

The Seminole High School

“THE PRIDE OF THE TRIBE”

Marching and Procedures Handbook 2017

The goals of **“THE PRIDE OF THE TRIBE”** are:

1. To maintain the highest level of musicianship,
2. To provide quality performances for our school and community,
3. To build mutual respect for one another.



Having earned membership, Vets will strive to maintain these ideals and new members will strive to attain these ideals.

Hesse (Seminole for welcome)

You are now officially part of a Marching Band! You may or may not know what you're getting into! It is a unique sort of organization. You will be expected to work hard--hours of marching and standing in the hot Florida sun, giving up evenings and weekends for rehearsals, wearing hot, uncomfortable uniforms, enduring lots of yelling--and all for a show that is less than 10 minutes long. So why do we do it?

Because it's a lot of **FUN!!** Band members really get close to one another. They form lasting friendships. It's a place you can belong and feel comfortable with. And all that hard work really pays off - in the feeling of accomplishment you get from having put on a good show, in the sense of oneness you get from working together with all those other people to put the thing together, in the applause at District Marching Festival, and in the pride you have in your work and your organization.

Use this handbook as a reference. Don't be afraid to ask questions, but do read it first (You never know, someone might ask you a question from it--say around the end of the nine weeks...). It should help our technique by making all our moves clear and consistent. For Hopoewaws, it should explain a lot of things. For Vets, hopefully it will refresh your memory and maybe even clear up some things you've always wondered about. However, all the books and reading in the world cannot substitute for your hard work and dedication to really learning this stuff and creating an awesome show this year! I am looking forward, as I hope you are, to our best year yet! So work hard this year--and enjoy every minute of it!

BAND, TEN-HUT --- NOLES!

P.L. Malcolm and Cheyne LeBonte
Band Directors

"The Pride of the Tribe"

The "Pride of the Tribe" is the combined forces of the Seminole High School Wind Ensemble, Symphonic Band, Concert Band, Percussion Class, and Dazzlers. The purpose of this organization is to provide entertainment for football games, pep rallies, band festivals, parades, and concerts. It is an integral part of the instrumental music education curriculum at Seminole. All members are expected to devote TOTAL DEDICATION and MAXIMUM EFFORT and INVOLVEMENT in all aspects of marching, playing, and performance.

Weekly Rehearsals

1:45 PM (Wednesdays)/2:45 PM (Thursdays)

In the band room, gather instrument and music, and head out to practice

2:00 PM/3:00 PM Whistle blows indicating that all members should take their place in the attendance block. Leaders will take attendance and report it to the Band Secretary.

2:05 PM/3:05 PM Band is called to attention. Anyone not in their place at this point is tardy.

Rehearsals will end promptly at 5:00 PM.

Band System of Support

Principal

Directors

Instructors/Clinicians

Band Captain

Drum Majors

Officers (band council members)

Leaders (leadership members)

Veterans (any member returning for two or more years)

Hopoewaw (All First Time Marchers)

Band Leadership

The Leadership system of "The Pride of the Tribe" is set up to aid in the proper operation of the band program and to provide leadership opportunities for band students. It is the responsibility of each officer to carry out his/her duties to the best of his/her ability and always with a positive attitude. All student leaders are selected by the band director in the spring, after interviews with all interested candidates. New leaders are announced at the band banquet at the end of the year. Any student who wishes to be considered for a student position must submit an application by the deadline set by the director or he/she will not be considered for a leadership position.

Officers (Band Council):

1. Band Captain- highest ranking officer; assist directors, act as the liaison between the students and the directors
2. Drum Majors - One or more persons selected to lead the band at games, parades and contest, etc.; also assist with marching band rehearsals.
3. Field Commander - assist drum majors and act as substitutes if drum majors must leave field
3. Office Managers - keep attendance, assist directors and band parents, maintain office organization and band databases, and keeps notes at all meetings.
4. Librarian - organize and distribute all music to the band members.
5. Quartermaster - organize, distribute, and collect all uniforms before and after performances.
6. Equipment Manager - keep inventory organized; hand out and collect musical equipment.
7. Communications Officer - send out updates and information to students over Facebook, e-mail, maintain communication between directors and students

Only Band Council greets visiting bands during third quarter of home football games.

