

# Hockinson High School Band Handbook 2024-2025



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## Mighty Hockinson

Official HHS Fight Song by Troy Barnard, Erol Berkeley, Mikaela Rankin, and Corey McEnry

*Fight for glory Mighty Hockinson,  
The blue and silver grand.  
Cheer the team from Mighty Hockinson,  
Known throughout the land (Go Hawks Go!)*

*Win the game for Mighty Hockinson,  
Now lead us to success.  
Spread your wings for Mighty Hockinson,  
For the Hawks of HHS.*

*(Fight, Fight, Fight-Fight-Fight, Hock-In-Son!)*

# ***Welcome!***

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August 2024

Dear Hockinson High School Band Parents and Students:

I hope that even under the strange new circumstances in which we are currently living you had an enjoyable and relaxing summer and are as excited to begin the upcoming school year as I am.

I would like to welcome you or welcome you back to the band program at Hockinson High School. Even though our year is beginning remotely, I look forward to getting to know you and building on the traditions of musical excellence present here at HHS.

I am privileged to have the opportunity to work with such an enthusiastic and talented group of students, and I look forward to watching all of you grow throughout the year. Working with the Hockinson Music Boosters, student band council, as well as the rest of the ensemble members, we will have an exciting year filled with opportunities and activities for everyone.

Nearly all of the dates for performances this year are included at the back of this handbook, and I will be sure to inform you of other performances and practices as soon as they are known. I have taken the time to work around the sports schedules throughout the year in an effort to alleviate major conflicts.

I have provided this handbook in an effort to acquaint you with our program and hopefully answer some questions you may have regarding our activities, policies, and goals. Some of the content in this handbook may not apply to remote or hybrid learning, but I think it's important for you to know these details from the start.

I wish each of you a rewarding and successful year filled with music and personal growth. I am planning on approaching this year with positivity, flexibility, and a willingness to learn as we go; I hope all students and families can do the same.

Sincerely,

Corey J. McEnry  
Director of Bands

## ***Goals of the Band Program***

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- I. To provide a student-centered program in which individual growth, achievement, and the development of character are of the utmost importance.
- II. To encourage all students to enjoy and develop an appreciation for many different kinds of music.
- III. To provide a knowledge of human cultural heritage through the study and performance of high quality band and ensemble literature.
- IV. To share the best possible musical skills and accomplishments of the band with the school and community.
- V. To foster student independence in the areas of musical expression, technical development, and creativity as a basis for life long enjoyment of the arts.
- VI. To provide a basis for the development of character through understanding the relationship of the balance between the individual and the group.
- VII. To provide an environment that is at once inviting yet challenging; stimulating yet comfortable; academic yet nurturing. To care for every student's affective needs at the same time they are being academically stimulated.
- VIII. To provide a place for students to explore and identify areas of strength and interest.
- IX. To support the activities of the school with the band as one part of the integrated whole.
- X. To view the study and performance of music as both an emotional and academic discipline. To present the study of music theory, history, and listening as important to the study of performance.

# Rehearsal and Concert Expectations

## Rehearsal Expectations:

### DO:

- Demonstrate respect at all times.
- Be on time (instrument out, in chair, music & pencil on stand, reed on instrument-ready to play).
- Maintain your instrument in good working order.
- Bring your own copy of the music.
- Have required accessories.
- Have a sharpened pencil on your stand during every rehearsal.
- Encourage your classmates and maintain a positive attitude.
- Pick up after yourself.
- Store your instrument in your assigned locker when you are not in rehearsal.
- Store your cell phones in the designated location.
- Take responsibility for your actions.
- Have Fun!

### DON'T:

- Be a distraction during rehearsal
- Talk during rehearsal unless you are contributing
- Bring food, gum, drinks, or study materials for other classes to rehearsal, other than water (in a bottle with a lid)
- Have your cell phones out (even on your stand) during class
- Use any inappropriate language or gestures
- Act in an unsafe or dangerous way

### BEING ON TIME TO CLASS INCLUDES THE FOLLOWING:

- Be inside the classroom by the time class starts
- Get your instrument and music out quickly; do not use the beginning of class to socialize
- Get to your chair with your instrument and music as quickly as possible and begin warming yourself up
- All students **MUST** be in their seat **2 minutes** after the start of class to warm up to be considered on-time. Take some time to warm up individually before Mr. McEnry starts the group warm up.

When Mr. McEnry is on the podium there is to be no talking or playing out of turn. This detracts from the quality of the rehearsal and sours the mood of the rest of the period. Excessive talking or playing out of turn will also have a negative impact on your graded standard dealing with demonstrating the qualities of a mature musician.

The goal of every class period should be to play as a group as much as possible. Doing so creates a positive and productive atmosphere and helps make class more enjoyable for everyone!

## Concert Expectations:

- Be in the band room or designated meeting area no later than the announced arrival time (usually 30 minutes prior to the start of the concert). You will be considered tardy if this is not the case.
- Be on stage ready to play at the call time. You will be considered tardy if this is not the case.
- Take pride in our appearance. (Adhere to the uniform policy, be in full uniform the entire performance, care for your uniform and instrument, etc.)
- Make sure that you have all necessary supplies, music, and mutes before the call time.
- Be respectful of the other performers by demonstrating proper concert etiquette while they play
  - Educate your friends and family prior to the concert about proper concert etiquette.
- Stay for the entire concert.
- Help tear down the set after the concert unless other plans have been made with Mr. McEnry.

Please familiarize yourself with the grading policies on page 6.

# Marching/Pep Band Expectations

All band members are expected to participate in pep band performances. While not all games are mandatory, many are. This ensemble will include all band members at Hockinson High School. This group is responsible for all of our pep band commitments. Band members will be required to perform at the following events:

- ❖ FOOTBALL: All band members except varsity football players (those who suit up for a game and are guaranteed to receive playing time) will be required to perform at all regular season home games. Varsity cheerleaders and football players will not be required to perform in the stands but will be required to perform in the band's halftime show. Playoff games are optional but do count towards earning a band letter.
- ❖ BASKETBALL: All band members except varsity basketball players (those who suit up for a game and are guaranteed to receive playing time) and varsity cheerleaders will be required to perform at selected regular season home games for boys and girls. Students will have the opportunity to select which games they play at. Additional games are strongly encouraged and appreciated by the teams. Attending extra games allows you to travel with the team if they make it to the playoffs and earn points towards a band letter.
- ❖ PARADES AND OTHER PERFORMANCES: All band members will participate in any parades scheduled during the school year and may be called upon to participate in other events throughout the course of the year as well.

