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The Band Beat

The Newsletter for Seminole High School Band

The Band Beat

February 11, 2011

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Andrea Newhouse

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London Remembered



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Letter from the Editor

A few hiccups this issue but I am finally ready to print, albeit a few days late. It seems like once we got through the holidays and folks returned from London, all the air was sucked out of our collective Band Parents Association balloon! But we are in the second month of 2011 and it is time to gather steam in order to finish this school year with the same gusto that we had back when band camp started.

Our focus for the next few months involves concerts, competitions, and fundraising to replenish our bank account for next year. Although I thought marching band season

was fun, I look forward to the next couple of months because I know we will be hearing some beautiful music from our seasoned musicians.

This next period is also the countdown to the end of school! The “home stretch” for some means buckling down on studies to bring up a grade, others may be starting to think about a summer job, and still others are planning a complete life change with the start of their college experience. I hope this new year delivers love, joy and good fortune to all!

Jane

Without the band, it's just a game...



All State and All County

Aside from everything else they are doing, many of our kids participate in bands at a state and county level. Members of these bands are chosen from many different high schools and after intensely practicing for about one month, they perform a concert for parents, educators, and the public at large. Seminole High School was represented in all of these honor bands this school year. Thanks to all who tried out and congratulations to those who made it!

2010 Tri-State Band Festival:

Alana Guarino, Flute
Kayla Heckford, Clarinet
Adrienne Teffner, Horn

2011 All-State Band:

Bailey Clark-
Trumpet, 9-10 Concert Band

Kadin De La Barrera-
Horn, 9-10 Concert Band

Adrienne Teffner-
Horn, 11-12 Symphonic Band

2011 All-County Band:

Alana Guarino, Flute
Laura Flores, Flute
Jaime Rodriguez, Bassoon
Jonashly Mendoza-Lopez, Clarinet
Kayla Heckford, Clarinet
Yeaseong Han, Clarinet
Emily Dovydaitis, Clarinet
Max Cheng, Clarinet
Bailey Clark, Trumpet
Alan Blanchard, Trumpet
Zach Finnell, Trumpet
Joe Galvin, Trumpet
David Gomez, Trumpet
Adrienne Teffner, Horn
Kadin De La Barrera, Horn
David Wong, Trombone
Daniel Huang, Trombone
Darren Rivera, Euphonium
Jacob Rush, Percussion

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College Preparedness



The road to college requires not only an outstanding effort in high school to achieve good grades and develop leadership skills, but there are a multitude of deadlines along the way to prepare for college. Starting with testing, the PSAT (precursor to the SAT) must be taken in junior year and could result in qualification for a National Merit Scholarship. The SAT (and/or ACT) is taken in senior year and is used as part of college entrance criteria. Applications in general are due by the first of November in senior year, however some of the more competitive programs impose earlier deadlines and can include tryouts or interviews.

So while marching band season is still going strong and the rest of us are enjoying football, our seniors are busy behind the scenes preparing their college applications, writing intriguing personal essays and gathering teacher recommendations. Colleges start responding to applicants in December, but the entire process can take as long as five months. Right now, our graduating band kids are on pins and needles waiting for acceptance letters and making critical life decisions.

UNIVERSITY
OF MIAMI



THE FLORIDA STATE UNIVERSITY

Flash forward to August... the college has been chosen, deposits made, and then comes the inevitable trip to take your child to his or her new home. You pack the car with the necessities of life (laptop, flat screen television, I-Home alarm, and a nice lamp for the occasional reading that must be done) and you arrive at the college some hours later, only to drag everything out of the car and carry it up several flights of stairs to a cramped dorm room. A trip to the local discount store for snacks and items forgotten in the rush to get on the road is to be expected. You might buy your baby one last meal but then the time comes to give a painful final hug and jump in the car for the return trip home. As tears start to slide down your cheek and you get a last look at the blurry blob waving goodbye in the rearview mirror, take heart... parent's weekend will require a return trip in a matter of weeks and no matter how much time you spent teaching your offspring how to use a washer and dryer, they WILL return home at some point with a big bag of dirty laundry!