Leadership:

Section Leaders -work with individual sections on marching and music; maintain a high level of performance in the section.

Row Leaders -work with section leaders in their section on marching and music, maintain a high level of performance across their row

Band Leadership 2017-18

Band Council/Officers

Band Captain - Sam P.
Drum Majors - Grace S., Victor T., Sarah W.
Field Commander - Sara D.
Woodwind Captains - Diana D. & James S.
Brass Captains - Nathan K. & Logan V.
Percussion Captain - Nolan V.
Office Managers - Kamini K., Payton M., & Sarah R.
Librarian - Emily M.
Quartermaster - Cathy B.
Equipment Manager - Riley H.
Communications Officer - Kate T.

Leadership

Assistant Quartermasters - Nathan H., Sa'Mya K., Sarah M., Briana P., Isabel R., Sophie R., Jeremiah S., Ahlisha T., Madelyn V.
Assistant Librarians - Hannah L., Sydney L., Carli M., Jaidah Q., Jessica-Anne R., Anna V.
Equipment Staff - Ajani B., Saleem J., Jaysen K., Jonathan Ri., Lyman W., Elias W.
Communications Staff - Kiya M., Lina R., Briana T.
Flute Section Leader - Precious U.
Flute Row Leaders - Mei Yean C., Amber P., Jade R., Sian V.
Clarinet Section Leader - Abby C.
Clarinet Row Leaders - Savannah B., Kaylyn D., Danais R., Ally T., Leah T.
Alto Saxophone Section Leader - Solomon D.
Tenor Saxophone Section Leader - Dejah S.
Saxophone Row Leaders - TJ E., Kaley H., Mikayla M., Glorie M., Austin V.
Trumpet Section Leader - Aiden W.
Trumpet Row Leaders - Alex B., Christen C., Micaela H., Nate H., Hunter K.
French Horn Sectional Leader - Marialaura Z.
French Horn Row Leader - Lily H.
Trombone Section Leader - Jairon A.
Trombone Row Leaders - Gabriel L., Kenny O.
Baritone Section Leader - Ari I.
Tuba Section Leader - Ethan S.
Tuba Row Leader - Erika J.
Drumline Section Leader - Sorin C.
Drumline Sub-Section Leader - Jonathan G.
Front Ensemble Section Leader - Tiara M.

Leadership

Teaching Sequence

1. State the name of the fundamental maneuver and explain its purpose.
2. Give command in a loud, staccato voice at a slow tempo (clap hands to emphasize beat).
3. Give response in a loud, staccato voice at a slow tempo (clap hands to emphasize beat).
4. Repeat command and response at least twice.
5. Have learning group respond to your command at least twice.
Emphasize: staccato use of voice, diaphragm for support and projection, volume, clarity; and tempo!
6. Demonstrate the COMPLETE maneuver at least twice so that the group can see the maneuver as a whole. Then demonstrate the maneuver "by the numbers". Use the same speed for your demonstration that you will be using for teaching.
7. Have the group begin the execution of the maneuver "by the numbers".
Stress point-to-point snap.
8. Continue "by the numbers" until everyone has correctly performed each of the maneuvers.
9. Sequence the maneuver several times at a very slow speed while watching the group for individual problems. Don't hesitate to go back to the "by the numbers" approach if problems occur during the sequencing.
10. SPEED KILLS!!! Too fast a tempo kills percussion, makes learning difficult, promotes sloppiness, and fatigue the students.
11. At the completion of every maneuver, every time it is done, there should be a 4 to 5-second period of absolute "freeze", then say, "RELAX".
12. Be Positive. Encourage your group. Help those who are having trouble rather than "riding" them. Make examples of those who are doing superior work. Reward your group with praise when they accomplish a given task.
13. The purpose of the FUNDAMENTAL TRAINING SESSION is to T-E-A-C-H all students to do their best at what needs to be done. Give your group your very best!