## *Expectations for Marching/Pep Band Behavior:*

1. Arrive for pep band performances at the scheduled time. This generally means 5:00 PM for football games and 6:30 PM for basketball games unless a different time has been announced. The call time will generally be 30 minutes prior to the buses' arrival for playoff games. Attendance will be taken at this time—Please remember that you will be considered tardy if you are not ready to play at the call time.
2. Stay with the band for the entire game unless you have made prior arrangements with the director.
3. Do not leave the pep band area without the director's permission first. Breaks for the bathroom, snacks, etc. will be permitted only at the director's discretion...NOT while the group is playing or right before the group will play.
4. Stay in uniform the entire time you are on site for a pep band performance. See "Concert Attire" for details.
5. All band members are to sit in their designated sections (by instrument). Friends of the pep band may sit with the group, but only on the perimeter of the set up and as long as they are not a distraction to you or the people around you. Discourage non-band members from trying to cut through the set-up to get from one side of the stands to the other.
6. Exhibit respectful behavior at all times. While we obviously will be rooting for the Hockinson teams, the function of the pep band is to support all of the student athletes, not to degrade or discourage members of the other team. Unsportsmanlike conduct, booing, or comments and gestures which may be interpreted as negative or obscene will not be tolerated. The pep band will continue a tradition of spirit, to be as involved in the game as possible.
7. Notify the director if you must leave the band for any reason.
8. Only play when the group is playing. Independently deciding to offer a solo is not appropriate (WIAA regulations).
9. All school rules apply at all pep band functions. Any offending member will be immediately removed from the game site and referred to the school administration.
10. Everyone should help with moving equipment. Although you may have chosen flute because it is small, our pep band will not sound the same without the large percussion equipment that takes several people to move. Take the initiative to lend a hand; don't wait to be asked!

# Grading Policy

Students in band at Hockinson High School will earn their grade by performing in a variety of activities both in and out of class. Students will be assessed on the following standards. Examples of how to demonstrate mastery of each standard are also given.

<b>Wind Ensemble</b>	
<b>Content Standard</b>	<b>Criteria</b>
Understands and applies elements of beat and rhythm.	<ul style="list-style-type: none"> <li>• Perform rhythms commonly found in Grade 4 music.</li> <li>• Perform music in various tempos, while maintaining a steady beat found in Grade 4 music.</li> <li>• Identify various note and rest values found in Grade 4 music.</li> </ul>
Understands and applies elements of pitch and melody.	<ul style="list-style-type: none"> <li>• Perform correct pitches when playing Grade 4 music.</li> <li>• Perform 12 major scales (in 8<sup>th</sup> notes, speed: quarter note = 80).</li> <li>• Perform a two-octave chromatic scale (in 8<sup>th</sup> notes, speed: quarter note = 80).</li> </ul>
Performs with a characteristic tone.	<ul style="list-style-type: none"> <li>• Perform with proper breath support.</li> <li>• Perform consistently with proper posture.</li> <li>• Perform with proper embouchure</li> <li>• Perform with proper position.</li> <li>• Perform with a characteristic tone from pianissimo to fortissimo.</li> </ul>
Understands and applies elements of style, dynamics, and phrasing.	<ul style="list-style-type: none"> <li>• Perform marked articulations found in Grade 4 music.</li> <li>• Demonstrate dynamic contrast found in Grade 4 music.</li> <li>• Examine and adjust dynamics and articulations to fit a variety of styles found in Grade 4 music.</li> <li>• Perform with appropriate phrasing found in Grade 4 music.</li> </ul>
Reads and notates music.	<ul style="list-style-type: none"> <li>• Sight read Grade 3 music (notes, rhythms, dynamics, and articulations)</li> <li>• Identify and understand standard symbols found in Grade 3 music (example: sforzando, dc al coda, cues, measure repeat)</li> <li>• Notate standard musical symbols (examples: clefs, articulations, pitch, note/rest values, time signatures).</li> </ul>
Understands and applies audience and performer conventions.	<ul style="list-style-type: none"> <li>• Demonstrate proper etiquette as a performer.</li> <li>• Demonstrate proper etiquette as an audience member.</li> </ul>
Understands and applies a rehearsal process to prepare a performance.	<ul style="list-style-type: none"> <li>• Demonstrate teamwork skills within a music ensemble (large group).</li> <li>• Demonstrate teamwork skills within their section (small group).</li> <li>• Identify and respond appropriately to conducting.</li> </ul>
Understands and applies elements of analysis and evaluation.	<ul style="list-style-type: none"> <li>• Evaluate self and others using appropriate music vocabulary.</li> <li>• Determine group goals and next steps toward improvement.</li> </ul>
Understands and applies an effective practice regimen.	<ul style="list-style-type: none"> <li>• Use goal setting and self-reflection to guide individual practice.</li> <li>• Use a variety of methods to work through challenges independently.</li> </ul>
Understands and applies for others for multiple purposes.	<ul style="list-style-type: none"> <li>• Performs in an ensemble during a formal concert.</li> <li>• Performs alone for an audience.</li> <li>• Performs in a small ensemble for an audience.</li> </ul>

