday. Because fatigue prevents effective rehearsals, it is of paramount importance that band members are practicing no less than 30 minutes daily (60 minutes are preferred). Personal practicing will be evaluated through ensemble rehearsals and by performance standard assignments. Performance Assessments (quizzes/tests) will occur at the discretion of Mr. Ash and Mr. Rodriguez.

3. **Performance Techniques.** (*Concert Attendance and Participation*)

The experience of performance is crucial in a musician's education. The end product of each Huron band member is an excellent musical performance. The performance is assessed both intrinsically through the aesthetic enjoyment of the music, as well as through a set of extrinsic criteria. These criteria include concert etiquette, preparedness, punctuality, and performance standards.

Grading Policy

Semester

Q1 - 42.5%

Q2 - 42.5%

E - 15%

Quarter Grade Breakdown

40% Daily Classroom Behavior and Rehearsal Technique

20% Performance Standards (Quizzes, Tests, Essays, Etc.)

40% Concerts Attendance and Participation

Exam Grade

Exams will be given as a performance assessment demonstrating the concepts continuously utilized throughout the year; they could include: an etude, a section assignment, scales, sight-reading, and/or a concert performance.

Rehearsal Techniques (Total varies each semester)

Daily Points Possible

10 - 9 points = Exhibits superior leadership; superior posture; superior breath management; superior tone production; excellent embouchure and finger technique; clear articulation; consistent intonation; great dynamic control; cooperative attitude; speaks only at appropriate times; actively follows their music when another section is playing; participates fully in warm-ups; helps others; contributes actively at all times.

8 - 7 points = Exhibits leadership; excellent posture; great breath management; fine tone production; appropriate embouchure and finger technique; clear articulation; honest attempts at intonation; great dynamic control; cooperative attitude; speaks only at appropriate times; actively follows their music when another section is playing; participates fully in warm-ups; helps others; contributes actively at all times.

6 - 5 points = Good posture; good breath management; pretty good tone production; mostly appropriate embouchure and finger technique; pretty clear articulation; honest attempt at intonation; good volume control; cooperative attitude most of the time; talks out of turn rarely; follow their music most of the time when another section is playing.

4 - 3 points = Average posture; average breath management; OK tone production; average embouchure and finger technique; non-descript articulation; daydreams; writes notes; does outside of band homework when not playing; helps others occasionally; goes through the motions.

2 - 1 point = Sloppy posture; shallow breathing; breathy tone production; poor embouchure and finger technique; sloppy articulation; out of tune singing; lack of volume control; disruptive to the rehearsal; talks out of turn; rarely follows music; has to be asked or reminded to contribute.

0 points = Chewing gum; using cell phone; texting; fighting; destroying property; talking back; inappropriate teasing; screaming; inappropriate physical contact; not in assigned seat; defying authority; running in the classroom; horseplay.

Performance Standards (Total varies each semester)

Testing will consist of a student's individual performance for the director either privately or in the classroom setting. During the year, you will be assigned scales, arpeggios, or band music to play for a grade. You will be able to prepare these assignments at home or at school in a practice room as they become available.

Students may not make up assignments for credit (including missed concerts and rehearsals) due to unexcused absences.

Performance Examination/ (200 pts per /exam)

40pts - Intonation and Tone

40pts - Rhythmic Accuracy

40pts - Pitch Accuracy

40pts - Style and Articulations

40pts - Musicality

Each student in Concert and Symphony Band will play an audition for chair seating. A performance exam will be given once a semester covering various exercises and skills and may also be used for chair placement by the director. **A student that is not pleased with their grade may retake the exam as many times during the year to receive a higher grade.** Students who do not audition will not receive credit for this graded assignment. Late assignments will be penalized.

