

Seminole High School  
Drum Major Camp (Online edition)  
2020



Principal

Dr. Jordan Rodriguez

Assistant Principal

Dr. Backell

Directors

P.L. Malcolm

Cheyne LaBonte

Instructors

Lily Hernandez, Micaela Hernandez, Christen Cosat

Sonia Montenegro, Ati Gor

Jahari Medina

# So you want to be a Drum Major?

Welcome to Seminole High School's Drum Major Camp. By coming to this camp, you have taken the first step in the process of applying for the Drum Major position. The primary objective of this camp is to prepare potential drum majors to step in front of the marching band with confidence. At this camp, you will be learning many different aspects of the position of a leader in this band. *The first requirement for the development of a "Superior" band is prepared and enthusiastic leaders.* Preparation for this involves a lot of effort and hard work. But the rewards, both to you and the band, are well worth it. As a drum major in this band, you are a prime moving force for the band. Not only will you be teaching other members music and marching, you will also be instilling them with pride and spirit through your motivation, dedication, and discipline in this band. You are in for quite a journey, but in the end, it will be completely worth it. Good Luck!

Sincerely,

DMs

**DRUM MAJOR-** The drum major is the most visual person in the band. They are held in the highest regard and are expected to be able to handle the mounds of responsibilities upon which they are bestowed. Being one step ahead of the directors is always a good thing, but be sure that a drum major can adjust to quick changes and sudden urgencies.

### **WHAT ARE THE EXPECTATIONS OF A DRUM MAJOR?**

- To be the first ones to arrive and the last to leave at any band function.
- To follow orders as much as they expect others to follow them.
- To communicate openly with other leaders as well as the directors. (biggest priority)
- To lead by example.
- To uphold the band image in and out of school.
- To be a positive and inspirational model for the band.
- To know when it is time to work and when it is time to play more than anyone.
- To be a model student with good study habits.
- To be able to play the music to show what you are teaching if asked.
- To memorize the music conducting-wise the first day that you receive the scores.
- To start class when directors are busy.

### **WHAT CAN I EXPECT BECOMING A DRUM MAJOR?**

- Lose the majority of your free time doing band related tasks (**especially** during marching season).
- That you will have people who do not like you just because you are a drum major.
- You can expect to find out who your real friends are.
- Friends wanting favoritism over other band members.
- Many underclassmen will aspire to be in your position.
- Lots of outside recognition (this is why you have to always uphold a positive image of the band).
- The band directors no longer sugar coating things.
- Complications with other leaders.
- Expect to be criticized about everything you do; even if it is the most minute.

**DRUM MAJOR CAMP-** Over the summer, the drum major team will travel to Florida State University for the Marching Band Leadership Camp. You will be taught the proper way to teach, interact with drum majors across the state, and conduct different styles of music. In the past years we have excelled at camp, but the purpose we go is not for winning but it is all about having fun and getting out of it worthwhile information and friendships. The dates for this year's camp are July 7<sup>th</sup>-12<sup>th</sup>.

## **Working With Your Directors**

1. Be able to communicate with them. Don't wait for them to come to you. Make yourself available and useful.
2. Know your job.
3. Be dependable. First to arrive ... Last to leave.
4. Never talk down about the band to others.
5. Look ahead for things to do and take care of it.
6. Be flexible to changes. Make your directors' life easier.
7. Fully support the decisions and actions of your band directors! Even if you don't agree 100%, that's **your** problem, **not** the band's. The band must always see a unified director/student leader team in action.
8. Do something nice for your directors!

## **Responsibility**

If you open it ... close it.

If you turn it on ... turn it off.

If you unlock it ... lock it back.

If you break it ... fix it.

If you can't fix it ... call someone who can.

If you borrow it ... return it.

If you value it ... take care of it.

If you make a mess ... clean it up.

If you move it ... put it back.

If it's none of your business ... don't ask questions.

If it will brighten someone's day ... say it.