<b>Symphonic Band</b>	
<b>Content Standard</b>	<b>Criteria</b>
Understands and applies elements of beat and rhythm.	<ul style="list-style-type: none"> <li>• Perform rhythms commonly found in Grade 3 music.</li> <li>• Perform music in various tempos, while maintaining a steady beat found in Grade 3 music.</li> <li>• Identify various note and rest values found in Grade 3 music.</li> </ul>
Understands and applies elements of pitch and melody.	<ul style="list-style-type: none"> <li>• Perform correct pitches when playing Grade 3 music.</li> <li>• Perform 12 major scales (in quarter notes, speed: quarter note = 120).</li> <li>• Perform a two-octave chromatic scale (in quarter notes, speed: quarter note = 120).</li> </ul>
Performs with a characteristic tone.	<ul style="list-style-type: none"> <li>• Perform with proper breath support.</li> <li>• Perform consistently with proper posture.</li> <li>• Perform with proper embouchure</li> <li>• Perform with proper position.</li> <li>• Perform with a characteristic tone from pianissimo to fortissimo.</li> </ul>
Understands and applies elements of style, dynamics, and phrasing.	<ul style="list-style-type: none"> <li>• Perform marked articulations found in Grade 3 music.</li> <li>• Demonstrate dynamic contrast found in Grade 3 music.</li> <li>• Examine and adjust dynamics and articulations to fit a variety of styles found in Grade 3 music.</li> <li>• Perform with appropriate phrasing found in Grade 3 music.</li> </ul>
Reads and notates music.	<ul style="list-style-type: none"> <li>• Sight read Grade 2 music (notes, rhythms, dynamics, and articulations)</li> <li>• Identify and understand standard symbols found in Grade 2 music</li> <li>• Notate standard musical symbols (examples: clefs, articulations, pitch, note/rest values, time signatures).</li> </ul>
Understands and applies audience and performer conventions.	<ul style="list-style-type: none"> <li>• Demonstrate proper etiquette as a performer.</li> <li>• Demonstrate proper etiquette as an audience member.</li> </ul>
Understands and applies a rehearsal process to prepare a performance.	<ul style="list-style-type: none"> <li>• Demonstrate teamwork skills within a music ensemble (large group).</li> <li>• Demonstrate teamwork skills within their section (small group).</li> <li>• Identify and respond appropriately to conducting.</li> </ul>
Understands and applies elements of analysis and evaluation.	<ul style="list-style-type: none"> <li>• Evaluate self and others using appropriate music vocabulary.</li> <li>• Determine group goals and next steps toward improvement.</li> </ul>
Understands and applies an effective practice regimen.	<ul style="list-style-type: none"> <li>• Use goal setting and self-reflection to guide individual practice.</li> <li>• Use a variety of methods to work through challenges independently.</li> </ul>
Understands and applies for others for multiple purposes.	<ul style="list-style-type: none"> <li>• Performs in an ensemble during a formal concert.</li> <li>• Performs alone for an audience.</li> <li>• Performs in a small ensemble for an audience.</li> </ul>

<b>Percussion Ensemble</b>	
<b>Content Standard</b>	<b>Criteria</b>
Understands and applies elements of beat and rhythm.	<ul style="list-style-type: none"> <li>• Perform rhythms commonly found in Grade 3 (9<sup>th</sup>/10<sup>th</sup> grade) or Grade 4 (11<sup>th</sup>/12<sup>th</sup> grade) music.</li> <li>• Perform music in various tempos, while maintaining a steady beat found in Grade 3 (9<sup>th</sup>/10<sup>th</sup> grade) or Grade 4 (11<sup>th</sup>/12<sup>th</sup> grade) music.</li> <li>• Identify various note and rest values found in Grade 3 (9<sup>th</sup>/10<sup>th</sup> grade) or Grade 4 (11<sup>th</sup>/12<sup>th</sup> grade) music.</li> <li>• Perform all of the basic 15 rudiments (Single Stroke Roll, Double Stroke Roll, Seven Stroke Roll, Nine Stroke Roll, Single Paradiddle, Double Paradiddle, Flam, Flam Accent, Flam Tap, Flamacue, Drag, Drag Tap).</li> </ul>
Understands and applies elements of pitch and melody.	<ul style="list-style-type: none"> <li>• Perform correct pitches when playing Grade 3 (9<sup>th</sup>/10<sup>th</sup> grade) or Grade 4 (11<sup>th</sup>/12<sup>th</sup> grade) music.</li> <li>• Perform 12 major scales (in quarter notes, speed: quarter note = 120).</li> <li>• Perform a two-octave chromatic scale (in 8<sup>th</sup> notes, speed: quarter note = 80).</li> </ul>
Performs with a characteristic tone.	<ul style="list-style-type: none"> <li>• Perform consistently with proper posture.</li> <li>• Perform with proper hand position.</li> <li>• Perform with proper technique.</li> <li>• Perform with a characteristic tone from pianissimo to fortissimo.</li> </ul>
Understands and applies elements of style, dynamics, and phrasing.	<ul style="list-style-type: none"> <li>• Perform marked articulations found in Grade 3 (9<sup>th</sup>/10<sup>th</sup> grade) or Grade 4 (11<sup>th</sup>/12<sup>th</sup> grade) music.</li> <li>• Demonstrate dynamic contrast found in Grade 3 (9<sup>th</sup>/10<sup>th</sup> grade) or Grade 4 (11<sup>th</sup>/12<sup>th</sup> grade) music.</li> <li>• Examine and adjust dynamics and articulations to fit a variety of styles found in Grade 3 (9<sup>th</sup>/10<sup>th</sup> grade) or Grade 4 (11<sup>th</sup>/12<sup>th</sup> grade) music.</li> <li>• Perform with appropriate phrasing found in Grade 3 (9<sup>th</sup>/10<sup>th</sup> grade) or Grade 4 (11<sup>th</sup>/12<sup>th</sup> grade) music.</li> </ul>
Reads and notates music.	<ul style="list-style-type: none"> <li>• Sight read Grade 2 (9<sup>th</sup>/10<sup>th</sup>) or Grade 3 (11<sup>th</sup>/12<sup>th</sup>) music (notes, rhythms, dynamics, and articulations)</li> <li>• Identify and understand standard symbols found in Grade 2 (9<sup>th</sup>/10<sup>th</sup>) or Grade 3 (11<sup>th</sup>/12<sup>th</sup>) music</li> <li>• Notate standard musical symbols (examples: clefs, articulations, pitch, note/rest values, time signatures).</li> </ul>
Understands and applies audience and performer conventions.	<ul style="list-style-type: none"> <li>• Demonstrate proper etiquette as a performer.</li> <li>• Demonstrate proper etiquette as an audience member.</li> </ul>
Understands and applies a rehearsal process to prepare a performance.	<ul style="list-style-type: none"> <li>• Demonstrate teamwork skills within a music ensemble (large group).</li> <li>• Demonstrate teamwork skills within their section (small group).</li> <li>• Identify and respond appropriately to conducting.</li> </ul>
Understands and applies elements of analysis and evaluation.	<ul style="list-style-type: none"> <li>• Evaluate self and others using appropriate music vocabulary.</li> <li>• Determine group goals and next steps toward improvement.</li> </ul>
Understands and applies an effective practice regimen.	<ul style="list-style-type: none"> <li>• Use goal setting and self-reflection to guide individual practice.</li> <li>• Use a variety of methods to work through challenges independently.</li> </ul>
Understands and applies for others for multiple purposes.	<ul style="list-style-type: none"> <li>• Performs in an ensemble during a formal concert.</li> <li>• Performs alone for an audience.</li> <li>• Performs in a small ensemble for an audience.</li> </ul>