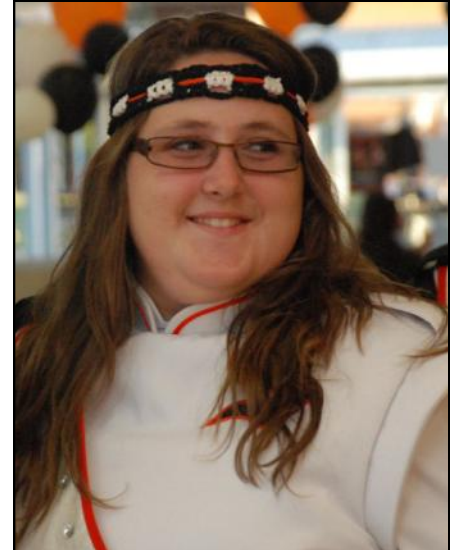


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Senior Spotlight

Kayla Heckford is all about music. This year alone she won a spot in both the 2010 Tri-State Band and the 2011 All County Band, while previous years have included all superiors at FBA Solo & Ensemble and three years in the Florida Young Artists Orchestra. Beyond playing her clarinet beautifully, Kayla accepted the additional role of Woodwind Captain this year following two years as Row Leader. Band is not her only musical pursuit though, as she also sings in both the school choir and her church. No surprise that she wants to attend Stetson and embark upon a career as a music teacher!

Looking back at the last four years, Kayla remembers her best moment as the trip in sophomore year to the Citrus Bowl for state finals. "It was so exciting I couldn't breathe... and there was a huge party on the bus going home!" Of course there were difficult moments here and there... junior year when the IB program became more intense, trying to keep her Woodwind group happy and focused, and showing up to endless marching practices in the Florida sun. But Kayla's philosophy to get through the tough times is to laugh off the small things and "it helps to remind myself that I'm working towards a bigger goal."



They say you don't keep your friends from high school but mine will definitely stay with me.



You only get one shot at high school so make the most of it.

Antonio "Anthony" Johansmeyer is not the "eat, sleep and breathe music" type that one often finds in the band room of SHS. Rather than chasing a degree and profession in music, Anthony dreams of attending Seminole State and UCF to achieve an EMT degree. What he craves is excitement, action, variety, and to work outdoors... he says those are the same aspects of band that appealed to him most. Throughout his four years of playing the sousaphone with the Seminole High School band, he has taken trips to Washington D.C. and London, he performed to an enormous crowd in the Citrus Bowl during state playoffs, and he has traveled far and wide across Florida simply by attending football games. Marching band is the best, giving him movement, friends and fantastic new experiences!

As a freshman, Anthony thought that the band leadership roles looked "cool" and it seemed that those kids were having a great deal of fun. So he tried out for Row Leader in sophomore year and decided he liked it so much, he went for Row Leader again in junior year and is now Section Leader as a senior. Anthony's advice to those he leaves behind as he heads off to college? "Do anything you can and don't miss out on any opportunities... you should never regret that you didn't try something."

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Senior Spotlight

Everyone in band knows the name, Parisa Fathi. As Communications Officer for the last two years, she has managed a small staff of students who have synchronized the band's social media including the Facebook group, "The Pride of The Tribe." In a broader sense, Parisa views her role as the messenger between different groups of people... directors to students, students to the community, leaders to their sections, and so on. It's a big task and leaves little time for extra-curricular activities, but she does manage to volunteer at the library.

Parisa plays the mellophone and French horn, but she does not consider herself a diehard musician. Her real passion is writing and English. She hopes to major in linguistics which, when paired with another discipline, can lead down various career paths including teaching, speech pathology, translation, law or even diplomatic corps. Ultimately she would like to be an editor and says that she is probably done with band once she leaves high school, although she feels strongly that being in band has helped make her a more attractive candidate to colleges. For Parisa, the pivotal event in high school was the first summer rehearsal before freshman year. "It set the tone for the next four years because I was so lost. But then I saw student leaders doing all this work and I said hey, kids are running this!"



**Find what you love
and stick to it!**

Solo and Ensemble

For those who have never been through a solo & ensemble event, it is an interesting learning experience but can be a bit intimidating for the participants. Students perform a piece of music for a judge either by themselves (solo) and/or with a group (ensemble). Parents may sit quietly in a corner of the room and students often have an accompanist with them for the performance. After the piece has been played, the judge talks to the student about things done well and makes suggestions for improvement. The student leaves the room and can choose to go home or wait for scores to be posted. Scores, like other music competitions, range from Superior to Poor.