## **Who Is Responsible?**

**This story about four men named Everybody, Somebody, Anybody, and Nobody. There is an important job to be done, and Everybody was asked to do it. Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it.**

**Somebody got angry about that because it was Everybody's job. Everybody thought that Anybody could do it, and Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when actually Nobody should have been blamed by Anybody.**

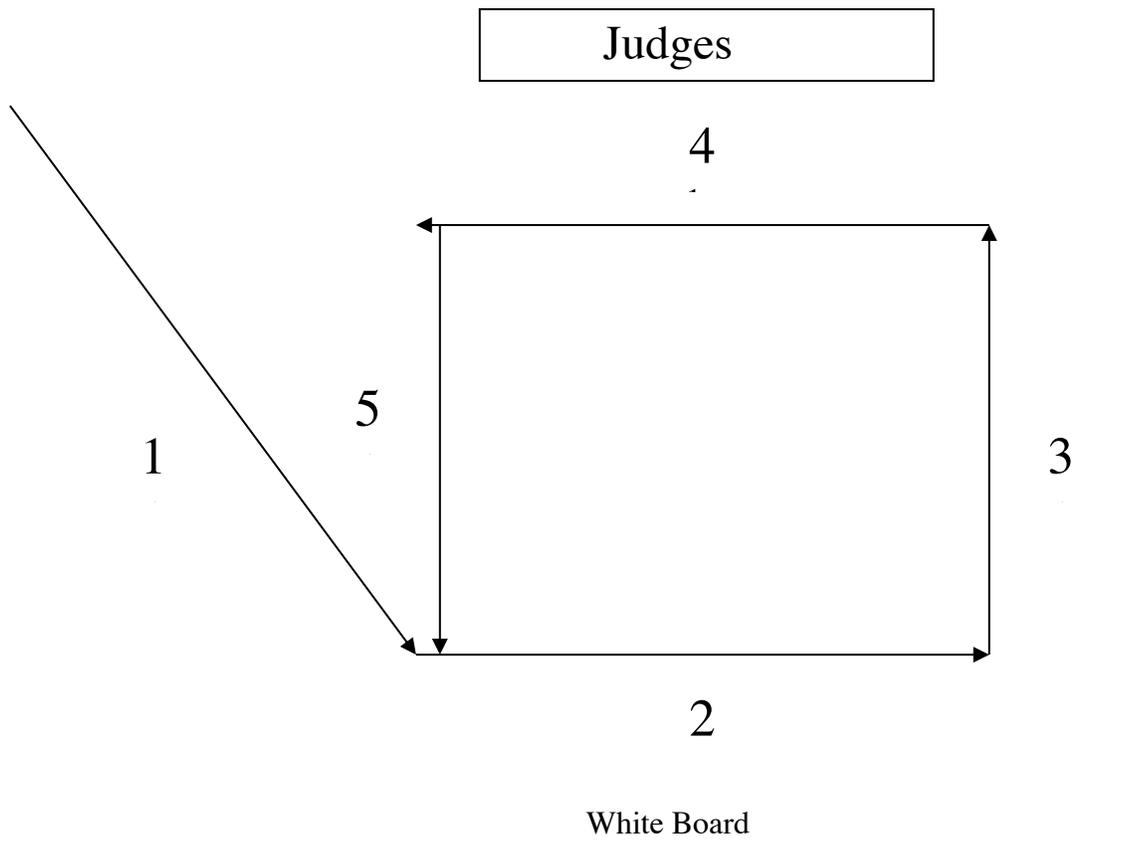
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## DM Audition Process

- Box Drill (see below)
- Salute Demonstration
- Teaching Sequence (see Teaching Sequence page)
- Conducting in 4/4, 3/4, and 2/4 (see Basic Conducting page)
- Conducting routine to "Don't Rain On My Parade"

### Box Drill

1. Enter room marching (roll step)
2. 8 counts forward march (horns down)
3. 8 counts forward march (horns up on beat 1)
4. 8 counts left slide (horns stay up)
5. 8 counts backward march (horns stay up until drill is completed)



## 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 maneuver.
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 fatigues 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!

## Basic 4/4, 3/4, and 2/4 Conducting Patterns

\*\*\*Each ictus point is in the center with the rebounds following the pattern\*\*\*

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4/4



4/4 – Down for 1, in for 2, out for 3, up for 4

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3/4



3/4 – Down for 1, out for 2, up for 3

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2/4



2/4 – Down and out for one, in and up for two

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\*\*\*Strive for a clear pulse while maintaining a flow to the pattern\*\*\*