<b>Jazz Band</b>	
<b>Content Standard</b>	<b>Criteria</b>
Performing a varied repertoire alone and with others.	<ul style="list-style-type: none"> <li>Perform Grade 4 jazz charts from a variety of styles as a group, including but not limited to, swing, shuffle, rock, Latin, blues, etc.</li> <li>Demonstrate an understanding of the basic principles of improvisation and be able to improvise around basic blues and ii-V-I chord progressions.</li> </ul>
Reading and notating music.	<ul style="list-style-type: none"> <li>Sight read Grade 3 music (notes, rhythms, dynamics, and articulations)</li> <li>Identify and understand standard symbols found in Grade 3 music (example: sforzando, dc al coda, cues, measure repeat)</li> <li>Notate standard musical symbols (examples: clefs, articulations, pitch, note/rest values, time signatures).</li> </ul>
Listening to, describing, and analyzing music.	<ul style="list-style-type: none"> <li>Demonstrate an ability to critically listen to music and describe using correct terminology.</li> <li>Analyze different interpretations of the same piece and identify subtle differences between the two.</li> </ul>
Evaluating music and music performance.	<ul style="list-style-type: none"> <li>Evaluate self and others using appropriate music vocabulary.</li> <li>Determine group goals and next steps toward improvement.</li> </ul>
Understanding relationships between music and other disciplines.	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the different styles of Jazz music as it relates to its place in American history and the history of Western music.</li> <li>Demonstrate an understanding of the technical similarities and differences between Jazz and Classical music through discussion, written work, and performing.</li> <li>Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines.</li> <li>Analyzes, evaluates, and applies understanding of how music attributes are used in other content areas.</li> <li>Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history.</li> <li>Analyzes and evaluates how music knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.</li> </ul>
Understands and applies a rehearsal process to prepare a performance.	<ul style="list-style-type: none"> <li>Demonstrate teamwork skills within a music ensemble (large group).</li> <li>Demonstrate teamwork skills within their section (small group).</li> <li>Identify and respond appropriately to conducting.</li> </ul>

Some notes on how students will be assessed:

### 1. Concert/festival performances and rehearsals:

- ❖ Performances are part of the band class experience and therefore attendance at all performances is mandatory. The number of performances will vary from semester to semester, but they will always be required.
- ❖ I will go to great lengths to inform you of upcoming performances, and have included a list at the end of this handbook so you can mark your family calendar. Other events may be added, but students/families will receive plenty of notice.
- ❖ All performances are culminating events in music classes, and serve as a means to assess much of what we work on in class as well as sharing our hard work with family and the community. Since there is no reasonable substitute for this experience, missed performances due to unexcused absences **will not be made up. It is the student's responsibility to plan ahead.** Excused absences attributable to emergency or exceptional situations may be made up with an alternate assignment only with permission of Mr. McEnry after receiving a **signed note or email from a parent (not the student)**, and may require a conference with you, your parents, and Mr. McEnry. Any missed performance, excused or not, may forfeit your opportunity to earn a band letter and in the case of any audition group, may jeopardize your standing in that group.
- ❖ After-school rehearsals will generally be scheduled a day or two before a performance. These dates are posted on the band website and in the band room as soon as they are known. **It is the student's responsibility to plan ahead.** If you know you will have to miss a rehearsal for some reason, please notify Mr. McEnry **at least two weeks prior to that rehearsal by having your parent email him or bring a signed note in. A student email is not sufficient.**

- ❖ If an emergency happens and you miss a performance or rehearsal, email Mr. McEnry at [corey.mcenry@hocksd.org](mailto:corey.mcenry@hocksd.org) or record a voice mail message in the Hockinson Music Office at **448-6450 ext. 5594** as soon as possible. The day after the performance is too late to save your grade! Mr. McEnry does not accept written excuses after the fact. Keep in mind that the dictionary describes “emergency” as “a serious, unexpected, and often dangerous situation requiring immediate action.”
- ❖ **Conflicts with work, Running Start, and family vacations will not be considered exceptional. Please see the Hockinson High School Student Handbook for more information on absences and attendance.**

## 2. Pep Band/Marching Band performances:

- ❖ The same policies will govern these performances as concert performances.

## 3. Attitude/Responsibility/Accountability:

- ❖ While this area may seem self explanatory, it is probably the most important aspect of all. Each band member is responsible for adhering to the rehearsal standards explained earlier.
- ❖ Some ways to fail to earn full credit in this area include, but are not limited to: being unprepared for class, forgetting your instrument or music, arriving late or leaving performances early, failing to follow directions, being disruptive during rehearsal or performance, or showing disrespect.
- ❖ Respect will be expected from every member of the Hockinson Bands. The same rehearsal expectations will be in place regardless of who is on the podium. Disrespect for student directors, guest conductors, or substitutes will not be tolerated. Have pride in our band and demonstrate it with your decorum.
- ❖ The way you treat the band room and its equipment will also factor into this area. Some ways to fail to earn full credit: failing to put away chair/stand at the end of class, leaving your instrument out of its case or the case in unauthorized areas, using band equipment without permission, or not properly putting away equipment.
- ❖ While Mr. McEnry does not collect practice slips from students, students will still need to demonstrate that they are indeed practicing outside of class. Mr. McEnry will check from time to time to see whose instruments are regularly being left in lockers for extended periods of time instead of going home to practice. Mr. McEnry needs to see growth during a rehearsal, and frequently having to stop and rehearse the same passage or exercise for the same reasons over and over may be evidence that you are not practicing outside of class. If you find it difficult to practice after school at home, consider switching into Mr. McEnry’s Focus class or obtaining a pass to his Focus class from time to time to practice.

## 4. Daily Rehearsal Attendance:

- ❖ Just like showing up for work and being on time is an important life skill, attending and being on time to rehearsals is a critical part of the success of a musician and of the ensemble. Therefore, it is of the utmost importance that you attend all rehearsals. While I do understand that illnesses and doctor’s appointments do happen from time to time, every individual absence affects the quality of the ensemble rehearsal. It is imperative that all students attend all rehearsals and performances. When students are missing, they are not learning. Additionally, they are missing out on valuable information and performance experience. Worst of all, when parts are not being played and positions are not being filled, everyone from the students to the players to the community notices and it makes the band look less than its best. These rehearsals are not an “extra”; they are an integral part of a complete musical experience and education.
- ❖ If a student receives more than 10 absences of any kind (excused or unexcused) in a semester, they may be required to schedule time with Mr. McEnry to make up the missed class. This can be in the form of a sectional or solo practice session in the band room. The preferred method of this makeup will be during Focus time. Students will be expected to come in with a game plan of how they will make up the missed rehearsal and demonstrate growth to Mr. McEnry before they leave for a practice session to count as a makeup. Missed rehearsals must be made up before the next concert to count. Students may be expected to schedule a rehearsal time for every 10 tardies they have as well.
- ❖ Please note that these policies are regarding REHEARSALS and not PERFORMANCES. Students must attend all performances.