MYP Performance Assessments (Performance Standard Assignments for MYP Students - Total varies each marking period)

Repertoire tests

Written assignments

Sight-reading tests

Group projects

Wind and Percussion technique assignments

Processes Journals

MYP Assessment Criteria (Please see MYP addendum for the complete rubrics and grading scale for MYP Assessments)

Criterion A – Knowing and Understanding

Criterion B – Developing Skills

Criterion C – Thinking Creatively

Criterion D – Responding (Reflecting)

Concert Attendance and Participation

Please take note that an evening rehearsal and/or concert are the same as a major project in another class. Families must be responsible for making sure that their child's schedules are clear on these days. This includes the consideration of family events, vacations and medical appointments. Families must also be responsible for making sure that their child has transportation to and from these graded events. They must take the initiative to contact the director in the event that a potential problem exists and if concerts and rehearsals are missed due to unexpected reasons

Students may not make up assignments for credit (including missed concerts and rehearsals) due to unexcused absences.

Marching Performances (100 points each)

40pts - Concert Etiquette & Behavior

20pts - Punctual Arrival

20pts - Necessary materials (uniform, music, folder, instrument)

20pts - Display adequate performance standard

Concert (& Jazz) Performances (200 points each)

80pts - Concert Etiquette & Behavior

40pts - Punctual Arrival

40pts - Necessary materials (uniform, music, folder)

40pts - Display adequate performance standard

Evening Rehearsals (100 points each)

40pts - Concert Etiquette & Behavior

20pts - Punctual Arrival

20pts - Necessary materials (uniform, music, folder)

20pts - Display adequate performance standard

Solo & Ensemble Festival (200 pts)

To assist in maintaining the quality of your musical organization, it extremely helpful to seek out other music educators for evaluation and musical advice. Therefore, **District Solo & Ensemble Festival is a graded assignment for Symphony and Concert Band students.** You may sign up in November to perform either a solo or work with others in an ensemble (i.e. a duet, trio, quartet, quintet, sextet or septet). The directors will make themselves available to any student needing assistance in preparing for this festival. There is a nominal fee for participation in this event (the exact amount will be known in October). Please see a director if you have any financial circumstances that will prohibit you from participating. **We will help you get to Solo and Ensemble if there is a problem.** S & E is traditionally held at Livonia Franklin High School.

Attendance Policy

Band is a co-curricular activity, meaning that we have required events outside of the school day. For returning members, this is nothing new, as you have attended dress rehearsals, concerts, and festivals in past years. For new members, this may be a new practice. All of our events are graded events and serve as our group exams. It is very important that all members and their families review the band calendar and note conflicts as early as possible.

The following is a description of the Attendance Policies for the Huron High School Bands:

1. On the calendar, events marked in bold are required events for all students. The second indicates who is expected to be in attendance.

2. EXCUSED ABSENCE FROM DRESS REHEARSALS/AFTER SCHOOL REHEARSALS AND PERFORMANCES

Excused absences from events are rare, as families have the calendar early in the year so as to minimize conflicts. When a student is excused from a required event because of one of the following reasons, they will have the opportunity to make-up full credit through an alternate assignment. Examples of excused absences include: Student illness, death in the immediate family, religious observance, legal proceedings, or planned absence (a family obligation planned months in advance). **You must contact Mr. Ash in writing within the appropriate timeline before the conflict.**

3. UNEXCUSED ABSENCE FROM DRESS REHEARSALS / PERFORMANCES

Zero credit is received. Examples of unexcused absences include: Oversleeping, employment of the student, transportation problems, doctor or dentist appointments not cleared in advance. To avoid unexcused absences, you must contact Mr. Ash Band IN WRITING within the appropriate timeline before the conflict.

4. ATHLETIC / OTHER CO-CURRICULAR CONFLICTS

We are proud to have members and captains of various competitive teams and active groups who also perform in the Huron Bands. We have had countless performers in the past who have participated fully in both activities without incident. The student is entirely responsible for managing both schedules and bringing conflicts to the attention of both the director and coach/advisor as soon as possible. **As a general rule, performances take priority over practices and competitions over rehearsals.** In the event that a performance and competition should occur at the same time, a resolution will be found between the student, parents, teacher, and coach/advisor. Student failure to address scheduling conflicts in a timely manner, however, will result in an unexcused absence.

5. EXCESSIVE ABSENCES

Participating in the rehearsal process is of paramount importance for the student and the ensemble as a whole. If a member of any band has had an excessive amount of absences, a meeting will be held with the student, parents/guardians, and directors to rectify the situation. This may result in alternate assignments, assessments, etc. to help get the student back to attending regular rehearsals.