Some important procedures to observe:

- 1) As a performing student, be early in order to give yourself warm up time and locate your assigned room.
- 2) Dress professionally, be polite, and thank the judge before leaving the room.
- 3) Bring a check for your accompanist if you have not already paid him/her.
- 4) Be QUIET while waiting in the hallway outside the judging rooms.
- 5) Listen carefully to the judge's advice as this is an objective person trying to help you.
- 6) Relax, do your best, and remember that this does not affect your GPA so have fun!



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Just for Laughs...

An explorer was traveling through the wilds of deepest, darkest Africa with a few native porters and guides. Far off in the distance, he heard drums pounding. Well, the explorer was naturally concerned, so he consulted his guides. They reassured him, "There is nothing to worry about. When the drums stop, it's time to worry." This didn't make him feel much better, but he kept going. Gradually the drums got louder and he asked his guide again. "When the drums stop, it's time to worry" was the response he got again. Eventually the drums got so loud, the explorer would have sworn that they were right next to him. Then all of a sudden, they stopped. With a trembling voice, he asked his guide what would happen now. With an equally trembling voice, the guide answered, "oboe solo."

Why can't a gorilla play a sousaphone?
Gorillas are too sensitive.

How many contrabass clarinetists can you fit into a phone booth?
Both of them.

What is the dynamic range of the bass trombone?
On or off.

How do you get a guitarist to play slower?
Put music in front of him.

Why did the bass player get mad at the drummer?
He turned a tuning peg, and wouldn't tell which one.

How do you get a tuba player off your doorstep?
Pay for the pizza.

The conductor repeatedly asked the trumpet section to play with more dynamics.
The first trumpet player responded in frustration, "We're playing as loud as we can!"



A community orchestra was plagued by attendance problems. Several musicians were absent at each rehearsal. As a matter of fact, every player in the orchestra had missed several rehearsals, except for one very faithful oboe player. Finally, as the dress rehearsal drew to a close, the conductor took a moment to thank the oboist for her faithful attendance. She, of course, humbly responded "It's the least I could do, since I won't be at the performance."

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Band Board and Committee Chairs

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Treasurer - Student Accounts	Michele Wawoe	407-488-7730	treasurer3@seminolehsband.org
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10th Grade Rep.	Kathy Galvin		10GradeRep@seminolehsband.org
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THE CASE FOR MUSIC EDUCATION by Steven N. Kelly

Higher Academic Success

New data, provided by the Florida Department of Education, of students from across the state, illustrate a powerful correlation indicating that individuals who participate in school music experiences achieve higher academic success in the classroom and higher scores on the Florida Comprehensive Assessment Test (FCAT). Additionally, while the correlation of music participation to academic success has been stated before, the new data also shows the effect of music participation on a broader base of individuals including students from varying races, ethnicities, and socioeconomic levels. Furthermore, the data show that students participating in music classes for eight or more semesters (4 or more credits) benefit even more. However, the expanded new data go still further in demonstrating music's contribution to Florida education. New data show an additional correlation that students who participate in K-12 music classes have a lower dropout rate than students not enrolled in music and that these individuals score higher on SAT exams in addition to the FCAT. Thus, the new data provide a clearer more comprehensive report of the influence of K-12 music education experiences in the overall academic success of Florida public school students than any data previously examined.

Multi-Sensorial Learning Correlates to Academic Success

The stereotypical perception of K-12 music education is the marching band performing for football games, the chorus singing at the opening of a new store, or young children performing a holiday concert. These activities are the end product of an education process that requires a multi-sensorial learning focus for students. Students in music classes must develop skills in aural listening, decision-making, spatial reasoning, kinesthetic movement, eye-hand coordination, and oral communication. Research has shown that the development of these skills correlates to academic success in areas such as reading, mathematics, language development, communication skills, and critical thinking. These are the same skills that curricular experiences in algebra/mathematics, language arts, reading and writing, science, and physical education seek to develop. It is no wonder



that research in human development shows a strong correlation of music to language development, both of which correlate to high academic success. By adding the new dimensions of increased student retention and academic success across a wide diversity of cultural groups, music can be a highly effective multidimensional curricular offering beneficial to all students, not only the "talented."