## 5. Tests/Assignments (written, playing, and recorded):

- ❖ A final may be administered near the conclusion of each semester which could be either written or performance-based. During the course of each semester, smaller quizzes may also be given. These will be ways you can demonstrate mastery of certain standards that cannot be assessed in a concert or performance setting.
- ❖ Playing tests will be administered over technical exercises (from worksheets or method books such as *Wind Band Method*, *Effective Etudes for Jazz*, etc.) or excerpts from concert literature. Generally, these tests will be recorded at home using your Chromebook or a personal device. Students who experience difficulties with technology should seek help from Mr. McEnry BEFORE the due date.
- ❖ Every major performance (football halftime, concert, competition, etc.) will be followed by a Post-Concert Critique. The critique will be counted for a grade and must be turned into Mr. McEnry no later than two weeks after the performance. Late critiques will not be accepted.
- ❖ When a deadline is given for completing an assessment, that deadline must be met. Please see the HHS handbook for the school policy on late work. Retakes will be offered on a case-by-case basis and may require an alternate assignment.

## Alternate Assignments

Alternate assignments as a means to demonstrate mastery of a standard will only be offered to students with exceptional circumstances or students whose attitude and performance warrant it. Alternate assignments may only be undertaken with prior permission of Mr. McEnry. Some examples include taking private lessons, organizing sectionals to work on concert music, performing in ensembles outside of school, or doing extra written work. Unless Mr. McEnry determines you to fall under the category of emergency circumstances, alternate assignments will NOT make up for missed performances.

**PLEASE REMEMBER TO CHECK THE MUSIC DEPARTMENT WEBSITE FREQUENTLY! EVENT DATES AND TIMES ARE SUBJECT TO CHANGE (AND OFTEN DO). THE MUSIC DEPARTMENT WEBSITE IS THE FINAL SAY ON EVENT DETAILS.**

CHECK THE WEBSITE AT [WWW.HOCKINSONMUSIC.COM](http://WWW.HOCKINSONMUSIC.COM)

## CutTime

Mr. McEnry and the Music Boosters will use CutTime to contact families, communicate important announcements, assess fees that can be paid electronically, volunteer opportunities, assign uniforms/instruments, etc. At the beginning of the year, families will receive invoices for pep band shirts, marching shoes/hats, etc. that can be paid electronically.

Parents/Guardians will receive a welcome message from CutTime via text message. If we do not have a valid cell phone number for you, you will receive an email.

To ensure we have the most up-to-date contact information, please carefully complete page 16 of this handbook. After the beginning of the year, please email [hockinsonmusicboosters@gmail.com](mailto:hockinsonmusicboosters@gmail.com) with any updates to your contact information.

## SportsYou

All band classes will be utilizing SportsYou for quick communication between Mr. McEnry and students. Please download the SportsYou app on your phone or bookmark [www.sportsyou.com](http://www.sportsyou.com) on your Chromebook and create a student account.

Wind Ensemble: SFAX5PQ8    Symphonic Band: X27ZMQHS    Percussion Ensemble: VNG6UPU7    Jazz Band: SFWGAU2D

## Earning a band letter

Earning a Hockinson High School Band Letter is an achievement of which to be proud. This letter award is a visible symbol of your achievement, commitment, leadership, and scholarship in band class. Your consistent participation and success in band activities will earn you eligibility for a band letter. The requirements are as follows:

- Earning an “A” for both semesters
- Participating in three of the six following choices:
  - Submitting at least one audition tape for a state/regional level honor band and being accepted (not necessarily participating in the honor band)
  - Participating in Solo/Ensemble competition and scoring at least a II
  - Participating in the pit orchestra for the musical
  - Performing in an outside ensemble such as MYS, PYP, Vancouver Junior Symphony, etc.
  - Attending at least 50% of non-required pep band games (extra basketball games or football/basketball playoffs)
  - Performing in at least three “spirit events” (ex. Staff Welcome, Red Carpet, other pep events outside the school day)
- Attending all required performances, including concerts and pep band games (Football & Basketball)
  - Remember that even excused absences may forfeit your opportunity to earn a letter

# What You Will Need For Band

The following is a list of accessories you will need to have during each rehearsal, **even if you are using a school owned instrument**. Please remember that a **pencil** will be required of each of you!

INSTRUMENT	ACCESSORIES
FLUTE	cleaning rod, swab
CLARINET	3 good reeds & holder, swab, cork grease
OBOE	2 cane reeds, swab, cork grease, water container
BASSOON	2 cane reeds, swab, cork grease, water container
SAXOPHONE	3 good reeds & holder, swab, cork grease
TRUMPET	valve oil, polishing cloth, snake, slide grease, mutes*
FRENCH HORN	valve oil, polishing cloth, snake, slide grease, mute*
TROMBONE	slide cream & water bottle, polishing cloth, snake, slide grease, mutes*
EUPHONIUM/TUBA	Valve oil, polishing cloth, slide grease
PERCUSSION	sticks & mallets (see below), stick bag

\*MUTE REQUIREMENTS FOR BRASS PLAYERS (BUY THEM AND PUT YOUR NAME ON THEM)

INSTRUMENT	REQUIRED ALL	REQUIRED JB	OPTIONAL
TRUMPET	"Tom Crown" brand straight	-"Stone-lined" brand cup -Plunger	"Harmon" brand harmon mute
TROMBONE	"Tom Crown" brand straight	-"Stone-lined" brand cup -Plunger	

## All Students:

- ❑ **Chromatic tuner:** I like the Korg (with a clip-on external mic) or Snark tuners. They're compact, durable, and inexpensive when compared to others. *Since use of a phone during rehearsal (even as a tuner) is not allowed, students should not rely on a phone app during class.* I have a few tuners to borrow in the classroom should you forget occasionally, but they must be returned at the end of each class and not stored in your case or locker.
- ❑ **Lyre and flip folder:** Not all lyres are the same. Make sure you buy the exact lyre for your instrument and at least 20 plastic sheet protectors. This includes percussion.
- ❑ **Metronome:** Seiko #DM-10 or #DM-20 are small enough to fit in most instrument cases (about the size of a credit card only thicker) and work very well.
- ❑ **3-Ring Binder:** All drill charts should be kept in a 3-ring binder during marching season.
- ❑ **Headphones/Ear Buds:** A basic pair will do. Use for recording yourself, virtual rehearsals, listening to a metronome, etc.