Tardy Policy

A student is late if they are not in their seat, prepared with music out, instruments assembled, and minds ready by three (3) minutes after the tardy bell. A **two-point** daily participation grade deduction will be assessed if the student is tardy and has missed daily warm-ups without a pass. The material covered at the beginning of the class period focus on technical fundamentals of the group and cannot be made up. If a student is chronically tardy, detentions will be assigned as the school code requires.

Instrument Policies

Forgetting Instrument for Rehearsals

NO INSTRUMENT = 0 DAILY PARTICIPATION POINTS. If the student does not bring their instrument to class, then they will not receive participation points for the day. There will be the opportunity to receive partial credit for the day by completing chores for the ensemble. This is at the discretion of the Director. Students who forget their instrument are not permitted to work on other course work while in band class.

Repair Policy

The student has 1 week to complete instrument repairs of personal instruments. 98% of all repairs can be completed in less than a week if you call ahead to the repair shop and request an appointment. If the student goes beyond the 1 week limit without the instrument repaired, they will receive 0 points for every class beyond the week. Instruments should be serviced at least once a year to make sure major breakdowns don't occur. The summertime or winter break is a good time to have this work done. The Huron Bands are serviced by Meridian Winds on a weekly basis and many repairs can be made by the technician on-site.

STUDENTS WILL BE RESPONSIBLE FOR THE REPLACEMENT COSTS OF LOST MUSIC AND/OR SUPPLIES.

IF YOU ARE RESPONSIBLE FOR THE REPAIR COSTS OF A SCHOOL OWNED INSTRUMENT, THE CHECKS MUST BE PAYABLE TO AAPS.

Conflicts with Music Performances and Rehearsals

Music and Other School Activities

For music students who are active in many after school activities, there are usually not conflicts. Many ensemble students are active in multiple extra-curricular activities without any problems at all. There are guidelines established so that it is very clear where the student's responsibility lies in the event of time conflicts

Music/Extra-curricular Guidelines

Purpose:

1. To establish a policy and guidelines so that coaches, directors, advisers, and students and parents can minimize conflicts and determine the priority of any given practice/event scheduled for music or extra-curricular activities.
2. To define excused and unexcused absences so students can make informed choices and know what the consequences of those choices will be.
3. To prevent students from being penalized for missing practices or events if these guidelines are followed.

Definitions:

1. Curricular Activity: Any class, practice, or event upon which a grade is dependent. If a practice or event requires absence from other classes, it constitutes an excused absence. Music is a curricular activity.
2. Extra-curricular Activity: A school sponsored activity for which grades and credit are not received. If an event requires absences from other classes it constitutes an excused absence. Athletics and clubs are extra-curricular activities.

Schedule Guidelines:

1. Curricular Music events take priority over Extra-curricular events.
2. Scheduled Music practice takes priority over an Extra-curricular meeting or Sports practice. (With permission of both parties, practice times may be shared).
3. An Athletic or Extra-curricular game/event takes priority over a Music practice unless the student has a major or solo role in the upcoming Music event.
4. If an event must be rescheduled on the same date and time as a previously scheduled event, the event originally scheduled takes precedence.
 - Exceptions to this policy:
 - a) Single practices for curricular Music events.
 - b) Times when students have major or solo roles in Music events
5. Unscheduled or irregularly scheduled practices have a lower priority than previously scheduled commitments. However, coaches, advisers, and directors may require a written excuse from an advisor/director, or a parent (for a personal commitment) prior to the conflict.