Music Enhances Math and Reading Scores

The process involved in music is similar to all courses requiring the development of critical thinking and decision-making skills. Studies have linked music to enhancing the development of math and reading scores. However, the results of these studies in isolation are inconclusive. The product of music by itself has not reliably been shown to make students smarter. However, it is not the product of the performance, rather the process that enhances growth. Previous results highlight the processes demonstrating that involvement in music education stimulates the human brain in manners that appear to promote cognitive growth. Research studies have shown that curricular activities which provide intrinsic motivation, complexity, and opportunities to experience the direct results of the learning experience seem to stimulate brain cell activity. Thus, the multi-sensory experiences encountered in every music class contribute to processes that promote the development of skills

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THE CASE FOR MUSIC EDUCATION (continued)

correlating to academic growth and future success.

Broadest Use of Human Senses

Furthermore, music classes may be the only curricular offering that involve the broadest use of human senses. As research strongly supports, students learn in many different ways and through a wide variety of manners. Music classes involve hearing, vision, touch, and taste (when students place a trumpet to their mouths or a clarinet reed in their mouths). The simultaneous use and coordination of the senses promote the stimulation and correlation development of skills leading to academic success in areas such as math, reading language, critical thinking and social development. This process explains the correlation within the new data from Florida students.

Summary

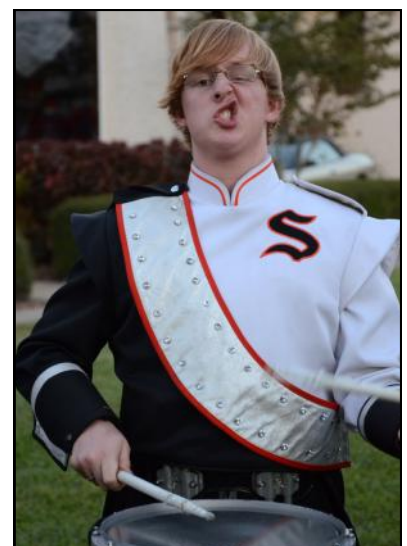
The exciting new data from Florida students show that all students can benefit academically and socially from participation in school music programs. They show that music education contributes to areas that are important to the future of all Floridians. No other aspect of the school curriculum provides a culturally diverse experience while stimulating the cognitive processes involved in preparing students to achieve higher levels of academic achievement than school

music education programs.

Music education is more than a public performance. It is an academic learning process that requires the development of cognitive, behavioral, psychomotor, affective, and social skills. Music education is one of the few universal phenomenon taught in schools that have been associated with human development since the very beginnings of human activity. Consequently in a global world, studying music is participating in a global behavior conducted through universally accepted practices. The Florida Department of Education has now provided overwhelming data showing the influence of music experiences on our students and their academic success in areas assessed by the FCAT, SAT, overall school grade point averages, and school drop-out prevention. Few, if any, single curricular offerings can make such a strong impact on student development and success.

The Author

Steven N. Kelly is an Associate Professor of Music Education in the College of Music at Florida State University. Dr. Kelly currently serves on the editorial board of the *Journal of Research on Music Education*, *Research Perspectives in Music Education*, he is the Florida Music Director and he is the author of the textbook [Music Education in American Society: A Social and Cultural Understanding of Music Education](#).



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The Band Beat

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Save the Date

PERFORMANCES:

Feb 22 - Northampton
School for Boys Friendship
Concert w/ Jazz Chiefs

Feb 24 - Pre-Festival Band
Concert @ 7pm

COMPETITIONS:

Feb 10 - FBA Jazz Festival @
Seminole High School

Feb 11/12 - FBA Solo &
Ensemble @ Seminole High
School

Mar 3/4/5 - FBA Band
Concert Festival

Mar 25/26 - FBA State Jazz
Solo & Ensemble @
Freedom High School

FUNDRAISERS:

Feb 11/12 -
Concessions, Grill, &
Baked Goods at Solo &
Ensemble



Send your email address if you want to get "BLASTED"
beachhammer2@gmail.com

Glamour Shots for Mom's Day

Strapped for ideas for Mother's Day? A professional quality close-up of her favorite band student could be the unexpected gift she's been hoping to get. Glamour shots come in sizes and prices for any budget so even after you buy a frame, the price is affordable to a student on a strict allowance! Contact Dave Brendle for more information and to order your photo:

photo@seminolehsband.org

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