I strongly urge all students to write their names or initials on all equipment that could be confused with other students' equipment (sticks/mallets, metronome, tuner, etc.). Even better would be to engrave names or initials on the equipment. Mr. M has an engraver.

## PERCUSSION:

Required of all percussionists (Buy them and **put your name on them**):

- Practice pad and stand (12" Real Feel Practice Pad strongly recommended) with stand
- Black hand towel
- Stick Bag: This is a carrying case for sticks, mallet, and accessories. These bags serve to keep sticks from getting lost, and prolong their life by protecting them while not in use.
- Vic Firth EP2 stick pack, OR purchase the following items separately:
  - SD1 Snare Sticks
  - SD2 Snare Sticks
  - M3 Medium Hard Yarn Keyboard Mallets
  - M6 Hard Phenolic 1" Keyboard Mallets
  - T3 Staccato Timpani Mallets
- Marching sticks, all Vic Firth (Snares – Ralph Hardimon sticks, Tenors – MTS1 sticks, Bases – MBH mallets (1-5))

## CLASS FEES

There is no class fee for Wind Ensemble, Symphonic Band, or Percussion Ensemble. There is a fee of \$65 for all students in grades 9-12 to participate in Jazz Band. Fees will turn into fines if not paid in a timely manner.

# Mr. M Suggests Success

What I have described below are the accessories and specific models and brands that I have found to help students best succeed. These are not “required” for the class but are strongly recommended for students who are looking for easy ways to upgrade their equipment.

## *Woodwinds :*

- ❑ **Single Reeds (clarinet, saxophone):** Reeds are probably the most important part of your instrument. Always store them in a reed holder. These holders will help the reed to dry flat and straight and be ready for the next use. **Never** leave your reed on the mouthpiece because it will warp! Always have at least 3 reeds you know are in good working condition in your case at all times. (This will probably require that you have more in your possession.) There are many different brands of reeds available. I recommend working beyond Rico or Rico Royal (there’s a reason why they cost less). Personally, I prefer Van Doren reeds in the blue box, size 3 or higher.
- ❑ **Double Reeds (oboe, bassoon):** Get beyond using store-bought reeds. They are usually harder to play, produce a poor tone, and do not last as long. Try to find someone who specializes in hand-made reeds. Mr. McEnry can help you find someone.
- ❑ **Mouthpieces:** As students grow and mature as musicians in high school, many will begin to be held back by the quality of their instruments. If buying a wooden clarinet or step-up model saxophone is not financially possible for your family (which was not for mine growing up), a good first step is to add a professional quality mouthpiece and ligature to your current instrument. This will work on any future instruments you may acquire. All students will greatly benefit from this relatively simple addition. These are strongly suggested for members of Wind Ensemble and Jazz band.
  - Clarinet: 1<sup>st</sup> choice – Van Doren model B-45 or M-13
    - OK alternative – Selmer model HS\* (that’s HS-star)
  - Saxophone (concert band): Eugene Rousseau NC4
    - OK alternative – Selmer C\* (that’s C-star)
  - Saxophone (jazz):
    - Soprano/Alto – Meyer 5M or 6M, or Otto Link Hard rubber 6-8
    - Tenor/Bari – Berg Larsen Hard Rubber 95, 110, or 112
  - Ligature: Rovner leather

As well as improving tone and making all aspects of playing easier, these mouthpieces are all made of hard rubber or metal instead of plastic, so they are also much more durable.

## *Brasses :*

- ❑ **Mouthpiece brush:** This is a handy little brush sized to fit through your mouthpiece and help keep it clean.
- ❑ **Mouthpieces:** Just as I mentioned in the discussion of mouthpieces for woodwinds, there are also specific models for brasses that will generally help students best succeed.
  - Trumpet: Bach #3 C for concert band, Kelly acrylic or Marcinkiewicz for jazz
  - French Horn: Holton Farkas
  - Trombone: Bach #6 ½ AL or Schilke #51
  - Euphonium: Schilke #51D
  - Tuba: Bach #18 or Conn Helleberg standard model

## *Percussion:*

- ❑ **Sticks:** Students are required to provide materials listed on the previous page. If you wish to purchase more, I recommend:
  - Snare Drum: Vic Firth American Custom SD1 General (2 pair)
  - Drum Set: Vic Firth SD4 Combo
  - Mallets: Mike Balter #F-05 xylophone/bell mallets, Mike Balter #F-23 vibe/marimba/cymbal mallets
  - Timpani: Vic Firth T1 general timpani mallets
  - Brushes: Regal Tip #583R

# Concert Attire

Each student will be issued a marching band uniform for use during the football season and future parades. I hope that providing uniforms for concert band will not be a hardship, however, you may not be allowed to perform if you are not in proper uniform. If you need help with any of the uniform, **please** talk with Mr. McEnry, and he will help you work something out. Our uniform is as follows:

## Symphonic Band

- Black slacks—no jeans! (Student provides) or appropriate, formal black skirts or dresses – NO SHORT SKIRTS OR SPAGHETTI STRAPS – please wear black tights if your skirt/dress is above the knees when sitting.
- Black dress shirt/top (Student provides, NO POLOS OR T-SHIRTS)
- Black dress shoes & socks (Student provides, or use marching shoes)

## Wind Ensemble/Jazz Band/Percussion Ensemble (student chooses one of the two options below)

- Tuxedo (through Formal Fashions) and black dress shoes and socks (student provides, or use marching shoes)
- Concert dress (purchased through Formal Fashions) and black dress shoes (student provides). Black tights recommended.

## Football pep band/Parades

- Marching band uniform (HHS provides)
- HHS Band shirt (purchased through boosters for \$15)
- All black shoes, gloves, and socks (purchased through boosters)
- HHS Baseball Cap to wear in stands (purchase through boosters for \$20 – please label with name)

## Basketball pep band

- Blue jeans with no rips/holes (Student provides)
- All black comfortable shoes and socks (Student provides, or use marching band shoes)
- HHS Band shirt and Baseball Cap

NOTE: In cases of extreme hot weather Mr. McEnry may call for hot weather uniforms. That uniform includes the following:

- Khaki shorts (Student provides)
- All black comfortable shoes and socks (Student provides)
- HHS Band shirt and Baseball Cap

## ***School Instruments & Equipment***

Hockinson High School owns a number of instruments for student use. It is important to remember that *while the instrument is checked out to a student, the student is responsible for that instrument*. What this means is that if the instrument is damaged during the year or requires maintenance, **it is the student's responsibility to pay for repairs**.