Resolution Guidelines:

1. Students are responsible for notifying directors/advisors of any scheduling conflicts months in advance (as soon as all schedules are published). Student must remind advisor/director within three to five days of the scheduled absence.
2. Since Music is a curricular subject, it is up to the Music staff to determine how important the student's participation is in the particular event or practice when it conflicts with a scheduled Extra-curricular event/practice.
3. The Music staff member may be requested by student or advisor to indicate in writing that the student is either excused from the Music event/practice, or needs to be excused from the Extra-curricular event/practice.
4. Regularly occurring Music/Extra-curricular practice conflicts should be discussed by advisors/directors and arrangements made at the beginning of the season (e.g. fall sports/marching band).
5. **All conflicts must be reported in writing a minimum of 2 weeks in advanced. 6 weeks if it involves a competition or festival.**

Summary:

1. This document requires that students and staff respect their collective commitments to each other.
2. Flexibility is essential on the part of all concerned.
3. Records of attendance to events or practices and partial practices need to be maintained.
4. Students and staff will not punish by word or deed students who fulfill their obligations to the best of their ability and maintain their readiness to perform when asked.
5. **All conflicts must be reported IN WRITING a minimum of 2 weeks in advanced. 6 weeks if it involves a competition or festival. Note: there will be an electronic method of reporting your conflicts which can be found on our band website (www.huronband.weebly.com).**

The above guidelines are there to clarify a student's academic priorities. The example that follows should prove useful: If a student has an after school band rehearsal and a game or main activity at the same time, the game/main activity takes priority. However, if a student has a concert and a game/main activity at the same time, the concert takes priority as music is an academic subject and the sport is extracurricular.

Again, these conflicts occur rarely and are easily remedied with advance planning. We ask that students always tell both parties well in advance and remind a day or so before; in writing generally works best.

Communication is the key. Remember that the Huron HS Bands Calendar is provided to each student in September. It is the student's responsibility to make sure that his/her Extra-curricular adviser and Mr. Ash know of any potential conflicts months in advance. If you are ever put into an uncomfortable position between Music and Extra-curricular activities, please contact Mr. Ash immediately via phone or email.

Reminder: All conflicts for the year should be brought to the attention of the director immediately in writing.

The Huron Bands calendar can be found on www.huronband.weebly.com

Classroom Rules and Expectations

-Every student must follow the behavior standards expected of all Huron High School students. Huron High School Bands deserve results, not excuses.

-We rehearse collectively to achieve what none of us are able to accomplish individually. Prepare your INDIVIDUAL music and drill outside of class so the ENSEMBLE may excel during rehearsal. Ensemble success is predicated on the integrity of individual preparation.

-To be on time is to be late. To be early is to be on time. Be in your seat with your instrument (including sticks, mouthpieces, reeds, etc) and music ready three (3) minutes after the tardy bell. Rehearsal downbeat begins at this moment. During marching band, report to the parade block at the designated time.

-Great Posture enables great breathing and sticking, which enables great wind band playing.

-When the rehearsal begins, immediately cease playing and talking. Give your ATTENTION and EYES to the person on the podium. Strive to never miss a downbeat or an opportunity to make music.

-Treat the opinions and abilities of each musician with the respect they demand.

-Only practice on the days that you eat.

-Have and utilize a PENCIL at every rehearsal for the rest of your existence. Only band related materials should be brought to class (doing other homework during band will result in the loss of all participation points for the day)

-The Music room will be clean at the end of each rehearsal. No Food, Candy, or Gum at any time. Bottled water is the only acceptable beverage. If we can consistently master a small task such as a clean band room, then we have proven we can master large goals such as music making.

-Leave the phones in your bags/pockets. (having/using cell phone in class will result in loss of all participation points for the day – exception using your phone for the calendar/organizational function)

-No personal grooming in class.

ALL WORK AND INTERACTION IN THE HURON HIGH SCHOOL BANDS IS BASED ON A MUTUAL UNDERSTANDING OF RESPECT AND TEAMWORK.

Through collaboratively following these guidelines, we increase the potential for outstanding musical results!

Code of Conduct & Performance Behavior

Code of Conduct: Whenever students leave school grounds on a performance-related matter, they represent both Huron High School and the community. As such, they must abide by school rules at all times, and are expected to follow both the Codes of Conduct outlined in the student handbook. Actions that exceed these expectations will result in acute disciplinary actions.

Performance Behavior: As an audience member, whether on school grounds or elsewhere, all students are expected to carry themselves in the highest manner. Etiquette and expectations will vary depending on location and style of musical performance, and students should adhere to the expected standards.