Streamlining Rehearsals

1. Yard lines are eight 22 1/2 inch steps apart.
2. Regular hash marks are twenty-eight 22.85 inch steps apart and twenty-eight 22.85 inch steps from the sidelines. (Professional hash marks are different.)
3. Marching across the yard line, the arch of your right foot hits the yard line. When marching cross-field, the right foot is on the yard line.
4. Always maintain the proper interval.
5. Follow the instructions of your row leader.
6. Always have 2 pencils with you. Your instructors should only have to give instructions or corrections once.
7. For the benefit of everyone concerned -- **BE ON TIME FOR REHEARSALS AND BE PREPARED WITH THE PROPER EQUIPMENT:** pencils, music, instrument, flip folio, charts, and lyre.
8. A **minimal** amount of conversation will result in a better and quicker rehearsal in which the director can be heard and you can concentrate on what you are doing.
9. YOUR PERSONAL RESPONSIBILITIES ARE:
 - a. **Know your assignment and do it well.**
 - b. Attend **ALL** rehearsals and arrive on time.
 - c. **Be attentive** to all instruction.
 - d. **Teamwork** is essential for a successful group performance. Get to know your neighbor!

Marching Band Vocabulary

About Face - A stationary facing move in which the body turns 180 degrees.

Adjusted Step - Change the step size (from the normal 8 to 5) to cover the distance in a specified number of steps. The half-way method should be used to adjust the step. **Alignment** - Dress by rank and cover by file.

Anticipation - Beginning a movement early.

Arc - a curved formation that is part of a circle.

Arc Gate - The movement of an arc with one end fixed as a pivot.

Arc Wheel - The movement of an arc around a central point while still keeping the formation.

At Ease - Relax with right foot remaining in position.

Attention - The basic posture that should be carried over into all other movements.

Backwards Marching - Move backwards (facing front) in 1/2 steps, on the toes.

By the Numbers - To rehearse a maneuver by counting or calling steps aloud.

Column - A line of band members, one directly behind another.

Company Front - 90% of the band is standing or moving in a lateral line.

Cover - the straightness of a line of individuals, front to back.

Curvilinear Design - any design utilizing arc segments.

Dismissed - Rehearsal is finished.

Dress - The straightness of a group of elements across a lateral line, standing or moving.

Echelon - A group of band members covered in a diagonal rather than a rank or file.

Element - Any component of the band.

Fall In - Take up positions in the basic formation.

Fall Out - Band members may leave basic formation.

Fanning - The uneven expansion of intervals in an element while turning.

Flank - Abrupt change of direction 90 degrees to the left or right by each individual or rank.

File - A line of individuals, one directly behind the other.

Follow the Leader - a maneuver executed by following an individual at one end of a file in a predetermined path.

Halt - Stop all movement.

Hesitation - beginning a movement late.

Hit - a major impact point in the show.

Hold - stand fast.

Horns Up - Maneuver to bring instruments or equipment to playing position in a specified number of counts.

Horns to the Box - Raise instruments at an angle that allows sound to be directed toward the press box.

Interval Distance - The space between 2 elements.

Left Face - A stationary movement in which the body turns to the left 90 degrees.

Left Guide - Band member at the extreme left of a rank.

Mark Time - Marching in place.

Oblique - A movement or facing not perpendicular to the original line of march.

Phasing - An out-of-step error caused by an individual who is ahead or behind the beat; also, a playing error in which different groups within the band are out-of-synch, caused by not watching and following the conductor.

Pikes - flag poles

Pic or Picque Point - A field mark, piece of equipment, or individual used as a reference point.

Posture - Carriage or bearing.

Preparatory Command - Tells you what to do before you do it.

HORNS UP

Vocal Command: (1) (2) (3) (4)
Band Horns Up

Response: (1)
Snap

Execution:

1. On beat 1 (Up) after the command is given, the horns snap from the ATTENTION position to the HORNS UP position that pertains to your instrument:

Flutes-90 degrees parallel to the ground, directly to your right.

Clarinets-45 degrees to the ground.

Trumpets, Trombones, and Marching Baritones- 90 degrees plus 1 inch from the ground.

Sousaphones, Concert Baritones, and Percussion- see your individual group instructor.