The student must fill out a usage contract prior to the use of the instrument. Please note the accessories (listed on page 9) that will be required prior to checking out a school instrument.

All students will be issued a lock for their instrument locker and must use it. Students will be fined \$10 for lost locks.

**Percussionists:** While you are not charged to use percussion instruments, you will be held responsible for any repairs other than normal wear and tear. If any percussion equipment is damaged and no one comes forward to take responsibility, the cost for these repairs will be split amongst the entire percussion class. Take pride in your equipment and do not let others touch it.

## Music and Folders

Each band student will be issued a complete set of sheet music for use in class, performances and practice. It is very important for each student to bring their own folder of music to every band rehearsal, even if they regularly share a stand. This way, they will not only be assured of being prepared, but they will be able to make corrections or notes on their copy of the music with their pencil.

Each student will be given a folder to protect concert band music. Students are expected to protect the sheet music by keeping it in their music folder. Students are permitted to write on the music as long as it is in pencil and as long as the markings are erased when turned back in. Music will be checked out and in. It will be the responsibility of the student to pay for lost music. Concert/Jazz band selections generally cost between \$5 and \$10 per part to replace. Students will be charged \$15.00 for lost flip folders with music.

# Private Instruction

Although not a requirement for membership in Hockinson's band program, private lessons on the student's primary instrument are highly recommended to help the student excel in band. It is an expectation that students will seek out private instruction if at all possible. There are many fine instructors in Clark County and Portland, but many of their studios fill up soon during the school year.

Several teachers have already made a commitment to providing lessons for interested students. Mr. McEnry will help get students set up with teachers.

Lessons will usually be scheduled once per week for approximately 30, 40 or 60 minutes. Payment will be the sole responsibility of the student. Students starting lessons with these teachers will be expected to continue until the end of the school year.

# HHS Music Boosters

We are fortunate here at Hockinson High School to have a wonderfully active and supportive music parent group. This group is involved in decision making and participating in needed ways for support of the music program as well as all of the activities of the bands at Hockinson High School. Some of the things they do include:

- ❑ Promote communication by publishing a newsletter and keeping regular contact with parents through e-mail.
- ❑ Hold meetings to conduct business and foster camaraderie among parents in the Hockinson band community.
- ❑ Raise funds to support music activities and equipment needs.
- ❑ Advocate for music in the school and community.

All parents and guardians are automatically members of the Hockinson High School Music Boosters, and will receive booster announcements by e-mail. All members are also cordially invited to meetings, which will be held in the library on the second Tuesday of each month at 6:30 PM. Special board meetings may also be called.

A volunteer form is included in the back of this handbook. Please take a few minutes to fill it out and return it to Mr. McEnry.

For questions related to the Music Boosters, please email the organization directly at [hockinsonmusicboosters@gmail.com](mailto:hockinsonmusicboosters@gmail.com).

# Contacting Mr. McEnry

You may need to contact Mr. McEnry for many reasons:

- An EMERGENCY, SUDDEN ILLNESS, OR UNAVOIDABLE CONFLICT has developed and you need to notify him that you will miss a performance or rehearsal.
- You have questions about the Hockinson Band Program.
- You have questions about your progress in class.
- You or your parents need advice about instrument repair, a new instrument, or private lessons.

There are two ways to contact Mr. McEnry:

**1. E-mail him at school at: [corey.mcenry@hocksd.org](mailto:corey.mcenry@hocksd.org) (preferred method)**

This is the best way to reach Mr. McEnry. He checks it in between class periods, as well as at home.

**REMEMBER:** If you miss a performance because of an emergency you must notify Mr. McEnry by PHONE or E-MAIL at your earliest convenience. The day after the performance is **too late to save your grade**. Mr. McEnry does not accept written excuses after the fact.

**2. Call the Hockinson High School Music Office at: 360-448-6450, x5594**

Email is the preferred method to contact Mr. McEnry. He does not check his voicemail as frequently as his email.

# Expectation Acknowledgement

After having familiarized yourself with the Band Handbook, please sign, date, and return this form.

- ❖ We understand what supplies and equipment, including uniform(s), will be required for band this year.
- ❖ We have read and understood the grading policy for band classes at Hockinson High School.
- ❖ We have found the attached calendars of events for the year, and understand the attendance requirements for band members. We understand that performances outside of school are required and are part of the student's band grade.
- ❖ **We understand the policy regarding absences for required performances.**
- ❖ We also understand that dates may change and/or be added throughout the course of the year. We will check the music department website frequently for the most up-to-date calendar of events.
- ❖ We understand the behavior expectations for band members at Hockinson High School.
- ❖ We have confirmed that all of our contact information below is correct and understand that all communications between band families and Mr. McEnry or the Music Boosters will rely on accurate information below (see page 12 for CutTime information).

## Student

Name \_\_\_\_\_ Email \_\_\_\_\_ Cell \_\_\_\_\_

Band Class (Circle)    WIND ENSEMBLE    SYMPHONIC BAND    PERCUSSION ENSEMBLE    JAZZ BAND

## Parent/Guardian #1

Name \_\_\_\_\_ Email \_\_\_\_\_ Cell \_\_\_\_\_

## Parent/Guardian #2

Name \_\_\_\_\_ Email \_\_\_\_\_ Cell \_\_\_\_\_

I have read the Band Handbook and understand what Mr. McEnry expects from me this year. I will do my best to meet or exceed these expectations and encourage others to do the same.

X \_\_\_\_\_  
(Parent/Guardian Signature)

X \_\_\_\_\_  
(Student Signature)

Date \_\_\_\_\_

**Please return this form and the medical information form by August 30<sup>th</sup> (this will be factored into the standard dealing with responsibility and accountability). Students will not be eligible to participate in any events if these forms are not turned in.**



# Medical Information

NOTE: This form will stay in the possession of Mr. McEnry and only be used in case of an emergency on a field trip. This form is NOT a permission slip and does not authorize the student to travel with the band.