MYP Syllabus Addendum for Varsity Band – MYP Subject Area 6: Arts

Aims:

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

| Criterion | Description | Objectives |
|------------------------------|--|---|
| A: Knowing and understanding | Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyze and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives. | <p>Students should be able to:</p> <ul style="list-style-type: none"> i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts iii. use acquired knowledge to inform their artwork. |
| B: Developing skills | The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both the process and product. | <p>Students should be able to:</p> <ul style="list-style-type: none"> i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform, and/or present art. |
| C: Thinking creatively | The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes, and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity. | <p>Students should be able to:</p> <ul style="list-style-type: none"> i. outline a clear and feasible artistic intention ii. outline alternatives, perspectives, and imaginative solutions iii. demonstrate the exploration of ideas through the developmental process to a point of realization. |
| D: Responding | Students should have the opportunity to respond to their world, to their own art, and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change. | <p>Students should be able to:</p> <ul style="list-style-type: none"> i. outline connections and transfer learning to new settings ii. create an artistic response inspired by the world around them iii. evaluate the artwork of self and others. |

MYP assessments use achievement levels to describe student performance. MYP assessments occur at the end of units of inquiry in MYP courses. Families can find these scores in PowerSchool under the “standards” tab and on the semester report cards.

| Achievement Level | Level Descriptor |
|--------------------------|--|
| 7-8 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations |
| 5-6 | Produces generally good-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 3-4 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 1-2 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 0 | No evidence of meeting the standard |

Teachers will use the following conversion table when they are converting a MYP achievement level to traditional percent grade.

| MYP Achievement Level | Powerschool Percentage |
|------------------------------|-------------------------------|
| 8 | 100% |
| 7 | 93% |
| 6 | 88% |
| 5 | 83% |
| 4 | 78% |
| 3 | 73% |
| 2 | 60% |
| 1 | 50% |
| 0 | Below 50% |

Communication

Schoology

The band uses Schoology to post important information regarding schedules, recordings, music, drill, etc. Students should already be signed up for their class in Schoology. If not, come see Mr. Ash or Mr. Rodriguez and we will give you the code to get registered for the correct Schoology class.

Remind

The Huron Band also uses REMIND, a messaging service that allows us to quickly and effectively deliver information to parents and students in the form that best serves the recipient. Messages can be delivered via email, SMS (text), or smartphone notification. REMIND has an app, but it is not necessary to install the app to use the service (although we HIGHLY recommend doing so.) Parents and students MUST join their perspective band class to receive timely information about the Huron Bands.

To join via text send the following to 81010:

To join via web go to:

Concert Green: **@hurgreen**

Concert Green: **remind.com/join/hurgreen**

Concert Gold: **@hurgold**

Concert Gold: **remind.com/join/hurgold**

Jazz Band: **@hurjaz**

Jazz Band: **remind.com/join/hurjaz**

Symphony Band: **@hursymph**

Symphony Band: **remind.com/join/hursymph**

Varsity Band: **@hurvarsity**

Varsity Band: **remind.com/join/hurvarsity**

E-MAIL

The HMA uses e-mail as an effective and efficient way to share timely information about important events, make announcements, send reminders, and gather information from our members. If you use e-mail, please be sure to provide your address on the annual Huron Band Information Form. E-mail addresses change often, so please be sure to keep us up to date by contacting Mr. Ash at ashr@aaps.k12.mi.us or Mr. Rodriguez at rodrigueze@aaps.k12.mi.us

Websites

The HMA maintains its own website, allowing information to be shared with members and friends via the Internet.

Please visit us at:

<http://huronmusicassociation.weebly.com/>

Along with that you can find band and orchestra related information at:

<http://huronband.weebly.com>

<http://www.aaps.k12.mi.us/huron.music/orchestras>

Huron High School Bands 2020-2021

**CLASSROOM POLICIES/SYLLABUS
ACKNOWLEDGEMENT FORM**

Due: 9/7 (during class) – this is your first assignment!!

Student's Name (print) _____ Grade _____

Music Ensemble _____

I have read the Huron Band Classroom Policies/Syllabus and Calendar and understand the Director's expectations and commitment for my child.

Parent Name (print) _____

Parent Signature _____ Date _____

Student Signature _____ Date _____