Fig. 15



Fig. 16

HORNS DOWN

Command: (1) (2) (3) (4)
Band (pause)Horns Down

Response: (1) (2)
Horns Down

Execution:

1. On beat 1 (Horns) instruments move out slightly from the mouth, while yelling HORNS.

2. On beat 2 (Down) all instruments snap back to the ATTENTION position while yelling DOWN.

Fig. 17

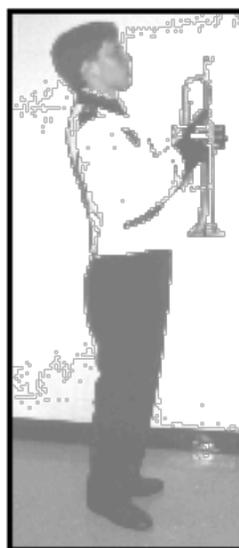


Fig. 18

FORWARD MARCH

Review of Vocabulary

Posture: Carriage or bearing.

Attention: The basic posture that should be carried over into all other movements.

By the Numbers: To rehearse a maneuver by counting or calling steps aloud.

Anticipation: Beginning a movement early.

Hesitation: Beginning a movement late.

Halt - Stop all movement.

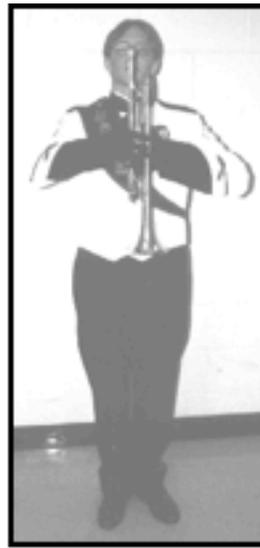


Fig. 19



Fig. 20



Fig. 21

FORWARD MARCH

Vocal Command: (1) For (2) ward (3) March

Response: (4) And (1) one

Whistle Command: Tweet Tweet Tweet Tweet

Execution:

1. On beat 1 (step) after the command is given, place your left foot 22 1/2 inches in front of you as if to take a step. The heel hits the ground first with the toes approximately 3-4 inches above the ground, and the foot rolls to the next step.
2. On the next beat you will place your right foot 22 1/2 inches in front of you in the same manner as the left foot. Keep alternating this procedure until you are told to stop.



Fig. 22



Fig. 23

LEFT SLIDE

Vocal Command: (1) (2) (3) (4) (&
Left Slide Hut Turn
Response: (&) (1)
and Slide

Execution:

1. On beat 4 (turn, and) after the command is given, take 1 more 22 1/2 inch step with the right foot. Pivot the lower body 90 degrees to the left on the ball of your right foot keeping your upper body facing the direction it was in before the SLIDE command was given.
2. On beat 1 (Pop) take a 22 1/2 inch step with the left foot in the new direction and continue marching forward with your upper body turned 90 degrees to the right of the direction your feet are moving .

RIGHT SLIDE

Vocal Command: (1) (2) (3) (4) (&
Right Slide Hut Turn
Response: (&) (1)
and Slide

Execution:

1. On beat 4 (turn, and) after the command is given, take 1 more 22 1/2 inch step with the right foot. Pivot the lower body 90 degrees to the left on the ball of your right foot keeping your upper body facing the direction it was in before the SLIDE command was given.
2. On beat 1 (Pop) take a 22 1/2 inch step with the left foot in the new direction and continue marching forward with your upper body turned 90 degrees to the right of the direction your feet are moving .

BACK SLIDE

Note: BACK and FRONT SLIDE commands can only be given from a Left or Right Slide Maneuver.

Vocal Command: (1) (2) (3) (4) (&
Back Slide Hut Turn
Response: (&) (1)
and Slide

Execution:

1. On beat 1 (Pop) rotate body so that you are now travel in a BACKWARDS MARCH.

FRONT SLIDE

Vocal Command: (1) (2) (3) (4) (&
Front Slide Hut Turn
Response: (&) (1)
and Slide

Execution:

1. On beat 1 (Pop) rotate body so that you are now travel in a FORWARD MARCH.



Fig. 26