Name of Student \_\_\_\_\_ Birth Date \_\_\_\_\_ Grade \_\_\_\_\_

Name of parent/legal guardian(s) (please print) \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_ Other Phone \_\_\_\_\_

Emergency Contact Person (If parent cannot be reached) \_\_\_\_\_

Emergency Contact Home Phone \_\_\_\_\_ Other Phone \_\_\_\_\_

Family Physician's Name \_\_\_\_\_ Physician's Phone \_\_\_\_\_

Family Insurance Company: \_\_\_\_\_ Policy No.: \_\_\_\_\_

Known Medical Condition(s): \_\_\_\_\_

Allergies: \_\_\_\_\_

Date of Last Tetanus Shot: \_\_\_\_\_ Medications to be given: \_\_\_\_\_

As the parent/legal guardian of the above-named student, I authorize emergency care to be given to the above named student to insure proper care of any injury or emergency situation in the event of any medical emergency while on a trip with the Hockinson High School Band. I authorize a qualified physician to examine that above named student and in the event of injury to administer emergency care and to arrange for any consultation by a specialist, including a surgeon, he/she deems necessary to insure proper care of any injury. I authorize emergency transportation if deemed necessary. Every effort will be made to contact the parent/guardian to explain the nature of the problem prior to any involved treatment.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Band Volunteer Form

Parent support and involvement is vital to a successful music program. Because of this, we would like to know how you would be willing to help out this year. More specific information will follow about specific events, but this gives us a good idea of who we can count on in what ways.

## **Count me in! I can help with: (Please mark all that apply.)**

- Chaperoning (trips, events, festivals, and parades). **\*\*Will need to be cleared with the district office\*\***
- Transportation (car-pooling to various performances) **\*\*Will need to be cleared with the district office\*\***
- I can help haul equipment with a covered vehicle.
- I can build things (cabinets, storage racks, bookshelves, etc.)
- Uniform cleaning, organizing, distribution, and/or alterations
- Music Boosters Benefit Dinner Organizer.
- Baking Services (various times throughout the year).
- Other food prep or donation.
- I can solicit donations for Benefit Dinner.
- I can donate item(s) for Benefit Dinner. (Ideas below?)
- I would be interested in helping to run lights and/or sound for HHS concerts
- I would be interested in helping with setup and/or teardown for HHS concerts
- I can help with concessions and other events where adult supervision and participation is needed once in a while.
- Car washer/chaperone at our yearly car washes
- I can solicit corporate/business sponsorship & advertising for a particular special event.
- I can solicit monetary donations for new instruments.
- I would be interested in serving as a Music Booster officer.
- I am available during the school day to help.

Day(s) and Time(s) \_\_\_\_\_

Parent Name(s) \_\_\_\_\_

Student Name(s) \_\_\_\_\_

Phone Number(s) \_\_\_\_\_

Email Address \_\_\_\_\_



# Calendar of Events

*X – Graded*

*O – Optional, but encouraged*

*S – Select musicians will be required*

<u>Event</u>	<u>Date</u>	<u>Wind</u>	<u>Symp</u>	<u>Jazz</u>	<u>Perc</u>	<u>Notes</u>
Percussion Day	8/17				X	9am-4pm. New and returning percussionists only
Band Camp	8/19-23	X	X		X	9am-4pm. All new and returning students must attend
HHES Back2School Night	8/22	O	O		O	5-6pm. Perform what we've learned at camp
Home Football	9/6	X	X		X	5pm call time/practice
Husky Band Day	9/7	X	X		X	All day in Seattle. Times TBA.
Wind Ensemble Retreat	9/27-9/29	X			S	OVERNIGHT AT ANDERSON LODGE
Home Football	10/4	X	X		X	5pm call time/practice
Home Football	10/18	X	X		X	5pm call time/practice
Home Football	10/25	X	X		X	5pm call time/practice
Fall Concert	10/29	X		X	S	Wind/Jazz only, 7pm call time
WIBC Honor Bands	11/22-25	O	O		O	Auditions recorded after school before this date
Basketball Games	Dec-Feb	X	X		X	Sign ups for games will occur in November
Skyview Jazz Festival	12/7			X		Times TBA.
Concert Dress Rehearsal*	12/16	X	X		X	SB 3:30-5:30, WE 3:30-5:30
Winter Concert	12/17	X	X	X	X	7pm call time
PLU Honor Band	1/9-11	O	O		O	Auditions recorded after school before this date
LCRMEA Honor Band	1/25	O	O		O	Auditions recorded after school before this date
Clark Jazz Festival	1/31 OR 2/1			X		Friday OR Saturday - Times TBA
North County Honor Band	2/7-8	O	O		O	5-9pm Friday, 10am-7pm Saturday
All-NW Honor Band	2/14-16	O	O	O	O	Spokane - Auditions recorded before this date
Percussion Ens. Fest.	2/21				X	Union HS - times TBA
Solo/Ensemble Festival	2/22	O	O		O	Union HS - times TBA
Concert Dress Rehearsal*	3/10	X	X		X	SB 3:30-5:30, WE 5:30-7:30pm
Clackamas Band Festival	3/11	X	X		X	Times TBA
Clackamas Jazz Festival	3/15			X		Times TBA
Spring Concert	3/18	X	X		X	7pm call time
LCRMEA Band Festival	3/26 OR 27	X	X		X	CONFERENCE WEEK - times TBA
CBC Band Festival	4/11-12	X		X	S	Overnight in Pasco, WA - Times TBA
Concert Dress Rehearsal*	4/17	X	X		X	SB 3:30-5:30, WE 5:30-7:30pm
Benefit Dinner Concert	4/19	X	X	X	X	Evening event - times TBA
Musical	5/2-3, 8-10	O	O		O	6:30pm call times
Parade Practice*	5/15	X	X		X	3:30-5:30pm
Parade Practice*	5/16	X	X		X	3:30-5:30pm
Hazel Dell Parade	5/17	X	X		X	9:00am call time
District Jazz Night	5/22			X		6:30pm call time
Concert Dress Rehearsal*	5/27	X	X		X	SB 3:30-5:30, WE 5:30-7:30pm
District Band Festival	5/29	X	X		X	5:30pm call time
Parade Practice*	5/30	X	X		X	3:30-5:30pm
Fun Days Parade	5/31	X	X		X	11am call time - DON'T SIGN UP FOR SAT EXAM
Starlight Parade	5/31	X	X		X	Times TBA (evening)
Graduation	6/6	X	X		X	6pm call time - All students grades 9-11 perform here

The HHS Music Boosters meet on the SECOND TUESDAY of every month at 6:30pm in the high school library. All parents are invited and ENCOURAGED to attend these meetings.

\*PARADE PRACTICES AND CONCERT DRESS REHEARSALS ARE TENTATIVE.

ALL DATES SUBJECT TO CHANGE – CHECK WEBSITE FREQUENTLY FOR THE MOST UP-TO-DATE SCHEDULE

[WWW.HOCKINSONMUSIC.COM/CALENDAR](http://WWW.HOCKINSONMUSIC.COM/CALENDAR)